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**Global Education, Teaching and Learning
(IAC-GETL 2020)**

The Textbook as a Challenge in Foreign Language Education

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Abstract

This presentation deals with the issue of the role and importance of the language textbook in current foreign language education. What is the role of the language textbook in the New Media Age? What are its functions and what should be its qualities? Is the textbook really needed in the time when a significant part of education is being held virtually? Why and how is it necessary to pay attention to the textual aspect of language textbooks? What role does authenticity mediated by textbooks play in language education? The main aim of this presentation is to discuss these questions and to suggest some answers and solutions. The author of the article considers the textbook (the choice of it or its creation) an important challenge in the process of creating and teaching language courses. One of the reasons is currently insufficient research related to textbooks used in adult language education, which is something that needs to be pointed out. Foreign language textbooks should be seen as a valuable source of didactic and authentic texts to remain an important part of the Communicative Language Teaching. This topic needs attention both from the point of view of pedagogical research and the view of the user or author of a foreign language textbook.

Keywords: foreign languages, Czech, textbooks, didactics, teaching

1. INTRODUCTION

What is the importance of the language textbook in the Era of Multimedia? What is its role and its function? Is a textbook still needed in a time when a significant part of education is being held virtually? Why and how is it necessary to pay attention to the textual aspect of language textbooks? What role does authenticity mediated by textbooks play in language education?

The main aim of this paper is to discuss these questions and to suggest some answers. The author considers the textbook (the choice of it or its creation) an important challenge that requires attention from three points of view: that of pedagogical research, and of both the author and user of a foreign language textbook.

Why has the textbook become a challenge over the past decade? The language textbook market is very diverse and each publication deals with continuously developing and strengthening competition. New teaching materials are being produced and older time-proven materials are being up-dated. Another question is if textbooks are still a necessary didactic material in a time when any text can be transformed into an electronic version. In a time when a number of mobile applications are used. In a time when, thanks to the internet and its tools, we can use a large number of programs enabling **interactivity** to create teaching materials. Modern didactic materials are therefore more attractive from the user's point of view and they comply with the needs, habits and skills of current language students.

Nowadays the tendencies towards online education are more and more intense, which is justifiable. However, at the same time, there exist educational environments where virtual and multimedia education is not enabled.¹ We don't have to refer only to developing countries to show other examples of educational environments where online teaching and learning is inaccessible or even not required. For example, Czech language education for senior citizens usually doesn't succeed without a paper version of a textbook.

Friesen (2017) describes the current situation in his book: "In an age of social media, twitch speed, and Twitter, it is easy to portray the classroom and blackboard as unnatural, unmodern, unexciting, and uninspiring. These old contexts and forms are all readily seen as outmoded and obsolete – particularly for new generations of digital native students" (p. 4).

Without questioning the indisputable advantages of e-learning programmes, online tools, etc., we assume that the foreign language textbook should also motivate people to learn foreign languages, especially in a time when interest in foreign languages is significantly decreasing (for example, among Czech university students, unless we take into account compulsory English lessons they must take).

2. Teaching as a Partnership between Teacher and Materials

In his *Didactics of Foreign Languages*, Hendrich (1988) sees the textbook as a basic but only initial teaching material "in the hands of an educated and thoughtful teacher with a creative work attitude" (p. 400). This means that a textbook can't completely replace a teacher. Among the teacher's competences there should also be the ability to effectively use the textbook during lessons. Furthermore, texts in books need to be constantly updated if they are related to scientific fields that change because of their fast development. According to Hendrich, the textbook, apart from providing the main source of knowledge, also supports the motivation of its users and should ensure that all language teaching institutions achieve a unified approach to teaching a particular foreign language.

Červenková (2011, pp. 18-21) summarizes all functions of textbooks defined by linguists and didacticians who devote their research to the creation, analysis and evaluation of the teaching materials in the Czech environment (Průcha, Skalková, Mazáčová, Sikorová, Zujev, Michovský, Horák, Gavora). So far, the described functions of textbooks are the following:

- Information – presenting the curriculum
- Regulation – managing teaching and learning
- Organisation/orientation
- Motivation
- Differentiation
- Education – presenting values
- Systematisation
- Integration
- Coordination
- Self-education and enabling self-control
- Transformation
- Normative/unification

¹ As an example, we can mention the author's experience with English teaching at the University of Luang Namtha in Laos. The most modern teaching equipment there was a cassette player, while at European universities the internet was being commonly used. In 2008, English teaching at this university was based on working with a paper copy of one English textbook because of the inaccessibility of computers and the internet.

Teaching materials contain *textual components* (all texts in the textbook) that also have some specific functions. The range of these components function as motivation. Appropriately chosen textual components should also present some values (e.g. cultural) and help foreigners understand the rules related to the etiquette, ecology, etc. that are needed for successful integration into the society. Authors of textbooks should endeavour to use a great variety of kinds of texts in their textbooks in order to provide linguistic complexity. This way, the students will be enabled to use the textbook as a means of self-education without having to search for information and knowledge in other sources. The function of differentiation means that the textbook can provide students extended materials and therefore can satisfy different needs of its users.

Because of the mass of new forms of teaching materials (e-textbooks, digital materials, Power-Point presentations, etc.) and because of the amount of information available on the internet, it is important for current textbooks to be normative. The language textbook should, besides other things, unify the requirements to achieve common reference levels (described in the Common European Framework of Reference for Languages). Based on these indicators created by language experts, the language textbook should help authors produce new teaching materials.

Among the important qualities of classical textbooks (in contrast to the electronic ones), there is **compactness**, **clear arrangement** and above all, **technical reliability** (compared to technologically “complicated” teaching tools depending on electricity, telecommunication signals, and also on teachers' skills in working with computer programs, etc.). We don't deny that well-made online materials can be compact and well-arranged. However, it is easier to keep the clear arrangement in a paper version of a textbook, especially considering traditional learning habits of students.² Regardless of the fact that some online courses, in an effort to provide as great a number of sources as possible, have a large number of links available. This may lead to a chaotic arrangement of these courses.

Hutchinson and Torres (1994, authors and teachers of English as a Foreign Language and English for Specific Purposes) suggest that the lesson can be seen as an interaction between the three elements of teacher, learners and materials. This interaction produces opportunities to learn. A **structure** that is given in advance must be maintained. Structure plays an important role in the life of all participants of education in general. We agree with the authors that one reason why classical textbooks are still important is based on the human need of structure. It enables learners and teachers to know where the lesson fits into the general pattern of things. The textbook is the most convenient means of providing the structure that the teaching-learning system requires.

3. Language textbook as a source of both didactic and authentic texts

A textual component in a textbook can be seen not only as any written language in general that the users of the book encounter but particularly as a text usable for development of **communication competences**, especially the socio-cultural, linguistic, socio-linguistic and discourse competences.

Teachers of foreign languages, in accordance with communicative methods, often use *authentic texts*. The topic of the authenticity of textual material in language teaching and learning is one of the issues discussed at language conferences, and it attracts a great deal of attention of didacticians and foreign language teachers. An authentic text is such text that is not primarily intended for language classes. Its indisputable advantage, and a key quality at the same time, is its connection to real life. An authentic text can become a strong means of motivation if it is appropriately and purposefully chosen. Another advantage is that linguistic structures are naturally presented in this type of text and the word choice is based on real needs of communication. Last but not least is the important role of the easy availability of such materials.

Although some teachers and textbook authors are circumspect when it comes to working with authentic materials, we believe that both teachers and authors engaged in the process of the creation of study material should be able to choose appropriate texts for their classes thanks to their skills and experience. They should be able to *mediate* (not simplify!) these materials for students considering the students' level of knowledge and maturity: “Each authentic text is based on a particular situation, and the language level of these materials is variable. Therefore it is possible to find and use both simple texts (corresponding to levels A1 and A2) and quite complicated texts that correspond to higher language levels” (Roubalová 2006, p. 194).

² It is very likely that the next generation of foreign language students will only work using the most modern technologies. Their educational habits will be different than the ones of students born before 2000, for example. Using the expression “traditional learning habits of students”, we talk about students whose educational background has been based almost exclusively on the use of classical textbooks of a similar structure, content, etc.

When choosing a suitable authentic text for classes or creating other learning material, we should abide by some principles, such as motivation (the text should be interesting and attractive for students), appropriateness (to respect the age or overall maturity of students), continuity (the text should follow previous learning activities or introduce the following ones), target achievement (which target we want to achieve by working with the authentic text) and the principle of acceptability (the choice of the text should respect cultural, religious and other habits of students).

An original **poetic text (literary text)** is one example of an authentic text that doesn't yield that much to changes in the society (e.g. compared to administrative texts which have to be continuously updated) and it is therefore suitable as a content of language textbooks. The author of this article dealt with the topic of usage of the poetic style in textbooks of Czech as a Foreign Language for Adult Learners (Sachrová 2019).

4. CONCLUSION

In this article, we have considered the role of language textbooks in contemporary education. We agree that together with changes in the society there comes also a tendency to use the most modern technologies in language classes. This naturally leads to a gradual replacement of classical textbooks by electronic ones (or directly to replacement of contact classes by online courses, etc.). At the same time, we assume that the classical textbook will continue to hold an important position in the process of language learning and teaching. It is therefore necessary to constantly pay attention to the creation and choice of good quality publications. The aim of this paper is to point out some aspects that are sometimes ignored while creating and choosing textbooks, such as functions of textbooks (see description above) or didactic principles applied in creating the textual components of textbooks.

The language textbook should be a source of not only didactic but also authentic texts: the authenticity in language learning and teaching is necessary for development of communication competences, especially the socio-cultural one. Although the general-purpose and artificial texts in textbooks can also lead to achievement of some learning targets, students miss the contact with real language used by native speakers in the world outside the classroom. This might cause demotivation and ineffectiveness of learning.

The creation and choice of suitable and good quality textbooks is becoming a challenge in current language learning and teaching. Teachers, textbook authors and textbook users should always consider whether certain teaching material complies with all necessary criteria for target achievement regardless of the form of the textbook (electronic or paper version). Let us add one more quotation to end this article: "What a textbook does is to create a degree of order within potential chaos" (Hutchinson & Torres 1994).

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The Migration of Jews in Europe and Their First Settlements in Poland - The Significance of Polish Royal Court Protection

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Abstract

The migration of Jews in Europe started from Asia and Africa. It should be noted that they were highly recognised as the nation of the holy book and monotheistic religion like the Christians and the Muslims in this part of the world. One of oldest Jewish tribes come from Ethiopia. The majority of Jews in Europe lived in Iberian Peninsula in the Caliphate of Cordoba from the eighth to fifteenth century. There was also a group of Ashkenazi Jews, who coalesced in the Roman Empire in the tenth Century. There is no clear information about the first Jewish communities who settled in Poland in the 10th century. It is recorded that these first Jewish settlers were the Rhadanite Jews on the territory of Poland. The Jewish presence in Poland started to grow steadily since the XII century. The first Jews started to appear at the royal court as highly educated people, who were world wise and had contacts in Europe and Asia. Jews were employed as directors or administrators of the mints by the Polish Royals who offered them protection and the possibility to develop business.

Keywords: Jews in Europe, Rhadanite Jews, Khazar-Jews, Sephardic Jews, Polish Court Jewish Privileges.

1. INTRODUCTION

The Jewish started to settle in Poland in the tenth century. There is a historical evidence that the first Jews who came to Poland were from Khazar-Jewish state which was absorbed by the Princedom of Kiev between 8th and 10th century (Marcus, p.3, 2011). It was not a big diaspora but rather small groups of the Jews who were merchants or asylum seekers (Straten, p. 70, 2011). However according to the Ibrahim Ibn Jakub – the Jewish trader and chronicler, there were about 120,000 Jews who lived in Poland in the 10th century (Labuda, p. 15, 1947). In terms of the European population it was quite significant group from the historical perspective. Almost all Jewish researches agree that the Jews settlements in Poland were the result of two immigration waves (Acta Poloniae Historica). The first wave was the Jews from Khazaria, Babylon / Persia and Byzantium and the second one was from the west, which constituted from Frankish and Spanish Jews (Straten, p.71, 2011).

According to Luke Timothy Johnson, NT professor at Emory University's Candler School of Theology, the Jewish population was about 7 million in the time of Jesus. The Jewish community was made up of 2 million people in Palestine and 5 million people throughout the Diaspora (Johnson, 2018 & Geld, 2010). On the other hand, we can take a brief look at the population in Europe in the tenth century to have the idea of population in the randomly chosen countries and areas. The population of Scandinavia was about 400,000 people (Jesch, p. 323, 2012). The population of England was 3,500,000 people in 1086. Analysing these numbers, it can be said that the Jewish community in Poland was relatively significant ten centuries ago.

Most Jews lived in the Muslim part of Asia and Africa. They were highly recognised as the nation of the holy book and monotheistic religion like the Christians and the Muslims. One of oldest Jewish tribes come from Ethiopia. According to some sources, the origins of Jews start from the King Solomon (Verheyden, 2012 & Geld, 2010).

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The majority of Jews in Europe lived in Iberian Peninsula in the Caliphate of Cordoba from the eighth to fifteenth century. The period between the tenth and twelfth century is called the Golden Age of Jewish Culture in Spain. However, different scholars give different historical events' dates to mark this period. It was also the time of the development of Sephardic Jews on the peninsula (Zohar, 2005). The word Sepharad in Hebrew biblical meaning means a place of the uncertain location or the place of exiles from Jerusalem (Bromiley, 1995, p. 399). Sepharad is only mentioned once in the Book of Obadiah (Bromiley, 1995).

There was also a group of Ashkenazi Jews, who coalesced in the Roman Empire in the tenth Century. They established their communities in the West Rhyne River Region and in the Northern France. Ashkenazi Jews adopted traditions from the Babylon and the Holly Land. In the course of time the Ashkenazi Jews dominated the Jewish communities all over the world. In the 21st century the Ashkenazi Jews constitute 62% of the global Jewish population, the remaining 38% are the Non- Ashkenazi Jews (Tapper, 2016, p. 19).

The Jews living the medieval Europe, constituted homogenic groups which cultivated their tradition and religion. The first settlers were the traders and merchants. Then the Jewish craftsmen joined these groups in Europe.

Thanks to the diaspora organization the Jewish traders travelled across Europe and Asia. Their contacts were from the Cordoba Calafat through Europe to India and China (Friedman & Figg, 2017, p. 304). One of the eminent travellers in the world history was Benjamin of Tudela who preceded Marco Polo and visited Europe, Asia and Africa in the 12th century. His works cast the light on the medieval communities of Jews and the geography and ethnography of the middle Ages (Shulevitz, 2005). The Jews who travelled across the world were called Rhadanite Jews. The word *rhadanite* comes from the Arabic word: *ar-Raḍaniyya* and the Hebrew: *Radhani* meaning the one who travels.

2. First Jewish settlements in Poland and their migrations in Europe

There is no clear information about the first Jewish communities who settled in Poland during the reign of first Piasts (first Polish royal dynasty). However, we may say that these first Jewish settlers were the Rhadanite Jews. As Kevin Allan Brook wrote: *The 1031 Hebrew account of Rabbi Yehudah ben Meir ha-Kohen of Mainz, titled Sefer ha-Dinim, named Premysl (a Polish city) and Kiev as major trading sites along the Jewish route in this time. It was a new Rhadanite trading route developed from Prague across Poland into Kiev* (Brook, 2006, p.77). This notion indicates that the first Jews who settled in Poland were the Rhadanite Jews, who could also be described as the great travellers like Benjamin of Tudela.

Another famous 10th century Jewish traveller was Ibrahim ibn Yaqub. He is called the Sephardi Jewish Traveller because he came from Spain. One of the sources says that he was not only a great traveller, but he was engaged in the espionage and diplomacy. He described the Polish early state during the reign of Mieszko the First – the first ruler of the newly recognised European country. Ibrahim ibn Yaqub also described neighbouring countries as the troublesome (Buko, 2008, p. 200). He was the first eminent Jewish traveller and writer who mentions the origins of Poland. *Ibrahim ibn Yaqub travelled from Ireland to Poland, from Saxony to Sicily, and his reports were cited for centuries thereafter* (Hoerder, 2002, p. 36).

The medieval resources say that Jews started to settle in Poland in the eleventh century. They had to escape from the Crusaders who burned their houses and killed non-believers (Cohen, 2013 & Saperstain, 2016 & Ahulafia, 2001). The exodus of Jews to the Eastern Europe started a new chapter in the history of the chosen nation. Gniezno Doors, Poland – the bronze doors of the Gniezno Cathedral, depict the history of Jewish merchants who traded slaves in eleventh century (Toch, 2012). The information presented on the Gniezno Door is historically significant because, the cathedral was the coronation place of the first Polish kings and the main cathedral in the first capital of Poland. The information presented on the bronze door indicates the beginnings of the Jewish-Polish history and relations.

The Jewish traders and travellers coming to Poland, exchanged goods with the local authorities and wealthy people of the small settlements. They brought spices, weapons, textiles and traded them for amber, salt, silver or gold. It was the time when salt was one of the most precious treasures of the time. It was used for the preservation of food and to improve the taste. However, the first information about the Jewish presence in the Polish salt mine Wieliczka is from the early fourteenth century.

The social changes which took place in the Middle Ages in Europe had an impact on the Jewish migration. It should be noticed that period of Middle Ages in European history lasted from the collapse of the Roman Empire to the Renaissance which started in the 13th, 14th or 15th century depending on the part of Europe. The Western Europe of the twelfth and thirteenth century faced social changes faster than the Eastern Europe which could be described as more focused on uniting small settlements. In the same time growing cities and the lack of hygiene led to plagues, which started killing most of the population. The sewage was poured down the streets as there was lack of the sewers network. Roman sanitation systems were largely forgotten in Europe. The situation changed with the Enlightenment era in 17th and 18th century. The rapid development of waterworks and pumping systems began to change the situation of not perfectly hygienic Europe. After the collapse of the Roman Empire people did not understand the impact of hygiene on preventing the diseases. They looked for a scape goat to blame, someone to be accused of the epidemic

outbreaks and this led to massive accusations of Jews. The Black Plague, which took place from 1347 to 1349, killed one third of the European population. People became obsessed with the idea of devil and the Jews. As the plague was sent on Egypt by God to punish the pharaoh for persecuting Jews, the Christians started to believe that the Jews and Lucifer brought plague upon Christians to take revenge upon God the Father and Son. Jews were slaughtered across Europe as far east as the borders of Poland. This started the exodus of Jews to the territory Poland (Jaher, 1966, p.68). Apart from the terrifying events shaking the Middle Ages Europe and causing the migration of Jews, there were also political and social changes stimulating the development of the cities, trade and merchants' migrations. Otto the First, who was the Emperor of the Holy Roman Empire of the German nation in the years 936 – 973, introduced the Magdeburg Rights. It was a special document, based on the Flemish Law, which gave certain level of autonomy to cities and villages. Magdeburg Rights were granted by local rulers (Herbermann, 1913, p. 464). The laws were modified in Poland and it helped to develop cities and villages, boosted trade and encouraged the labour migration. Magdeburg Rights were the most popular legal system used in establishing some cities in Poland. Cities based on Magdeburg Rights had the rectangular market, the town hall in the centre of this market and the regular network of streets intersecting at a right angle. Migration and the presence of Jews in the Polish newly developing cities in the middle ages, helped to boost the local economy, trade and city development.

The most interesting region for multicultural development was Silesia. There were Polish, Czech, German and Jewish communities meeting here. The development of trade brought Jews from Germany and Bohemian Region. This migration was partly based on the persecution of Jews in Western Europe and partly on privileges given by Polish local governors and kings. It is assumed that the first synagogue was opened in Strzegom, Polish city in Silesia. However, it was closed and changed into a church due to the lack of understanding the Jewish culture by local people (Kriwaczek, 2011).

3. Jewish Presence and privileges at the Polish court.

The Jewish presence in Poland started to grow steadily since the XII century. The first Jews started to appear at the royal court as highly educated people. They were world wise and had contacts in Europe and Asia. Jews were employed as directors or administrators of the mints by Polish princes: Mieszko the Third, Kazimierz Sprawiedliwy, Wladyslaw Laskonogi. They were moneyers responsible for minting coins or specie. The prince Boleslaw Pobozny gave special privileges to Jews on 16 VIII 1264. It was called Statuta Judaeorum, which respected their religion, legal rights and civil self-administration (Cravens, 2006, p. 28).

Similar privileges were granted to the Jews settling in Poland by the following Silesian princes: Henryk Probus, Henryk Glogowski, Henryk Legnicki. The privileges given to the Jews in Poland started to be well known in Europe and consequently it rose the migration of the Jews to Poland. There was also an opinion that Poland became so called *asylum judaeorum* (Morawska, 2003, p. 245-254). From the historical perspective, it can be said that XIII th century Poland became the safe place to live for the Jews. The development of Polish cities created flourishing business possibilities for the Jews merchants and traders. It was possible because the majority of Polish commerce was based on the agricultural business and people needed fabrics, spices and money to trade. As a result, the Jews started offering credits to people and developed the banking system (Dov Weinryb, 1973). We may assume that this ongoing synergy between the Jewish and Polish societies boosted cities economic and cultural development. The development of Jewish communities in Poland grew in the second half of the Middle Ages. *In the border area between Poland and Germany, in Silesia, the number of Jewish settlements grew from seven in the thirteenth to thirty-two in the fourteenth century* (Bell, 2008, p. 55). There was also a strong and developing community of Jews in Breslau. As Mark Ehrlich says: The Provincial Church Council in Wroclaw (Breslau) demanded separation of Jews from non-Jews in 1267. There were restrictions imposed on the number of synagogues in the city and Christians could not be employed by the Jewish employers. The author of the Encyclopaedia of the Jewish Diaspora says that the imposed regulations were never fulfilled but they became a cornerstone of the anti-Jewish position of the church in the following centuries (Ehrlich, 2009, p. 983). This fact might have influenced some negative attitude of some people towards some Jewish families (Bergman, 2010).

4. The First Jewish Diasporas

There are five significant dates which mark the Jewish history in medieval Poland:

1356 – The first records of the Jewish Diaspora in Lvov are made.

1364 – 1367 – The privileges of Jews living in Poland established by Boleslaw V are confirmed and strengthened by the Polish king Kazimierz III the Great.

1367 – The first records of the Jewish Diaspora in Sandomierz are made.

1379 – The first record of the Jewish Diaspora in Poznań are noted (Ehrlich, 2009, p. 983).

There are records of the first Jewish settlement near the Wawel Hill in Cracow from the 11th century. Cracow was the Polish capital from the 10th to 16th century. However, not much information survived the test of time and we can find the records of rabbi Jakub Swara, described as: *the eminent Jewish scholar, familiar with the entire Talmud* from the mid-13th century (Galas & Polonsky, 2011). There are three dates significant for this period in Cracow:

1304 – the information about the Jewish Street Judengasse, called St. Ann's Street today

1311 – first notes on the Jewish cemetery (Galas & Polonsky, 2011).

1356 – first synagogue in Cracow is mentioned (Krinsky, 1996, p. 200)

The first evidence of Jewish settlement in Warsaw, Polish capital since the 16th century, is dated 1414. It is assumed that the Jews lived in Żydowska Street at that period. There were also a Jewish synagogue and a cemetery (Polonsky, 2010).

5. Casimir III the Great

Casimir III the Great was the king who played a significant role in the history of Polish-Jewish relations. His reign was from 1333 to 1370. He was the son of King Wladyslaw the First called “Elbow-high King” and Duchess Jadwiga of Kalisz. He was the last Polish King from the Piast dynasty. He was a king with a vision, who knew that Poland needed Jewish knowledge and support to develop. He realized that the Jews knew about trade, money market economy and international contacts. Therefore, he confirmed the rights, privileges and the state protection given to the Jews and extended this through all Polish kingdom (Cohn-Sherbok, 2017, p. 217) Casimir III the Great encouraged the Jewish families and merchants to come to Poland and settle there. He knew that most of Polish economy was based on farming and the development of cities needed the trade centres where merchants from all over the world could meet, sell their goods and different services were offered, not accessible in the countryside. Confirming the privileges, rights and the state protection for the Jews was a good decision for the Polish economy and it encouraged the Jews from Europe to come to Poland, which was a safe country to make business (Friedman & Figg, 2017). In contrary to some European countries, Poland was a place where Jewish families could feel safe and did not suffer from the racial prejudice and bias as much as in the other countries.

Casimir III the Great also realized that Poland needed the proper judicial system. He reformed the law, introduced the civil code and got the title of the “Polish Judicial” (Spyropoulos, 2008, p. 62). He established the Cracow University, the oldest Polish University. He was able to envisage the role of Jewish society in Polish development and economic growth. His decisions became beneficial for the next generations.

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Current Problems of Media Education of Students in Second Stage of Elementary School

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Abstract

There are currently several new trends in the field of media education (e.g., issues related to disinformation, hoaxes, false internet accounts and photographs, media stereotypes, advertisements and hating), which are linked to the development of information and communication technology, especially to the mass use of social networks from a very young age. In this paper, we present the results of a research project that dealt, inter alia, with social networks, especially with the impact of the influencers followed by the pupils on said social networks. We examined whether the pupils want to purchase the products promoted by their favourite influencers on the social networks, whether the influencers are (in the pupils' view) convinced of the quality of the product promoted, whether the pupils had ever copied an alternative eating lifestyle of their favourite influencers and whether they had ever dieted or followed an exercise plan in order to look like their favourite influencer.

Keywords: media education; influencer; social media; advertising

1. INTRODUCTION

The media form part of modern society and they do influence us even if we may not realize it. Also, media are becoming an important factor in socialization; they have a significant impact on the behaviour of individuals and society and on shaping our worldview and lifestyle. However, a media outlet might be created for various manipulative purposes that may negatively affect our relationships with society or the world in general. Media education is thus an indispensable and highly important part of the primary, secondary and tertiary education systems. Thanks to media education, pupils and students learn to critically approach the content of media messages and form their own views in order to subsequently present them in a cultured way. In practice, however, media education is not always given enough space.

Media education is one of the cross-cutting topics of the Framework Education Program for both primary and secondary education in the Czech Republic. These topics represent existing problems of today's world and help develop pupils' characters, primarily their attitudes and values. These topics are a mandatory part of both primary and secondary education; as a part of instruction schools must progressively offer pupils all the thematic fields that constitute the cross-cutting topics.

Through the media education cross-cutting topic, pupils acquire basic knowledge of how media functions in society and constantly develop their critical thinking skills and ability to creatively approach media production. Pupils are also guided to be able to create media products themselves (e.g., a school magazine, website, school radio, etc.). However, they need to understand that not everything that appears in the media reflects reality. They should learn to distinguish a media image from reality. In the virtual environment, pupils may come across many dangers,

from false advertising to cyberbullying. Through media education, they can learn how to recognize those dangers and effectively avoid them.

There are currently several new trends in the field of media education (e.g., issues related to disinformation, hoaxes, false internet accounts and photographs, media stereotypes, advertisements and hating), which are linked to the development of information and communication technology, especially to the mass use of social networks from a very young age. Therefore, our research aims to map out those new trends. The main purpose is to identify the level of the selected aspects of media literacy with regard to the above-mentioned current media education issues in lower secondary pupils, and to find out what these pupils' relationship to the media is like, with an emphasis on social networks. However, in this article, we will focus on only a selected part of our research that examines the pupils' relationships to influencers (people with certain influence on their followers on social networks) whom they follow on social networks.

Our research is based on the assumption that the issue of current problems in media education has not yet been sufficiently mapped in the Czech Republic. It is thus necessary to push the state of our knowledge about this matter towards the current trends and to bring in a new light of knowledge.

2. Research questions

As already mentioned in the introduction, we will focus on only a part of our research, which examines the extent to which lower secondary pupils are affected by influencers whom they follow on social networks. To that end, we pose the following research questions:

- *Are lower secondary pupils affected by influencers whom they follow on social networks?*
- *Do lower secondary pupils want to purchase a product promoted by their favourite influencer on social networks? Do they think that the influencer is convinced of the quality of the product? What is the reason – according to the lower secondary pupils – that the influencer promotes the product?*
- *Do lower secondary pupils copy the eating habits of their favourite influencer whom they follow on social networks?*
- *Have lower secondary pupils dieted or followed an exercise plan in order to look like their favourite influencer whom they follow on social networks?*

3. Purpose of the study

We consider it important to introduce the objectives of the research as a whole in order to place the part of the research presented herein in its context. The main purpose of the study is to analyse the level of the selected aspects of media literacy in lower secondary pupils with regard to the current media education issues and to determine what these pupils' relationship to the media is like, with an emphasis on social networks. We focus mainly on the following aspects:

- What source of information do pupils use most frequently?
- Do pupils verify the veracity of the information, photographs and user profiles on internet social networks? According to which criteria do they decide?
- Based on real examples, are they able to recognize disinformation, hoaxes, false internet profiles and photographs, surreptitious advertising, sexism in advertisements, media stereotypes, hating, public service media, etc.)?
- **Are pupils affected by influencers whom they follow on social networks?**
- Do pupils write hate posts on the internet?
- Does the reading of hate posts affect the pupils' relationships to the given group (ethnic, religious, etc.)?
- Have pupils ever been victims of hate posts on the internet?

An important prerequisite for the fulfilment of these objectives was the review of scientific literature in order to provide fundamental theoretical insights on the issue of media education. We address media education from the perspective of professional disciplines that study it, and also from the perspective of didactics and pedagogy. We base our study on available Czech and foreign publications. Reading of professional publications in the field of quantitative research and statistics is also included.

Practical purposes of the research can be understood as a synonym for research outputs and their application potential. Through professional articles in journals, speeches at domestic and foreign conferences and publishing of the professional monograph and the dissertation, we aim to contribute to increased awareness on this matter that

remains only marginally researched. Furthermore, through our research we want to encourage educators to reflect on the effectiveness of media education in primary schools and whether it is consistent with current societal issues and trends, and thus offer room for improvement.

4. Research method

The research presented has a quantitative nature. A questionnaire survey was used to collect the data. The survey was divided into a section that gathers respondents’ factual information (5 items in the questionnaire), a section that focuses on selected aspects of media literacy of lower secondary pupils (20 items in the questionnaire), and a section that examines the lower secondary pupils’ relationship to the media, with an emphasis on social networks (17 items in the questionnaire). In total, the questionnaire comprises 42 items.

An e-mail with the description of the research and an internet link to the online questionnaire created in Google Forms was sent to the contact e-mail addresses of all primary schools in the Czech Republic that provide lower secondary education. It was left to the discretion of each primary school whether to pass on the questionnaire to pupils; chance and willingness of the primary schools to participate in the research thus played a crucial role. The researcher did not interfere with the selection of respondents in any way.

We received 1464 responses to our questionnaire, 20 of which had to be excluded (due to the respondents exceeding the age limit). In total, 1444 respondents participated in our research – 815 girls and 629 boys.

5. Findings

In this chapter, we will focus on four closed questionnaire items related to whether the pupils are affected by the influencers whom they follow on social networks. In the following text, each question will be accompanied by data tables and commentary.

Item no. 1: If your favourite influencer promotes a product (takes photos with it, writes posts about it, etc.), do you want to purchase the product?

Table 1. Willingness to purchase a product promoted by an influencer

Answers	Frequency	Percentage frequency
Yes, always	11	0.8%
Yes, usually	45	3.1%
Sometimes yes, sometimes no	307	21.3%
No, not usually	546	37.8%
Never	234	16.2%
I do not follow any influencers	301	20.8%

This item aimed to determine whether the pupils are influenced by the advertisements for the products promoted by their favourite influencer on his/her social networks. Currently, it is very common that influencers can earn enough profit from the advertisements on their social networks (Instagram, Facebook, TikTok, etc.) to cover all their living expenses. Marketing agencies are aware of the influencers’ strong promotional power and thus are using this type of advertisement for their products with increasing frequency.

The presented results show that 0.8% of respondents purchase the promoted product always, 3.1% usually do so and 21.3% of respondents buy the product sometimes. The respondents most often stated that they usually do not buy the product (37.8% of respondents); 16.2% of respondents never buy the product. The percentage of respondents that do not follow any influencers is also relatively high (20.8%). Based on the data, we can say that the respondents are very rarely affected by influencer advertising. It is worth thinking about whether the respondents’ answers would be different if they had a steady income, could use their money freely and were not dependent on their parents for pocket money, as is typical among pupils of this age.

Item no. 2: Do you think that if an influencer promotes a product, he/she is convinced of the quality of that product?

Table 2. Are influencers convinced about the quality of the product they promote?

Answers	Frequency	Percentage frequency
Yes	240	16.6%
No	576	39.9%
I don't know	375	26%
I do not follow any influencers	253	17.5%

In this item, we were interested in the opinion of the pupils on whether influencers are honest about the products they promote, how much the influencers trust the products and to what extent they are convinced of the products' quality. We are aware that this item is very general and does not concern a specific influencer but influencers as a whole. We were interested in the pupils' global view of product promotion on social networks. A relatively small percentage of respondents (16.6%) stated that influencers are convinced of the quality of a product when promoting it. More than one-third of respondents (39.9%) think that influencers are not convinced of the quality of the product promoted. Twenty-six percent (26%) of respondents said that they did not know whether influencers are convinced of the quality of the product promoted and 17.5% of respondents do not follow any influencers.

Item no. 3: If your favourite influencer adheres to a certain alternative lifestyle (e.g., vegetarianism, veganism, raw food, high-protein diet, paleo diet, etc.), does this inspire you to copy that lifestyle?

Table 3. Copying influencers' lifestyle (eating habits)

Answers	Frequency	Percentage frequency
Yes, always	11	0.8%
Yes, usually	54	3.7%
Sometimes yes, sometimes no	229	15.9%
No, not usually	345	23.9%
Never	510	35.3%
I do not follow any influencers	295	20.4%

We can presently observe on social networks that influencers recommend to their followers certain alternative lifestyles (eating habits) to which they themselves adhere. These alternative lifestyles can be vegetarianism, veganism, raw food, low carb diet, paleo diet and many others. This recommendation may be accompanied by the promotion of products that are connected with this alternative lifestyle and by photographs or videos that present the particular lifestyle as the only right one. The problem is that many of these influencers do not have sufficient education to call the lifestyle they have chosen the best possible one. What suits a specific influencer does not necessarily suit his/her followers. In the worst-case scenario, copying an alternative lifestyle can cause health complications or eating disorders, especially if such imitation takes place at a young age.

The data show that only a very low percentage of respondents (0.8%) copy the influencers' alternative lifestyle always, while 3.7% of respondents usually do so. The answer "sometimes yes, sometimes no" was chosen by 15.9% of respondents. Of the remaining respondents, 23.9% usually do not copy the lifestyle of influencers, 35.3% never copy an influencer's lifestyle, and 20.7% say that they do not follow any influencers. This implies that pupils are only minimally, if at all, affected by the influencers' lifestyles.

Item no. 4: Have you ever dieted or followed an exercise plan in order to look like your favourite influencer?

Table 4. An effort to look like a favourite influencer

Answers	Frequency	Percentage frequency
Yes, I have dieted	29	2%
Yes, I have followed an exercise plan	162	11.2%
Yes, I have dieted and followed an exercise plan	77	5.3 %
No	896	62.1%
I do not follow any influencers	280	19.4%

Influencers can be role models for followers to imitate. Some influencers share high-quality and inspiring content and can participate in educating children, while others do not create quality content and may have a negative influence on their followers. The purpose of media education is to equip pupils with the skills necessary to distinguish between these two types of influencers.

In this item, we focused on the imitation of the visual aspect or image of favourite influencers. We wanted to find out whether pupils ever have dieted or followed an exercise plan in order to look like their favourite influencer. Only 2% of respondents report having dieted in order to look like their favourite influencer. We feel very positive about this low percentage because dieting at the age when a person is still developing can have a serious impact on his or her health. “Yes, I have followed an exercise plan” was chosen by 11.2% of respondents; 5.3% of pupils have dieted and followed an exercise plan. More than one-half of the respondents (62.1%) have never dieted nor followed an exercise plan; 19.4% say that they do not follow influencers.

6. CONCLUSION

This paper presents a part of the research which examines the extent to which lower secondary pupils are affected by influencers whom they follow on social networks. We examined whether the pupils want to purchase the products promoted by their favourite influencers on the social networks, whether the influencers are (in the pupils’ view) convinced of the quality of the products they promote, whether the pupils had ever copied an alternative eating lifestyle of their favourite influencers and whether they had ever dieted or followed an exercise plan in order to look like their favourite influencer. Based on the data obtained, we can claim that pupils are not affected by influencers to a great extent, in terms of product promotion, alternative lifestyle and imitating influencers’ appearance. What is more, a relatively high percentage of pupils do not follow influencers at all. The fact that more than one-third of pupils do not think that an influencer promoting a product is convinced of its quality is also interesting. We can observe here a certain mistrust of influencers and the products they promote. We can only guess the reasons for that. One of the reasons could be that on social networks, one product is often advertised by multiple influencers, whose content may differ significantly. Thus, the authenticity and trustworthiness of not only the influencers but also of the product can be diminished. Again, this brings us to the importance of media literacy, thanks to which we can identify more easily which influencer is worth our attention and can inspire us, and which is not.

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Didactic Elaboration of the Learning Content in a Music Education Class in the Context of the Paradoxes of Education in Practice: Teacher's Self-Reflection

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Abstract

This paper presents the issue of didactic elaboration of the learning content in a music education class. Didactic elaboration of the learning content in a music education class is described and analysed by means of self-reflection. The music education class focused on a specific part of the learning content. The author reflected on her own lesson planning and elaborated the acquired knowledge in the context of the paradoxes of education.

Keywords: analysis, didactics, civics, paradox of education, practice, case study, teacher, education

1. INTRODUCTION

Lesson planning and didactic elaboration of the learning content are governed by the curricular document (framework educational programmes, school educational plans and thematic plans). In the preparation for a specific lesson the teacher must respect the mentioned curricular documents and especially the educational objectives enshrined in the curriculum. According to Kalhous, planning (or designing) of what should be done is the first step in every conscious human activity. A plan is in fact a projection of the future state of things.^[7] Kalhous and Obst also state that in the process of preparation, teachers use not only textbooks but also other alternative resources (various information resources or other aids) and focus on linking the learning content with pupils' experience. *"It appears that more experienced and proficient teachers are more careful planners."*^[7] This statement assumes that diligent preparation for classes leads to much easier achievement of educational objectives. Nevertheless, it may be assumed that teachers, whether beginning or experienced teachers, face paradoxes of education in the educational process.

2. Methodology

Teacher's self-reflection is the cornerstone of success. It is only through self-reflection that teachers can push their limits and possibilities and thus improve the teaching process. According to Pedagogický slovník^[16] "In the educational context, this mostly includes teachers' self-reflection, especially of their educational activity. ...It comprises several stages: recollection, description and analysis of the key elements, evaluation or re-evaluation, explanation, decision-making, setting of a further strategy. Professional teachers' self-reflection is a prerequisite for their professional growth, their educational competence and professional as well as human responsibility."

According to Kalhous^[7], self-reflection has many functions. They include for example **the cognitive function** (the teacher realizes one's own qualities), **the feedback function** (the teacher realizes how pupils and other people react), **the development function** (provides ideas for further development), **the preventive function** (avoiding

conflicts, acting in specific situations), and **the relaxing function** (satisfaction resulting from pleasant experiences in the educational process).

There are many ways to self-reflect on the teaching process. Kalhous^[7] suggests video, mutual class observations, interviews with pupils or questionnaires. Effective self-reflection methods include using a diary in which the teacher notes observations and experiences. Another method is based on the questions formulated by C. Kyriacou^[7], which are aimed at supporting self-reflection and teachers should ask these questions after every lesson. These questions cover a set of issues that every teacher should consider.

The teaching experience of the author of this paper is up to five years. She taught in two elementary schools. She is qualified in music education and civics. For the purposes of effectiveness and in order to increase the quality of her teaching and personal growth, she kept a music education diary. This diary contains lesson plans and notes regularly taken by the author. A specific learning content was selected, which was part of the thematic unit *Music of the Baroque Period*. In both elementary schools, this thematic unit was taught in grade eight.

The objective of this self-reflection is to support self-evaluation of the teaching process and improve the quality of teaching of this specific learning content. One of the objectives of the present paper is to emphasise the link between didactic elaboration of the learning content and the issue of paradoxes of education. The data for this case study were obtained in the natural learning environment, a subsequent analysis and self-reflection.

In this context, a research case (Švaříček, Šed'ová)^[22] shall mean didactic elaboration of the learning content for the purposes of the teaching process and its implementation, where the teaching process shall mean interaction between the teacher and the pupils. As has already been mentioned, this learning content was presented in grade eight of elementary school.

3. Didactic elaboration of specific learning content of music education

3.1. Definition of the issue in the Framework educational programme for and its link to cross-curricular subjects

In the Framework educational programme^[23] the music education learning content includes vocal, instrumental, musical movement and listening activities. This suggests that the main focus of music education is on pupils' skills. Therefore, the teacher should adapt the teaching process to reflect this focus and take pupils' needs into consideration. In terms of achievement of educational objectives, lesson planning is a complex issue and places considerable demands on teachers. Given the lack of music education textbooks (mostly published by SPN^[5]), teachers are forced to rely on their own knowledge of music education didactics, experience, advice by experienced colleagues or various alternative resources.

To compare didactic elaboration, a specific learning content was selected from the thematic unit of Baroque music: musical forms (mass, oratorio, cantata, opera, concerto, suite); composers and their famous pieces (Johann Sebastian Bach, Georg Friedrich Händel, Antonio Vivaldi); simple analysis of a music composition; contrast in music. In both cases, this thematic unit was taught in grade eight. In the first case, this thematic unit was in accordance with the thematic plan covered in the course of three weeks. In the other case, the time allocated by the thematic plan was four weeks. In both cases, the weekly number of music education classes was one lesson per week. Regarding the extensive nature of the thematic unit, a specific learning content was selected: Antonio Vivaldi and the concerto as a musical form.

Pursuant to the Framework educational programme for elementary education (RVP)^[23] the expected outcomes related to this learning content are as follows:

- HV-9-1-01 pupils use individual musical abilities and skills in music activities;
- HV-9-1-03 pupils develop and choose simple accompaniment and perform simple musical improvisations;
- HV-9-1-06 pupils are capable of attentive listening to music, identify individual means of expression and characteristic semantic elements;
- HV-9-1-07 pupils use their own skills and knowledge to identify different styles of music and compare the styles with other compositions.

3.2. Didactic principles in the first year of teaching

The preparation consisted in the setting of teaching objectives, selection of teaching methods, organization of the lesson, and time project of the lesson. The preparation in the first year took about two hours. In the lesson pupils used the knowledge acquired in the previous lesson (especially concerning music in the Baroque period, basic characteristics of the music and the period) and the introductory part of the lesson was adapted accordingly.

Duration: one lesson.

Objectives of the lesson: cognitive objective: pupils are able to define the term concerto; psychomotor objective: pupils are able to identify Antonio Vivaldi's music by listening; affective objective: pupils are able to discuss the topic of classical music.

Motivation: crossword puzzle on musical terms of the Baroque period and a subsequent check. The five fastest pupils who complete the crossword puzzle will receive a motivation mark.

Exposure of the new learning content: presentation on Antonio Vivaldi and the concerto as a musical form.

Reinforcement: listening to selected sections of compositions and their analysis based on the knowledge acquired in the exposure part of the lesson. Warm-up and singing of a new song.

Diagnostic stage of the lesson: not included (lack of time).

3.3. Didactic principles in the fourth year of teaching

The preparation in the fourth year of teaching consisted in the setting of teaching objectives, selection of teaching methods, organization of the lesson, and time project of the lesson. The preparation in the fourth year took about one or two hours. The lesson was again based on the knowledge gained in previous lessons.

Duration: one lesson.

Objectives of the lesson: cognitive objective: pupils are able to define the basic characteristics of the concerto as a musical form; psychomotor objective: pupils are able to actively use musical instruments and actively listen to musical demonstrations; affective objective: pupils are aware of the importance of classical music, pupils have a critical approach to musical tastes.

Motivation: body sounds. Pupils repeat body sounds after the teacher in the following order: palm rustling, finger snapping, thigh slapping accompanied by occasional stamping. The purpose of this activity is to release tension. Then pupils guess what the sound reminds them of (storm). Creating the atmosphere of Antonio Vivaldi's work – The Four Seasons (specifically the Summer section).

Exposure of the new learning content: worksheet with a graphic scheme (graphic imitations of music). The worksheet shows one of the compositions by Antonio Vivaldi (The Four Seasons – Autumn). Pupils listen and their task is to match the schemes with the music themes. Then the activity is checked and feedback is provided. This is followed by a short presentation on Antonio Vivaldi and the concerto as a musical form. Pupils receive a short presentation on a piece of paper with Antonio Vivaldi's portrait. Pupils then paste the paper into their exercise book.

Reinforcement: listening is repeated. Based on their knowledge about the musical form of the concerto, pupils look for characteristic features of the concerto. They then receive musical instruments and using a graphic notation (not written using notes but characteristic pictures that simplify orientation in the notation) play a section of the musical work. After this short demonstration they exchange the musical instruments. This is followed by singing favourite songs from a songbook according to pupils' choice.

Diagnostic stage of the lesson: performed by means of pupils' self-evaluation.

3.4. Summary of didactic elaboration

The following analysis of both lessons is based on the author's self-reflection. Her self-reflection is made according to the author's self-evaluation diary and notes made by the author.

Preparation in the first year of teaching took more time. A part of the preparation was used in the following years, but with greater consideration for the needs of pupils and the requirements of music education. The setting of teaching objectives reflected the knowledge of the content of the textbook rather than detailed study of the framework educational programme and school educational plan. Therefore, the lesson focused on knowledge rather than skills. Obviously, the first lesson was based on the resources offered by the classroom. Although the classroom was provided with music education resources (instruments, pictures, songbooks), a data projector was missing.

The individual work at the beginning of the lesson fulfilled its purpose. All pupils were motivated and involved, even the less interested ones. The exposure part of the lesson was based on frontal teaching and presentation. Although the presentation was not long, the pupils were noticeably nervous. They kept asking when they were going to start singing. At this point the teacher was clearly thrown off her balance. The biggest problem occurred when the pupils were supposed to write down what has been taught by means of brief notes. Although they were used to this type of note taking, they were being very impudent. During the fixation stage, the notoriously known listening sections from The Four Seasons were used. It was clear that many pupils recognized the parts of the composition, enjoyed them and tried to think when they had heard them. Despite this fact, the pupils had difficulty listening attentively for a longer period of time. By listening and simple questions about the musical form the composition

was analysed. However, of the 23 pupils only about half of them were involved. After this the teacher started singing a modern song which had been trained by means of the imitation method.

The self-evaluation of this lesson revealed especially the following shortcomings:

- The objective defined by the teacher reflected the textbook rather than the expected outcomes as defined by the framework educational programme and school educational programme;
- The teacher failed to reflect on the pupils' needs and focused on the knowledge content of the lesson;
- The teacher made a wrong choice of the teaching method regarding the nature of the subject;
- The teacher failed to adequately respond to the pupils' inappropriate comments and their complaints, she had a tendency to discuss with them the reasons why they had to learn about music;
- The teacher did not have enough experience with organizing and controlling the teaching process; according to the pupils' assessment the teacher seemed uncertain and confused.

On the basis of self-evaluation, the teacher made notes in her diary in order to use her experience in further lesson planning.

Lesson planning in the fourth year of teaching took about half the time. The setting of teaching objectives reflected the knowledge of the framework educational programme and school educational plan. The teacher was more skilful in lesson planning and in searching for the required information. As a result of her longer experience, the process of lesson planning reflected the pupils' needs and the nature of the subject. Less emphasis was on the knowledge content. Instead, the teacher focused on the development of the pupil's skills. An important aspect is that this elementary school did not have a music education classroom (all resources and materials had to be brought in) but each classroom was equipped with a data projector, which, if used correctly, makes lessons more attractive.

The lesson was planned for 25 pupils from grade eight. The class was relatively active, playful and diligent. In previous years, music education in this school was taught by an unqualified teacher who (although he tried hard) was unable to attract pupils and kept on using the same methods. Paradoxically, the pupils were highly motivated and willing to work. A major disadvantage was that music education was scheduled as the eighth lesson in the middle of the week which is a time when pupils are very tired.

The motivation part of the lesson used body sounds. Body sounds is a very popular activity with pupils but places relatively high demands on the teacher concerning the high number of pupils and limited classroom space. The pupils enjoyed the activity and most of them knew what the sounds imitated. After completion of the activity the pupils moved back to their desks without protesting. In the exposure part of the lesson the pupils were given worksheets with a graphic scheme. This method is popular among pupils but again places considerable demands on the teacher. All of the pupils were involved in this activity. This was followed by a short presentation on Antonio Vivaldi and the concerto as a musical form. A handout was prepared by the teacher in advance and the pupils pasted it into their exercise books. Similarly to the first lesson plan, this lesson included listening to compositions and analysis. It was again confirmed that the pupils knew the author but were unable to listen to classical music for a longer period of time. This could have been caused by the late time of the lesson or the pupils' lack of interest in classical music. After that the pupils took musical instruments and played a composition according to the graphic score on the worksheets. During this activity the pupils showed enthusiasm. This was followed by singing popular songs accompanied by guitars and other instruments. At the end, the lesson was evaluated by means of the pupils' self-evaluation by answering the following question: "How would you rate your performance today?" or "How did you do in today's class?" By answering these questions the pupils reflected on their performance in the lesson.

According to the self-reflection of the lesson the objectives have been achieved. The evaluation of the lesson clearly indicated that the teacher had better organization skills and was more self-confident in her expression and performance. She felt more confident. The teaching objectives were clearly defined and the teaching methods were chosen in a way to make the lesson enjoyable. It should also be noted that this particular class was active and it was much easier to get them excited compared with other classes.

4. Paradoxes of education

Many teachers encounter paradoxes of education in the educational process. These may be paradoxes that had already been defined or situations that are new and unknown and teachers do not know how to respond. Antinomies (paradoxes) of education are concepts that refer to non-standard situations that teachers may encounter in the process of education without being fully prepared. In many cases theory contradicts practice. This contradiction between theory and practice or beliefs and reality as seen by the teachers.

Every teacher must bear in mind that the educational process and its success is dependent on the teacher and the teacher's ability to prepare and lead lessons, but also depends on the pupils. What works with one pupil may not work with another pupil. An excellent teaching method in one class may not be good at all in a different class. How

can especially young teachers avoid these paradoxical situations? Or to put it differently, is an experienced teacher able to learn to resolve these problematic situations?

4.1. Links between lesson self-reflection and paradoxes of education

We believe that lesson self-evaluation might reduce the amount of paradoxes in the teaching process. Based on their experience, teachers can then respond differently and often in a more effective way.

Based on the presented self-evaluations we tried to emphasise the issue of the didactics of arts and humanities and especially the paradoxes of education. We will now focus directly on the issue of music education and the theme covered in the self-evaluations.

Referring to Fink's work^[3], the first of the paradoxes is more than known. Do we as educators have the right to impose our own concept of life? This paradox is defined as follows^[21]: Education as a help and education as a manipulation is obvious for example in presenting artificial music to pupils. Although some of them do not seem to like it, we have an urge to explain the beauty of this music or the need to know it. But is it really so? Are we not suppressing their uniqueness? We may ask the following question: When we present our ideas about perfect music (whatever it may be) to pupils, are we willing to look at different genres through their eyes? Are we able to critically accept the fact that our pupils may see perfection in a different genre? This is also related to the fourth Fink's paradox^[21] concerning the uniqueness and generality of education.

I believe the most burning paradox in music education is the antinomy formulated by the French author Olivier Reboul^[21]. His antinomy of pressure and desire^[21] reflects the contradiction between the obligation to learn and wanting to learn. Strouhal^[21] suggests that: "...the school must be ruled by order, children are forced to produce effort and diligence in their systematic study. ...This provokes a contradiction between external discipline and deep albeit unacknowledged indiscipline, which compromises educational efficiency." This statement and the above-mentioned self-evaluation suggest that many children see music education as an obligation, necessity, or perhaps uselessness. On the one hand, we understand the society's requirements for general knowledge that pupils should have upon completion of elementary school and that there are certain skills that need to be developed. On the other hand, the question arises as to whether this obligation compromises pupils' motivation and desire to learn. This problem affects arts and humanities on the one hand and scientific subjects on the other.

The last antinomy (of the many paradoxes) to be mentioned in the present paper is the antinomy of uncertainty and ("technically" obtainable) teacher's expertise formulated by Olivier Reboul. According to Strouhal^[21] the current era provides us with very sophisticated technical instruments to ensure the teaching process and to support education. "In the context of technically supported education, teaching activity appears as a process of achieving operational and later well-defined general objectives and as a process which is open to objective evaluation methods."^[21] A great emphasis should be placed on the significance of objectives because education should form individuals who are capable of free and critical thought and judgement. This implies that the ability of critical thinking about art is very important. It is also desirable from a societal perspective to be able to select, assess, and critically evaluate a work of art. But where is the boundary between high-quality and poor-quality art? Is this not too subjective?

On the other hand, Staněk^[20] defined the accelerating paradox. The development of information technology and technical progress has affected not only our everyday lives, but also education: on the one hand it has increased the speed of gaining knowledge and learning, but on the other hand education has become divided. This includes the generation gap, differences in material equipment of pupils, teachers and schools, as well as social division. This paradox was also evident in the self-evaluations. Thanks to technological progress, teachers have new opportunities in lessons. However, in music education for example, I believe that one of the disadvantages is that in many cases pupils require modern music but they are unwilling to work in lessons, let alone music education. The use of modern technology took away pupils' desire to spend time together. For example, time spent singing and playing musical instruments, which is currently replaced by various music platforms. Therefore, music education teachers are often inclined to the use of these platforms in order to simplify music education, which is, on the other hand, detrimental to the development of pupils' skills and abilities.

5. CONCLUSION

The paper outlined the issue of didactic elaboration of the learning content in a music education class and its link to paradoxes of education. This paper presented a practical overview of a teacher's self-reflection and lesson self-evaluation.

Regarding the fact that currently not only pupils but also teachers are subject to great pressure, we believe that the link to paradoxes of education is more than obvious. There is a strong emphasis on the development of pupils'

general knowledge, but at the same time there is a growing reluctance to learn in the context of arts and humanities. I believe the problem has multiple causes. Pupils' desire to learn in music lessons, art lessons or civics is strongly affected by the teacher's approach. If the teacher chooses inappropriate teaching methods and does not have good organizational skills, it is extremely difficult to attract pupils, catch their attention and make them actively involved. The parent is often a very important actor and the basic element of a socialization group. Teachers often hear from their pupils that parents consider a school subject completely useless. At the same time, we are aware of the pressure from the media, not only during the current pandemic. In many schools, arts and humanities are currently not taught at all or are very limited because they are considered useless. But in this case, teachers have the right to ask why they studied this field or why entrance exams to university still include general knowledge.

Paradoxes of education, although they seem to be a philosophical issue, are closely linked to practice. In a practical environment, teachers (and we believe especially in arts and humanities) are confronted with paradoxical situations. Sometimes these paradoxical situations make teachers adapt their approaches to teaching and change their teaching methods but sometimes as a result of a lack of appreciation they suffer from the burnout syndrome. As a result, teachers who were once full of enthusiasm, motivation and desire to work leave their school totally wrecked by the system.

The issue of paradoxes of education and subject-specific didactics is very broad. It encompasses many areas, especially the process of education. The issue described in the present paper is only a fraction. The purpose of the paper was to emphasise the importance of teachers' self-reflection and the differences between educational preparation at the beginning of the teaching career and after several years of practice. The last note that we would like to make concerns the close link between paradoxes of education and educational practice.

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Implementing Formative Assessment from the Perspective of English Learners Abroad: A review study

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Abstract

As formative assessment has become more popular in recent years, there are mostly studies focusing on teachers experiences and views of formative assessment. However, formative assessment is not only a matter of teachers, but most importantly of learners. This review study therefore provides a comprehensive overview of the issue of implementing formative assessment from the perspective of English learners abroad. Its aim is – through analysis – to identify students' perceptions, views, and opinions towards teaching which uses elements of formative assessment.

The study examines case studies that are providing insights into the views, opinions, and perceptions of learners within the framework of English language learning. The studies are dated from 2010 to the present day. The target group of case studies consists of students and pupils. The results of this study specify what elements of formative assessment learners find either beneficial or limiting. For the most part, students perceive efforts to implement elements of formative assessment into teaching positively. However, peer-assessment seems to be the most problematical element of formative assessment in English learning. The results of this review study could be an incentive for further research into case studies that focus on formative assessment in Czech educational environment.

Keywords: formative assessment, review study, learners, English

1. INTRODUCTION

Formative assessment is a phenomenon that has been receiving more attention in recent years, mainly thanks to authors such as Black and Wiliam who are famous for many publications in the field of formative assessment research. In the Czech Republic, formative assessment is mainly carried out in the further education of teachers, in which various centers of education participate. However, to a small extent, it begins to appear in undergraduate educational programs as well. In the Czech Republic, however, little attention is paid to formative assessment in the field of research (Laufková, 2016).

Although formative assessment is not a completely new phenomenon, it is largely unknown to students and therefore teachers in the Czech Republic. The implementation of formative assessment into the Czech educational system is unthinkable for many educators because the current evaluation system emphasizes mainly performance and comparison. Therefore, students and pupils are mostly evaluated summatively. Nevertheless, it is also important to realize that systematic implementation of formative assessment in the national curricula is still a work in progress even abroad (Benet, 2011).

Nonetheless, present research in the field of formative assessment largely agrees that the implementation of formative assessment into classroom, if properly realized, leads to improved learning performance (Black & William, 1998, 2010; OECD, 2005). However, the situation is not entirely straightforward. To properly implement formative assessment, the teacher must be acquainted with the requirements of formative assessment, i.e. its aims, strategies, methods, and techniques, so that the application of formative assessment is beneficial for students.

Understanding formative assessment and its implementation into the classroom is not an easy task for teachers, their efforts, thus, might be often ineffective (Hopfenbeck, 2018).

To implement formative assessment effectively, it should also be tied to a specific area, in other words, the teachers should be experts in the subject they teach (Bennet, 2011). Although teachers are crucial for implementation of formative assessment, we must not ignore the views and opinions of learners as they are equally important in this process. In other words, for formative assessment to be effective it should also be accepted by learners, in our case English language learners.

However, to the best of my knowledge, there are not many studies focusing on students' perceptions and views of implementing formative assessment in English classrooms, albeit it has been shown that the implementation of formative assessment in English classrooms is more effective comparing to, for example, science subjects (Kingston & Nash, 2011). Based on the previous points and the insufficient research base in Czechia, this review study focuses on views and opinions of students towards teachers' implementation of formative assessment features into English classrooms abroad.

2. Theoretical background and research

2.1. Formative assessment and its strategies

Formative assessment or sometimes also called assessment for learning had its beginning in 1970's in USA, especially because of a publication called "Handbook on Formative and Summative Evaluation on Student Learning". This publication focuses in particular on the fact that measuring student performance is not sufficient and that students need to be provided with feedback and teaching procedures that lead to the correction of their mistakes in learning (Bloom, 1971). However, many of the conducted studies had mostly theoretical basis. Formative assessment has since been further developed from empirical studies conducted in England and Anglophone contexts, especially with studies done by the Assessment Reform Group (Black, Harrison, Lee, Marshall, & Wiliam, 2003; Black & Wiliam, 2003) and its members.

Their findings led to spreading of formative assessment even to Asia-Pacific environment and inspired many changes to a classroom practice (Klenowski, 2009; Ross, 2008). Although the term "formative assessment" is mostly known to many, the literature focusing on formative assessment does not entirely agree on the nature and scope of its definition (Bennet, 2011). However, tracing the evolution of this term, Black and Wiliam suggest a following definition: "Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited" (2009, p. 9).

Sometimes, to understand principles of formative assessment better, they are put to comparison with summative assessment. The primary objective of the latter is measuring and making inferences about the learner's ability or level of achievement. Whereas, according to Radford (2015), formative assessment is a process of finding and interpreting evidence for students and their teachers to determine where they are in the process of learning and how to best get there.

The above mentioned definition of effective formative assessment can be summed up to five key strategies of formative assessment i.e.: (1) clarify and share learning goals and success criteria; (2) create effective classroom discussions and other tasks which demonstrate evidence of student understanding; (3) provide feedback which can and will be acted upon; (4) allow students to become instructional resources for one another; and (5) stimulate students to become owners of their own learning (Dylan & Thomson, 2008).

These five strategies, according to Bennet (2011), are informed by sociocultural theory (Vygotsky, 1978) that aims at the importance of social interaction in the process of learning and at the co-construction of knowledge. This approach to an assessment puts and emphasis on addressing learner's level of performance or skill development via scaffolding activities in a stress-free environment (Shrestha & Coffin, 2012; Swain & Nassaji, 2010).

2.2. Features of formative assessment

One of the main aspects of formative assessment is undoubtedly feedback providing, as formative assessment aims on promoting student learning (Wu & Jessop, 2018) by providing useful information on students' performance that students can act on (Black & Wiliam 2010, 2009). Formative feedback is therefore the most common formative assessment aspect (Black & Wiliam, 1998; Hattie & Timperley, 2007; Parr & Timperley, 2010).

Many studies focusing on formative assessment are in an agreement that feedback, if used properly, has immense positive impacts on student's performance, their learning (Black & Wiliam, 1998; Hattie & Timperley, 2007; Kingston & Nash, 2011; Shute, 2008; Winstone, Nash, Parker, & Rowntree, 2017), and their motivation (Luckett & Sutherland, 2000). However, teachers are not the only source of feedback providing. The teachers should be taught to teach their students to provide constructive feedback on their performance as this value is also greatly significant in formative assessment practices (Snowball & Sayigh, 2007).

Implementing formative assessment would not be sufficient without incorporating a self-assessment strategy which is encouraged to promote students' responsibility and accountability for their learning (Black & Wiliam, 2009). Self-assessment is a process in which students criticize their own work with clearly given expectations. These are mostly provided in the form of criteria, aims or goals (Andrade & Valtcheva, 2009). Because of this immediate feedback, it gives students information about how to make changes in order to improve their learning (Crooks, 2007). In other words, self-assessment is one of the most important elements of formative assessment as it helps students in direct participation on their learning objective activities (Harrison & Harlen, 2006).

Another effective feature in formative assessment is peer feedback or peer assessment which allows students to comment on other students (Topping, 2009). Peer feedback is especially important when creating a more participatory learning environment (Kollar & Fischer, 2010). Therefore, peer-assessment requires the students to be assessors and to give each other feedback. This process requires students to connect with already acquired knowledge and to use marking criteria (Nicol & Macfarlane-Dick, 2006; Black et al., 2003), in other words, the point of view of the assessor is required to be adopted.

2.3. Formative assessment and its features in foreign language learning

Formative assessment is becoming widely recognized as pivotal to language assessment (Lee & Coniam, 2013) as language learners and teachers are able to use information obtained from formative assessment tools to make informed decisions about different instructional activities and learning tactics (Black, 2016; Cauley & McMillan, 2010).

Probably the most vital feature in foreign language learning is again formative feedback providing. Its aim is to ensure whether the students are going in the right direction or not. Feedback should be consistently and systematically given to learners as much as possible. On the other hand, according to Horwitz (2017) frequent summative assessment (such as summative feedback providing) in foreign language learning can lead to anxiety and inhibition.

In the field of language learning, studies have shown that peer-assessment seems to be more used in written part of assessment as opposed to the part which is focused on oral production (Cheng & Warren, 2005). Learners have previously been observed using peer feedback especially in writing drafts, although still less frequently comparing to feedback given by the teacher (Cho & MacArthur 2010; Gielen et al., 2010; Hu & Lam, 2010; Paulus, 1999; Yang, Badger, & Yu, 2006). Students have also been found to understand teachers' feedback less than the peer one (Zhao, 2010) although some studies have shown that students have their doubts when they are peer-assessed by students who are developing their language proficiency (Kaufman & Schunn, 2011; Liu & Carless, 2006; Wang, 2014). However, if well trained, self-assessment can boost students' confidence, active learning, and increase their audience awareness (Rodríguez-González & Castañeda, 2018).

Self-assessment has also its crucial role in foreign language learning as it provides insights on students' strengths, weaknesses, and ways to improve. For self-directed learners, self-assessment can raise awareness of language, make their learning more effective and thus improve their performance. Furthermore, many aspects in language learning can only be assessed via self-assessment. It can, with no doubt, also increase their motivation and goal orientation (Watson, 2002), as motivation is one of the strongest predictors of success in foreign language learning (e.g.; Gardner, 2010; MacIntyre & Gregersen, 2012). Both peer and self-assessment can be taught, guiding learners in how to provide constructive and learning-oriented feedback by themselves (Andrade et al., 2015).

As for the motivation, terms such as self-regulation and self-efficacy need to be mentioned. Self-efficacy beliefs affect motivation, emotions, and action and therefore are one of the most fundamental mechanisms in human agency (Bandura, 1989). Studies have shown that teachers' self-efficacy positively correlates with students' academic adjustment (Zee & Koomen, 2016). For example, in the study of van Dinther et.al (2014) it is clear, that students' perceptions of the quality of feedback is the best predictor of their self-efficacy.

Self-regulation – defined as an active process where students establish their own goals and can regulate and sustain their motivation, cognition and behaviors in the learning environment (Pintrich, 2000; Wolters et al., 2005; Zimmerman, 2002) – has also been studied in connection of how formative assessment exerts its influence on

students. For example, it has been suggested that in formative assessment students and teacher need to work in partnership to promote learner's self-regulation. Also, if its potential is to be fully realized, students need to play an important role in this process (Hawe et al., 2008; Hawe & Parr, 2013). However, according to Seker (2015), relevant research in English language learning has not been much explored.

2.4. Views of students on formative assessment

As students are pivotal to classroom assessment and testing (Saville & Hawkey, 2004), their perceptions cannot be ignored. It has been shown that their perceptions have a strong impact also on teachers' strategies. For instance, if there is a school that has high demands on learners' performance which can influence their future careers, teachers tend to teach only for the sake of testing (Chen, 2002). It is thus clear that learners' views and perceptions of formative assessment and its tasks are one of the most crucial factors effecting and shaping their learning strategies (Tsagari, 2009).

Some recent studies also show that students, when assessed by methods requiring their active involvement, view assessment as more effective and fairer comparing to the students who are assessed more traditionally, for instance by test or examinations (Flores, Simao, Barros, & Pereira, 2015). Furthermore, when students perceive assessment to be more authentic, they are likely to gain more knowledge and learn more deeply (Gulikers et al., 2006). According to Segers et al., (2006) it is thus very important to notice how students view the main elements of their learning environment.

However, there is also some research suggesting that students are less positive about being active in learning comparing to traditional lecturing (Lake, 2001). There is also evidence that students are no more positive in views of active learning as of the ones having traditional lectures (Machemer & Crawford, 2007). Reasons behind these finding may lie in students preferring passivity of traditional approaches.

As for the formative assessment, the current research literature focuses especially on four insufficient remarks i.e.: lack of meaning between students and teachers, lack of alignment between the feedback provided by teachers and its usage by students, lack of dialogue between students and teachers, and also lack of their shared focus on learning (Carless, 2006; Dunworth & Sánchez, 2016; Havnes et al., 2012; MacLellan, 2001; Mulliner & Tucker, 2017; Orsmond & Merry, 2011). However, as there is an increasing interest and research in the literature when it comes to formative assessment and feedback (Carless et al., 2017), according to Mulliner & Tucker (2017), there is not much evidence of research that directly access perceptions and experiences of students in assessment.

3. Methodology

The research approach of this work is a review study. The author chose the so-called: mixed methods review. According to Mareš, this method is described as a "summary overview, which is based on a more extensive set of mixed research on a given topic for a selected period of time. The author analyzes individual research studies; monitors which quantitative and qualitative methods were used, what their relationship was, and what conclusions the research reached" (2013, p.434).

In this study, qualitative and quantitative data was analyzed through content analysis which refers to "reading the data over a variety of times, looking for key ideas or topics and labeling these ideas by marginal notes or post-its" (McKay, 2006, p. 57) with an aim to: a) present a set of case studies that deal with students' views and perceptions on formative assessment in English language classrooms abroad, b) identify and analyze students' views and perceptions of formative assessment practices used by the teachers in English classrooms.

The author focused on the case studies dating from 2010 to the present which were published in English language. The sources of the study were the databases EBSCO, Proquest, ERIC, Web of Science, ScienceDirect and Elsevier. The most frequently searched keyword combinations included words such as formative assessment or assessment for learning, case study, learners or students, views or opinion or perceptions, and English. Words were most often combined using the AND & OR operator. Furthermore, the author also contacted the researchers electronically where it was not possible to find the complete text of the study.

The information value of the study, its relevance and quality were subjectively evaluated on the basis of the author's professional experience. Studies were sought according to the author's requirements as follows: a) the research sample consisted of learners of English language i.e. either EFL (English as a foreign language) or EAL (English as an additional language), b) the research sample in some cases consists of both teachers and students in which case only the opinions of students are taken into account, (c) all studies deal with either views, opinions, or perceptions of the learners, (d) the methodologies of the studies are either qualitatively or quantitatively focused;

combination of thereof is also accepted e) each study is a case study, (f) the selected study methods must include either interviews, focus-group interviews, observations, questionnaires or a mix of these methods, e) each study deals with the issues and elements of formative assessment.

4. Findings

The analyzed studies reflect the current issue of formative assessment in the context of English language learning in the case of learning English as a foreign or additional language. A sample of 11 case studies that appeared to be most relevant to the research objectives set (Table 1) were selected by a detailed analysis of the content of the studies. The eleven studies included in the analysis of this review captured students' views, opinions, and perceptions towards formative assessment. Following results were divided to the most prominent categories discussed in the case studies i.e.: learners' views on teacher's feedback, peer-assessment, self-assessment, and self-regulation.

Most of the studies indicate that features of formative assessment, according to learners, can be beneficial in many aspects of their language learning (Chen et al., 2013; Jing, 2017; Naghdipour, 2016; Restrepo, 2013; Tang, 2016; Vattøy & Smith, 2019; Xiao & Yang, 2019). However, few studies indicate that some features of formative assessment are either neglected – thus negatively impacting students (Baran-Łucarz, 2019) – or do not have any added value for the students (Umer et al., 2013; Umer & Omer, 2015). The latter seems especially interesting in that the students are English majors, however, do not benefit from formative assessment tasks. In their view, the tasks are easier, allowing them to receive better grades and eventually to pass the subject. It is suggested by the author of the study (Umer et al., 2013) that formative tasks should operate at higher levels of Bloom's taxonomy i.e. applying or analyzing.

4.1. Learners' views of teacher feedback

Studies focusing on feedback received by the teacher indicate that students generally find it useful (Jing, 2017; Naghdipour, 2016; Vattøy & Smith, 2019; Xiao & Yang, 2019). However, if the feedback was not constructive, unclear to the students, or they found it unfair, students did not find it useful nor beneficial. Also, students rated the feedback negatively if the teacher did not show any respect towards the students (Baran-Łucarz, 2019). Furthermore, as one study suggests (Vattøy & Smith, 2019), students need to know the learning goals related to the teachers' feedback to experience teachers' feedback practice as useful.

4.2. Learners' views of peer-assessment

However, some features of formative assessment were not always found helpful in English classes. Besides the ones already mentioned, the most problematic feature of formative assessment seems to be peer-assessment or peer feedback. Students mostly did not prefer their peers to be evaluating their work. Students expressed doubt and scepticism about the usefulness of feedback that was not teacher initiated, such as peer feedback (Chen et al., 2013). When students had a choice as to who evaluates them, the teacher would be their first choice (Afitska, 2017). Some students also expressed a lack of confidence while evaluating their peers (Jing, 2017). Furthermore, some studies that were focused on all aspects of formative assessment signify that peer-assessment seems to be neglected or missing from the teachers (Chen et al., 2013; Naghdipour, 2016).

These results might arise from the teachers not educating their learners about how to effectively use peer-assessment; or the teachers are not well educated in performing this type of assessment. Nevertheless, one study shows particularly positive views of the learners towards the effectiveness of peer-assessment and self-assessment activities (Naghdipour, 2016). Also, findings of a different study (Tang, 2016) show that students feel more relieved when actively involved in group cooperation and peer-assessment comparing to an individual performance.

4.3. Learners' views of self-assessment

On the other hand, studies that were interested in views of the learners on self-assessment tend to be more positive. Students seem to be more confident in conducting self-assessment as opposed to peer-assessment (Chen et al., 2013; Jing, 2017). They also find the effectiveness of self-assessment activities as useful and interesting (Naghdipour, 2016). However, one study shows that some learners would occasionally be unable to benefit from self-assessment, especially when they did not know how to address some linguistic gaps (Afitska, 2017). On the

other hand, participants of this study were young learners, thus, their understanding of English and its application can be more limited comparing to older students.

4.4. Self-regulation and formative assessment

Self-regulation and motivation were themes that were often studied with connection to formative assessment and English learning. Some studies found positive correlation between formative assessment, self-regulation, and motivation (Naghdi-pour, 2016; Xiao & Yang, 2019). In one study, students' positive perceptions of the teacher's formative assessment practices reveal the benefits of the teacher's current assessment practices regarding facilitating learner self-regulation (Jing, 2017). It has also been found that students' understanding of their criteria and goals are significant to their self-regulation in English classes (Vattøy & Smith, 2019). The study also found that students' self-efficacy beliefs are to be strengthened by the teacher for students to accomplish better results in learning.

Table 1. Overview of selected case studies meeting the selection criteria

Author, year of publication, country	Title	Method	EFL/EAL	Participants
Restrepo, 2013, Columbia	Role of Systematic Formative Assessment on Students' Views of Their Learning	Role play, conference, written task, self-assessment, remedial work, interview	EFL	9 university students
Xiao & Yang, 2019, China	Formative Assessment and Self-regulated learning: How Formative Assessment Supports Students' Self-regulation in English Language Learning	Observation, interview	EFL	2 teachers + 16 secondary school students
Tang, 2016, China	Formative Assessment in Oral English Classroom and Alleviation of Speaking Apprehension	Pretest task and post-test task, interview	EFL	115 university students
Chen et al., 2013, China	The Enactment of Formative Assessment in English Language Classrooms in Two Chinese Universities: Teacher and Student Responses	Observation, interview	EFL	2 teachers+ 10 university students

Afitska, 2017, UK	Exploring Teacher and Learner Views on the Use of Formative Assessment in Primary EAL Classrooms: A Case Study	Interview	EAL	4 primary school students + 3 teachers
Małgorzata Baran-Lucarz, 2019, Poland	Formative Assessment in the English as a Foreign Language Classroom in Secondary Schools in Poland. Report on a Mixed-method Study	Questionnaire	EFL	106 secondary school students
Umer et al, 2013, Saudi Arabia	Formative Assessment: Learners' Preferred Assessment Tasks, Learning Strategies and Learning Materials	Questionnaire	EFL	238 university students

Naghdipour, 2016, Iran	Incorporating Formative Assessment in Iranian EFL Writing: A Case Study	Writing tasks, questionnaire, and interview	EFL	34 university students
Umer & Omer, 2015, Saudi Arabia	An Investigation of Saudi English-Major Learners' Perceptions of Formative Assessment Tasks and Their Learning	Questionnaire	EFL	289 university students
Jing, 2017, China	Using Formative Assessment to Facilitate Learner Self-regulation: A Case study of Assessment Practices and Student Perceptions in Hong Kong	Observation, interviews, collection of documents, questionnaire, focus group, interview	EFL	20 university students + 1 teacher

Vattøy & Smith, 2019, Norway	Students' Perceptions of Teachers' Feedback Practice in Teaching English as a Foreign Language	Questionnaire	EFL	1137 lower secondary school students
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5. Discussion

This review study has identified a range of students' views and opinions on formative assessment practices and strategies, and its implementation in English learning environment (EFL, EAL).

It is evident from the overall findings that learners mostly appreciate formative assessment practices and its implementation to classroom (Chen et al., 2013; Jing, 2017; Naghdipour, 2016; Restrepo, 2013; Tang, 2016; Vattøy & Smith, 2019; Xiao & Yang, 2019). However, some studies also show that students might not benefit from formative assessment tasks when their goal is only to get good grades or pass the subject (Umer et al., 2013; Umer & Omer, 2015). This finding indirectly supports the claim of Machemer & Crawford (2007) who claim that some students are no more positive in views of active learning as of the ones having traditional lectures.

Teachers feedback, as a core of formative assessment, was also mostly found useful by the learners (Jing, 2017; Naghdipour, 2016; Xiao & Yang, 2019), albeit it should be concrete, constructive, clear, goal-driven and without prejudice (Baran-Lucarz, 2019; Vattøy & Smith, 2019). These findings only support the claims that for feedback to be effective it must be used properly (Black & Wiliam, 1998; Hattie & Timperley, 2007; Kingston & Nash, 2011; Shute, 2008; Winstone, Nash, Parker, & Rowntree, 2017). Providing proper feedback, allowing students to know where they are in the learning process, can sometimes be challenging for the teachers, however, it is crucial for the students.

It is also evident that students tend to prefer teachers' feedback over the one of their peers (Afitska, 2017; Chen et al., 2013; Jing, 2017). This finding is in an agreement with a claim that students have their doubts when they are peer-assessed by students who are developing their language proficiency (Kaufman & Schunn, 2011; Liu & Carless, 2006; Wang, 2014). Furthermore, in some cases peer-assessment was neglected or not incorporated by the teacher (Chen et al., 2013; Naghdipour, 2016) although this was not always the case (Naghdipour, 2016; Tang, 2016). It was established that peer-feedback is often used more in writing tasks and less in oral production (Cheng & Warren, 2005) which is mostly in agreement with this review study as well. However, it is evident that teachers probably do not teach peer-assessment to the students effectively; or the teachers do not know how to access this practice. Findings also suggest that students generally prefer self-assessment over peer-assessment as they feel more confident (Chen et al., 2013; Jing, 2017; Naghdipour, 2016), thus, finding the self-assessment more useful.

The topic of self-regulation and self-efficacy in English learning was also discussed in some studies. It was found that students need to understand their goals and criteria to enhance their self-regulation (Jing, 2017) and that formative assessment can contribute to student's self-regulation and motivation (Naghdipour, 2016; Xiao & Yang, 2019). However, for students' potential to be fully realized, teachers and students need be cooperating in partnership. Additionally, students should also be viewed as playing an important role in this process (Hawe et al., 2008; Hawe & Parr, 2013). It was also suggested that self-efficacy beliefs should be strengthened by the teacher in English learning (Vattøy & Smith, 2019) as it was found that teachers' self-efficacy positively correlates with students' academic adjustment (Zee & Koomen, 2016). The importance of self-efficacy in language learning and teaching is therefore not to be taken lightly.

6. CONCLUSIONS AND LIMITATIONS

This review study sheds a light into how learners of English language view formative assessment from their perspective. Major findings have been summed up in the discussion part of the study, providing insights into what assessments strategies and practices were found useful and where there can be seen a room for improvement. The

most problematic feature of formative assessment – as perceived by students – seems to be peer-assessment. Peer-assessment can be a potential threat if not used properly. Teachers should carefully teach their learners about the threats and opportunities of peer-assessment and use it wisely.

However, this study should only be carefully generalized as the case studies were conducted in different countries, under various conditions, and more importantly not within the same age category. It should also be noted that the number of the case studies researching formative assessment within the scope of English language learning – meeting the author's criteria – is insufficient.

The results of the review study could help teachers in how to approach their formative assessment practices in foreign language teaching. Findings could also motivate other researchers in conducting further research in the field of formative assessment in Czech educational environment. Furthermore, as peer-assessment was the most prominent feature of this study, further research in how to use peer-assessment in foreign language learning effectively is in demand.

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Teacher Training Systems in Two Countries (Canada and Morocco): Comparative Study of Professionalization Models and Their Challenges

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Abstract

Teacher training is still a problematic subject in projects to reform education systems. Through the quest for quality education, it has experienced major changes in different contexts in connection with the process of "professionalization". The different mechanisms of this training must allow teachers to acquire disciplinary knowledge and develop skills in order to be able to build quality teaching and learning. In addition, there seems to be a relationship between the effectiveness of the teacher and the level of quality of his training. Study results have revealed particularly poor performance levels among students whose teachers are characterized by "poor quality education and uncontrolled knowledge in the subjects they teach" (Dembélé, M. et al. 2007). In other words: the effectiveness of teaching depends at least to a significant extent on what "the teachers bring". Morocco in the last reform took up professionalization and universitarization as new approaches to teacher training. However, despite the progress recorded in terms of educational training provision, the reform has not been accompanied through strategic measures. Training in Morocco appears to suffer from a number of shortcomings. The objective of the study is to discover, thanks to the comparison of two training systems (Canada and Morocco) if there are characteristics which would allow us to understand the relative "advantages" of one system compared to another, and to what extent such a comparison would help us improve Morocco's. The country in question are considered to have the best performing education systems globally. This involves carrying out a comparative documentary study, that is to say analyzing existing documents on teacher training systems by comparing them in the mentioned context.

Keywords: Education, professionalization, knowledge and skills, approaches, effectiveness of teaching

1. INTRODUCTION

Teacher training is still a problematic subject in projects to reform education systems. Through the quest for quality education, it has experienced major changes in different contexts in connection with the process of "professionalization". The different mechanisms of this training must allow teachers to acquire disciplinary knowledge and develop skills in order to be able to build quality teaching and learning. Morocco in the last reform took up professionalization and universitalisation as new approaches to teacher training. However, despite the progress made in the area of educational training, the reform has not been accompanied by strategic measures. Training in Morocco appears to suffer from a number of shortcomings. In this regard, we must emphasize that both learning the trade and personal growth, access to the position, the quality of the tasks assigned, acculturation to the environment, integration

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into the school team and social and professional recognition are major issues during professional integration (Cambier et al., 2010; Kluckhohn, 1951, cited by Cambier et al., 2010; Mukamurera, 2011b). Therefore, it can be said that there is still room for improvement in some programs to better meet the diverse needs of beginning teachers. The comparison of training programs cannot lead to a transposition of a model as a whole from one context to another, and this because of the specific contexts and issues that characterize them. Nevertheless, it is possible to identify improvements that could be made to the Moroccan teacher training program from the other models. The objective of the study is to discover through the comparison of two training systems (Canada and Morocco) if there are characteristics which would allow us to understand the relative "advantages" of a system compared to another, and to what extent such a comparison would help us improve Morocco's programme.

2. Method

More specifically, it involves analyzing the implementation of professionalization in the two systems, the nature and organization of initial training programs, as well as the issues that characterize them.

This is a qualitative type of research, which includes a descriptive aim, through which one must seek to identify specific elements and establish relationships between them. Various elements seemed to us to be of decisive importance for the understanding of the training models for secondary teachers practiced in Canada: the university nature of the training and the place given to practitioner expertise, the nature and organization of the partnership. training establishments / institution as well as the supervision and support system for teacher-trainees. In this reflexive model, the practice of teaching in responsibility is the central element of the training, from and around which the rest of the training actions are articulated, in particular through the preparation, the support, the exploitation and the systematic analysis of professional experiences and trainees' experiences.

Morocco in the last reform took up professionalization and universitization as new approaches to teacher training. However, despite the progress made in the area of educational training, the reform has not been accompanied by strategic measures.

In the case of Canada, the simultaneous model, future teachers follow professional and academic courses at the same time, throughout their training. The length of programs in this model is difficult to determine, but most can be three or four years in a bachelor's degree program (Crocker & Dibbon, 2008). new teachers will have to have 16 years of schooling, including three years at university. They will then have to complete two years of probation in a school, probation evaluated by the administration, in order to obtain their permanent teaching certificate.)

3. Results and Discussion

Although we have detected both major similarities and differences, this issue still needs to be further explored to continue improving teacher education. From the information gathered on the training systems of the countries in question, we suggest more open and flexible systems which do not forget the importance of teacher training, the status of the teacher, the selection of the teacher or the role of the teacher as an active member of the system.

The different educational outcomes and models pose problems of quality, performance and relevance of the teacher at the forefront of our modern societies.

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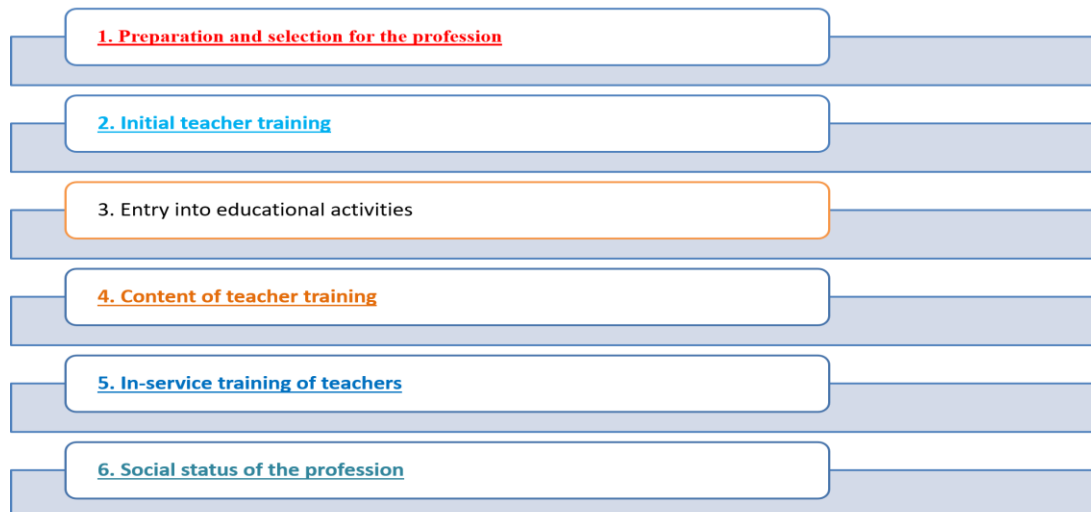


Figure 1 criteria of analysis

Regarding the organization of practical training at the University of Montreal, students complete one internship per year, starting from the first year of training, or 4 internships at the University of Montreal. However, internships at the University of Montreal account for a total of 945 hours of training, or 17.5% of the total number of credits in the program. students in initial training must therefore participate in all kinds of assessment activities, such as written exams, oral presentations, work carried out in class or at home, etc. Of course, they must also participate in internships, which are also part of the evaluation activities. Ultimately, we can retain from previous analyzes that the programs in Quebec are strongly focused on didactics, with a significant part of pedagogy and training in the practice environment.

4. CONCLUSION

Our political, economic and social responses should help place teachers and teacher training in a positive position, recognizing its primary role in educational outcomes and, where possible, building on the experiences of others in order to avoid making the same mistakes. The comparison of training programs cannot lead to a transposition of a model as a whole from one context to another, and this because of the specific contexts and issues that characterize them.

The different educational outcomes and models pose problems of quality, performance and relevance of the teacher at the forefront of our modern societies. emphasizing that both learning the trade and personal growth, access to the position, the quality of the tasks assigned, acculturation to the environment, integration into the school team and social and professional recognition are major issues during professional integration.

it is possible to identify improvements that could be made to the Moroccan teacher training program from the other models.

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Development of an Educational Programme for Roma Pupils and its Application in Practice

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Abstract

The research focuses on an analysis of education of Roma pupils. It describes its origins and development. The study aims to capture the important milestones in the development and application of educational procedures. It searches for ways to develop an own project inspired by already implemented projects.

On the basis of trial versions of the programme prepared for selected schools, the research seeks to identify whether the programme can be implemented in practice and whether teachers and pupils are interested in the programme. Using the so-called test probes, the researcher will try to modify and amend the programme in order to produce the best possible outcome for pupils and their teachers. The aim is to uncover further opportunities for effective education of Roma pupils. The programme should be helpful for both teachers and pupils. Even a small step that contributes to higher motivation of these pupils is the right step in further development of education.

Keywords: Roma pupils, educational program, innovation, support

1. INTRODUCTION

*To understand an individual the most important is to know what general, psychological, moral and spiritual issues affect our times.*¹

It is really important to monitor how people are affected by various circumstances. I believe it is of equal importance to analyse their beginnings. Education of pupils from a different socio-cultural ethnic group (in our case Roma pupils) has been part of (not only) Czech education for many years and is still developing. It is influenced by teachers, parents, pupils, their background and new knowledge brought by science and research.

What preceded this development? The presence of Roma people in our country goes deep into our history. Already in *The Chronicle of Dalimil* an Old Czech rhymed composition informs about their presence.² This date back to 1314. If Roma people are part of our country or any other country, it is important to integrate them for the good of the entire society.

What period marks the beginning of education of Roma pupils? How many authors emphasise and analyse this issue? Are there special educational programmes for these pupils and where are they available? There is an abundance of publications on this issue. Some focus directly on the education of these pupils, while others address educational programmes, learning environment or external and internal effects. This is a complex issue which is definitely worth exploring. It will help us uncover the process of development of additional methods, forms and new approaches to the teaching process.

The aim is to provide a brief description of the development in this area and give examples of selected publications and authors who presented novel findings. Another aim is to analyse parts of programmes that have already been developed and explore how they work in practice. A thorough examination of this knowledge can inform our current research efforts.

It is extremely important for scientists and researchers to address the issue of education of Roma people. It is because the low level of Roma education “has negative consequences in the social, economic and cultural areas.”³

2. Theory and fundamentals of education of Roma pupils

The first references to the Roma language as an area that needs to be studied date back to the 16th century. Virtually the whole period from the 16th to the 20th century informs us that the language aspect dominates all documents and papers on education of Roma people. In the early 18th century, scientists successfully included the Roma language “in the system of classification of languages.”⁴In 1782, Joseph II issued a regulation on Roma education. According to this regulation, Roma people were supposed to join regular school attendance. In addition to other things, this would include regular participation in religious services, religion classes, respect for religious holidays, decent clothes and respect for social ethics.⁵

A more general scientific interest in the Roma culture and education came in the late 19th century. In England, *The Scientific Society for the Research of Gypsy Matters* was established. In France, a scientific journal entitled *Les cigânes* was regularly issued. The journal informed other scientists and the general public about the Roma population in terms of their own culture, values and morals. It also addressed social problems and relationships concerning the coexistence with these inhabitants. During the interwar period, Roma questions moved slightly away from the limelight.⁶ This was a difficult period as Roma people were pronounced second-class citizens after Hitler had taken power. However, this did not mean a complete decline in scientific research in this area.⁷

In the Czechoslovak Republic the development continued. An important milestone in the development of the Roma population was the establishment of the *Czechoslovak Romani School* by František Štampach. He also contributed to this issue by several publications, for example *Cikáni v Československé republice*.⁸

It is important to remind some significant personalities who contributed to the development of Roma education and exploration of Roma culture in our country. Below is a brief overview for 1952–2004. It is a period that brought many positive facts for further research and inspired future generations.⁹

In the first place, these personalities include Emília Horváthová, Eva Davidová, Milena Hübschmannová and Jiří Lípa. Their role in the development of Czechoslovak Romani studies was very important. During their field research conducted directly in Roma settlements they gathered novel findings about Roma people “as an ethnic group with their own language and culture.”¹⁰

Another key figure is Tomáš Haišman who mapped the basic development of Roma community. Anna Jurová analysed the position of Roma people and the effect of this minority on society. In a similar way, the situation was analysed by Mária Dubayová, Květa Kalibová or Will Guy in his paper *Ways of looking at Roma: The case of Czechoslovakia (1975)*, Ctibor Nečas and others.¹¹

Another project that addressed Roma education involved the Faculty of Education, Palacký University Olomouc. A significant role was played by Z. Jeřábová, who led the Roma Information Centre at the Faculty of Education.¹²

In 2001, the Ministry of Education, Youth and Sports of the Czech Republic issued a new strategy for more effective education for Roma pupils. The purpose of the strategy was to improve the overall situation in education of Roma children because for many Roma people it was difficult if not impossible to be integrated in society. As a result, every Roma citizen had the opportunity to become equal with the general population. The key strategy was the development of a structured and comprehensive system of education and feedback. An important aspect of the project was supporting Roma pupils in preschool attendance and the following compulsory school attendance. The project also aimed to eliminate prejudice, provide valid and evidence-based information about Roma people and offer support and counselling services.¹³

This language component again takes us to the area of education and research of the Roma language. The Czech priest Antonín Jaroslav Puchmajer issued a Romani dictionary entitled *Románi Čib, das ist: Grammatik und Wortebuch der Zigeur Sprache. Puchmajer (1822)*. As a priest and teacher, he had a real interest in developing education not only for minority groups. His dictionary is highly valued. His work was followed by the priest Josef Ješina by issuing two other dictionaries (*Románi čhib čili jazyk cikánský* and *Slovník cikánsko-český*.) The following authors also made a significant contribution: Antoine Kalina and Archduke Joseph Karl of Austria. Kalina summarized his knowledge about the Roma language in his publication *La Langue Des Tziganes Slovaques (1882)*.¹⁴ The works of the two priests represent the beginning interest in education of Roma people. Even these few publications significantly contributed to further development of education. Without relevant documents, dictionaries and other research studies such development would not be possible. Nor would it be possible to achieve rapprochement and integration of the Roma population in the current Czech Republic.

This is also supported by the principles enshrined in the *Charter of Fundamental Rights and Freedoms (1991)*, which advocates mutual awareness and mutual assistance for a better coexistence and for a better sense of “nationality”. The fact that even a small step is very important to achieve a major objective is true.

3. Findings, publications and background for the research study

The proportion of publications, research studies and programmes aimed at Roma education has been unbalanced since the very beginning as documented by the oldest resources available. However, the truth is that almost in every period of development this issue was taken into account. Sometimes more resources are available, sometimes fewer. For illustration, the text below specifies selected educational programmes and research studies. The list is not exhaustive; it is intended to provide an insight into possible projects that moved Roma education forward.

- 1995 – Overcoming barriers in education of Roma pupils (as part of this project the Roma Culture Institute issued textbooks of mathematics, Czech language, basic humanities and natural science to help children overcome barriers to success.)¹⁵
- 1998 – Educational and psychological aspects of Roma pupils in relation to their school success (this publication provides an overview of several defended grant research studies that helped resolve the social problems associated with the mentioned minority.)¹⁶
- 2009 – Roma Support in Prague – the project was approved by the Ministry of Education and helped improve employment of Roma graduates. The project included a selected group of Roma people who were supported in their education (participation in vocational courses, retraining courses, etc.)
- 2018 – Overview of supported projects under the grant scheme Promoting the integration of Roma minority (Promoting the education of Roma pupils and students 2018, ROMANODROM– leisure activities, methodological and information support for educational staff who encounter socio-cultural and linguistic specifics of Roma pupils.) This year the number of approved programmes aimed at supporting education was

48. The programmes addressed different perspectives of education, new opportunities and new teaching methods. The website of the Ministry of Education shows the entire set of projects approved since 2011.¹⁷

4. Methods of programme development

The programme should be designed in a way to help teachers educate Roma pupils and to bring education closer to pupils. If this effect were to be judged desirable, a programme for elementary school pupils would be developed (primarily for lower secondary school) for all school subjects.

a. Partial objectives of the programme:

- To analyse the environment in which pupils grow up (home, family, friends);
- To identify teachers' interest in the programme;
- To identify pupils' interest in the programme;
- To try to identify how other pupils would react to a different teaching style (pupils of Czech nationality);
- To propose demo sub-programmes to be used in individual subjects and to test them;
- To identify whether the new teaching style (under the programme) brings better results in the assessment of these pupils;
- To subsequently evaluate the benefits of this programme.

Given the objectives of the study, this is a qualitative project. The aim is to offer a new perspective of the issue and innovations to facilitate education. The quantitative part of the research is a complementary part to obtain the data necessary for the implementation of the entire project. The main objective is to identify teachers', pupils' and parents' interest in the introduction of the programme. This investigation will be complemented by interviews with pupils. The responses in the interviews will be recorded using record sheets, but will be conducted in a free manner respecting pupils' communication skills. The length of the interviews should not exceed 20 minutes. A questionnaire with teachers will also be used. The purpose of the questionnaire will be to find out information such as the number of Roma pupils in the class, number of problem Roma pupils, preparation of these pupils for classes, Do these pupils require special motivation?, Do these pupils require special attention of the teacher?, What do you think about a special programme, a new approach, are you interested?, etc.)

The second stage of the research is aimed at introducing a demo programme in selected schools and will include measurement by means of educational observation (short-term). This involves direct observation of each lesson followed by an assessment right after its completion. The observation will be carried out throughout the whole lesson and will respect the four basic requirements for good observation.¹⁸ The so-called programme lesson will be led by an experienced teacher and recorded by an assigned observer. The observer will keep a researcher's diary and will use simple observation sheets to record pupils' activity including their feelings, enthusiasm, joy, effectiveness of motivation, work efficiency and final lesson evaluation including its parts by the teacher and pupils). In the subjects that will require so (for example music education), the observer will also make recordings.

Data analysis and interpretation: The data obtained will be gradually divided into categories and processed in order to provide answers to the researchers' questions.

b. Organization and Implementation

- **2019–2020:** Preparation of research documents, searching for available studies (papers, bachelor's and master's theses). Review of Czech and international literature on Roma people and education. Formulation of research questions and hypotheses. Implementation of the initial stage (preliminary research): using small probes to identify interest on the part of schools. Selection of schools and introduction of the programme and associated surveys to be carried out in schools. Second part of the quantitative part of the research: questionnaires and interviews with pupils, parents and teachers in selected elementary schools (a total of six schools involved: two elementary schools in Frýdek-Místek, 2 elementary schools in Ostrava, 1 elementary school in Nový Jičín, 1 elementary school in Bystrovany near Olomouc).
- **2020–2021:** Qualitative part of the research and its preparation (development of programmes for individual lessons). Implementation of trial programmes in selected schools, implementation of programme lessons, their evaluation and subsequent analysis of data and information obtained by observers. Delivery of additional outcomes and presentations at conferences, publication of results.

- **2022:** Overall project evaluation, evaluation of the results from the quantitative and qualitative parts of the project, formulation of the conclusion of the whole project, definition of the visions and further research. Final presentation of the results.
 - c. *Expected benefits and application of the results*
- Increased interest in education, increased value of education among the Roma population thanks to the new method;
- Easier teaching on the part of teachers, increased teaching efficiency;
- Development of programmes for Roma pupils applicable in all subjects in all schools where teachers are interested;
- Presentation of the outcomes at scientific conferences both in the Czech Republic and abroad;
- Presentation of the results of this academic-scientific project in scholarly journals.

5. CONCLUSION

The number of educational programmes and projects aimed at the Roma population is increasing every year. This is a good news. Modern society is aware of the importance of integrating this minority. Efforts to develop new projects is positive and inspires us for further work. Irrespective of whether these projects are successful or not, their increasing popularity gives us hope.

The large number of research studies, educational programmes, papers and publications provides us with a solid support in the development of further educational programmes. We can learn from mistakes, we can be inspired, we can move forward.

In the Czech Republic, everyone knows who the Roma people are, what they look like, what their attitudes are to our society, what our attitudes are to their society. We should be concerned about the way our society perceives this minority.¹⁹ These attitudes should be primarily positive. Together we must try to make this happen. The situation is not bad, quite the contrary. Regarding the fact that our society has many scientists, professors and students who work on their research studies, look for new solutions and submit new project proposals, the future of our perception of this minority is rather positive.

I firmly believe that the programme for improving the education of Roma pupils will continue to be developed, implemented and improved based on feedback in order to provide real help and support to teachers, pupils and their parents.

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Education as a Value for Migrants from Ukraine in the Czech Republic

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Abstract

Education and training are talked about more in today's society than ever before, and the importance of education is now emphasized in all areas of human activity. With increasing migration, aspects of intercultural education are also gaining in importance, which is reflected in the educational process. The authors of this text have long been interested in the issue of education in connection with the teaching of foreign language pupils and students in Czech schools. We also deal with this topic in our paper, which examines the importance and value of education for pupils and students with different mother tongues in the Czech Republic, focusing on individuals with different mother tongue originating from Ukraine.

The main goal of the research survey is to specify the importance that pupils and students attach to the acquired education and how they evaluate the process of education in schools in the Czech Republic. We assess the issue not only from the perspective of pupils and students, immigrants from, the Czech socio-culturally close environment, Ukraine, but the study is supplemented by the view of Ukrainian families on the value of education and education of descendants, i.e. 2nd generation immigrants.

The research is carried out within the framework of qualitative design, the method of in-depth interviews with respondents. The research sample consists of Ukrainian pupils, students, and parents of Ukrainian nationality. The obtained data are analysed using coding techniques used in the grounded theory.

Keywords: education, value, pupils and students with different mother tongues, sociocultural environment

1. INTRODUCTION

The Czech Republic has changed from a transit country to a destination country in the last three decades due to the growing number of immigrants. The main currents of migration have traditionally flowed from the territory to the east of the Czech state, which are Slovakia, Ukraine, Russia, but several foreign nationals are moving for a better standard of living from the countries of the Middle East and the Far East. For many foreigners, the main goal and motivation of their immigration are to study at local schools, thus the primary, secondary, or tertiary education sector.

As a result, Czech schools are increasingly changing into an intercultural environment, for which teachers and other pedagogical staff must be prepared in the first place. The arrival of students from different socio-cultural backgrounds means for pedagogical staff the need to get acquainted with the value and cultural background from which students with different mother tongues come, and, to prepare for teaching in a heterogeneous group of students. For this reason, the issue in the field of pedagogy is currently discussed.

2. Theory

As we outlined in the introduction to this paper, one of our basic theoretical starting points is the concept of value. The values are discussed in detail, for example, by Rokeach [1], who talks about the system of beliefs. However, this system cannot be studied as individual beliefs, but only as their manifestation in human behaviour. According to the same author, the degree of a person's belief in various facts is variable, and more or less central or, on the contrary, marginal. Rokeach sees a difference between values and attitudes, because he states that values are at the heart of an individual's belief system, and therefore there are fewer than attitudes. According to the same author, value is related only to abstract ideals and ideal behaviours. On the contrary, Hayes [2] says that values are connected with attitudes. The author defines them as relatively stable personal assumptions, which lie in the very basis of attitudes. Attitudes are then based directly on the basic value system of man. According to Říčan [3], the values are equal to attitudes. The author defines them as *"the most general attitudes that determine the whole lifestyle and orientation of a person in the world"*. Sereno [4] describes as values something that helps people direct their lives in a certain direction, or lead it. As an example, Sereno cites a man who has many ideas and wishes and a man who has only a few wishes, which, on the contrary, he/she keeps as the rarest and therefore strives for them more in his/her life. Göbelová [5] states many factors that can become the basis for the formation of values and determining their significance to the individuals, such as interests, needs, cognition, expectations, and experiences. Horká (in [6]) emphasizes the need for the values in general in current education. The modern educational institutions prioritize education towards values and the teachers themselves should be the ones who introduce the world of values, develop their moral attitudes, support responsibility, suppress indifference, and help to recognize the "good and bad". Moreover, Horká also mentions the teacher's role in overcoming still prevailing one-sided emphasis on the cognitive aspects of the pupil's learning. This is, according to the same author, competence on the side of the teachers that we call value competencies, in other words, a life-orientation which is considered significant in the educational process. To understand this issue properly, we continue with a quotation of Gulová [7] who defines values as following:

"Values are, in general, meant to be necessary for human orientation, especially in the context of a complex world in which many adults, and even adolescents and children are co-existing. In essence, many of us are constantly looking for a sense of life, and it is precisely the theme of values, our value vision of the world in confronting the values of the people around us, that can help us to understand what is important to us, what we might eventually be able to (and should) orient to."

We presume that the value system of the individual, in our case of the foreign pupils, students and their families, can also influence the value system of their teachers during the pedagogical and social interaction which corresponds with the above-mentioned statement of Gulová. Apart from that, we agree with her understanding of the meaning of values:

"First of all, they create social commitments among people, act on individual and collective identity (who I am, where are my roots, where I belong ...), facilitate orientation in complex life situations (which in our world is still increasing, people, regardless of skin colour, education, nationality, intelligence, etc. (tolerance, empathy, interculturality, etc.)), and, are an important connecting means between the generations, they can protect the in need, the disabled, the helpless and the weak."

In this research, we mainly focus on the part of the values that influences coping with complex life situations in terms of education, nationality, skin colour, interculturality, etc. Therefore, we decided to research the issue of coping with different value systems in the educational processes, specifically then between the teachers and their students who are ethnically different.

Given the focus of this paper, we also consider it essential to define the term student with a different mother tongue, or international student. According to Ryan and Carroll [8], most of these students have experiences of other educational systems, in both cultural context and language (most of the students will now study in a language different from the one they were used to). Ryan and Carroll furthermore emphasize the issues the lecturers have to face whilst interacting with the international students: *"Many lecturers, faced with unfamiliar student characteristics and needs, are unsure how to respond whilst at the same time meeting what they perceive to be the academic expectations of the institution for research, new program development and/or income generation. Such tensions can lead to ad hoc decisions by individual lecturers and a 'lottery' system for students as to how well their needs are*

¹ Direct quotations of Czech pedagogues and professionals are translated by the authors of this article and are therefore the authors' own translations.

met.” These two authors also explain the fact that most of the lecturers feel the same way and are facing similar dilemmas. It is easiest, according to Ryan and Carroll, for the lecturers to stick to their existing assumptions about an “ideal student”. The authors further also discuss the side of the students themselves and the difficulties they are facing, such as different social and cultural mores and customs, norms and values from the ones they have known, different modes of teaching and learning, and different expectations and conventions about participation and performance. These aspects are closely related to ethnic identity, which Roosens [9] writes about and describes as an individual's feeling that gives him/her a sense of belonging and self-inclusion (possibly based on inclusion by others) to a certain group of people with whom he/she shares a view of common origin and tradition. Essentialist theories then perceive ethnicity as the essence of the human community, which can take the form of cultural features (language, religion, values, norms) or biological features, i.e. race or tribe [10]. In this context, Okamura (in [11]) that: “... *ethnicity can be a relevant factor influencing the interaction of actors, while in other situations their relationships take place based on other attributes, such as class, religion, occupation, gender, personality, etc.*” The author goes on to say that actors act very often based on ethnicity, which becomes a relevant factor in the choice of action. In this case, the focus is on cultural symbols, signs, and meanings. Based on the above, it can be stated that differences in motivation, attitudes to studying, the concept of teacher authority, working with error and other aspects affecting the interaction between student and teacher can be based on the ethnic identity of students.

For this research, we also use the term different socio-cultural environment, which is a term covering a wide area. We draw the attention here to the fact that the current terminology is not uniform in defining the scope and content of this term. First of all, we agree with the definition of Mohanty, who in this context includes in the given concept not only customs and traditions but also faith, patterns of behaviour, etc.:

„A culture is a human group which shares several essential aspects of daily life. Language, customs, traditions, religion, and values are some of the shared products that define each cultural group. Each human group creates both material and non-material culture. Material culture, for example, includes physical objects (money, homes, cars) while non-material culture addresses the beliefs, values, and behaviour shared by a particular group. Taken together this material and non-material culture shape emotional, cognitive, spiritual and social experiences of individuals within the group” [12].

Furthermore, the terms “social” and “cultural” are also often associated with national or racial differences, language barriers, disabilities, low social and economic status, the socially pathological environment of the family or community or institutional education [13]. The concept of sociocultural can also be viewed from a psychological point of view when understanding the concept of acculturation. In this context, we talk about psychological and sociocultural adaptation, where we understand psychological adaptation as a sense of satisfaction and well-being, while sociocultural is related to the question of how an individual can associate in a new society and effectively manage tasks in a new environment.

Based on the theoretical anchoring of key concepts for this text, our question arises, how the socio-cultural awareness and background of the individuals and their families, or even their different ethnicity, can affect the formation of the value of education.

To place the researched topic of the value of education in a broader context, it is necessary to define the sociocultural and value background from which Ukrainian pupils and students come and to specify Ukrainians as an immigration group.

The Ukrainian national minority has long been one of the largest in the Czech Republic. As of 31 March 2020, their number was almost 151.5 thousand of the total number of 604 thousand foreigners in the Czech Republic [14]. From the point of view of Czech legislation, in the case of immigrants from East Slavic territories, these are foreigners from so-called third countries (i.e. foreigners outside the European Union) who have different rights under the Act on the Residence of Foreigners in the Czech Republic [15] from foreigners from European Union countries. These are different conditions for obtaining a residence and work permit than for foreigners coming from EU countries. The trend in recent years has been the growing number of Ukrainian migrants applying for Czech citizenship. Although previous research has shown the opposite tendency [16], because Ukrainians did not want to lose their Ukrainian nationality, as a result of Act No. 186/2013 Coll. 2018 starting in 2014 introduced the possibility of acquiring dual citizenship, and this opportunity is widely used by Ukrainians [17].

A typical feature of Ukrainian migration to the Czech Republic is its economic nature. However, Ukrainian citizens are not only aiming for work opportunities and a higher standard of living, relocation for family reunification is also a frequent reason, but also for studying and gaining a more secure future for their descendants [16]. In connection with the structure of the Ukrainian minority in the Czech Republic, Drbohlav [18] talks about breaking down the myth of its homogeneity, which characterized it in the first twenty years of migration after 1989.

The characteristic phenomena of Ukrainian migration were the low social and cultural interest of Ukrainians in the life of Czech society and the shared goal of migration, which was to return to their homeland. At present, it can be said that Ukrainians are much more penetrating Czech society. There is a deeper integration in the field of social, work, and study, which can be attributed to the gradual change like Ukrainian migration from circular to permanent. It is characterized by obtaining permanent residence, but also the already mentioned naturalization of Ukrainian citizens. Under the influence of long-term residence in Czech society, these already established groups of Ukrainians are gradually becoming individualized, independent, and relations with compatriots in the Czech Republic are, on the contrary, loosening.

According to current statistics, the Ukrainian minority in the Czech Republic forms a socially and demographically diverse community, which includes families with children - primary and secondary school pupils, university students working in manual professions, as well as employees of multinational companies and academics. The diverse group is complemented by the so-called natives, citizens of Ukrainian nationality, who came to our territory in the first wave of migration after 1948. As already mentioned, the Ukrainian migration group is composed of workers who perform various manual and unskilled professions. This group is characterized by its strong ties to the country of origin, stays more in the community of its compatriots does not speak Czech very well. At the same time, however, there are also Ukrainians living in the Czech Republic who carry out specialized activities and work in professions requiring higher education and often carry out specialized activities, for which they are specially selected through government programs to support labour migration. Some of these Ukrainians are already moving with their families and are integrating into their new homeland without any problems. Another important group consists of students or graduates of Czech universities, i.e. Ukrainians who migrated to the Czech Republic at almost adulthood to study.

The fact that the Ukrainian national minority in the Czech Republic has long, and quite possibly never, been formed only of people working in manual, unskilled professions, as survives in the stereotypical thinking of part of Czech society, is confirmed by the current project *Among You*. The project aims to present the variety and diversity of representatives of Ukrainian migration, including scientists, researchers, doctors, lawyers, physicists, and artists in the Czech Republic, which is not exhaustive at all. However, certainly, the general public will rarely learn about these representatives of the Ukrainian national minority living in the Czech Republic.

3. Methods

3.1. Methodology and research sample

The research was conducted within the framework of qualitative design, the method of in-depth interviews with respondents. The research sample consists of 2 groups of respondents. The first group includes ten East Slavic pupils and students from Ukraine (aged 10 - 20 years) who moved to the Czech territory with their families as children or during adolescence. The group of students is further supplemented by individuals who at the time of the research survey were just about to move to the Czech Republic to study at Czech universities (medicine, journalism, management). The second group includes ten parents of Ukrainian origin with permanent residence status. In several cases, the respondents already held Czech citizenship.

3.2. Method of data collection

The selection of research respondents was carried out using the snowball method, i.e. the method of gradual contacting through already addressed persons within the research survey. All interviews were recorded, then transcribed into written form. The obtained data were subjected to analysis using open, axial, and selective coding.

3.3. Open coding

Initial data analysis was performed using open coding, which allows us to reveal topics and contents hidden in text fragments. The data were then assigned appropriate codes to indicate the phenomenon. In the next step, the codes were grouped into the following categories based on similarity:

1. *Values of the Ukrainian migration group, socio-cultural background of Ukrainian families*
2. *Motives of immigration of Ukrainians to the Czech Republic*

3. *Viewing the value of education and the educational process by pupils and students from Ukraine*
4. *Reflections of similarities and differences between the Czech and Ukrainian education system*
5. *Teacher's approach to pupils and students, pupils' approach to teacher*
6. *Family and its support of respondents in educational efforts*
7. *The attitude of the family to the value of education*

3.4. Axial coding

In the second phase, axial coding was introduced, the aim of which is to arrange the categories in a new way and to reveal the mutual relations between the categories.

The categories were compiled into a paradigmatic model, in which we consider the value of education and its reflection by pupils and students with Ukrainian as a mother tongue as a phenomenon. However, we also consider the family's attitude to the value of education to be a part of the phenomenon, as the family environment has a significant and lasting influence on the formation of pupils 'and students' relationship to the phenomenon of education. The context of the whole phenomenon is the area of values of the Ukrainian migration group and the socio-cultural background of Ukrainian families in immigration. However, there may also be differences within both education systems, in the Czech Republic and Ukraine, in the case of older pupils and students who have largely gone through the education system in Ukraine. The causal conditions are the motives that brought Ukrainian citizens into immigration, among which we again include the family's attitude to education. We see the strategy in the approach and interaction of pedagogical staff to individuals with different mother tongue, as well as their relationship to teachers. We consider all-around parental support provided to pupils and students in education to be a key strategy. As part of the consequences of the topic, we return to the phenomenon, because as a consequence of the whole process, we perceive individuals with different mother tongue in the form of a new view of the value of education.

3.5. Selective coding

At the end was carried out selective coding. This last step of coding technique is a process, in which is the central phenomenon chosen and relationships to the main category are sought and discovered. New relationships are verified then and categories are further developed. Outcomes of selective coding are presented in the following chapter.

4. Findings

4.1. Value and sociocultural background of Ukrainian migrants

Ukrainians relocate to the Czech Republic mainly due to the mutual cultural and linguistic affinity of the two countries. In social life and values, they do not differ significantly from the Czech society into which they integrate. They often feel that their way of life, relationships, behaviour, and Czech culture does not seem foreign to them at all, on the contrary, everything is very familiar and close. The difference can be observed only in the degree of religiosity, which Ukrainians attach fundamental importance to [19]. Significant character traits of the Ukrainian minority are openness, warmth, sincerity, and hospitality. Moreover, in the context of immigration, they cannot be denied great adaptability, flexibility, and diligence. One of the research respondents, dealing in her free time with intercultural research on life in the Czech Republic and Ukraine, evaluates the Czech nature as non-conflicting and diplomatic, which is perceived as more advantageous for maintaining the consensus for preserving the nation. While Ukrainians are more straightforward, more honest, but with a higher propensity for disputes and a strong tendency to self-assert. Their highest value is still the family, which often includes a wide family and where there are close and warm relationships.

About the Czechs, Ukrainian immigrants are usually identified as citizens of Ukrainian nationality. But the Ukrainian nation is not as homogeneous as the Czech nation. Ukraine is divided into different cultural and geographical areas with their cultural customs, traditions, and dominant language or dialect. The most striking difference exists between Eastern and Western Ukrainians. Residents of eastern Ukraine are internally divided into their identities. Many of them do not feel like Ukrainians, but rather Russians, they speak Russian, they tend to Russian culture and its government. Citizens of central and western Ukraine, on the other hand, have a strong,

Ukrainian identity, are great patriots, speak exclusively Ukrainian, identify with Ukrainian statehood, and want a pro-European direction for their country.

If we look at Ukrainians through the eyes of the Czechs, they perceive them more as a secondary nation. The respondents summarize the attitude of Czechs towards Ukrainian migrants as an attitude towards a stigmatized nation. We quote: *“this is a nation that is moving to the Czech Republic, we do not observe the opposite tendency. Then there is the nation, which is moving in large numbers, so life there is not as sweet, as well organized as here.”* This sends a signal to Czech society that even though many professional and educated Ukrainian citizens already live in the Czech Republic, they are perceived by the majority as people who cannot arrange life in their homeland. From the experience of adult Ukrainians, it is clear that as soon as they manage to establish relations with the Czechs and penetrate between them, they tend to be loved and respected by their Czech friends, neighbours, co-workers. The vast majority of pupils and students integrate into school and study environments without any problems, and after mastering Czech, at least at the communication level, they do not have any study difficulties.

According to Porše [20] various research show that the inhabitants of the Czech Republic distinguish foreigners into Western migrants, which include, for example, citizens of America, Great Britain, Germany, and citizens of so-called third countries flowing from the East. These include Ukrainians, Russians, Belarusians, but also Vietnamese, Mongols, etc. The difference that Czechs make in judging between Eastern and Western immigrants is based on the widespread perception of the Western world as culturally and socially more advanced, whose inhabitants benefit the Czech state. While the East is perceived as usually less developed countries with a worse standard of living from where people come for work and earnings. Occasionally, however, Czechs may often find that their homes are cleaned by women from Ukraine with a university degree, and Ukrainian workers with a university degree can work manually on construction sites or in factories. However, it is interesting to compare the attitude of Canadians or Americans to migrants from Ukraine, because in these countries, according to respondents, Ukrainians are not afraid to admit to their origin and cultural heritage. Unlike the Czech Republic, where citizens of Ukraine from the first and second generation can hide their origin, respectively, it is not publicly discussed, for example, Halyna Pawlowská, a well-known moderator and writer in the Czech Republic, whose father came from Trans Carpathian Ukraine.

4.2. The perception of the value of education and the process of education by Ukrainian pupils and students

In the teaching process, Ukrainian pupils and students are easily adaptable they are open when it comes to foreign cultures. Pupils and students grew up in a multicultural country, so it is relatively easy for them to adapt to a different sociocultural school environment. Compared to, for example, children from Russia, who are more confident and independent in the new environment, pupils and students from Ukraine are perceived as individuals accustomed to more easily submitting to the set rules and new conditions. Respondents in many ways perceive themselves as a nation that has always submitted to stronger states.

If we take into account the position of the value of education among Ukrainian pupils and students, they do not see it as the most important area, yet they perceive it as one of the fundamental realities in their lives. This is confirmed by the statement of adult respondents who speak of great interest in university education among young Ukrainians. Higher education is perceived as a legacy of the socialist education system in Ukraine, where the goal of the Soviet regime was to get every individual in Ukraine to graduate. The relatively high interest of Ukrainians in tertiary education in the Czech Republic also testifies to the great motivation for university studies. About 7% of students of Ukrainian nationality study here. Of the total number of students of foreign nationality, Ukrainians rank third behind foreigners of Slovak and Russian citizenship² [21].

Ukrainian students find that education plays a vital role in their lives. Without proper education, it is impossible to achieve anything properly, and only a person with an education can choose a job. It is a huge motivation for respondents to study abroad. Some were strongly motivated by their parents, in the case of other students their ambitions, dissatisfaction with the situation at Ukrainian universities, and the subsequent problematic search for a job with low pay conditions played a role. Even before leaving Ukraine, the students realized how difficult it would be to get to Czech universities, but they were attracted by the idea of a better and fairer, and legally cleaner university environment. One of the respondents, who planned to study at the Faculty of Medicine in the Czech

² For comparison, the number of Slovak students at Czech universities is around 21 thousand. About 5,000 Russian students study in the Czech Republic.

Republic, stated that despite the warning of his friends that he would have to overcome many barriers, he wanted to complete his studies at a foreign university. He mentioned the need to avoid widespread bribery in future medical practice, which is common both in small towns and in Kyiv, and to obtain more suitable conditions for his further development.

It should be noted that the family plays an important role in the case of Ukrainian pupils and students. The students largely submit to their will. Much longer and to a greater extent than Czech students tend to be dependent on their parents, especially financially, but traditional, close ties between parents and children are also crucial. Students themselves realize that the family has created the necessary foundation for them on which they are able to build their educational and professional careers. They perceive education as a combination of their desire to study a certain field and the financial possibilities of the family. In this context, we can talk about self-determination and its division into internal and external motivation, which is written, for example, by Deci and Ryan [22]. The most basic difference between these types of motivations is whether it is based on internal interest or external pressure - in our case, the influence of the family. In general, intrinsic motivation is reflected in the very high quality of students' creativity, interest in studying, passion, and in-depth approach to study. External motivation, on the other hand, leads individuals to achieve individual goals only after reaching one main goal, but inner satisfaction or joy is not present here. Given that Ukrainian students have a combination of both types of motivation, it can be expected that their passion for study and ambition to achieve the goal is very high, stimulated by both internal and external motives.

In many families, especially those with university-educated parents, pupils and students have already acquired a very positive attitude towards reading books as children. Through this hobby, many also mentioned a positive attitude towards education in general and the ease of learning, which further helped to strengthen the positive evaluation of teachers. Thanks to the care of their parents, their interest in school events, and future studies, they got the necessary start in life and education. Moreover, students with a university family background also stated more often than not going to study would be a big problem and a stir in their family. However, the students themselves tend to study at university somehow intuitively. They see its goal in ensuring sufficient living conditions, obtaining a university degree in a European country, and better knowledge for employment in EU countries. This is confirmed, among other things, by the study of Leontiyeva and Kopecká [17]. In the case of Ukrainians, the education of university students and the award of a degree can be compared to the tradition and part of the way of life of many Ukrainian families. Some of the student respondents asked themselves during the research interviews why they should be left without a university degree? What will it bring them?

The education program in schools in the Czech Republic itself is seen by pupils and students from Ukraine as simpler in terms of requirements and demands than in their home country. An exception, however, is the language of instruction, as the vast majority of Ukrainian pupils come to schools with zero or very little knowledge of the Czech language. Pupils and students will master the Czech language used in everyday communication in approximately three months. If individuals with different mother tongue are given increased attention from teachers and parents, they can learn the language of instruction within one year. However, this is especially true for younger school-age pupils. Pupils coming to Czech schools for the second stage (i.e. lower secondary education) or secondary school (upper secondary education) usually have greater and longer-lasting difficulties in learning Czech as the language of instruction. This is confirmed by the results of research by the Centre for the Integration of Minorities [23]. Ukrainian students - students of Czech universities - stay in the Czech Republic for a shorter time, but before coming to the Czech Republic they usually already have some language skills. Thanks to movement in the Czech environment and contacts with Czech classmates, this group is rapidly improving in the language of the majority and at the same time is characterized by a high degree of integration into life in the Czech Republic [24] (Sydoruk, 2018).

Support of respondents in educational efforts by the family, the family's approach to the value of education

As mentioned above, the family has a significant impact on the education of pupils and students. Ukrainian parents are very well aware of the deplorable economic situation in the country. For this reason, they also relocate due to better educational opportunities for their children, which the Czech Republic offers. In their opinion, it is possible to study in the Czech Republic in a much less expensive and legitimate way, according to clearly defined, objective rules. A strong emphasis, as might be expected, is especially in families in which the parents themselves (and their grandparents) have a university degree, who also dominate in our sample. Parents from these examined families placed their education in one of the first places and expected that this value would be taken over by their descendants. They also tried to encourage their children to study in the form of examples and light provocations,

stating that if they had a diploma, they could do any unskilled work, but without a diploma, for example, they could never become managers or directors. They pointed out the vital need for education and tried to prepare their descendants for various obstacles. According to the respondents, individuals or families who are ready to work hard and assert themselves are migrating abroad.

Pupils and students experienced support from their parents not only in the case of preparation for school but the students stated that their parents always tried to stand up for them at key moments, e.g. at the time of the entrance exams, it was moral and psychological support for the student. In some cases, the dedication of the parents was reflected in the fact that they invested time, effort, and money just to finish the school, e.g. they were willing to go to the dean of the faculty to agree with him/her on solving the problem of graduation. With their attitude to education, parents aroused their children's fear of not finishing school. According to the respondents, there are cases where Ukrainian students have completed their university studies due to their responsibility and commitment to their parents. To us Czechs who value Western Europe, such an approach of parents may seem like a denial of the right of a child or adolescent to their position. However, such parental intervention can sometimes lead to a positive change in the individuals and an awareness of what the parents have done for them.

Regarding the school achievement of pupils and students, it can be stated that although it was important for parents, they attached the greatest importance to whether their child had acquired real knowledge, thanks to which he/she will be able to work professionally. At the same time, students stated that the greatest emphasis on academic achievement was placed mainly by grandparents, who maintain a more conservative approach to education, and less by parents. From this, it can be concluded that for many Ukrainian parents the key is the acquired theoretical knowledge and the ability to translate it into a practical level and not a formal evaluation.

Most adult respondents believe that education in itself is not of great value in Ukraine if an educational institution in Ukraine (e.g. private, prestigious schools) does not provide an individual with the opportunity to travel around the world for education. Respondents themselves state that Ukrainians are more cosmopolitan-based people than Czechs, mentally set to travel whenever they can get a better education and living conditions. Ukrainian parents are more often in favour of expanding or supplementing the education of their children. If they have the finances, they do not regret them and, for example, invest in language education or stays abroad for their children.

5. Discussion

The limit of this study is a small research sample. However the effort of the authors of the research was not to provide representative data about the group but to gain a deeper insight into the issue of the value of education from the perspective of several groups of Ukrainians - migrants. Nevertheless, we consider the composition of the research sample to be an obvious limit of the survey, which consists mainly of pupils, students from Ukrainian families with a university background, and parents of Ukrainians with a university degree. Therefore, data on the situation in families with lower than tertiary education are missing.

Interesting results are brought by a study [25] from 2015 which was conducted on a research sample of 1,219 members of Ukrainian, Vietnamese and Russian nationalities (of which 684 were citizens of Ukrainian nationality). The authors of the study found that within the highest level of education attained, citizens of Ukraine settled in the Czech Republic most often declared secondary education with or without a high school diploma (specifically 39.3%). Only 15.6% of migrant Ukrainians reported having a university degree. Compared to Russian nationality, for example, the number of university-educated Russians was higher (19.6%) than Ukrainians. It is, therefore, reasonable to assume that university-educated migrants and families who have a university degree in the Czech Republic are rather a minority in terms of higher education. The question of the relationship to the value of education for Ukrainians from families with secondary and apprenticeship education therefore remains open.

6. CONCLUSION

For many Ukrainians, education is a high value, which, however, does not exceed the foundation on which it is built, and which is the family for the Ukrainian national minority. The researched sample of Ukrainian migrants stands for the highest quality education. It can be said that in these families it is also a certain tradition, a habit that is considered a natural part of human life. The family seeks to influence pupils and students in their reflections on future educational careers and also contributes to their significant supporting role in the educational process. It should be noted that in the case of a family living in immigration, there is a greater connection and closeness than in the home environment. But parents' efforts to influence their children and encourage them to obtain an education at

university are also being developed by families who remain in their homeland. The great ambition of Ukrainian parents to get an education for their offspring is guaranteed by their great competitiveness, as evidenced, among other things, by Czech teachers, teachers of Ukrainian pupils and students. The very importance of education for many Ukrainian pupils and especially students means a means to achieve a dream or at least a standard way of life, for which they are willing to use their strength and leave their home for it.

In the field of values and socio-culture, we find that the representatives of the Ukrainian national minority are in many ways similar to the Czech population. However, there are some mental differences. One of them, which has a great influence on the need for Ukrainians to relocate is the internal disparity of Ukrainian citizens. Ukrainians are a very diverse nation, not united in their culture and language which has an impact on the disunity and division of the mentality of a nation made up of the two most numerous nationalities, Ukrainian and Russian. Ukrainians, therefore, feel good in the Czech Republic the country seems calm, cosy with a holistic and more or less homogeneous culture, traditions, patterns, and shared attitudes.

The issue of Ukrainian students and their aspirations for the future in the context of Czech society deserves attention in the research of the value of education. What are their plans and how much do they connect them with life in the Czech Republic? It is already known from research that Ukrainians largely, after spending time in the country, decide to stay here permanently. Other young Ukrainians are considering moving to another western country or across the ocean. The potential and willingness of Ukrainian migrant families, Ukrainian pupils and students to learn and contribute to the well-being of Czech society should not be left unnoticed.

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A Study of Foreign Language Learning Anxiety among Thai Undergraduate Students Majoring in English

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Abstract

This study was designed to examine the level of foreign language learning anxiety that included communication apprehension, test anxiety, and fear of negative evaluation, of Thai undergraduate students who were majoring in English. The sample of the study consisted of 123 Thai students majoring in English who voluntarily completed a 33-item Foreign Language Classroom Anxiety Scale (FLCA). The findings revealed that the students have the moderate level of foreign language classroom anxiety. In addition, there was no significant difference regarding students' foreign language learning anxiety.

Keywords: Foreign Language Learning Anxiety, EFL, Language Anxiety, English, Learning

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The Concept of School Culture in Relation to Ethics Education from the Perspective of Girls and Boys in Lower Secondary School

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Abstract

This paper focuses on school culture and ethics education and their evaluation by pupils in lower secondary school. The paper consists of a theoretical and empirical part. The theoretical part defines the concepts of school culture, ethics education and the position of pupils in the system of education. The empirical part of the paper is built on a quantitative research study. The research instrument is a semi-structured questionnaire. The items of the questionnaire focus on school culture, ethics education and the relationships between the actors in the educational process. The main objective of the paper is to analyse the differences between girls and boys in lower secondary school in their assessment of selected concepts.

Keywords: ethics education, school culture, framework educational programme for elementary education, elementary school, educational process

1. INTRODUCTION

Every school is affected by its environment as well as internal and external influences. The internal influences can be affected by school management much more than the external influences. The external influences are those that come from the school microenvironment or macroenvironment. Every school belongs to an educational system which includes internal organization, values, rules and standards. For this reason, the educational system of a country is a significant part of the external microenvironment. The external microenvironment includes pupils, students and different types of schools that create a competitive environment. Other aspects that influence the external environment are the Ministry of Education, Youth and Sports, school authorities such as regional offices of the state administration, other governmental departments and the Czech School Inspectorate. The internal factors include the quality of management, quality of teachers, strategy of the school, financial situation, equipment, history, location, image and school culture. School culture is one of the prerequisites that influences the course of education and good functioning of the school [1]. School culture can be characterized by specific features including tradition, aptitude for change, multilayer structure and overcoming individuality and the ability to take it as experience and learn from it. School tradition covers the whole period of its development from the past to the current structure of opinions, values and norms. Another feature of school culture is aptitude for change, which means that the school is able to adapt to the external and internal influences and become dynamic in line with society, economy and technology. School culture consists of multiple subcultures that interact in a positive or negative way. Overcoming individuality in the context of culture means that individual personalities may express culture, but eventually culture becomes isolated and assumes group influences. School culture can be adopted as experience and can be learned. School employees can identify it by its symbols and in the long run can accept it or

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reject it. School culture influences parental decision-making as to which school their child will attend. It also affects whether children will enjoy going to the school, whether potential employees will apply for a job in the school and whether potential sponsors or donors will support the school. School culture affects a number of components; therefore, it is important to foster it and analyse it. A strong school culture provides a comprehensive and clear view of the school, creates the conditions for effective communication, increases employee motivation and most importantly ensures the stability of the social system [2]. The social system includes not only school employees but particularly its pupils. The growing competitive environment forces schools to try to achieve and satisfy pupils' needs. Over the years, the relationship between the school and the pupil has changed as a result of political, economic and demographic changes. Consequently, the relationship has stabilised. Teachers and pupils are important actors in the educational process, and their relationships have a significant effect on the process of education. The teacher-pupil relationship should be based on partnership and should not be authoritarian. If we want to teach pupils effectively, we need to understand their attitudes, values, problems and goals. The cultivation of these relationships and the educational process is an important factor of school culture [3].

This cultivation may be achieved through ethics education, the objective of which is to positively influence human attitudes and behaviour. At the turn of the 20th and 21st centuries, research teams focused on an analysis of the basic factors that determine the development of pupils' character and concluded that the key concept was pro-social orientation. If pupils adopt pro-social behaviour, they are likely to develop into people of good character. One of the milestones of introducing the concept of ethics education in elementary schools in the Czech Republic dates back to 1999 when the Czech Ethical Forum was established. This association made a significant contribution to the inclusion of ethics education in the educational system of the Czech Republic. In their social functions the founders of the association realized that moral cultivation was extremely important. In 2010, ethics education was implemented in the Framework educational programme for elementary education in the Czech Republic. Ethics education was included as a complementary subject and every school can decide whether this subject will be included in the school educational programme. Ethics education seeks to create a friendly but demanding and consistent relationship between the teacher and the pupil. This relationship is based on the following principles: turning the class into an educational community, minimum use of reward and punishment, creating a joyful atmosphere, definition of clear rules, acceptance of others as they are and expressing sympathy, supporting pro-social behaviour, involvement of parents in the educational process, use of inductive disciplines and inclusion of the pro-social attribution educational style. Ethics education develops pro-social and friendly behaviour, supports its internal cultivation and also seeks to cultivate the relationships between the participants in the educational process [4].

2. Methodology

In the present research study, a semi-structured questionnaire was applied. The questionnaire comprised fifteen items to which pupils responded on a Likert scale or by means of verbal responses. The research study involved three elementary schools in the Czech Republic in the academic year of 2019/2020 and 2020/2021. The study involved pupils from grade eight who have ethics education included in their school educational programme. The results were analysed on the basis of the numbers of responses. In total, 71 respondents participated in the research survey (n=71), 22 girls (girls=22) and 49 boys (boys=49). The data were converted into an Excel spreadsheet and relevant graphs and tables were made. The objective of the research study was to analyse the differences in the assessment of the effect of ethics education on school culture between girls and boys.

3. Results

From the results of a research survey on the comparison between girls and boys in the evaluation of the impact of ethical education on school culture, very similar evaluations of both sexes were found on selected questions. The individual answers were summed up and then the average quotient for each question was calculated. Respondents responded on the Likert scale, assessing individual questions on a scale from definitely yes to definitely no. Rating 1 - appreciably yes, rating 2 - rather yes, rating 3 - can not decide, rating 4 - rather no and rating 5 - absolutely no.

3.1 Assessment of school culture

The result of the school culture assessment question showed that girls rate the school culture better than boys. The average of the girls' scores is (2.38), which means that the girls rate their school's culture as *rather positive* and the boys rate the average of the responses (2.56) so that they *can not decide* whether they rate their school's culture positively or negatively.

Table 1. Assessment of school culture

Gender	Average number	Likert scale
Boys	2.56	3 - can not decide
Girls	2.38	2 - rather yes

3.2 Assessment of the positive impact of ethical education on school culture

The question of whether ethical education positively affects school culture showed the most similar results of both groups. According to the girls the average was (2.72) and according to the boys (2.69). Both groups *can not fully decide* whether the teaching of ethical education affects the culture of the school. The average rating is close to 3, which means that the result is indecisive, but here we can see the positive influence of ethical education rather than the negative influence, which is a very important finding.

Table 2. Assessment of the positive impact of ethical education on school culture

Gender	Average number	Likert scale
Boys	2.72	3 - can not decide
Girls	2.69	3 - can not decide

3.3 The impact of ethical education on the relationships between pupils and between pupils and teachers

In this question, the pupil's view of the influence of ethical education on the relationships between the various actors in the educational process was examined. The Watches were specifically relationships between (pupil-pupil) and (pupil-teacher). According to the results, the average of boys (2.28), which means that they evaluate the influence of ethical education on pupil-teacher relations *rather positively*. Girls do not have a strong opinion on this issue, according to the average ranking (2.63), but the result shows a positive influence rather than a negative one.

Table 3. The impact of ethical education on the relationships between pupils and between pupils and teachers

Gender	Average number	Likert scale
Boys	2.28	2 - rather yes
Girls	2.63	3 - can not decide

3.4 The importance of the subject of ethical education in the education of pupils

Based on the results of the evaluation of the importance of the subject of ethical education in the education of pupils, according to both groups, the average rating was 3, i.e. neither group has a strong opinion on this issue. The average responses were for boys (3.28) and girls (3.45). According to this assessment, it is clear that ethical education is a more important subject for boys than for girls. These results are between value 3 and 4, close to value 4, which means a negative rating *rather not*. Pupils could not decide on the importance of the subject of ethical education in their education, but the average rating of both groups tends towards negative values.

Table 4. The importance of the subject of ethical education in the education of pupils

Gender	Average number	Likert scale
Boys	3.28	3 - can not decide
Girls	3.45	3 - can not decide

3. 5 The impact of school culture on the quality of ethical education

These results showed that both groups assessed the impact of school culture on the quality of ethical education teaching in a way that they did not have a clear view of the issue. Boys assessed this effect with mean values (2.73) and girls (2.86). The values are between the spread of the rating *rather yes* and *Can not decide* but rating *Can not decide* is approaching the rating. The two groups are therefore very much in agreement, but the boys are closer to the view that the culture of the school rather influences the teaching of ethical education.

Table 5. The impact of school culture on the quality of ethical education

Gender	Average number	Likert scale
Boys	2.73	3 - can not decide
Girls	2.86	3 - can not decide

4. CONCLUSION

This contribution was divided into theoretical and practical parts. The theoretical part described the culture of the school and ethical education from the perspective of experts and the development of the inclusion of ethical education in the Framework Educational Programme for Basic Education in the Czech Republic. In the empirical part of the contribution was carried out research which took place at 3 primary schools in the Czech Republic in the school years 2019/2020 and 2020/2021. The research survey involved 71 (n=71) respondents, of which 49 were boys and 22 were girls. The results of the research investigation showed that the results of the two groups in the assessment of individual responses were very similar. The observed difference was based on average values in two questions. Girls are better judged by the culture of their school than boys and boys are aware of the greater influence of ethical education on the positive influence of relationships between the various actors in education (pupil-pupil-teacher relationship). The least difference in the assessment was in the perception of the positive influence of ethical education teaching on the school culture, when both groups assessed this influence in such a way that they could not fully decide whether it was positive or negative. The mean score for both groups was close to positive rather than negative. The results showed great similarities in the evaluation of boys and girls, specifically in the items that concerned the evaluation of the positive impact of ethical education on the school culture, and further in the evaluation of the significance of the subject of ethical education in education and in the evaluation of the impact of the quality of ethical education teaching on the school culture. Boys and girls differed in assessing the culture of their school and in assessing the impact of ethical education on pupil-teacher relationships.

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Cemetery as an Outdoor Classroom?

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Abstract

One of the forms of modern teaching is experiential learning, which can also be performed outside the classroom. Learning outside the classroom can contribute to children's feeling optimistic about learning and will help children develop practical skills in applying and constructing knowledge. The choice of the location where the teaching should take place outside the classroom plays an essential role in the learning process. Lessons outside the classroom can also be held in the cemetery. In the paper, we present the cemetery as a place of learning, as an open-air museum where students can learn about the social, cultural and last but not least, the natural environment. In this paper, we present an empirical study in which we included 302 adults in the research sample. The survey was conducted in March 2020 and in April 2020. The results showed that people visit the cemetery on average 15.14 times a year. Most of the respondents have no personal experience of learning at a cemetery during their primary school education. According to their responses, they believe that it is not necessary to experience lessons in the cemetery for all students in primary school. They believe that a cemetery is not a suitable place to conduct lessons outside the classroom and that learning in cemeteries do not provide a positive learning experience. Most respondents believe that choosing from various school subject the contents of the subject Social Studies and Environmental Studies could be most appropriate to be taught in the cemetery. Respondents also believe that the cemetery is not a place with a wide range of learning opportunities.

Keywords: Primary School, Teaching, Learning, Environment, Cemetery

1. INTRODUCTION

Cemeteries are not very commonplace for teaching, at least not in Slovenia. The experience with a cemetery can be very different from person to person, depending on their previous experience. Therefore, teachers must be open-minded when exploring cemeteries and accept this form of teaching outside the classroom. Cemeteries can be perceived as an open-air museum, as Kear [1] wrote, where students can learn a lot, especially about the past of their local environment. A cemetery is a place that is usually easily accessible, as is located in almost any place or community. Access to the cemetery is free of charge, and we do not need any special funds for this. Content that teachers can address at cemeteries covers several areas and can be well interdisciplinary. For this very reason, a cemetery can be a right choice for educational work. In our paper, we, first of all, present the cemetery as a possible location for conducting lessons outside the classroom and using the cemetery for educational purposes. In the empirical part of the paper, we present a study in which we are interested in the attitudes people have towards teaching outside the classroom in cemeteries.

1.1 Learning outside the classroom in the cemeteries

Sharp [2] was one of the first researchers who believed that students could better understand and remember learning materials when done in a real environment with concrete materials from nature. The choice of the place where the teaching should take place outside the classroom plays an essential role in the learning process. Pliberšek and Vrban [3] wrote that a cemetery could be used as an outdoor classroom. The cemetery can provide the students with a powerful and unforgettable learning experience. When students learn in an authentic environment outside the walls of their school building, they are in direct contact with reality. Teachers strive to ensure that the students play as active a role as possible. Learning from their own experience is more successful than traditional learning, and knowledge is more sustainable and better [4] From the point of view of the sustainability of knowledge, fieldwork is more efficient than other forms of work, simply because fieldwork involves more functions than, for example, simple listening [5].

It has long been known [6] that direct personal experience can make it easier to remember and can be anchored more deeply in the memory. Nature requires us to use all our senses, i.e. feeling, smelling, tasting, seeing and hearing.

In the broadest sense, all learning is experiential, because the theory states that learning is a progressive change of an individual based on experience, i.e. in terms of interaction with the environment. In this case, however, the experience of the individual is very different. For example, an individual can be directly involved in learning about natural ecosystems, such as a meadow, by experiencing with all senses and emotions through movement, role-playing, observing images and films [4].

The founder of experiential learning, David Kolb [7], one of the most influential experts in this field, says that experiential learning is any learning in direct contact with reality. It is a direct encounter with a phenomenon, not thinking about such an encounter or possibility. The essential elements of experiential learning are the experience itself and its transformation. The experience itself, i.e. its perception, is not enough to learn on its own; we must do something with this experience. It is also not enough just to transmit, but there must be something we can transmit [8]. Experiential learning focuses on a holistic personal experience. With the help of this experience, we must be able to learn and combine the acquired knowledge with already existing knowledge [4].

The organisation of outdoor lessons requires a lot of knowledge and experience, preparation and safety measures from the teacher. Depending on the approach, lessons that take place outside the classroom can be divided into two types, independent learning, where students explore the environment in which they find themselves and guided learning, where the teacher prepares specific activities for the students. The second approach is more common in schoolwork, as it allows greater control over the students and the material the teacher wants to work on. In terms of motivation, however, the first approach is better because the students are much more creative [9].

According to Borsos et al. [10] the prerequisite for successful outdoor learning is that the teacher is aware of the reason for conducting outdoor lessons, that he knows the place well and has prepared appropriate tasks to guide the learning process. According to Tomić [8] experiential learning requires certain conditions to be met for learning to be successful. The group atmosphere must be such that it relaxes the participants and allows them to express their opinions and feelings in an open and relaxed manner. There must be a suitable environment in which experiential learning takes place, and appropriate materials must be provided. If the participant needs or wishes to do so, privacy should be temporarily provided. The qualification and competence itself, as well as the personal qualities of the manager, who should theoretically know the activity he/she manages and supervises and also have his/her own experience with it.

As Pliberšek and Vrban [3] wrote, a cemetery is a place with a rich architectural and artistic value. Throughout history, Schmitz is explaining [3] that cemeteries have been established far away from settlements, whereas in the 5th century and since, cemeteries are a part of cities and villages. In the 10th and 11th century wealthy were buried next to churches and cemeteries also served as places of assembly. Cemeteries became an area where vital public decisions were made [3].

In Bologna, in 2011, The Association of Significant Cemeteries in Europe (ASCE) was established. ASCE is the European network comprising those public and private organisations which care for cemeteries considered to be of historical or artistic importance. ASCE is a not-for-profit organisation to promote European cemeteries as a fundamental part of the heritage of humanity. Today, it unites 130 significant European cemeteries from 99 cities and 22 countries. Under the auspices of the ASCE, numerous international projects are underway. Some of the major projects are European Cemetery Heritage Days, The path of European cemeteries, ARTour, Symbols project [11]. The projects listed above can be of help to teachers and guide the planning and execution of lessons in the cemetery. Educational programmes at cemeteries are present in various cities around Europe.

Teachers can discuss history, geography, mathematics, art and anthropology in cemeteries. At cemeteries, communities, sculptures, family history, art compositions, as well as records and attitudes towards death and dying are discussed and debated, as various symbols, motifs and inscriptions can be found there [12].

2. Methodology

2.1 Purpose of the study

The purpose of the study was to determine the attitudes of participating people towards learning outside the classroom at cemeteries.

In our research, we were interested in:

- How many times a year do the participants visit the cemetery?
- Have participants in their primary school education ever visited a cemetery as part of a lesson?
- Do the participants think that a cemetery is a suitable place for primary school lessons, and in which school subjects?
- How do the participants feel about the following statements?

The lessons at the cemetery should be experienced by every student at least once in primary school.

Teaching outside the classroom at the cemetery provides a positive learning experience for the students.
As a parent, I have nothing against or would not mind if my child had lessons at the cemetery.
A cemetery is a place for a wide range of learning opportunities.
Teachers do not teach enough at the cemetery.

2.2 Research method

As a basic research method, we used descriptive and non-experimental method of pedagogical research.

2.3 Research sample

Three hundred two (302) adults participated in a randomised research sample. There are 123 men in the sample, which represents 40.7% of all participants and 179 women, which represents 59.3% of all surveyed people. The average age of the participants in the study is 45.38 years. Participants were divided into five age categories.

Table 1. Number (f) and structural percentage (f%) of respondents by age categories

Age categories	f	f%
20 – 30 years old	66	21.9%
31 – 40 years old	57	18.9%
41 – 50 years old	60	19.9%
51 – 60 years old	60	19.9%
Over 61 years old	59	19.4%
Total	302	100.0%

Table 1 shows that the participants are relatively evenly distributed in terms of age. The sample includes most people aged 20 to 30 and the least people aged 31 to 40. According to the level of education achieved, the sample includes the most participants with level 5 education (29.1%), level 4 education (20.5%) and level 7 education (17.9%). In regards to the environment in which respondents live, the sample is comprised of 70.9% of those living in rural or small towns and 29.1% of those living in urban areas.

2.4 Instrument

Data for all variables were collected using a questionnaire. We ensured validity with reviewing and pre-testing our questionnaire on a sample. Reliability was controlled from the start of creating questions since we were careful to provide detailed instructions and unambiguous specific questions. Reliability was also monitored when processing data since we compared the answers to content-related questions. Objectivity was controlled with a selection of closed questions, which could not be changed with the subjective assessments of information. The objectivity of instrument was based on individual interviewing without the presence of an assessor. The questionnaire consisted of various types of questions – dichotomous, close-ended, open-ended, Likert scale.

2.5 Data collection and analysis

The data were acquired in March and April 2020 in Slovenia. In obtaining the completed survey questionnaires, we activated students of primary education, whom each distributed five survey questionnaires to persons over the age of 20 in their environment, one for each age group. Age groups were pre-formed into five categories. Thus, we collected data from 302 properly resolved questionnaires.

The data obtained from the questionnaires were analysed using the SPSS statistics programme. For data processing, we used basic descriptive statistics, frequency distribution, and a non-parametrical Chi-Square test for independence. During the analysis, we also checked for statistically relevant differences between participants regarding their age. The difference between the groups was considered statistically significant if the degree of risk for the validity of the null hypothesis was less than five per cent (i.e., $p < 0.05$). The level at which the null hypothesis is rejected is usually set at five or fewer times out of 100. The 0.05 probability level is acceptable as a reasonable choice in most social studies research [13,14].

3. Results

3.1 Cemetery visits

At the beginning of the questionnaire, we were interested in how many times pro year do participants visit the cemetery. The results showed that people visit the cemetery on average 15.14 times pro year, which means about once a month and three more visits.

Table 2. Number of respondents' cemetery visits per one year

	N	Minimum	Maximum	Mean	Std. deviation
Number of visits per one year	302	0	100	15,14	16,770

Table 2 shows that the maximum value we got was 100 times a year, which means that at least one of the people surveyed goes to the cemetery twice a week. At least one student surveyed, however, indicated that he never goes to the cemetery.

Participants in the study were asked if they had ever visited a cemetery in their primary education as part of a lesson. Figure 1 shows that 103 participants, i.e. 34.1% of all participants, visited the cemetery in their primary education as part of the lessons. The majority of respondents, 65.9%, have no experience of ever conducting lessons in a cemetery in their primary education.

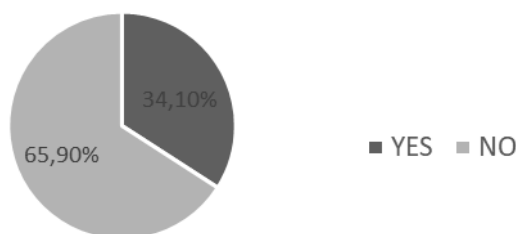


Figure 1. Structural percentage of respondents' experiences of visiting cemeteries in their primary school

Additionally, we asked those who had experience with lessons in the cemetery during their elementary school education what memory they have of such lessons. Most of the 43 have a positive memory of the lessons in the cemetery. Twelve participants have a negative memory of lessons in the cemetery. However, half of all those who have the experience of teaching in a cemetery as part of their primary education, which means 45 participants, do not remember whether this was a positive or negative experience for them.

Subsequently, participants on a scale of 1 to 5 had to comment on up to three statements, with one meaning that they did not agree at all, strongly disagree, and five meaning that they completely agree.

The first statement they made was: The lessons at the cemetery should be experienced by every student at least once in primary school.

Table 3. Number (f) and structural percentage (f%) of respondents' attitudes towards the statement

Statement	Answers					Total f f %
	Strongly disagree f f %	Disagree f f %	Partially agree f f %	Agree f f %	Totally agree f f %	
The lessons at the cemetery should be experienced by every student at least once in primary school.	87 28.8%	43 14.2%	75 24.8%	48 15.9%	49 16.2%	302 100.0 %

Table 3 shows that most respondents disagree with the statement that lessons in a cemetery should be experienced by every student at least once. The results show that 28.8% of the participants strongly disagree and 14.2% of the participants disagree. Thus, 43.0% of all respondents believe that it is not necessary to experience lessons in the cemetery for all students in primary education. As many as 24.8% of all participants partially agree with this statement.

There were no statistically significant differences according to individual age categories, so the results are not presented separately by individual age category.

The second statement to which respondents commented on is Teaching outside the classroom at the cemetery provides a positive learning experience for the students.

Table 4. Number (f) and structural percentage (f%) of respondents' attitudes towards the statement

Statement	Answers						Total f f %
	Strongly disagree f f %	Disagree f f %	Partially agree f f %	Agree f f %	Totally agree f f %		
Teaching outside the classroom at the cemetery provides a positive learning experience for the students.	102 33.8%	40 13.2%	85 28.1%	44 14.6%	31 10.3%	302 100.0 %	

The results presented in Table 4 show that the majority of respondents (47%) strongly disagree (33.8%) and disagree (13.2%) with a statement saying teaching outside the classroom at the cemetery provides a positive learning experience for the students. 28.1% of respondents are undecided and only partially agree with a statement. 24.9% of respondents agree (14.6%) and totally agree (10.3%) with a statement. Based on these results, we can conclude that according to our respondents, 'cemeteries do not provide a positive learning experience. There were no statistically significant differences according to individual age categories, so the results are not presented separately by individual age category.

The third statement to which respondents commented on this set named Cemetery visits is As a parent, I have nothing against or would not mind if my child had lessons at the cemetery. Results are presented in Table 5.

Table 5. Number (f) and structural percentage (f%) of respondents' attitudes towards the statement

Statement :	Answers						Total f f %	Result of χ^2 -test
	Strongly disagree f f %	Disagree f f %	Partially agree f f %	Agree f f %	Totally agree f f %			
As a parent, I have nothing against or would not mind if my child had lessons at the cemetery.								
20 – 30 years old	13 19.7%	2 3.0%	23 34.8%	15 22.7%	13 19.7%	66 100.0%	$\chi^2=33.933$ P = 0,006	
31 – 40 years old	13 22.8%	8 14.0%	20 35.1%	3 5.3%	13 22.8%	57 100.0%		
41 – 50 years old	18 30.0%	7 11.7%	18 30.0%	7 11.7%	10 16.7%	60 100.0%		
51 – 60 years old	21 35.0%	2 5.0%	10 16.7%	11 18.3%	15 25.0%	60 100.0%		
Over 61 years old	26 44.1%	6 10.2%	10 16.9%	10 16.9%	7 11.9%	59 100.0%		
Total	91 30.1%	26 8.6%	81 26.8%	46 15.2%	58 19.2%	302 100.0%		

The results show that 30.1% of participants strongly disagree with this statement and 8.6% do not agree with this statement, so the results show that most participants (38.7%) as parents would not like their children having lessons in the cemetery. On the other hand, the results show that in total (34.4%) a slightly lower percentage of participants agree (15.2%) or strongly agree with this statement (19.2%). 34.4% of participants as a parent would have nothing against or would not mind if my child had lessons at the cemetery. 26.8% of respondent partially agree with the statement. There are confirmed statistical differences ($P=0.006$) between age categories showing that younger respondents are more undecided and only partially agree with this statement. Older respondents are stronger disagreeing with the statement.

3.2 Teaching and learning in the cemetery

Subsequently, we asked the respondents if they think that a cemetery is a suitable place for teaching in primary education.

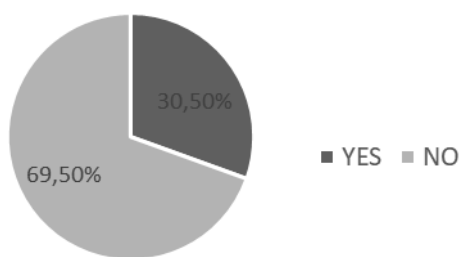


Figure 2. Structural percentages (%) of respondents answer of cemetery being a suitable place for learning.

As can be seen from Figure 2, most respondents, 69.5%, believe that the cemetery is not a suitable place for teaching outside the classroom.

Furthermore, the respondents were offered a set of subjects on the questionnaire, in which they had to indicate whether they thought that the contents of an individual object could be performed in a cemetery or not. They also had the opportunity to mark the answer neutrally if they could not decide on one of the options in a particular subject.

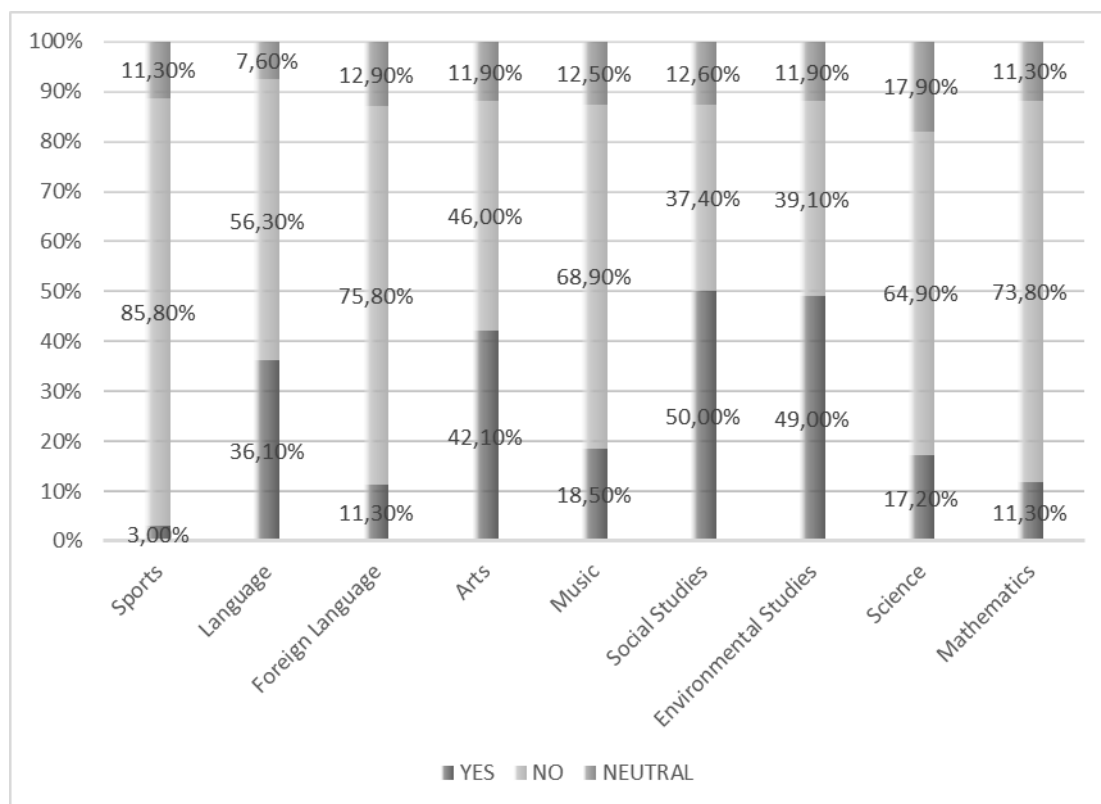


Figure 3. Graph of the structural percentages (%) of respondents' opinions of learning possibilities in cemetery by each subject

Figure 3 shows that most respondents (50.00%) indicated that lessons in the cemetery could be conducted in the subject of Social Studies. Also, in the subject Environmental Studies, half of the respondents (49.00%) indicated that the contents of this subject could be carried out in the cemetery. As many as 85.80% of all respondents indicated that the content of the Sports could not be performed in a cemetery. Respondents also believe that Mathematics and Foreign language subjects cannot be taught in the cemetery.

Subsequently, respondents comment on two statements related to the conduct of lessons in the cemetery, on a scale from 1 to 5, with 1 meaning that they did not agree at all and 5 meaning that they totally agree. The first statement they commented in this section is A cemetery is a place for a wide range of learning opportunities.

Table 6. Number (f) and structural percentage (f%) of respondents' attitudes towards the statement

Statement :	Answers						Result of χ^2 -test
	Strongly disagree f f %	Disagree f f %	Partially agree f f %	Agree f f %	Totally agree f f %	Total f f %	
A cemetery is a place for a wide range of learning opportunities.							
20 – 30 years old	19 28.8%	12 18.2%	17 25.8%	12 18.2%	6 9.1%	66 100.0%	$\chi^2=27.369$ P = 0,038
31 – 40 years old	18 31.6%	13 22.8%	18 31.6%	5 8.8%	3 5.3%	57 100.0%	
41 – 50 years old	28 46.7%	4 6.7%	17 28.3%	9 15.0%	2 3.3%	60 100.0%	
51 – 60 years old	22 36.7%	8 13.3%	10 16.7%	10 16.7%	10 16.7%	60 100.0%	
Over 61 years old	23 39.0%	15 25.4%	9 15.3%	6 10.2%	6 10.2%	59 100.0%	
Total	110 36.4%	52 17.2%	71 23.5%	42 13.9%	27 8.9%	302 100.0%	

From Table 6 we can see that most of the respondents strongly disagree (36.4%) and disagree (17.2%) with a statement. We can conclude that 53.6% of respondents think that the cemetery is not a place with a wide range of learning opportunities. 23.5% of respondents partially agree with a statement. Furthermore, a total of 22.8% of respondents are agreeing (13.9%) and totally agreeing (8.9%) with this statement. There are confirmed statistical differences (P=0.038) between age categories showing that older respondents stronger disagree with this statement. We can conclude that younger respondents recognise a wider range of learning opportunities in the cemetery.

The last statement they commented on was: Teachers do not teach enough at the cemetery. Results are presented in table 7.

Table 7. Number (f) and structural percentage (f%) of respondents' attitudes towards the statement

Statement	Answers					
	Strongly disagree f f %	Disagree f f %	Partially agree f f %	Agree f f %	Totally agree f f %	Total f f %
Teachers do not teach enough at the cemetery.	102 33.8%	40 13.2%	85 28.1%	44 14.6%	31 10.3%	302 100.0 %

The results show that most respondents strongly disagree (33.8%) or disagree (13.2%) with this statement. That means that respondents believe that the level of teaching at the cemeteries is adequate. 24.9% of respondents are agreeing with the statement meaning that they believe that teachers do not teach enough at the cemeteries. 28.1% of respondents only partially agree with the statement that teachers do not teach enough at the cemetery. There were no statistically significant differences according to individual age categories, so the results are not presented separately for each age category.

4. Discussion

The purpose of the present research was to investigate the attitude of random adult respondents towards the implementation of primary school lessons in the cemetery. The results showed that people visit the cemetery on average 15.14 times a year, which means somewhere around once a month and three more visits. 34.1% of all participants visited the cemetery in their primary education as part of classes; most of them did not. Moreover, the result, that most respondents believe that it is not necessary to experience lessons in the cemetery for all students in primary education is probably the consequence of the lack of respondents personal experience. Furthermore, in this context, the next results show that most participants as parents would not like their children having conducted classes in the cemetery. Especially older respondents think so, which was confirmed and proven as a statistical difference. Younger respondents are quite undecided. We can assume that younger people have already been subjected to modern teaching guidelines that promote experiential learning in direct contact with reality. We can only assume that older people do not find this kind of teaching appropriate and may even perceive it as a school trip on an inappropriate location. Nevertheless, learning outside the classroom may look more playful and less binding; it is a form of deliberately focused and organised, student-centred education [15].

Most respondents, 69.5%, believe that the cemetery is not a suitable place for teaching outside the classroom and does not provide students with a positive learning experience. How and in what way teachers will teach, with which methods, forms of work or didactic strategies, depends on each teacher individually. The choice of forms, methods, strategies and methods of teaching depends on the goals that teachers want to achieve, the prior knowledge of students and their abilities. According to Marentič Požarnik [16] teachers should combine the methods they will use in class according to the objectives of the subject, circumstances and students. Most respondents believe that the contents of the subject Social Studies and Environmental Studies could be taught in the cemetery. Respondents also believe that Sports, Mathematics and Foreign language subjects cannot be taught in the cemetery. Based on the content of specific school subject and attitudes of respondents that have been recognised so far, their answers are not surprising.

More than half of respondents believe that the cemetery is not a place with a wide range of learning opportunities. The other half partially agrees and agrees. Statistically significantly, younger respondents recognise a wider range of learning opportunities in the cemetery. We assume that the statistical difference occurs in relation to age because of changes in education in line with world developments in all areas. Modern teaching guidelines are also based on the constructivist theory of learning and teaching, which derives from the idea that it is necessary for students to be active in the classroom. Their knowledge will be firmer and more holistic if they build up new knowledge based on their previous knowledge and experience with the help of the teacher or the teacher's guidance and integrate it into their already existing knowledge concept [17,18]. The constructivist approach to teaching, therefore, emphasises the active role of students. Accordingly, teachers should choose those forms and methods of work in which students are more active than in the traditional or mediating approach to teaching. The transmission approach to teaching, which our older respondents assumed, was mostly based on the transmission of ready-made knowledge so that students do not go through the cognitive process, since they only know the knowledge that is the result of someone else's cognitive path [19]. From this, we can conclude that older respondents have received most of their lessons in the classroom and not outside the classroom. In contrast, younger respondents were already taught according to modern and still up-to-date teaching guidelines and are therefore more open to modern teaching trends outside the classroom.

Most respondents believe that the level of teaching at the cemeteries is adequate. In their beliefs, teachers do not need to teach more at the cemeteries. In view of all the above findings, we are not surprised by the attitude to this statement. Through the overall results, we can follow the trend that the majority of respondents do not support education at the cemetery. We conclude that this may be due to the fact that they do not have their own experience of learning in the cemetery themselves or that they have not delved deeply enough into learning in the cemetery itself. Regarding the duration of the lessons outside the classroom, Kolenc Kolnik [20] writes that working outside varies in time, from a few minutes to a few days. We wonder whether the results might have been different if the respondents had been informed in advance that the aim was not to move the entire lesson to the cemetery during the school day. Maybe the lessons at the cemetery would only last 30 minutes. So it might be useful to familiarise the respondents in advance with some suggestions on how the lessons could be held outside the classroom in the cemetery. Maybe they had a

different idea of the form of learning in the cemetery. It would have to be made clear that there would be no lessons in the cemetery just moved out of the classroom. Lessons that would be taught in the cemetery will be directly related to the cemetery. Teachers would take advantage of the cemetery and deal with those topics that would be more difficult to cover in class because the students would not have a direct experience of their own.

5. CONCLUSION

In the end, after analysing the results, we can conclude that it turned out that the majority of respondents were reluctant to teach in the cemetery. They did not see enough educational potential in the cemetery to find it necessary for every primary school student to experience teaching outside the classroom. Concerning the results, we conclude that it would be necessary to strive even more to demonstrate the positive effects of experiential learning outside the classroom in different places. Forest, meadow, educational farms and cultural institutions are places of teaching outside the classroom that are well established and recognised even by the unprofessional public. In cemeteries, however, is not so common. It would be necessary first to change the attitude that the cemetery is not only a place of death, mourning, sadness and negative feelings. The cemetery is a monument of our past from which we can learn a lot. Provided, of course, that before the visit to the cemetery, the class teacher prepares the students for a visit and teaches them about appropriate behaviour in the cemetery. For the future, it would make sense for the cemeteries to upgrade their tourist routes with educational content with the participation of education experts.

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Teaching about Peace Negotiators and their Role in the Global Peace Process - Life and Political Involvement in the Peace Negotiations in Northern Ireland of John Hume

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Abstract

John Hume who was main leader of peace negotiations between the Irish Republican Army called IRA and British Government. It was one of the longest conflicts in the world history. We can search for the beginning of this conflict during the reign Henry the VIII when he broke from the Catholicism.

Every peace talks need two or more parties which can represent: states, organisations, political groups or even clans and religious leaders. Therefore, the role of peace negotiators or/and their ability to bring two parties in dispute to the common ground of understanding the same issues is very crucial.

He can be recognised as one of the most eminent peace negotiators. He was one of the main leaders of the Northern Ireland peace process and this made him recognised as an important politician in the current political history of Ireland. Being involved in the problem of decommissioning IRA arms as well as involving Sinn Fein in the negotiation process, John Hume showed his natural diplomatic and political skills leading to the Good Friday Agreements (Zartman, 2001, p. 73).

Key words: peace negotiations, IRA, John Hume, world conflicts, negotiations with IRA

1. INTRODUCTION

There is a difference between the negotiators and mediators. Negotiator represents one side of the dispute and this means that he is interested in the output of the party he represents. Whereas the mediator is neutral and facilitates all parties involved in a dispute to find the solution. However, the mediator does not provide any answers to the problem but facilitates the discussion between the parties. In other words, if we talk about win-win negotiations we see negotiators who are focused on finding common interests and attempt to look in the same direction. Whereas the mediator helps both parties to separate the position from the interest and focus on the true interests of both sides through acting as a facilitator of a discussion between the parties.

This article is the first one starting the series of talks about people who contributed to build peace in the world. We believe that teaching negotiations should not only focus on techniques and strategies, but it should also enable students to meet people who contributed to solve international disputes and these people are granted with the world recognition for their achievements.

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2. False perception of reality and relations

The negotiations about the Northern Ireland were incredibly difficult. We may assume that parties involved in the negotiations had different perception of reality. Both the Catholics and the Protestants must have expected the security and safety for their citizens. However, the political, religious and social clashes between these two groups made the talks extremely hard. Therefore before talking more about the Northern Ireland peace talks and the unforgettable role of John Hume, the concept of false perception of reality and relations is explained.

There are four false perceptions of reality:

1. Leaders think they are in charge of the whole nations and negotiators think that they are in charge of the whole negotiation process. We may assume that when a leader speaks he or she thinks and believes that they can do anything and the same applies to many negotiators. Reality seems to be different. The recent election in Byelorussia might be the best example. In fact, many leaders do not realize that their supreme leader is a nation. Therefore, we had the Arab Spring or revolution in the history of the world. Every nation consists of different groups and organizations which show and express disapproval from verbal criticisms to riots in the streets. Similarly, the negotiators can be changed during the negotiation process by those who appointed them like the states, political parties or organizations. Therefore, the role of a negotiator is to understand the differences and bridge the opposing viewpoints between the negotiating parties. The negotiations are more about building relations and then making a deal than the opposite. As countries cooperate with each other thanks to the welter of international relations, we are connected to other people through the complex network of personal, business and professional relationships (Salacuse, 2013, p.45).

2. Negotiators are not like average white-collar workers. Some people who prepare for negotiations cannot understand why they are easily irritated, cannot sleep and perhaps become impatient in personal contacts. A negotiator's job seems to be the same as other colleagues from the same organization and this is a false perception of reality. *A negotiator not only has to be concerned about the person sitting across the table but must also constantly think about the organizations under them and bureaucracies that they both represent* (Salacuse, 2015, p. 127). Negotiators are constantly under stress because regardless of the position in an organization, they feel responsible for the output of their talks. The stress may also come because of the lack of security. In the case of the Northern Ireland talks, the stress was tremendous because the negotiations aimed to secure the safety of people and involved human lives.

3. Many people think that a negotiator can be replaced at the negotiation table. Political negotiations can be compared to the business negotiations. With all respect to the great entrepreneurs and their managerial skills, many people who own their companies think they know everything the best. The same may refer to some political leaders. There were many political leaders in the history, who acted like they would own the nation. On the other hand, looking from the company perspective, there were some examples of chief accountants who tried to educate their bosses to protect the financial stability of a company they worked for, advised them on the negotiation process and were finally fired because a boss thought differently and didn't like to be taught by a younger person or someone in a lower company position. The same situation may refer to experts who tried to secure the peace talks of the political parties they represented. There are also people who have never negotiated any contracts but are usually the first to express their criticism and disappointment at the outcome of the negotiations.

4. Some people believe that creative solutions can be rewarded. They are used to solve disputes, break deadlocks in negotiations, generate goodwill and so on. Some negotiators think that their great ideas should be rewarded whereas their bosses and colleagues think it is a job of the negotiator to make a good deal. Crudely speaking, negotiators are expected to bring the right profit like other people from the company and the same refers to the political negotiations. Therefore, it is important to appreciate a good job of negotiators because they can bring forward solutions saving time, money and even human lives.

3. John Hume's Recognition and a Brief History of the Northern Ireland Conflict

This paper talks briefly about John Hume who was main leader of peace negotiations between the Irish Republican Army called IRA and British Government. It was one of the longest conflicts in the world history. We can search for the beginning of this conflict during the reign Henry the VIII when he broke from the Catholicism. In 1534, Lord Offaly, the heir of Kildare, led the Catholic revolt against Henry the VIII – protestant English King. The Catholic revolt was wiped out and those who surrounded, were executed (Booker, 2016, p. 183). The conflict had different phases through the centuries, but undoubtedly it was the religious and political conflict between the Protestants and the Catholics in the Northern Ireland.

After the First World War, the South Ireland with 26 counties gained their independence. Whereas the Northern part with six predominantly protestant counties in Ulster became known as the Northern Ireland (Gene Booker, 2016, p. 111). The conflict had been developing on different levels before 14 August 1969 when the British Army was deployed onto streets of the Northern Ireland.

Here under is the Northern Ireland Conflict Timeline

(source: <https://www.history.co.uk/history-of-the-northern-ireland-conflict>)

- 9 August 1971: Internment introduced and violent protests begin
- 1972: Bloodiest year of the conflict
- 30 January 1972: Bloody Sunday, 13 civil rights protesters shot dead by British Army
- March 1972: Northern Ireland Government suspended and Direct Rule imposed. No-go areas (set up 1969) dismantled
- 21 July 1972: Bloody Friday, IRA bombs kill 9 people and injure 130 in Belfast
- From 1974: IRA step up bombing campaign on Mainland
- 29 November 1974: Prevention of Terrorism Act
- 1980: 7 Republican prisoners launch hunger strike in Maze Prison
- 1981: Death of Bobby Sands (first IRA hunger striker to die), huge surge in support for Sinn Fein, the IRA's political wing
- 12 October 1984: IRA Brighton bombing of the Grand Hotel kills 5 people and seriously injures 34
- 15 November 1985: Anglo-Irish Agreement signed, giving Dublin some say in Ulster affairs
- November 1987: Remembrance Day bombing Enniskillen
- 15 December 1993: Downing Street Declaration that people of Northern Ireland can determine their own future. Warrington bomb kills two young boys
- August 1994: Peace process receives a big boost when the pro-Catholic 1994 IRA ceasefire declared with Sinn Fein entering peace process
- 1996: Peace Talks stall and violence resumes with Canary Wharf bombing
- 1997: Resumption of peace talks
- February 1997: Stephen Restorick last soldier to be killed until 7 March 2009
- 10 April 1998: Belfast (Good Friday) Agreement

4. John Hume - the only politician to receive three major peace awards

John Hume lived from 18 January 1937 to 3 August 2020. He can be recognised as one of the most eminent peace negotiators. He was one of the main leaders of the Northern Ireland peace process and this made him recognised as an important politician in the current political history of Ireland. Being involved in the problem of decommissioning IRA arms as well as involving Sinn Fein in the negotiation process, John Hume showed his natural diplomatic and political skills leading to the Good Friday Agreements (Zartman, 2001, p. 73).

He was also one of the founders of the Social Democratic and Labour Party and its leader from 1979 to 2001. As McLoughlin says: *John Hume a founding member and later leader of the SDLP, inculcated a strongly pro-European outlook within the party* (McLoughlin, 2013). He was also a Member of the European Parliament, United Kingdom Parliament and the Northern Ireland Assembly (Joseph, 2001).

John Hume and David Trimble were awarded the Nobel Peace Prize in 1988 for their efforts to find a peaceful solution to the conflict within and across their communities (Reilly, 2008, p. 79). which was implementing the peace process between the Protestants and Catholics in the Northern Ireland. He was the only person who also received the Gandhi Peace Prize and the Martin Luther King Award for instigating the Northern Ireland Peace Process (Badge, 2007, p. 356). *John Hume is the only politician to receive three major peace awards: the Nobel Peace Prize, the Martin Luther King Award, and the Gandhi Peace Prize* (Kundtz, 2009).

John Hume as the first Irish Politician was awarded a Knight Commander of the Papal Order of St Gregory the Great by Pope Benedict XVI (Press Association, 03.08.2020). He was also named the "Ireland's Greatest" in a 2010 public poll by Irish national broadcaster RTE to choose the greatest person in Ireland's history (rte.ir/news 26.10.2010).

5. Early Life, Education and Career of John Hume

John Hume was born in Derry on 18th January 1937. Despite of having a great-grandfather who was a Presbyterian pastor, he came from the Irish Catholic family. As James M. Lyons says: John Hume is from a large Catholic family raised in the Bogside. Poor but very bright, he received a scholarship that made an otherwise unattainable university education possible (Lyons, 2014). He was educated at St Columb's College, Londonderry and the National University of Ireland from which he graduated with B.A in French and history. He got his Master's degree from St Patrick's College, Maynooth, Ireland in 1964 (Skutsch, 2013, p. 574).

John Hume became involved in the civil rights movement and became one of the leaders in the late 1960. He returned to Londonderry and became involved in establish local housing association and the Credit Unions. He was elected the president of the Credit Unions and held this function from 1964 to 1968 (Khatri, 2012, p. 75). John Hume once said that *"all the things I've been doing, it's the thing I'm proudest of because no movement has done more good for the people of Ireland, north and south, than the credit union movement"* (Thompson, 2020)

6. Political Career of John Hume

John Hume was an Independent Nationalist member of the Parliament of Northern Ireland in 1969 at the height of the civil rights campaign. He was elected to the Northern Ireland Assembly in 1973, John Hume served as Minister of Commerce in 1974 (McCulloch, 2017, p. 71). He stood unsuccessfully for the Westminster Parliament at the Londonderry constituency in October 1974 and was elected for Foyle in 1983.

A significant day of John Hume career was Tuesday October 1971. *A group of five Northern Ireland Members of Parliament (MPs) began a 48 hour hunger strike against Internment. The protest took place near to 10 Downing Street in London. Among those taking part were John Hume, Austin Currie, and Bernadette Devlin* (CAIN Web Service: internet source). That was part of the protests violence and internment of people in the Northern Ireland. As the same internet source says, the day of 9 and 10 august 1971 were the worst in violence since August 1969 in the Northern Ireland. It is said that thousands of people – estimated number about 7000, most them were Catholics, were forced to flee their homes.

John Hume promised to establish the Social Democratic and Labour Party (SDLP) in his election programme in 1969. Then, SDLP was established in August 1970 as the fulfilment of his election pledges. It was one of seven

parties which appeared during the time of troubles and Hume understood the problem of weak opposition divided between different parties (Fitzpatrick, 2017). *As Maurice Fitzpatrick says: his core objective was the establishment of Proportional Representation in Northern Irish elections to replace the first-past-the-post Westminster model of elections.* John Hume believed that it would guarantee fairer representation of Ulster. He became a leader of SDLP in 1979. He was also one of three Northern Ireland's Members of the European Parliament chosen in 1979. Then he worked and represented Ulster in different commissions of the European Parliament through five terms from 1979 to 2004. He was also awarded an honorary degree from Boston College in 1995 where he was a lecturer.

There were three stages of the peace process in Northern Ireland. The pre-negotiation stage was in South Africa and these were secret talks between John Hume representing Northern Ireland SDLP, Gerry Adams – Irish Republican Politician who was the President of Sinn Fein (1983-2018) and the British Government. There were also direct negotiations between the British Government and the Irish Republican Army. The Downing Street Declaration – a document signed between the signed by John Major – British Prime Minister and Taoiseach Albert Reynolds – the Irish Prime Minister was signed on 15 December 1993. A few months later there was a ceasefire announced by the IRA and followed by the loyalist parties followed suit on 13 October 1994 (Bell, 2003, p. 60). Two government created a document – Frameworks for the Future Talks which aimed to stop the blood-shed in the Northern Ireland in 1995. However, it caused the impasse in negotiations until 1997. As Christine Bell says: *Little progress was made until January 1998, when the British and Irish Governments produced a document containing their “best guess at what could be a generally acceptable outcome”.* This document pushed the talks and negotiations further and an agreement was finally reached on 10 April 1998, which was a Good Friday of Easter (Bell, 2003, p. 60). Therefore, it is called the Good Friday Agreement.

John Hume decided to become retired on 4 February 2004. Since then he continued to promote European integration, democratic values, peaceful policy and supported the campaign for the establishment of a United Nations Parliamentary Assembly, which aimed for the democratic reforms of the United Nations. He was also involved in promoting the Credit Unions.

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Pan Islamic World and the Concept of Sayyid Jamāl al-Dīn al-Afghānī

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Abstract

This paper presents the birth and development of the Pan Islamic idea in the world. For over 200 years, the concept of one Islamic state has developed as the answer to the clash between the Christian and Muslim influences in the world. In the course of history, the concept of Pan Islamic state has evolved, and this process has not finished. This article shows the connection between the state based on Kalifate – Ottoman Empire at time of its downfall and the Pan Islamic trend to save the religious and political tradition. This article presents the life of Sayyid Jamāl al-Dīn al-Afghānī, who was the creator of the Pan Islamism in the light of international political and social changes at the end of 19th and the beginning of the 20th century.

The paper also explains the differences between Pan Islamism and Pan Arabism, concluding with the aftermath of Al-Afghani philosophy from the perspective of Muslim States being part of the Commonwealth of Independent States (CIS) – post Soviet Republics.

Keywords: Pan Islamism, Sayyid Jamāl al-Dīn al-Afghānī, Fall of the Ottoman Empire, CIS Muslim states, Radical Islam in Central Asia

1. INTRODUCTION

The aim of this article is to show how the idea of the Pan Islamic World was born and has grown up for nearly 200 years. It starts with the historical and political insight into the Osman Empire in the second half of the XIX century which played a crucial role in the Muslim world. It is also the time of colonialism and competition for power among the United Kingdom, France, Russia in the Middle East and Africa. This specific moment in history initiated a clash between the Muslim and the Western World which lasts until present. Therefore, the Sykes-Picot Agreement is mentioned.

Pan Islamic World became not only a political concept of the XIX century in the Osman Empire but it also evolved into the one Caliphate dream adopted by different Islamic streams over the last two centuries.

However, the concept of Pan Islamic World is criticized by some critics who claim that it is has never existed and this is also discussed in this paper.

The article also introduces different Islamic streams and their vision of Pan Islamic World to make readers aware that Islam is not one united religion and philosophy, but it comprises a variety of different political, religious and social trends and believes.

It should also be noted that all Muslim world is united under one Arabic langue of Koran.

2. Ottoman Empire in the light of Pan Islamism

Ottoman Dynasty and Empire ruled South East Europe, Western Asia and North Africa from the 14th to the beginning of the 20th century (Somel, 2012). It was a multi-cultural and multi-national empire governed by the Muslim Dynasty (Goston & Masters, 2010, p 3). The concept of the empire comprising different states, cultures and religious groups under one Muslim protectorate can be perceived as the Pan Islamic state. As Mehrad Kia says: *Within the Ottoman*

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Empire, Pan-Islamic ideas can be traced back to 1774, when the Ottomans first used Islam as a political and ideological weapon not only to conquer the treat imposed by Europe, but also to secure their religious and cultural influence in the Muslim populate Crimea (Kia, 2008, p. 132). Since 1870, the Ottoman Empire started developing and strengthening its religious and cultural connections with the Islamic populations of South and Central Asia, South Africa and Indonesia by establishing schools, sending books and teachers. The aim of this policy was to unite different Muslim groups against colonialism and in the same way create the Pan Islamic territory (Somel, 2010, p. 224). However, the concept and the name – Pan Islamism were created by Sayyid Jamāl al-Dīn al-Afghānī in Persia in the XIXth century (Motadel, 2014, p. 23). Moreover, if we take a brief look at the history of the Ottoman Empire and its links with Persia, the concept of Pan Islamism seems to emerge from the history of the first four orthodox califs and the concept of uniting all Islamic nations under one religious leader (Smith, 1965, p. 191).

Oghuz Turkish leader Osman the 1st established the beginnings of the Ottoman State in the North Western Anatolia at the end of the 13th century (Gulen, 2010). At the beginning, the dynasty originated from the Turkish tribes. However, in the course of time the dynasty was Persianized and started using Persian Language, literature, culture. Persian civilization, culture and history contributed to transforming the tribal Empire to the Royal Court of Ottoman Turks (Hovannisian & Sabagh & Yarstair, 1998, p. 87).

The Conquest of Constantinople – the capital of the Easter Roman Empire, finished the chapter in the European history of the Christian supremacy in the Mediterranean Region in 1453 (Runciman, 1965, p. 99). Since then started the greatest development of the Ottoman Empire through the 16th and 17th century. During the reign of Suleiman the Magnificent, Ottoman State controlled vast areas of Southeast Europe, parts of Eastern and Central Europe, North Africa and the Horn of Africa and Western Asia (Casale, 2010). It was a multilingual and multicultural country under the Muslim monarchy reign. From the point of Pan Islamic state, we could risk saying that it was the social and political conglomerate which perfectly matched this XIX century philosophy of Al-Afghani.

Every empire has its end. 18th and 19th century brought military defeats of the Ottoman House. It was partly because of the national movements and partly because of the lack of reforms in the country's economy and military forces (Gingeras, 2016).

The Ottomans believed that joining the Germans in the World War 1 would help them to control Europe and stop the colonial conquest of France and the United Kingdom. This determination of the Ottomans led to genocides on Greeks, Armenians and Assyrians which finally led to the destruction of the Ottoman State and the creation of modern republic. Moreover, newly created Arab Kingdoms under the protectorate the United Kingdom and France, opened a new chapter in the history of the Middle East.

3. Sayyid Jamāl al-Dīn al-Afghānī

Sayyid Jamāl al-Dīn al-Afghānī (called Afghani) one of the most eminent Islamic philosophers, who created the Pan Islamic ideology, was born in Afghanistan in 1838 (Cughāṭā'ī, 2005, p.67). He was brought up in Persia. He lived for 59 years and died in Istanbul, capital of the Ottoman Empire - current: Turkey (Keddie, 1983, p. 32). He believed in the revival of the Muslim civilization, Islamic religion and political system as the answer to the growing power of the Western colonial domination in the Muslim world (Guidere, 2012).

Pan Islamic means the unification of different tribes and nations under one religious and political system, established on the basis of Islamic Law. As Jacob M. Landau says: *there must be a significant reason for "Islamic" replacing "Ottoman" unity* (Landau, 2015, p.316)

Afghani was sceptical to the religious movements and believed in the social and republican system, still rooted in the Islamic tradition (Sikorski, 1988, p.27). Therefore, he was considered as heretic by some religious leaders (Lekon, 2019, p. 56). After his stay in Persia, Afghanistan, Ottoman Empire, Egypt and India where he shared his ideas with the country leaders and leading religious authorities, he came to Paris, France in 1883. During his stay in Paris, Afghani became recognised as the reformer of the Islamic world and the opponent of the European colonialism. He started publishing the newspaper called *Al-'Urwat al-wuthqā* meaning The Indissoluble Link (Islahi, 2016, p. 58). The newspaper was anti-British and anti-colonial. He also claimed to be in touch with Muhammad Ahmad bin Abd Allah, called the Sudanese Mahdi, perceived as the messianic preacher who aimed to unify the Muslim Tribes of that region under one Caliphate (Martinson, 1994, p. 135).

Afghani was considered as the philosopher and reformer of the Islamic political and social system (Elhadj, 2006, p.133). Therefore, he started a famous debate with Ernest Renan – French philosopher and historian. Afghani seemed to believe in the unification of Muslim nations under one political and social system, not necessarily strictly religious if we consider his central Asian origins and political-religious views (Lefevre, 2013, p.5). During his stay in Paris, Afghani wanted to represent British government in their negotiations with the sultan – Abdulhamid II, emperor of

Ottoman Empire and the custodian of three holy temples (Khimjee, 2013, p. 56). Being unsuccessful in his diplomatic attempts, Afghani went to Russia where he spent two years. He tried to convince some officials from the royal administration to start a war against Great Britain. At the same time, he aimed to encourage Muslim in the Northern India to revolt against the British rule. However, the Russian foreign policy was different, and he might have been perceived as the nuisance (Keddie, 1983, p. 27).

Being unsuccessful in his political plots in Russia, Afghani met Naser-al-Din-Shah, the monarch of Persia. He attempted to be his adviser, but his endeavours made Shah very suspicious of Afghani. As the revenge, Afghani started a plot to initiate the murder of Shah, which became successful in 1896 (Tucker, 2016, p. 105). This political fact changed the history of Persia, starting the new chapter in the Persian history.

Afghani is also perceived as the philosopher and Islamic reformer who strongly contributed to the Constitutional Revolution in Persia in 1905 (Pirzadeh, 2019, p. 64). He perceived Western powers as the enemy of the Islamic freedom and unification. He believed that the Western powers aimed to slave the Islamic countries through buying their economies and investing money in different business ventures (Asadulla, 2009, p. 151). Therefore, he blocked the British tobacco company to have the monopoly in Persia (Tucker, 2016, p. 105).

Abdulhamid II, sultan and the emperor of the Ottoman Empire wanted to reform the political and social system of the collapsing state and decided to ask Afghani for advice. He was invited to Istanbul in 1892 (Motadel, 2014, p. 138). The aim of Abdulhamid II was to strengthen his position as the religious leader and use Afghani to promote Pan Islamism. Afghani's death of cancer stopped his political career in 1897.

Afghani's idea of Pan Islamic state was later developed in Egypt by Hassan Albane establisher of religious and labour organisation called the Muslim Brothers in 1928.

4. Pan Islamic World

Pan Islamic World called Pan-Islamism was created as the ideology supporting the unification of all Muslim societies under one caliphate – *an Islamic state, especially one ruled by a single religious and political leader (Cambridge Dictionary)*.

Pan-Islamism is a system of philosophy and political trend originating in the principles of internationalism – unifying all religious and social groups, and anti-nationalism in a form of abandoning strict religious and national boundaries for the benefit of uniting all Muslim nations (Danish, 2001, p. 108).

Pan-Islamism is sometimes mistaken with Pan-Arabism. Whereas the origins of these two concepts are different. Pan-Arabism was used by Gamalm Nasser – Egyptian socialist leader, Muammar Gaddafi – Libyan socialist president and other Middle-East and African leaders supported by the former Soviet Union. Pan-Arabism promoted socialism and equality among all Arab people (Landau, 2015, p. 251&252). It aimed to unite the Arabic countries to sell oil at higher prices to the US and other countries under the slogan: *save our oil for our children*.

Pan-Islamism does not differentiate Muslims, Arabs and other nations. It does not build barriers between Sunni and Shia believers. It aims to unify all Muslims to create one multi-national Islamic state.

5. Aftermath of Al-Afghani Philosophy

When the Ottoman Empire collapsed as the result of the first world war, the colonial powers took the control over the Middle East and North Africa. New, small countries were created. The UK and France started to control the Middle East and North African countries, which seemed to be independent under the umbrella of colonialism. Therefore, their Muslim origin was pushed back for the benefit of the Western civilization control. The need for maintaining their religious and cultural autonomy was developed. The Ottoman Empire represented the unity of Muslim nations. After its collapse, the unification of Ummah – the spiritual unity of different Islamic groups was needed, and this initiated the Pan-Islamic movements' development.

The colonialism was perceived as the limitation of freedom for the Muslims. In 1928 a group of Egyptian workers from the Sues Canal town – Ismailia, created the Muslim Brotherhood under the leadership of Hassan Al-Banna. This charismatic leader was a son of a local religious leader. Al-Banna was the graduate of the Dar al-Ulum University, today a faculty of the Cairo University (Reid, 2002, p. 147). He was taught to be a teacher, which helped him to convey his philosophy of Islam and freedom to his followers. He was the founder of the Muslim Brotherhood considered as the oldest political and social organisation promoting Islam (Al-Anani & Anani, 2016). He was the main leader of this society until 1949 when he died from the hands of the Egyptian security agents (Al-Arian, 2010). The principle idea of the Muslim Brotherhood was Pan-Islamism, social and religious support for the Muslim families. They built schools, hospitals and preached Islam. *They aimed to narrow the gap between the rich and the poor by selecting as beneficiaries the severest of cases from among the needed families* (Harmsen, 2008, p. 267). Gradually they evolved into the political group aiming at unifying the Egyptian society to get rid of the British Colonialism. They felt that they were treated as the worse type of society and wanted Egypt to be a free country. Therefore, they

started to co-operate with the Nazi and constructed their military organization cooperating with Rommel's Army in the Second World War (Telos, 2004, p. 66). The main idea of the Muslim Brotherhood has always been to establish a state based on the Sharia Law (Earle, 2019). Since the end of the nineteenth century the slogan "Islam is the solution" has become increasingly popular (Kamrava, 2006, p.144). This slogan became popular thanks to the Muslim brotherhood and it means that it is the only way for the societies to benefit from freedom, justice and a way to salvation.

The organisation became popular in other Muslim countries despite being a few time prohibited in Egypt. The Pan-Islamic ideology accompanied different political and religious groups who were inspired by the Hasan Al-Banna and Sayyid Jamāl al-Dīn al-Afghānī philosophy. However, due to the accusations of planned assassinations and plots to overthrow governments of some countries in the Middle East, the organisation is banned and labelled as the terrorist and illegal association in some of these countries. However, the Muslim Brotherhood presents itself as the democratic and peaceful organisation condemning violence (Wickham, 2015).

6. Development of Pan Islamic Ideology in the Post-Soviet States

After the collapse of the Soviet Union, three years after their defeat in Afghanistan in 1989, the new free countries emerged on the map of the world. One of these areas was Central Asia, which was divided into autonomic republics of Kazakhstan, Azerbaijan, Uzbekistan, Kyrgyzstan, Tajikistan and Turkmenistan (Van Ness, 2000, p. 225&226). All these nations were suppressed by the communist regime, but originally and historically, they belonged to different tribes and clans. They were all unified by either Sunni or Shia Islam through their religious history. After 1992 a new geo-political situation created a place for new countries based on their ethnic and religious origins. These newly created independent countries started receiving support from the rich Muslim countries like Saudi Arabia, Turkey, Iran, Egypt, Pakistan (Balci, 2018). This help was sent along with Muslim preachers who established the new religious schools and education system based on the Sharia Law in contrary to existing secular system of education. It should be noted that Islam is the main religion of 6 out of 12 CIS states with the population of 52 million people. It would not be surprising that a certain percentage of these people are the radical Muslims as the answers to the years of suppression by the Communist Soviet Russian regime in the past (Hierman, 2019, p.150) These newly created countries delivered a good ground for the development of the Pan Islamic philosophy (Balci, 2018). All of these CSI countries, with regard to the Muslim part of the population, sought religious freedom and social unity within their religious groups as the guarantee of safety and strength derived from Koran. Still being dependent on the Commonwealth of Independent States under the auspices of Russian Federation, the societies of these so-called free states did not feel full economic and religious freedom. All CIS states have the secular constitution and the religious groups are excluded from the political process (Dwan & Pavliuk, 2015, p.234) Therefore, more orthodox movements started to appear causing clashes and civil unrests. This situation can be exemplified by Islamic Movement of Uzbekistan in the Namangan Province, established by Jumma Kasimov who aimed to overthrow the government of Islam Kasimov, supported by the Russian Federation. *On February 16, 1999 the Islamic Movement of Uzbekistan set off six car bombs in Uzbekistan's capital, Tashkent, in attempt to assassinate president Karimov. In August 1999, the Islamic Movement of Uzbekistan kidnapped four officials.* Moreover, Osama Bin Laden provided them with \$20 million, weapons and helicopters. Finally, the movement was defeated by the Russians and the Uzbek government forces in 2001 (Mannes, 2004, p.63). *The Islamic Party of Restoration in Tajikistan provided combat training camps for Tajiks, giving rise to the speculation that there may be plans for some type of Islamic Afghan-Tajik territorial union.* Moreover, it was impossible to share power between the heads of clans and former communist leaders which led to the civil war in 1992 (Haynes, 2014, p.159). Undoubtedly, CIS Muslim states accept the Russian supremacy due to their economic connections and a strong hand of Russia controlling the local governments and aiming to rebuild the Russian domination in the world (Nygren, 2007). However, local Muslim societies expect more cultural and religious freedom. Consequently, Shia and Sunni religious groups revive in the former Soviet republics and if not respect, the idea of Pan Islamism may lead to Huntington's hypothesis on the clash of civilizations (Huntington, 2007).

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The Transformation of the Egyptian Foreign Policy from Presidents Sadat to Mubarak in the shadow of the First Intifada

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Abstract

Egypt is called in Arabic: *Um al-Dunya* - meaning Mother of the World. The name has been used throughout the history regarding the country's achievements (Kotb, 2014). Its geographical position makes it considered as the Middle East country where the Sinai Peninsula takes about 6% of the country's territory. This sensitive to political changes area of Sinai Peninsula has been the Ace of Base in the negotiations between Israel, Egypt and Islamic Fundamental movements since the establishment of Israel state after the second world war.

It is also significant that the governmental elites of Egypt have been dominated by the Egyptian army since 1952, when the Free Officers Movement took control of the country and changed the status of monarchy to the republic (Botman, 1991, p. 155). Therefore, we may assume that the Egyptian foreign policy was based on the military power struggle especially regarding Israel's territory. However, two lost wars with Israel in June 1967 and October 1973 started changing the attitude of Egyptian political elites towards Israel. Accordingly, the dynamic political and social changes in the Middle East forced Egypt to change its policy and the county attempted to play a role of a mediator and to negotiate peace approach in the region.

Keywords: free officers' movement, July 23 Egyptian Revolution, First Intifada, Six Day War, Egyptian International Policy

1. INTRODUCTION

The aim of this article is to show the political and social transformation of the political elites in Egypt which took place in a decade from the 1980s to 1990s. The situation in the Middle East has always been complicated due to the religious issues, clans, social and political circles of influence, engagement of the West and the local leaders' decisions. Egypt has gone through a long way of socio-political changes from the last year of monarchy in 1952 to the republican state. However, as the independent republic, the country aspired to be the local leader, recognised as such in the Middle East countries. Therefore, Egypt built alliances with different Arab states. It might be assumed that it was believed in 1948, that destroying Israel was a way to strengthen the role of Egypt and its monarchy in the Middle East. This attitude might have been continued even when the country changed its political status from the monarchy to the republic.

The Six-Day War proved that the warfare politics did not work for the country's economy but it did not change the Egyptian policy at that moment. Then the 6th of October Yom Kippur War, also called the 10th of Ramadan War, being the total defeat of Egyptian forces, despite their surprise offensive against Israel, proved that the Egyptian confrontation politics was in vain. The political elites of Cairo realized that the negotiation peace process was

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needed in the Middle East. Hence, President Sadat was the first one who recognised the important role of Israel as a political partner in the Middle East politics.

2. The historical background of the First Palestinian Intifada

The First Palestinian Intifada or First Intifada (meaning in Arabic: uprising) was a result of riots caused by the Palestinians who did not want to accept the Israeli presence in the West Bank and Gaza Strip. Since, the beginning of Intifada, Palestinian youth asked their father why they did not face this conflict earlier. They considered the Israeli presence as the occupation of their territory and the political and religious issues made the conflict grow (Hunter, 1993, p. 73). The First Palestinian Intifada lasted from December 1987 to the Madrid Conference in 1991. *The Madrid Conference of October 1991 witnessed the rehabilitation of the Palestinians when the Palestinian Liberation Organisation agree to form joined Jordanian-Palestinian team to seek a negotiation settlement with Israel* (Skutsch, 2013, p. 122). However, the background of the First Intifada has to be analysed from the historical and social perspective of the region.

In 1967, there was a Six-Day War called in Hebrew: *Milhemet Sheshet Ha Yamim* and in Arabic: *an-Naksah* (Abuelaish, 2011, p. 53). Six-Day War was a short military campaign which lasted from 5th to 10th June 1967. It was a conflict between Israel and allied forces of Syria, Egypt and the Kingdom of Jordan. The Straits of Tiran was the source of the conflict. Israel had vessels' supplies through the Straits and Egypt blocked this route, despite earlier agreement with the United Nations on respecting the Israeli trade rights. When the Egyptians blocked the Straits of Tiran cutting the Israel from the Red Sea access, the Israeli Air forces attacked the Egyptian military airfields. This caused the counterstrike of the Egyptian forces. However, in the first phase of the battle the Israeli managed to ground the Egyptian air force. In the same time, the Israeli forces launched offensive against the Egyptian forces on the Sinai Peninsula and in the Gaza Strip. The military pact obliged Syria and Jordan to protect Egypt in case of war with Israel. However, the Israeli offensive was so efficient that there the war was over in six days and there was cease fire between the parties. It is also significant that the Israeli ground forces stopped 75 kilometres from Cairo, capital of Egypt and 30 kilometres from Damascus, capital of Syria. It was a spectacular victory and political success of the Israeli Prime Minister Moshe Dayan. Since the Six Day war, there was the Israeli presence in the West Bank, Gaza Strip and Eastern Jerusalem, which was not accepted by the Arab States and the Palestinians (Finkelstein, 2003).

Six Day War initiated the War of Attrition between Egypt and Israel. During this time, Egyptian government supported the Palestinian Liberation Organisation and other Palestinian left-wing terrorist organisations operating across all middle East and in the European countries. It was in the last years of presidency of Egyptian president Gamal Abdel Nasser (Baracksky, 2011). However, the initiative to create Palestinian Liberation Organisation was introduced by Egyptian President Gamal Abdel Nasser at the first Arab Summit in 1964. The aim of this organisation was to support the Palestinian people in the struggle for their rights (Milton-Edwards, 2008, p. 174). Nasser is criticized for allowing the Russian politics to penetrate the Middle East countries. The engagement of the Soviet Union in the Middle East politics caused that the Israel could never fully took control of the disruptive territories due to the threat of the Soviet intervention (Magill, 2014, p. 2696).

3. The next step to Intifada

The war of 6th October 1973 can be perceived as the next step towards the First Palestinian Intifada. It is called the Yom Kippur War in Hebrew, *meaning the Day of Atonement War* and Harb Uktobar in Arabic *meaning the October War* (Brecher & Geist, 1980). The military operation took place in the region of North and South districts of Israel.

The Arab coalition constituted from Egypt, Syria and Iraq attacked Israel on Yom Kippur Day – the Day of Atonement recognised as the most holy day in Judaism and celebrated for 25 hours on fasting, prayers and the service and the synagogue (Haitel, 2014, p. 173). The attack of the Arab allied forces coincided with the Muslim holy month of Ramadan (Higham & Parillo, 2013, p. 233). The Egyptian army crossed the ceasefire line and the Sues Channel and then they attempted to take over the Sinai Peninsula (Affairs Committee, 1973, p.109). In the same time, the Syrian forces crossed the ceasefire line on the North of Israel to take over the Golan Heights. At the same moment, the United States massively supported Israel and the Soviet Union strongly supplied the Arab allied forces, which might have led to the nuclear conflict between these super powers (Powaski, 1997).

The military operations were in Sinai area, Sues Channel and the Golan Heights monitored by Israel since the Six-Day War in 1967. Then Israel captured Sinai Peninsula and Gaza Strip from Egypt, East Jerusalem and the

Valley of Jordan River from the Jordanian Kingdom and Golan Heights from Syria. *In August 1967 Arab states adopted new policy "No peace with Israel until Palestinian rights are recognised"* (Ringer, 2006, p. 390).

Since the lost battle by Arab states in 1967, they continued to form allies against Israel and consequently decided to ambush Israel on the Yom Kippur Day (Romano, 2003, p. 46). The Syrians overestimated their military power. After three days of war, the Israeli forces pushed back the Syrian forces behind the ceasefire area and headed for Damascus. The counter-offensive of the Israel Defence Forces finished with the shelling of the outskirts of Damascus, after four days of this military operation. As Murray Williamson says: *the Syrian and Egyptian armies had suffered far heavier casualties in the fierce fighting of the Yom Kippur War* (Williamson, 2014, p. 58). This situation threatened the political position of Egyptian President Sadat who was afraid of losing his major ally. Therefore, he ordered the Egyptian forces to carry on the military operation to strengthen his position on the Sinai. However, the Israeli counterattack pushed them back and the Israeli army crossed the Suez Canal and started moving towards the city of Suez. After a week of heavy fights and casualties on both sides, the United Nations called for the ceasefire, which was fully executed on the 25th of October, when the Egyptian Third Army was encircled by the Israeli forces. Despite the lost battle, Sadat and his predecessor Nasser dreamed to "push Israel into the sea" and defeat them. His success at the early stage of the battle, kept the Egyptians believe that he fulfilled Nasser's promises (Zucker, 2017, p. 233).

4. Peace Negotiations between Egypt and Israel

17 December 1978 was one of the most significant dates in the Middle East history. This day, the Camp David Accords were signed by the leaders of Israel and Egypt to stabilize the political situation in the Middle East (Greenberg, 2000, p. 110). Israel was represented by Menachem Begin – Israeli Prime Minister. Egyptian government was represented by Anwar Sadat – Egyptian President. Camp David Accords were based on two framework agreements and all negotiations were led by American President Jimmy Carter (Quandt, 2011, p. 167-169). The first agreement called: *A Framework for Peace in the Middle East* talked about the Palestinian territories. There was some controversy regarding this part of agreement because it was signed without inviting the Palestinian leader. Consequently, this manner of solving the Palestinian problem was condemned by the United Nations. The second framework agreement called: *A Framework for the Conclusion of a Peace Treaty between Egypt and Israel* resulted in the Peace Treaty between Israel and Egypt in 1979 (Dinstein, 1996, p. 21), finishing the Yom Kippur War and releasing the tension in the Middle East. As the result of the Camp David Accords, Menachem Begin – Israeli Prime Minister and Anwar Sadat – Egyptian President were awarded the Peace Nobel Prize in 1978 (Gottfried, 2000, p. 38).

5. Assassination of Sadat

Nobel Peace Prize awarded to the Egyptian Prime Minister Anwar Sadat and the Israeli Prime Minister Menachem Begin in 1978, was not broadly accepted in the Arab world and the Egyptian society. This is reflected in the words of Wen-Chin Ouyang: *The dead give away is, of course, the carte blanche to the country give to the enemies*. The author paraphrases the Sadat's policy of opening the country to the foreign investments and not giving enough care to the state's treasures and maintaining their place in Egypt (Ouyang, 2012, p. 63). From the historical and social perspectives, it seems that the Camp David Accords strongly disappointed the Palestinian Liberation Organisation. They believed in crushing Israel and establishing their independent state. The Camp David Accords were perceived as a treachery of Sadat. *At a summit meeting in Baghdad November 2–5, 1978, the hard-line Arab countries charged Sadat with treason, then offered Egypt \$5 billion if Sadat would cut off negotiations with Israel* (CQ Press, 2005, p. 98). Finally, Arab leaders moved the headquarters of the Arab League out of Cairo to show their disapproval against Sadat's open policy (Lonely Planet Middle East, 2018). On the other hand, the Camp David Accords recognized the legitimate right of Palestinian people (Ismael, 1985, p. 138). The situation was not as peaceful within the Egyptian society as it might seem after signing the Camp David Accords. Some Islamic organisations called for changing the state's political system to the theocratic system and to overthrow the governing president. In March 1980, General Saad Eddine Shazli established the National Egyptian Front. The organisation was in opposition to the policy of Sadat and had officers in Syria, Libya, Algeria, Lebanon (Jongman, 1988, p. 531). It should be noted that General Shazli established the military operation of 6th October 1973 without the Soviet's support. He was disappointed with the Sadat's decision to stop the third Egyptian army fifteen kilometres away from the Suez Channel and the lost Yom Kippur war. He did not support Sadat's policy and it was mutual. This situation shows the political and religious clashes in Egypt when its government was entering the Western World arena of political international relations. These clashes led to the internal riots in Egypt and the assassination of Sadat in 1981. There are a few

extremist Islamic groups which can be credited for the assassination of the Egyptian president. However, *the Islamic Group by its own admission is a culprit* (Sullivan, 2008, p. 62).

6. Hosni Mubarak and The First Intifada

Muhammad Hosni El Sayed Mubarak as the former chief commander of the Egyptian Airforce, became the fourth Egyptian president after the assassination of President Anwar Sadat. *Mubarak was inaugurated as president and prime minister on 14 October 1981* (Turner, 2009, p. 442). He was the longest governing leader (1981-2011) after Muhammad Ali Pasha, who governed Egypt from 1805 to 1848. It is worth mentioning that Muhammad Ali Pasha marked the beginning of the state system and modernisation in Egypt (Middleton, 2015, p. 273). Muhammad Ali Pasha also developed the cult of Egyptian invincible army and military aristocracy. Therefore, Mubarak perfectly matched this ideology. He was forced to resign from the politics during the Egyptian Arab Spring in February 2011 (Joffe, 2013, p.52). However, Hosni Mubarak played a significant role in dissolving the Middle East conflicts and especially the First Intifada. He understood the tension in the Middle East and the intricacy of the situation. Mubarak words were: *What is taking place in the occupied territories – the West Bank and Gaza – is contagious* (Shama, 2013, p. 176)

Rosen says that the First Intifada *grew out of nearly twenty years of youth radicalism* in the Palestinian territory (Rosen, 2005, p. 115). The First Intifada broke out as the incidental occurrence, when the Israeli Defence Force truck crashed with the Palestinian civilian car. This road accident resulted in the death of four Palestinians including three refugees from the Jabaliya camp. However, the Palestinians treated this road accident as the deliberate action against their nation as the response to killing some Jews a few days earlier. Beverley Milton-Edwards and Stephen Farell describe this situation as follows: *On December 9 some of these workers from Gaza's Jabaliya Refugee Camp ended up in a fatal car crash when an Israeli driver struck their cars as they returned home from a day's work. The death would trigger the uprising. When their bodies were returned to Gaza, rumours and angry rhetoric swirled around their funerals. Protests broke out in the refugee camps* (Milton-Edwards & Farell, 2013). This road accident led to the Palestinian riots in the West Bank and Gaza Strip. Among the others, the Palestinians refused to pay taxes to Israel, work in the Israeli enterprises or drive car with the Israeli number plates (Deeb, 2013, p. 12). In the course of time the riots intensified and became the Palestinian uprising. The attacks on the Israeli Defence Forces resulted in the Israel's policy to deploy 80,000 soldiers to stop the riots and civil unrest. The First Intifada lasted 5 years 9 months and 5 days. During this time, there were 175 Israeli civilians killed and 102 Israeli soldiers. On the Palestinians side there were 1,603 casualties (Martin, 2011, p. 293).

7. CONCLUSION

The Role of Egypt in Peace Negotiations Between Israel and PLO

The peace talks between Israel and Egypt resulted in returning the Sinai Peninsula to Egypt. Failure of Egypt in the war against Israel proved that the negotiations and peace talks were needed in the Middle East and the hostile policy against Israel had to be changed. President Sadat realized that the Middle East situation can be stabilized if there is a line of cooperation and talks between the Arab states and Israel. We may presume that this approach was influenced by the lost war by Egypt, a threat of Israelian forces and humiliation of Egyptian army. Therefore, president's Sadat policy towards Israel had to change in the last possible moment to save human lives and bloodshed on both sides. The peace talks between Israel and Egypt were concluded by signing the agreement on ceasefire and recognition of Israel. Moreover, Israel withdraw its troops from the Sinai Peninsula (Notholt, 2009, p.4-15). The peace talks between Egypt and Israel are also associated with their mediation role to stabilize the situation between PLO and Israel. These talks were under the umbrella of United Nations, led by the former Egyptian foreign minister Boutros Bourtos-Ghali. He was an Egyptian Copt personally interested in stabilizing the situation in the Middle East. Boutros Ghali played not insignificant role in the Camp David Accord signed in September 1979. *As a Christian in an overwhelming Muslim society brought a unique vision of his role in Egyptian foreign policy.* He was also a strong supporter of the Egyptian sovereignty and cooperation with the Western World. Therefore, talking about the role of Egypt in the negotiation talks regarding the First Intifada, the role of Boutous Ghali cannot be forgotten (Tucker, 2009, p. 235).

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Personal Support Networks as Moderators in dyadic Employee-Supervisor Relationships

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Abstract

Health-promoting management behavior and the associated social support require professional and social competences of supervisors. The behavior of leaders has an impact on motivation, commitment as well as on the mental and physical health of their employees - and consequently on their ability to work and employability. Thus, from an entrepreneurial point of view, the skill of managers to provide adequate social support is an indispensable prerequisite for the economic success of the organization. The two-way relationship (dyad) between the leader and the led, as a reciprocal, dynamic negotiation process, is in the focus of this investigation. For this research in the field of social support, the functions and effects of personal, social support networks have been considered. The question arises, as to whether they can compensate or moderate inadequate social support from supervisors and its effects on the employee's state of health. From a differential view, social support networks can be understood as a matrix, providing the infrastructure for the production and distribution of a broad spectrum of social support benefits, which in turn represent the social resources of an employee - an important factor for her/his physical and mental health. Social resources in the form of social relationships and social interactions can help to cope with workloads and to better master challenges. In stressful situations, it is helpful to receive emotional or practical support from the support networks of the primary environment. The sample comprises of managers in middle management (N=132) from different German automotive suppliers. In the examination, the Survey of Perceived Supervisor Support (SPSS), the Short Form Health Survey (SF-36) and the Evaluation of Social Systems Scale (EVOS) has been used. It was postulated that the quality of social support networks (mirrored by the EVOS-dimensions "quality of relationships" and "self-efficacy") moderate the relationship between perceived supervisor support and employees self-rated health. Partly, significant correlations between perceived supervisor support and the self-rated health dimensions "emotional well-being", "energy/fatigue" and "role limitations due to personal or emotional problems" could be determined. It was also possible to gain the important insight that the networking of employees outside the official hierarchical structures plays an essential role in coping with stress.

Keywords: perceived supervisor support, self-rated health, social support networks

1. INTRODUCTION

In this work, the focus is on the social support provided by the supervisor. Inversely, in the case of a positive evaluation, the superior in a dyadic relationship receives an increased degree of loyalty from his employee, more commitment to the organization's goals and a greater willingness to take on duties and unpleasant tasks [1]. According to the relevant literature from support research and a veritable flood of research reports in this field, it is assumed in this paper that especially dyadic employee-supervisor relationships initiate a process of mutual investment in professional activity in which the development potential of interpersonal relationships is exploited. This results in a significantly higher team performance, which goes far beyond the basic performance and makes a decisive contribution to team success [2].

Whether employees cooperate and show the aforementioned loyalty depends largely on their leadership behavior and the quality of the provided social support, whether they function as a resource and whether they are perceived as such by employees. Thus, executives who perform little or no management duties, focus unilaterally on the achievement of goals rather than on the needs of employees, exercise strong control, withhold information or deal with destructively, represent less as a resource than a burden [3]. Studies confirm the link between social supervisor support and sick leave as well as early retirement [4]. In conclusion, supervisor support has a positive influence on stress perception [5], exhaustion [6], job satisfaction [7] and mental health [8] of the employees. If the led employee evaluates supervisor support as deficient, a need for help is perceived and she/he decides to ask others from support networks for help as part of a coping strategy [9].

After the model in this study, affected employees will first consult close persons in the work area or the organization and try to activate their knowledge, experience, advice, and assessments and possibly also their active support to solve their problem. If these efforts are not successful, for example, if the nature of the problems requires more specific knowledge, empathy, trust, etc. than is available in the primary social support networks, help is sought outside these boundaries. People in the primary support network are displaced by those who can provide more targeted support in problem situations. In a quasi-centrifugal movement out of the primary environment, people are contacted who are increasingly distant, less familiar or emotionally close. According to this view, professionals are the last link in a chain of help request activities, which is reached when the help request appears unsuccessful to both previous instances. Hence, in the course of the help search process, a successive expansion of the personal support network would take place due to increasingly specialized persons; at the same time, a decrease in the emotional closeness or familiarity with the network members would be expected. The question arises as to whether private support networks (primary and secondary environment) can compensate for deficient social support of the supervisor and its negative effects on the health status of employees. Against the background of this mechanism it is believed, the health benefits of the primary environment's support networks are higher, in the case of the emergence of a compensation.

Due to the emotional closeness and familiarity in the primary environment, not only the quality of the relationship was considered as a possible compensating (moderating) variable in the collection of the data, but also self-efficacy with the supporting network members.

In general, the localisation and precise classification of social support networks are difficult, as they can only be defined and located through the subjective perception of an individual. A recording of social networks through different structural characteristics (e.g. scope, frequency of contacts, density, distance, homogeneity, heterogeneity or social participation) [10], which is common in network research, was not possible due to the quantitative research approach. The model of hierarchical compensation suggested by CANTOR assumes the existence of different preference orders, which largely determine to whom a person would turn in the case of an urgent need for help or a problem [11]. In essence, this model states that preference for certain supporters depends primarily on the nature of the relationship, but is largely independent of the type of support provided. In general, relatives - especially partners and children - would be regarded as the most appropriate supporters in the individual value system, followed by extra-familial relationships such as friends and, most recently, formal organisations or professional supporters. Thus, in this study, the targeted selection of the support networks was based on the theoretical significance of CANTOR and was categorized in "(work) colleagues", "family" and "friends". The networks are precisely defined in the first paragraph and evaluated by the individual based on a questionnaire.

The hypotheses were tested by correlation analysis, a linear regression and a moderator analysis. The sample is adequate with N=132, but not representative. Greater test strength and results that are more valid could be achieved with a larger number of participants. It is also unclear whether the results in other industries and job-profiles are comparable to those obtained in this research.

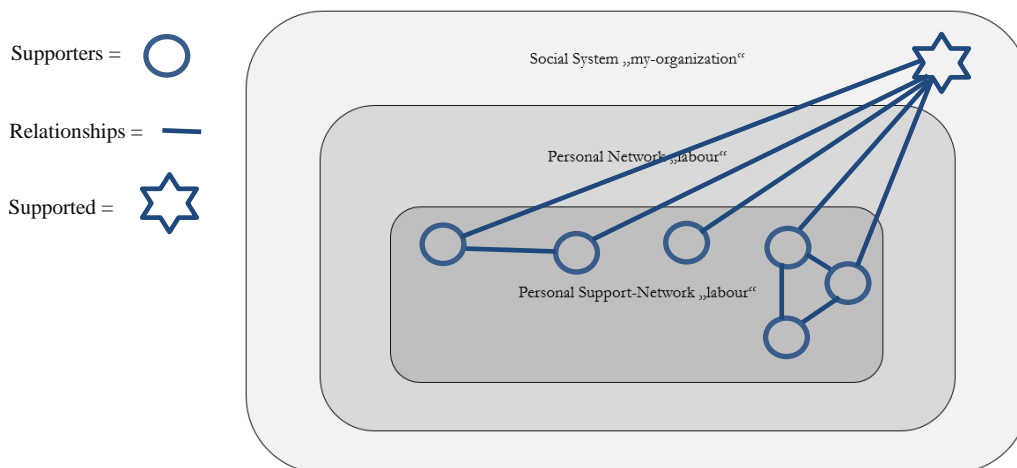
2. Social Support Networks

The According to JANSEN, social networks can generally be defined as a set of nodes "[...] connected by a set of relations." Actors, represented by nodes, are therefore connected by relationships (edges) between them. Edges represent the relationship of the nodes to each other. The relationship between two nodes can be, for example, a

personal knowledge, a kinship, a friendship or a formal relationship [12]. As already mentioned, a social network can be understood as a kind of matrix that is responsible for the distribution of social support. To an extent, social networks are structural prerequisites for receiving social support [13]. The characteristics of formal and informal networks are describing the involvement of an individual in structurally and content wise different network structures with different actors [14].

However, this equates the (general) concept of a network with functions of social relationships - in particular with social support in the sense of support resources and support networks. One variant of this form of use, which can also be problematized, assumes a theoretically and conceptually broader definition of the term as a personal or egocentric network but operationalizes it via the concept of social support. From an empirical point of view, this form of use leads to the same restriction as a functional definition of the term [15]. As can easily be seen, the definition of (personal) support networks is problematic. For this investigation, therefore, a separate derivation and definition of the term must take place. In this paper, a social support network is understood as a specific section and subset of the personal network (generally defined as the private web of social relationships), from which an individual has received one or more forms of social support - or, if their subjective assessment is taken as a basis - believes to receive it when needed. In general, according to RÖHRLE, in this context, one could also apply the terms of sectors or zones since support networks are normatively defined subunits of networks and/or personal networks [16]. There are two reasons for this differentiation: On the one hand, personal social networks contain not insignificant parts of “neutral” relationships, that do not provide any kind of support. It is also argued by LAIRAITER that a social network does not only consist of supporting individuals. If search strategies are used as a survey criterion, only about one-third to one-half of the members of a personal network is perceived as supportive or designated as such. Accordingly, personal networks include not only supportive but also indifferent, non-supporting, as well as stressful and conflictual relationships [17].

PETZOLD & MÄRTENS also concluded that personal networks should not be valued exclusively positive and as a component of personal resources. It should also be considered that social relationships and thus egocentric networks are multifunctional. This additionally prohibits equating them with a function (e.g. social support) [18]. Consequently, the term support network must be clearly distinguished from a general (personal) social network term in the further course of this work.



Source: Authors' own Construction.

Figure 1. Embedding a (possible) personal Support-Network in a social System using the Example of an Organization

The definition of support networks used for this research and their composition is extremely important, because the quantification of relevant investigation characteristics in the design of the questionnaire and its evaluation is aimed at ensuring the comparability of the data and making the statistical evaluation procedures accessible with regard to possible comparisons and dependencies. The classification and definition of the support networks for this study will be carried out below:

Colleagues are support sources with a high degree of availability for employees. The support benefits depend on the quality of the relationship in the individual case [19]. In a team, a department, etc. different characters meet, who have to work together daily. As a result, there are different relationships between individual colleagues or characters. HENDERSON & ARGYLE distinguish four different types of working relationships: (a) rather intimate, (b) positive but superficial, (c) indifferent (neutral) and (d) negative [20]. As already mentioned, due to the empirical research design and considering the higher sample size, not all network characteristics could be systematically and individually collected for each individual employee. The interviewees themselves determined how their colleagues or network members should be classified in the respective specified support network and regarding the quality of their relationships. We assume that colleagues who see themselves on a daily basis and also talk about private matters (and not just about professional matters) “know each other well” (network-density). This study focuses on the close and trusted relationships according to HENDERSON & ARGYLE since they are most relevant for the quality of a support network (measure of relationship strength). In the introduction (instruction) of the respective question battery, the strength of the relationship between the network members was explicitly asked. The instructions for the question battery support network “colleagues” are as follows:

“In the following, your work colleagues are in focus. If there are trusted people in your organization with whom you maintain a close, trusting relationship and receive social support through them, how would you rate the quality of this support network? Please answer the following questions.”

After relationships based on partnership, the *family* has the greatest supportive importance [21]. By their nature, family relationships are permanent, which is essential, both for the willingness to provide help and for their acceptance and success. Lack of reciprocity has less of an impact on the current relationship design, as it can be restored in the long term because there is a perception that some other person in the relationship system has already made comparable inputs for oneself in the past or one can expect it in the future if needed. After the partnership, parents and children occupy the most important position in this ranking, followed by siblings and finally other relatives. DIEWALD speaks of a “hierarchical structure concerning normative solidarity obligations.” [22] Overall, regular interactions and shared life experiences also shape the individual significance of individual kinships (also beyond the family’s core) and can further enhance the perceived quality of support. In this study, “family” is to be understood as the core that comprises a few selected relatives of both parents (bilaterally). The support network is part of the social system “entire family” and consists only of preferred relatives with whom the person actively maintains relationships, is in close contact and receives social support. Because a person's support network involves both, some family members of the mother and the father (patrilateral and matrilateral), not all members of the person’s support network are related to all others, but all are closely or remotely related to the person. For this investigation, it is irrelevant whether members of the person's support network live in different places, meet regularly, or whether the support network is composed of one or both lineage groups.¹ The question battery “family” was introduced as follows:

“Please think now of your close family circle and of those family members with whom you maintain close, trusting relationships and receive social support through them. How would you rate the quality of this support network? Please answer the following questions.”

According to DIEWALD, *friendships* are “[...] primarily important for sociability, for conveying recognition and appreciation, for acquiring new competencies and orientations, for conveying norms and information as well as for motivational support.” They are not as strongly characterized by rules and obligations as relationships within a family, but they are characterized by a freedom of design. This means that they must be maintained or renewed in a permanent process [23]. Friendships protect against the feeling of isolation [24], they strengthen self-esteem [25] and convey the feeling of being personally accepted [26], especially because friendships, unlike kinships, arise through free elections, and their very existence thus enables the individual to feel socially attractive [27]. On the one hand, friendships are much more sensitive to asymmetries in interactions (e.g. social recognition). Support from them is more strongly linked to the principle of reciprocity than from families. On the other hand, friends are more likely than relatives to contribute to life satisfaction. In addition, they have proven to be particularly important for emotional support and

¹ The lineage group consists only of the close blood relatives of the mother or the father and forms an effective social unit.

leisure activities. They are often consulted as trusted persons in life decisions. Accordingly, it was found empirically that friends are obviously preferred to relatives. And while the former tends to refer more to professionals, relatives seem to offer more lay solutions [28]. The instruction of the question battery "friends" within the questionnaire was initiated as follows:

"Now focus on your close friends with whom you maintain close, trusting contacts and receive social support through them. How would you rate the quality of this support network? Please answer the following questions."

3. Hypotheses

"There are significant correlations between the SF-36 (physical and mental health dimensions) and Perceived Supervisor Support."

"The personal support-networks a) "colleagues", b) "family and c) "friends" will moderate this relationship."

"The health-promoting effect of support networks from the primary environment can be rated higher than that of support networks in the secondary environment due to their emotional proximity to the network members."

4. Methods

A cross-sectional survey design has been used to determine the desired research results. The participants received no incentives. The sample comprises of managers in middle management (N=132) from different German automotive suppliers recruited online on XING-Network². The online survey has been conducted via the platform "SoScisurvey"³. The participants received no incentives.

To measure perceived supervisor support, the *SPSS scale* has been used [29]. The SPSS scale is based on the perceived organizational support survey by EISENBERGER, HUNTINGTON & HUTCHINSON [30] - with one difference - all items refer to the supervisor, not to the organization as a global entity. Given that the definitions of perceived organizational support and perceived supervisor support are practically identical in nature, their measurements have been adapted to accommodate these similarities. The SPSS consists of 16 items with a 7-point Likert scale anchored from "strongly disagree (1) to "strongly agree" (7). Example items include: "My supervisor really cares about my well-being." "My supervisor is willing to help me when I need a special favour." "My supervisor tries to make my job as interesting as possible." The items "If my supervisor could hire someone to replace me at a lower salary, he/she would do so." and "If given the opportunity, my supervisor would take advantage of me." must be reversed during summation of the total values. Higher scores indicate that participants perceived their supervisors to be more supportive. Cronbach's alpha in the present study was measured at .912.

The *EVOS scale* can be used to assess of relationship quality and collective efficacy in multi-person systems. The EVOS has two subscales, consisting of four and five items. There is also a final consensus item. Example of subscale "quality of relationship": „For me, the way we talk to each other, is...“. Examples of subscale "collective efficacy": "For me, the way we decide what needs to be done, is...". Members of the social system answer the questionnaire with help of a 4-point rating scale. The format is ranging from "very poor" (0) to "very good" (3). The answers of the consensus item „I think we will give similar answers to these questions" range from "strongly disagree" to "strongly agree". The consensus item is not an integral part of the scale and may be left out (as in this study). The answers to

² <https://www.xing.com/>

³ <https://www.soscisurvey.de/>

the items of the two subscales are added (without consensus item) to a total score [31]. Cronbach's alphas for the subscales in the present study were measured at .811 for quality of relationship, and .829 for collective efficacy.

The *SF-36 (v.1.0)* is a general health questionnaire that consists of 36 questions. It allows statements about the individual's state of health by means of 8 different dimensions. It makes statements about: a) general health perceptions - 5 questions, b) physical functioning - 10 questions, c) role limitations due to physical health problems - 4 questions, d) bodily pain - 2 questions, e) energy/fatigue - 4 questions, f) emotional well-being - 5 questions, g) role limitations due to personal or emotional problems - 3 questions, h) Social functioning - 2 questions. For the evaluation of the SF-36 Questionnaire v1.0, all answers are first recoded into predetermined points using a recoding table. The average score of all questions of the respective health dimension is then calculated so that 8 average scores are obtained for the 8 dimensions. These 8 scores describe the patient's state of health in their respective dimensions, which can be assessed using comparison tables. The possible score ranges from 0 to 100 points. 0 points represent the greatest possible restriction of health, while 100 points represent the absence of health restrictions [32]. In this study the internal consistency (Cronbach's α) for the scale physical functioning was .831, the role limitations due to physical health problems .814, the scale bodily pain .843, the scale general health perceptions .804, the scale energy/fatigue .817, the scale social functioning .867, the scale role limitations due to personal or emotional problems .910 and the scale mental well-being .881.

5. Results

It was necessary to exclude 3 individuals from the sample for not responding more than 50% of the SF-36 items, totalling 132 participants with data available for analysis. The age of the participants ranges from 20 to 59 years ($M = 37.12$, $SD = 13.34$). We found no normal distribution for the age of the interviewees, as the specified significance limit for this study falls far short of $p < .050$. 67 participants (50.76%) are male and 65 females (49,24%). Table 1 presents the results from the correlation analysis between perceived supervisor support and the eight SF-36 health dimensions.

Table 1. Pearson Correlation

MBI Burnout - Dimensions	Perc. Supervisor Support
physical functioning	.012
bodily pain	-.023
role limitations due to physical health problems	.034*
role limitations due to personal or emotional problems	-.234**
emotional well-being	.312**
social functioning	.101
energy/fatigue	.344**
general health perceptions	.074*

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

* Correlation is significant at the 0.05 level (2-tailed)

Since the correlation analysis shows no significant interactions worth mentioning in all SF-36 physical and mental health dimensions and perceived supervisor support, the first hypothesis is rejected. Accordingly, no correlation could be measured between the individual health dimensions of the SF-36 questionnaire (physical functioning, bodily pain, role limitations due to physical health problems, social functioning and general health perceptions) and perceived supervisor support. Significant correlations were found in the factors “role limitations due to personal or emotional problems”, “emotional well-being” and “energy/fatigue.”

Table 2 shows the results of the Pearson correlation between EVOS dimensions “quality of relation-ship”/“collective efficacy” and the eight SF-36 health dimensions for all participants.

Table 2. Pearson Correlation

MBI Burnout - Dimensions	Quality of Relationship "Colleagues"	Collective Efficacy "Colleagues"	Quality of Relationship "Family"	Collective Efficacy "Family"	Quality of Relationship "Friends"	Collective Efficacy "Friends"
physical functioning	.058	-.012	.056	.034	.011	.022
bodily pain	.011	.053*	-.013	.110*	-.027	.080
role limitations due to physical health problems	-.045	.045	-.049	.091*	.015	-.024
role limitations due to personal or emotional problems	-.310*	-.189*	-.216*	-.272**	-.124*	-.156*
emotional well-being	.332**	.328**	.220*	.189**	.199**	.189*
social functioning	-.027	.043	.102*	.067	-.021	.043
energy/fatigue	.324**	.302**	.156**	.201**	-.057	.110
general health perceptions	.121*	.081*	-.021	.114	.037	-.019

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

* Correlation is significant at the 0.05 level (2-tailed)

The hypothesis that the health-promoting effect of support networks from the primary environment can be rated higher than that of support networks in the secondary environment due to their emotional proximity to the network members was rejected. There are no significant correlations between SF-36 dimensions and the support networks "friends" and "family". There are only significant correlations with the support network "colleagues" from the secondary environment.

Next, a linear regression analysis was calculated for the three significant dimensions of self-rated health in Table 1 and "perceived supervisor support" as the constant.

Table 3. Regression Analysis - Model Summary

	R	R2	Adj. R	Std. Error of the Estimate
role limitations due to personal or emotional problems	.234 ^a	.055	.051	1.178
emotional well-being	.312 ^a	.097	.092	1.245
energy/fatigue	.344 ^a	.118	.112	1.341

a. Predictors: (Constant) Perceived Supervisor Support

According to the COHENS classification⁴, the determination coefficients "emotional well-being" and energy/fatigue" correspond to a medium effect. The determination coefficient "role limitations due to personal or emotional problems" corresponds to a weak effect [33].

A separate linear regression analysis was calculated for the three significant dimensions of self-rated health in Table 2 and the EVOS Subscales "quality of relationship" and "collective efficacy" for the three support-networks "colleagues", "family" and "friends". For reasons of space and clarity, Table 4 shows only the determination coefficients R² in the form of a matrix.

⁴ According to the author, there is a strong effect at R² ≥ .25, a medium effect at R² ≥ .09 and a weak effect at R² ≥ .01.

Table 4. Regression Analysis - R²-values

Outcome	Predictors	Quality of Relationship “Colleagues”	Collective Efficacy “Colleagues”	Quality of Relationship “Family”	Collective Efficacy “Family”	Quality of Relationship “Friends”	Collective Efficacy “Friends”
role limitations due to personal or emotional problems		.096	.036	.047	.074	.015	.024
emotional well-being		.110	.108	.048	.035	.040	.036
energy/fatigue		.105	.091	.024	.040	.003	.012

In the regression analysis (Table 4), a medium-strong effect was determined for the support network “colleagues” in its two EVOS dimensions “quality of relationship” and “collective efficacy” for the outcome variables “emotional well-being” and “energy/fatigue”. The same applies to the EVOS dimension “quality of relationship” for the outcome variable “role limitations due to personal or emotional problems”. For the EVOS dimensions of the other two support networks “family” and “friends”, only a weak effect could be determined for the outcome variables.

According to ANOVA, the regression of the models makes a statistically significant prediction (Sig. .000 ≤ .050). Finally, surprisingly no significant effects of the SF-36 dimensions were associated with gender. Emotional well-being was positively associated with job tenure (β=.192; p<.05).

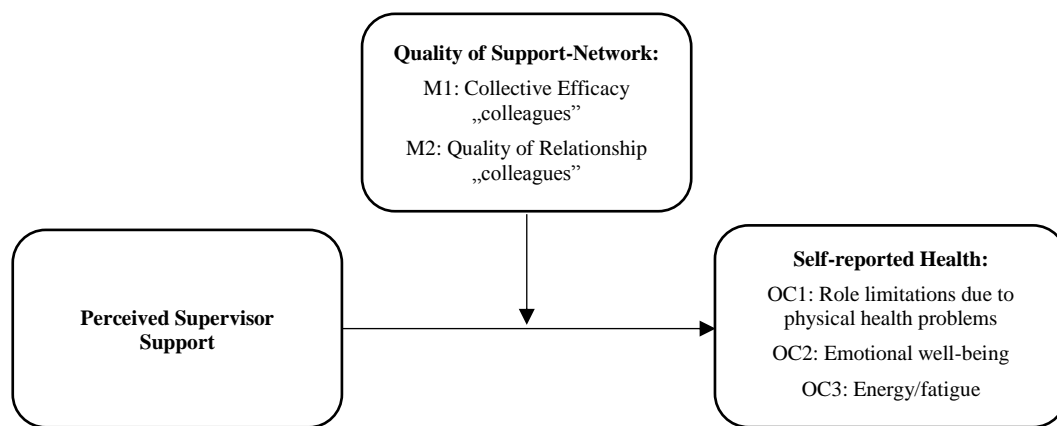


Fig. 1. Model of the Moderator Analysis. M=Moderator Variable, OC=Outcome Variable. Source: Authors’ own Construction.

The prerequisite for the moderator analysis, the normal distribution of the dependent variable and the moderator variable, is given. The previous correlation analysis in Table 1 shows, that perceived supervisory support has a significant influence in the SF-36 factors “role limitations due to personal or emotional problems”, “emotional well-being” and “energy/fatigue”. A moderator analysis should check the role of the Support Networks “quality of relationship “colleagues” and collective efficacy “colleagues” as a possible moderator between Perceived Supervisor Support and SF-36s’ significant three dimensions (Table 1). The reason for choosing Support Network “colleagues” is the R² ≥ .09 according to COHENS classification. All weak predictors have been dropped.

Table 5. Results of the Moderator Analysis

	Quality of Relationship “Colleagues”	Collective Efficacy “Colleagues”
Relationship: perceived supervisor support on role limitations due to personal or emotional problems	-.551/1,045 p<,037	-.341/1,645 p<,057
Relationship: Perceived supervisor support on emotional well-being	-1.359/-.459 p<,001	-1.211/-.261 p<,001
Relationship: perceived supervisor support on energy/fatigue	-1,113/-.879 p<,001	-1.659/-.255 p<,001

This indirect effect was tested for significance using the bootstrapping procedures outlined by Hayes (2018). Bootstrapping uses random sampling with replacement to increase accuracy in sampling estimates. The PROCESS macro, model 4, was used to test the model. This analysis used 5,000 bootstrap samples created from the original sample to estimate bias-corrected standard errors and 95% confidence intervals for the indirect effect of perceived supervisor support on health outcomes via support networks (Table 5). As described by HAYES indirect effects are considered significant at $p < .050$ if zero is not included in the 95% confidence interval [34]. The results in Table 5 show a moderating effect of the EVOS dimensions “quality of relationship” and “collective efficacy” of the support network “colleagues” on both SF-36 dimensions “emotional well-being” and “energy/fatigue”. Hypotheses 3 and 4 are rejected.

6. Discussion

The present study aimed at finding out in a first step, whether there are significant correlations between Perceived Supervisor Support and Self-rated psychological and physical health. The hypothesis that all eight dimensions of the SF-36 questionnaire correlate significantly with Perceived Supervisor Support had to be rejected. For better clarity and understanding, these eight subcategories could have been combined into a physical (PCS = physical component summary) and a mental (MCS = mental component summary) summation scale. However, this approach was deliberately omitted, since from the author's point of view “energy/fatigue” and “general health perceptions” as well as “social functioning” cannot be assigned one hundred percent to both sum scales, and thus there would be a danger of generating fewer meaningful mixed categories. As the results show, this distinction was rightly made, since the individual correlations “role limitations due to personal or emotional problems”, “emotional well-being” and “energy/fatigue” with the dependent variable “perceived supervisor support” are stronger than the respective correlations with the two mixed categories and thus details could be better worked out.

Following the ICD classification system⁵ and focusing on the research results for the diagnosis of burnout syndrome since the mid-1970s, then the most important validated test procedures show which symptoms are used to operationalise the burnout syndrome today. These symptoms have intersections with the three previously mentioned individual dimensions of SF-36. Maslach (1982) describes the burnout syndrome based on criteria, such as “emotional exhaustion” “depersonalization” and “professional efficacy”. Emotional exhaustion results from excessive emotional or physical effort (tension). It is the stress dimension of burnout syndrome. Those affected feel weak, powerless, tired and dull. They suffer from weakness of drive and are easily irritable [35]. A study by FRADELLOS, TZITZIKOS, GIANNOULI, ARGYROU, VASSILOUPOLOU & THEOFILOU confirms these connections: “The “emotional exhaustion” subscale of the Maslach Burnout Inventory (MBI) appears to be strongly and negatively correlated with the “Energy/Fatigue” ($R = -0.658, p=0.000$) and “Emotional Well-Being” ($R=-0.675, p=0.000$).” With the reaction of the depersonalization, the concerned individual establishes a distance between himself and his clients (patients, pupils, persons in need of care, customers, etc.). This manifests itself in an increasing indifference and sometimes cynical attitude towards them. The work becomes an impersonal routine. Again, FRADELLOS, TZITZIKOS, GIANNOULI, ARGYROU, VASSILOUPOLOU & THEOFILOU found a correlation between the subscale of the MBI dimension “depersonalization” with “emotional well-being” ($R=-0.543, p=0.000$) and “energy/fatigue” ($R= -0.462, p=0.000$) [36].

⁵ The ICD is the global health information standard for mortality and morbidity statistics.

It becomes clear that the SF-36 dimensions “emotional well-being” and “energy/fatigue” reflect this burnout (stress) dimension (partially) and are also predicted by Perceived Supervisor Support (Table 3). This makes it clear how strongly professional life is shaped by the demands employees are faced with on a daily basis and which are of importance to them - demands made on employees from outside or which they make on themselves. As long as employees judge their external and personal resources to be sufficient for meeting these requirements, they perceive them positively as challenges. If they judge their resources (including the support of superiors) to be insufficient to cope satisfactorily with the requirements, stress arises. In this study, everything indicates that mental health was initially affected by stress caused by poor support from the supervisor, which could lead to burnout symptoms. “role limitations due to personal or emotional problems” is another value that correlates significantly with “perceived supervisor support” (Table 1). This factor of SF-36 indicates the extent to which emotional problems affect work or other daily activities. It is only a weakly correlating value. While the regression analysis shows, that “perceived supervisor support” is a significant predictor of “role limitations due to personal or emotional problems”, the strength of the regression coefficient is weak ($R^2=.055$, $p=0.01$). The results underline the importance for social support as a relief and protection factor with direct effect (main-effect hypothesis) on the stress perception of employees. Basically, this finding is not a novelty, because assumptions on the effect of social support are typically closely linked to models of stress development and stress management. The evaluation of a situation as acceptable, irrelevant or potentially negative depends on the individually available resistance resources, which include the available social resources. In addition, the mobilization of social support is also part of the adaptive stress management strategies [37].

In a further step it was examined, whether the quality of social support networks - both in “personal” spheres (family & friends) and in “organisational” spheres (colleagues) - influences the relationship between “perceived supervisor support” and the SF-36 dimensions “emotional well-being”, “energy/fatigue” and “role limitations due to personal or emotional problems”. At this point, it is interesting to note that the EVOS subscales “quality of relationship colleagues” and “collective efficacy colleagues” has the strongest and significant correlations and proved to be significant predictors, with the SF-36 dimensions “emotional well-being” and “energy/fatigue”. This suggests that preferably colleagues have an influence on the mental health of an employee. In *this context, the emotional closeness* to the respective supporter⁶ or to the members of the support network may play a less important role than the same understanding of the supporter for the deficient work situation.

The results of the moderator analysis show that poor supervisor support can be better handled, to some extent, by employees, if they develop or maintain good quality work relationships and a sense of cohesion. A community that holds together and maintains a trusting team climate, thus can (partially) compensate this leader deficit. The same is for the team efficiency: Effective teams are convinced that they will succeed. This, in turn, motivates them to work harder. Small successes increase self-confidence and motivate the team to improve their technical and interpersonal skills through training. The higher these skills become, the greater the self-confidence and the ability to confirm the trust. If this condition is prevalent in the group, the team is able to compensate for poor supervisory support (for a limited time). For executives, therefore, team efficacy should be seen as an important factor that has to be changed for the better [38].

7. CONCLUSION

A supervisor cannot always prevent stressful phases. However, he can prevent stressful situations by increasing self-efficacy and team (relationship) quality. The more the individual team members are aware of their self-efficacy, the more the group benefits - and the team can function well even in stressful times where the supervisor is limited or unavailable. Executives are therefore obliged to support team members identifying their responsibilities in day-to-day business and to increase their self-confidence in order to be more optimistic and self-confident in their future tasks and challenges. It is necessary that employees' achievements, as well as learning experiences, are reflected and tools for influencing the environment as well as the distancing are made tangible. In the context of team development processes, the effects of action and behaviour on colleagues can be identified to create an improved team climate [39].

Another goal of supervisors is the continuous improvement of the cohesion and relationship quality within their team. Communication should be meaningful and demanding. This aim includes the necessity that team members trust each other enough to exchange suggestions and to express ideas on their own. Strong communication within the team is a

⁶ It cannot be assumed that every collegial relationship is a close friendship at the same time.

prerequisite, without it, the potential a team could achieve under other circumstances would suffer. Not only the potential, but as this study shows, also employee's health is suffering from a lack of relationship quality among colleagues. Even if this is not necessarily the focus of teambuilding measures: Emotions are of great importance for the development of mental strength and interpersonal relationships - and thus for the health of the company's social capital. Hence, supervisors should invest more time in expanding their (emotional) support skills in promoting the emotional attachment among teammates, enhancing climate and cohesion among their subordinates.

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Project Management Supporting Lean Development for Enabling Decreasing Development Lead Times in the Commercial Aircraft Manufacturing Industry

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Abstract

Even before the Covid 19 crisis development lead times in the aviation industry were stressed by challenging project schedules. Aviation manufacturing is widely (especially in the field of widebody planes) considered as duopoly between Airbus and Boeing, nevertheless competition is high. In order to enable short entry into market times of new products or product changes the systematic of concurrent engineering is used. Concurrent engineering is focusing on speeding up development by working on several development tasks in parallel instead of sequential. In this paper the method of concurrent engineering is reviewed and specific project management tasks are outlined.

Keywords: Aviation industry, Concurrent Engineering, Product Development, Project Management, Lean Development

1. INTRODUCTION

The commercial aviation industry has experienced a very volatile business development over the past three decades. Between 1991 and 2002, air traffic increased by 60% in passenger numbers (Hooke 2006, 6), but the attacks of September 11 and the negative economic development of the financial crisis brought economic downturns (Thisdell 2011, 30). Nowadays Corona and measures taken (especially travel bans) are impacting airlines and therefore the whole industry once again. As it can be seen in figure 1 seat capacity was reduced and especially Europe is far away from recovery. In the long term this crisis can also be seen in the forecasted delivery scenarios for 2019 to 2030 (figure 2).

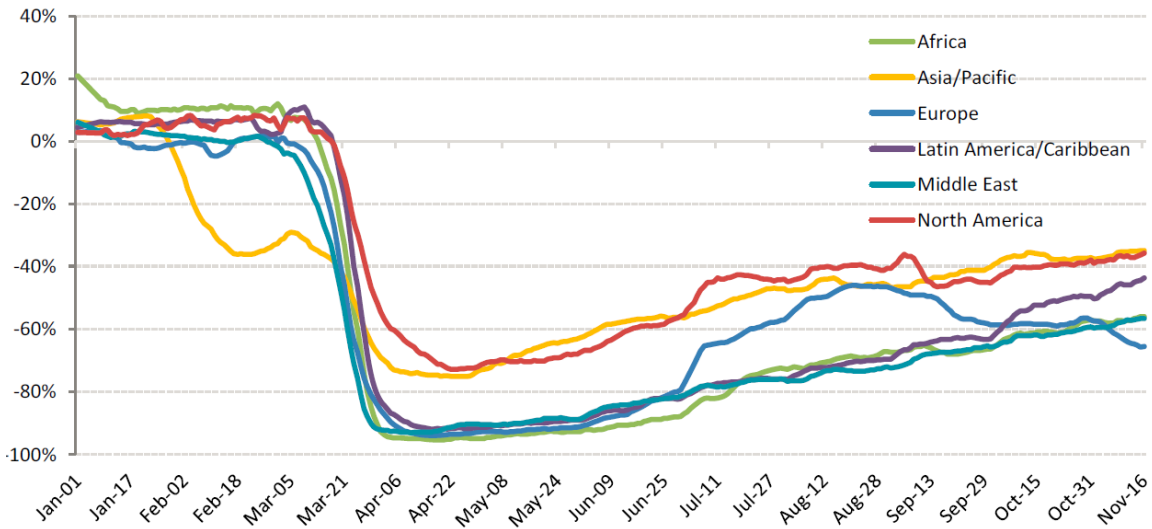


Fig. 1. Comparison of total seat capacity by region (7 - day average, YoY compared to 2019)¹

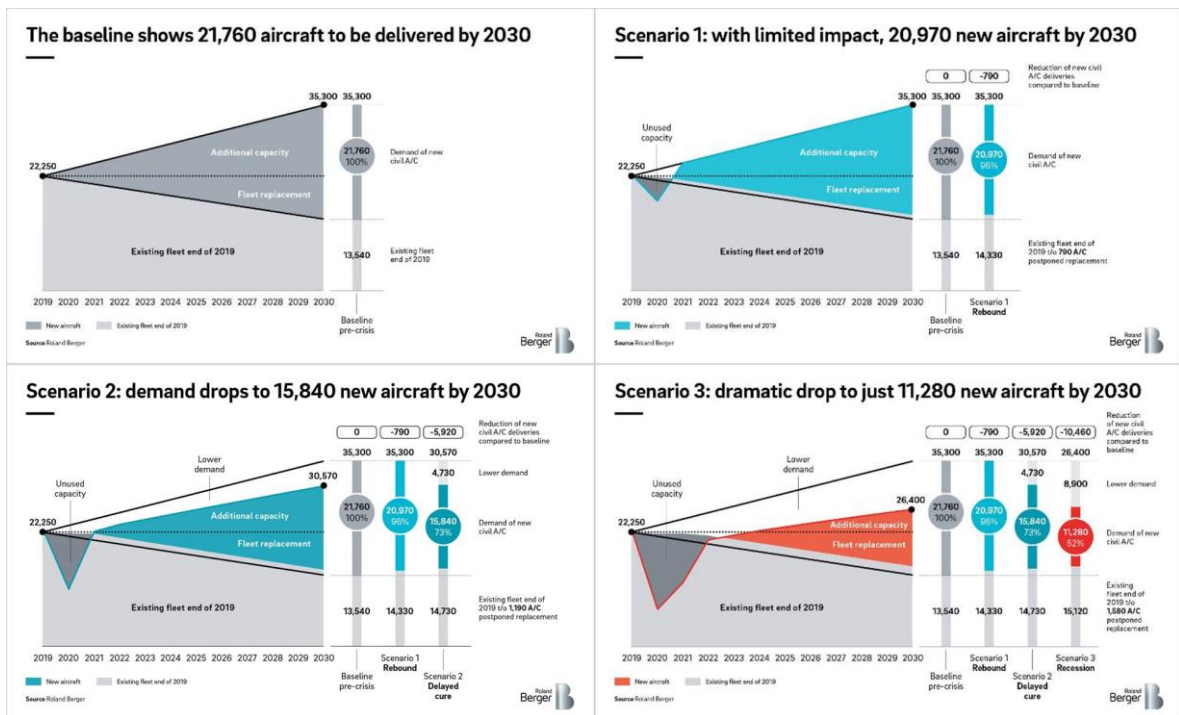


Fig. 2. Passenger seat reduction YoY compared to 2019²

¹ cf. ICAO (2020) [online]

² cf. Roland Berger (2020) [online]

In addition to these declines in sales, the airlines are facing constantly rising kerosene costs and additional charges (e.g. emissions-related taxes)³. As a result, airlines are making efforts to increase productivity in order to keep the ratio between expenditures and revenues more or less stable⁴.

Even though Covid 19 and the related economic crisis impacted the industry in an outstanding manner, the need for new airplanes (and especially eco-friendly aviation technologies) is still immanent. A study conducted by Roland Berger (see figure 3) shows opportunities in the development of new (more sustainable planes). Therefore, development is key in aviation manufacturing and the need for lean processes and development steps is given.

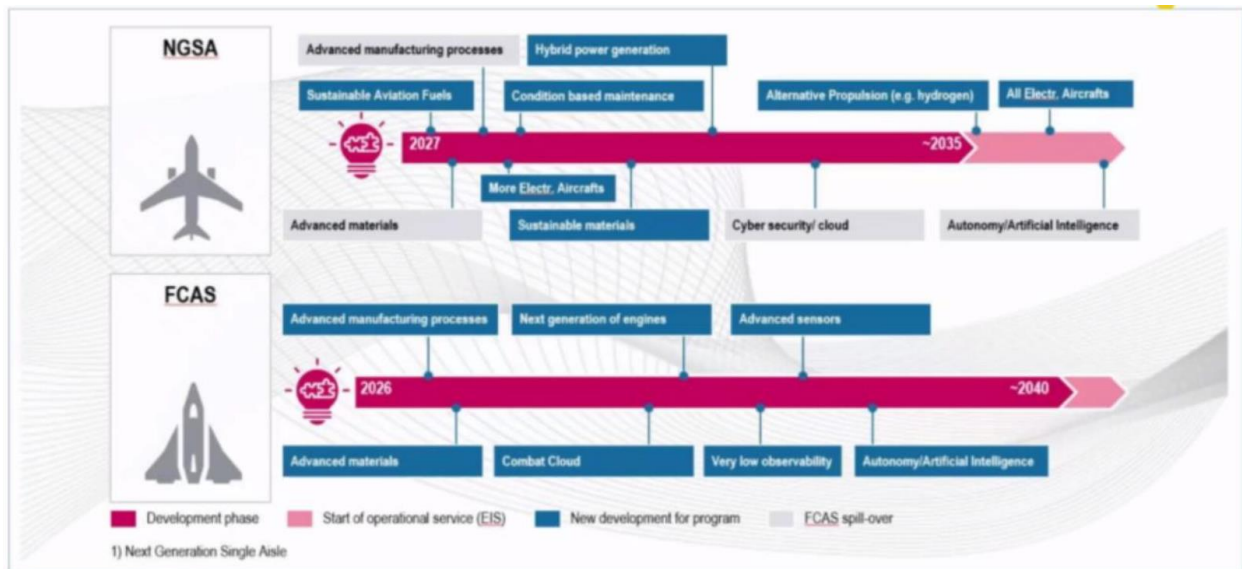


Fig. 3. Opportunities in aerospace industry and timeline⁵

1.1. Structure

In this paper methods of lean development within the aviation industry are review. Thereof following topics are tackled:

- Concurrent engineering
- Project management
- Review and summary

1.2. Data sources

Data is taken from available white papers provided by consultant agencies.

2. Lean development methods

In order to keep the lead time between the start of development and the actual market launch (time to market) of products low, companies are faced with the challenge of finding new ways to organize development processes⁶. A further very important influencing factor besides the time pressure in the development task as such is, that the

³ cf. Tatje (2011) [online]

⁴ cf. Hooke (2006), p 17

⁵ cf. Roland Berger (2020) [online]

⁶ cf. Bradley (1995), p 35

corresponding production facilities or needed tooling should be available promptly with the actual product development in order to be able to guarantee an on-time production start⁷. Despite the time pressure, attention must be paid to an error-free development, since at the time of the development of a product and the associated production facilities, the financial expenditure for eliminating an error is lowest. Furthermore, a significant influence on the result or the product is no longer possible after this process step.⁸

2.1. *Difference sequential approach / concurrent engineering*

Traditional (sequential) developmental processes structure one stage of development after the other. The sequencing is done according to the maturity of the respective process step. Interfaces between the individual sequences are only found at the beginning or end of the sections. In contrast to this, concurrent engineering pursues the simultaneous processing of many linked processes. A graphical representation is given afterwards. It is a target-oriented, interdisciplinary, parallel cooperation within the scope of product, manufacturing and procurement development.⁹ Concurrent engineering processes overlap each other. This means that the information transferred from the preceding to the linked subsequent step (downstream) is subject to a degree of uncertainty with regard to the degree of completion. The downstream process or the employees involved in it check this data, develop concepts from it (or elaborate existing concepts in more detail) and report any concerns to the responsible departments of the preceding step (upstream).¹⁰ Therefore, the overall structure of the team working on the task must be multifunctional so that as many aspects as possible can be considered simultaneously. Furthermore, parallel processing of the individual tasks in the development process requires a strong networking of the employees. This can be achieved by coordination in regular meetings.¹¹

The methodology aims at the realization of three essential goals¹²:

- Saving time in product development and creation of production facilities
- Cost reduction in the development process
- Quality improvement in relation to the customer's presentation

According to Tomiyama¹³, the advantages are as follows

- Significant increase in productivity, taking into account lead time and design output
- Increase in customer satisfaction
- Reduction of the throughput time
- Possibility to reduce development costs

⁷ cf. Ranky (1994), p 1

⁸ cf. Prengemann (1995), p 60

⁹ cf. Ehrlenspiel (2007), p 45

¹⁰ cf. Mitchell (2007), p 375

¹¹ cf. Bhuiyan (2006), p 39

¹² cf. Ehrlenspiel (2007), p 45

¹³ cf. Tomiyama (1998), p 178

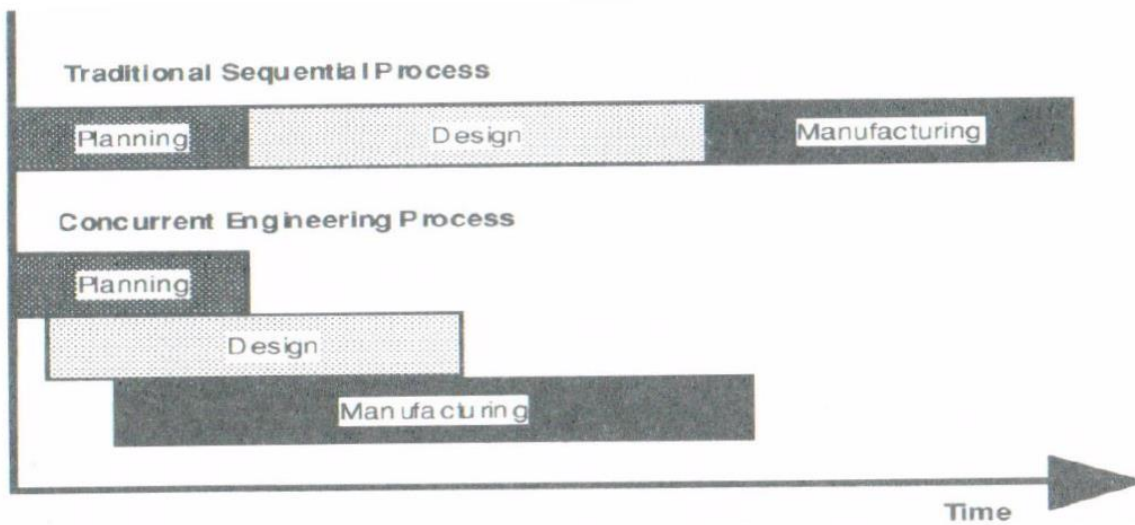


Figure 4: Traditional and concurrent engineering processes for product development¹⁴

2.2. Procedures / Requirements

As already mentioned, concurrent engineering relies heavily on parallelizing the individual processes. However, standardization measures are also decisive for the successful implementation of concurrent engineering. The third essential success factor is the integration of processes.¹⁵

In the following points the factors mentioned are described in more detail.

- Parallelism

Within the scope of parallelization, different activities that would be processed in sequential sequences are processed almost simultaneously.¹⁶ In figure 3 this situation is shown graphically.

- Standardization

In order to minimize the need for coordination among the teams, a standardization of components is necessary. Standardizations can be created in the area of product structure (functional structure, creation of standardized systems), in the development process flow or in the organizational structure.¹⁷

- Integration of processes

The aim is to link all the sub-activities as closely as possible with regard to the overall result to be achieved. Possible levels of integration are individual product components (integration via standardized interfaces), the various functional areas (promotion of interdisciplinary cooperation) and the data basis (provision and retrieval of data by the employees involved).¹⁸

- Acceleration of the work¹⁹

Ehrlenspiel recommends to do it without a too detailed meeting documentation in order to gain development time. In addition, efficient IT tools (CAD interfaces among development partners or databases) can help to avoid long searches or working with outdated data.

- Project organization

It is advisable to establish a project team to work on a concurrent engineering task. The employees involved are to be released from their function in the line during this time. In addition to a motivating project manager, it also requires

¹⁴ Tomiyama (1998), p 178

¹⁵ Ernst (2003), p 5

¹⁶ Tomiyama (1998), p 179

¹⁷ Ehrlenspiel (2007), p 45

¹⁸ Lettice (1998), p 193

¹⁹ Ehrlenspiel (2007), p 45

the will of the project team members to reach the necessary milestones on schedule. Otherwise, there is a risk of delaying subsequent activities²⁰.

2.3. Organizational requirements

An essential prerequisite for a successful establishment is the support of this methodology by top management. For decision-makers, this is linked to the fact that decision-making power must be transferred away from the company's disciplinary hierarchies to the respective teams. It should be noted that this development must also be supported by the line managers.²¹ Furthermore, concurrent engineering requires an early definition of the individual responsibilities in the team. This ensures that each group member works on his or her defined task in a goal-oriented manner right from the start. In order to enable a focused approach, the goals and milestones must be known to every employee involved at the start of the project.²²

Prasad²³ defines communication as an essential cornerstone for the success of concurrent engineering in business applications. This results in the necessity of a regular status comparison among the individual members. Furthermore, empirical studies support this statement of Prasad. Especially an early involvement of all partners can prevent time-consuming change work in the further course of the project.²⁴

Key success factors for teams working in concurrent engineering surroundings can be defined as follows²⁵:

- Demand / promote interdisciplinary cooperation
- Early integration of necessary departments
- Project plan and specification sheet
- Supplier Integration
- Information and communication structure
- Clear definition of objectives (specification sheet / requirements specification / project order)
- Define / know standards
- Meeting discipline (participation / contents / preparation)
- Schedule with milestone planning
- Define project roles
- Avoidance of media breaks / IT systems, e.g.:
 - CAD
 - ERP
 - PLM
 - Sharepoint

To sum it up, the following advantages and disadvantages are identified²⁶:

Advantages:

- Faster and more flexible project implementation
- Better cross-departmental collaboration.
- Better quality of results

²⁰ cf. Ehrlenspiel (2007), p 45

²¹ cf. Armstrong (1999), p 30

²² cf. Bhuiyan (2006), p 42

²³ cf. Prasad (1996), p 218

²⁴ cf. Mitchell (2007), p 385

²⁵ cf. Ehrlenspiel (2007), p 45

²⁶ cf. Seibert (2006), p 115

Disadvantages:

- Subsequent changes increase the cumulative effort.
- Simultaneous processing of several projects as a coordination challenge
- High qualification requirements for the project manager
- Elite thinking / Exceeding competence results in defensive attitudes
- Information flow must be lived very strictly

2.4. Concurrent Engineering in Aerospace

Concurrent engineering was implemented in the aviation industry in the 1980s. Numerous US companies took the lead in this field. The reason for the introduction of such strategies was the US defense budget, which was cut sharply for the first time in history and which also affected the Air Force and thus its suppliers. A well-known example of equipment developed using this principle is the Lockheed Martin *F22 "Raptor"*. Due to the savings potential that resulted from this approach, concurrent engineering was also increasingly used in the development of the European model *European Fighter Aircraft* (today: *Eurofighter Typhoon*) and in civil models such as the regional liner *Bombardier Dash 8*.²⁷

The decisive role of concurrent engineering in this industry is shown by the fact that large institutions and companies (e.g. DLR) have established their own centers to support a streamlined process. In these centers, especially in the early project phases, coordination takes place for joint concept development. For this purpose, experts from all the required specialist areas meet for interdisciplinary discussions and information exchange.²⁸

3. Project management

Since the early 1990s, Management by Projects has been considered as a possibility for the reorganization of companies. Project management contributes significantly to the change of organizational and operational processes in a company. Project organizations require new ways of thinking of the involved employees and their superiors.²⁹ With the realization that this type of organization contributes significantly to the increase of efficiency and the probability of survival of companies, the use of this structuring increased. The implementation of project structures means for the company that temporary organizations are formed within the company. An increase of project organizations within the company also means that the integration of external partners is easier due to the already flexible structures³⁰. The following overall organizational goals can be achieved more easily with such structures than in rigid organizations:

- The flexibility of the company can be increased by using temporary project teams.³¹

- Management responsibility can be delegated to project or program groups.³²

The clearly defined goal enables the project team to work more focused.³³

- Specialist groups or departments can be more closely linked if the members of the project team come from different areas of the company. This enables a more direct and faster communication within the company.³⁴

3.1. Requirements for project management

Essential for a successful application of this approach is that the organization adapts in the sense of an organizational fit. This adaptation needs three essential levels³⁵:

- Strategy (e.g. flexible action)

²⁷ cf. Armstrong (1999), p 28

²⁸ cf. Braukhane (2011) [online]

²⁹ cf. Martinsuo et al. (2006), p 87

³⁰ cf. Gareis (2006), p 44

³¹ cf. Gareis (2006), 45

³² cf. Martinsuo et al. (2006), p 88

³³ cf. Gareis (2006), p 45

³⁴ cf. Martinsuo et al. (2006), p 88

³⁵ cf. Gareis (2006), p 45

- Structures (e.g. constant change possible)
- Culture (e.g. no departmental thinking)

In addition to granting flexible structures, the strategy must also be adapted. This means that the orders to be completed have a unique character. Furthermore, the scope of services to be performed within the scope of this project is to be considered medium to large, the same applies for the duration of the project.³⁶

Structural and process organization in project teams

Structural and process organization in projects differ significantly from those in rigid organizational forms.

Organizational structure: Project structures have flat hierarchies. By reducing or deliberately avoiding hierarchical barriers, the flow of communication between the individual project members is promoted. The project team or its members are removed from the matrix organization for the duration of their project work.³⁷

Process organization: A project-oriented company differs from rigidly organized companies in the following points:

- Existence of project management
- Establishment of program management as an umbrella organization
- Assurance of management quality in projects and programs
- Coordination of the project portfolio
- Project Networks
- Personnel management according to the requirements of a project-organized structure

A typical project process starts with the commissioning and ends with the project acceptance. Both are carried out by the client. This can be external or internal to the company. The latter is especially the case when the program management (if available in the company) is commissioned.³⁸

3.2. Advantages of project management for directly involved persons

From the point of view of the stakeholders involved, there are several advantages in using clearly structured project management organizations.

When viewed from the perspective of the company management, there is the possibility to achieve an improvement of the project result and thus the project success. Furthermore, in some cases there is the chance to reproduce individual projects or their approach.³⁹ This makes it possible to increase the transparency of project execution. Since project management also includes a defined information and communication structure, the management is informed early on of difficulties in the course of the project, which leads to a reduction of project risks. Furthermore, the management is relieved by delegating the tasks to the respective project manager.⁴⁰

For the person responsible for the task (in this case the project manager), the advantages of a binding target planning and a higher target orientation resulting from it arise. Furthermore, the project manager receives methodical support through the use of various tools known from project management theory. By using these tools and procedures a more efficient project controlling is possible.⁴¹

The employees directly involved in the project benefit from the use of project management approaches, as their tasks, responsibilities and competencies are clearly defined in the project. This is done by clearly assigning the tasks to the person responsible for each project. In addition, the task is clearly defined as a whole and therefore a goal-oriented approach is possible. Through project management, internal barriers to communication and cooperation are broken down.⁴²

³⁶ cf. Schaden (2008), p 74

³⁷ cf. Gareis (2006), p 47

³⁸ cf. Gareis (2006), p 49

³⁹ cf. Wintzen (2012) [online]

⁴⁰ cf. Kannheiser (1997), p 49

⁴¹ cf. Gareis (2006), p 42

⁴² cf. Kannheiser (1997), p 49

3.3. Project management processes

Schaden⁴³ names several essential project management processes. These include the activities of project start, project coordination and project controlling.

- Project launch

A project start that is initially disconnected from the content processing is necessary, as it allows for appropriate organization and planning. In addition, unrealistic goals and non-binding plans for processing can be avoided. In the course of the project start, it is recommended to organize a kick-off meeting to present the goals and characteristics of the project.⁴⁴

- Project Coordination

The coordination of the projects includes the distribution of relevant information among the stakeholders. This task begins with the commissioning and ends with the completion of the project. (Schaden 2008, 11)

- Project Controlling

Project controlling means monitoring the hard and soft facts of projects. In specific terms, target/actual comparisons are to be carried out and the status of the individual work packages is to be checked. In case of recognizable deviations these are to be analyzed.⁴⁵

4. Review and summary

From the authors' point of view, concurrent engineering requires a fully functioning project management. Parallelization and the resulting higher density of information between teams require central control. In addition, an overview of project content and project progress must be guaranteed at all times.

An essential point that was not analyzed in the context of this paper is the use of digital tools. Here, the authors believe that it is quite possible that there may be advantages in collaboration between teams. It also seems to make sense to examine to what extent project management can be done digitally.

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⁴³ cf. Schaden (2010), p 17

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The Employees' Perceptions on Internal Auditors within an Organisation in South Africa

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Abstract

The introduction of the Public Financial Management Act (PFMA) Act of 1999 in 2000, made the internal audit functions an integral part of financial management in the public sector, with a focus on good governance and accountability. Since inception of Internal Audit Functions there have been varying perceptions and views on Internal Auditing by stakeholders in various financial and management sectors in organizations. Despite the above assertions, internal auditors in the South African sector may be falling short - thereby failing to fully meet the expectations of their stakeholders - and create an expectation gap. Therefore, this study sought to investigate the Perceptions of employees on Internal Auditing at University of KwaZulu-Natal (UKZN). All the Employees of the UKZN were part of the study. A total of 56 took part in the study. The results of this show that majority of the responses perceived internal audit as a value adding business partners (91%), the responses indicate that above 74% do not perceive internal auditors as watchdogs in the organisations. The responses also indicate that 84% pointed out that the internal audit unit provides value able advice to other department within the organisation. Based on the results of this study it can be concluded that the employees or so called internal audit customers perceive the internal audit activity to add value to its operational functions and perceive internal auditors as business partners.

Keywords: Internal audit, employees, perceptions, customer service, operational function

1. INTRODUCTION

In a university institution, internal audit plays a leading and crucial role in working with management, administrators and the board of directors to establish stronger corporate governance and internal controls. This ensures that the many resulting benefits, in terms of cost efficiencies and organisational performance, are achieved. Gendrom and Bedard (2004:153) highlight the internal audit as a key accountability instrument, playing a crucial role in the financial management and control environments of public financial management and good governance which originates in the Constitution of the Republic of South Africa, 1996 Chapter 13. Therefore, in discharging their constitutional mandate, internal auditors interact with several stakeholders who have various perceptions on the role of an internal audit in an organisation. This is the premise that this research focuses on.

As internal auditing is in its infancy stages, many institutions or businesses are streamlining business activities to remain sustainable in the competitive economic environment. As a result, this has left employees performing the tasks of two or more employees. Internal auditors are now the reviewers of employees work performance. This has created an environment where internal auditors are perceived as the watchdogs of companies' policies, processes and procedures. The study clearly unearthed the advisory capacity internal auditors' render to management. The

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employees will also benefit from this study, as the study clearly indicates that internal auditors assist them to function effectively and efficiently as they render their services.

Yee, Sujan, James & Leung (2008), in which most mid – level managers’ perceived internal auditors as watchdogs. Chambers (2012) states that some of the myths are that while internal auditors are accountants by training, they tend to be “nit pickers” and fault finders. There exist numerous misconceptions and negative perceptions about internal audits and auditors. These are caused by several factors such as fear or loss of jobs, lack of knowledge about the functions of an auditor and the audit process, and the fear of the unknown. Some negative perceptions are also caused by people who are after personal gain from company resources. They feel an audit will uncover their secrets.

2. Literature review

Several organisations in both public and private sectors are vulnerable to failures due to poor performance internationally and in South Africa. This has resulted in an increased need for regulation and guidance in the internal and external environment of business (Verschoor 2002:4), particularly to accountability, transparency, governance, and performance. As a result this escalated pressure for guidance and regulation as promulgated in the South African Companies Act 71 of 2008, the King Report on Corporate Governance for South Africa 2009 (King III Report) and in the United States of America the Sarbanes-Oxley Act of 2002.

2.1 Internal Auditing

The Institute of Internal Auditors (2012) defines internal auditing as “an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.” In this light, it can be argued that internal auditing is a fundamental process that systematically analyses, assesses and evaluates the internal control processes of organisations that are aimed at improving the effectiveness and efficiency of an organisation’s performance.

2.2 The Role of Internal Auditing

The Institute of Internal Auditors (2012) define internal auditing as “an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.”

The internal audit department must evaluate weaknesses as well as strengths of an organisation’s internal control, in view of its organisational culture, governance and related opportunities as well as threats for improvement which may influence whether the organisation is efficient and effective in accomplishing its goals and objectives. The review evaluates whether risk management detects risks as well as implements adequate controls to manage resources in an efficient and effective manner.

The internal audit department collaborates with the individuals responsible for governance, such as senior management, audit committee, board of directors, or external oversight committee, in guaranteeing that adequate processes of internal control are implemented, and better the effectiveness and efficiency of compliance with authorities and operations. It’s vital to elucidate that whilst an internal audit department may provide support in internal control, they must not carry out any operational or management duties.

2.3 Exploring value adding audit service

Several studies concerning audit services incorporate the concept of auditors adding value to the core audit services, often referred to as the value – added audit. The value – added audit is an audit that includes additional, formal and informal business advice and goes beyond the standard audit service (Eilifsen, Knechel & Walage. 2001; Fontaine & Pilote 2011, 2012; Herda & Lavelle 2013a, 2013b). Therefore, value – adding audit service entails the fundamental benefits derived from an audit that goes beyond the core value of auditing, such as independent verification and the directional reporting of mis-statements to adding value such as enhancing organisational performance and even personal attention and support.

Better strategic planning by internal auditors may enhance the internal auditors’ ability to develop a value – adding profile by assisting in identifying strategic issues and finding solutions to any barriers that are considered to exist on the way to achieving a value-added profile (Mihret & Woldeyohannis, 2008). According to Holt (2012), organisations consider the internal audit activity as a business partner, when they are viewed positively, based on the approach that the internal auditor undertakes to communicate with relevant employees. Therefore, it is of paramount importance

that internal auditors should develop good communication practices, however this does not mean they have to compromise on their impartiality and their core – business of risk management.

A study conducted by Melville (2003, p. 210) revealed that the internal audit function plays a leading role in the organization's strategic management by supporting and evaluating the strategic management decisions made. Ray (2009, p. 5) states that the internal audit function must be regarded as a support function creating value within the organization and helping in the accomplishment of organizational goals.

Mihret and Yisman (2007:472) argues that internal auditor's recommendations provided in the internal audit report will not add any value unless management is dedicated to implement the recommendations. Gramling and Hermanson (2009:37) identified the usefulness and reliability of the deliverables or work product of an internal audit function as measures of internal auditing department excellence. According to Rupsys and Boguslauskas (2007, p. 13) the stature of internal audit value as viewed by executive management considerably correlates with the percentage of their recommendations which are implemented. Sarens (2009, p. 4) concurs but maintains that the regularity of deliberation of the internal auditors recommendations also serves as a measure of internal audit quality.

Lenz & Sarens (2012), highlights that internal auditors are exposed as a result of the unclear purpose of the internal audit activity. Lenz & Sarens (2012) also states the purpose should include what is the added value aspect that is judged on by the organization. According to Ramamoorti (2003), as cited by Lenz & Sarens (2012), internal auditors require a clear understanding of their added value image so they can properly manage their perception to all stakeholders. Cooper, Leung & Mathews (1996) agrees that the scope and role of internal audit activity needs clarification between internal audit department and management. One can therefore argue that there is a need for clear identification of operational parameters and spheres between internal audit departments and management so as to bring harmony in the organization. Sarens & De Beelde (2005), states that senior management has a negative perception on the internal audit activity which is largely as a result of their ignorance about the internal audit process.

2.4 Internal Auditing reporting process and controls

Deloitte (2011) highlighted that its Internal Audit assurance role has presented an opportunity to assist the business enhance its maturity in terms of its sustainability programme and initiatives. Internal Audit can assist through making recommendations in terms of enhancing the robustness of the sustainability and Integrated Reporting process and controls; and through providing recommendations in terms of enhancing the reliability and relevance of the related reports. It is, however, fair to expect that Internal Audit's role would change as the organization's sustainability programme, practises and Integrated Report become more mature over time.

According to Sarens and De Beelde (2006a), a competent internal audit department will enhance executive management's assurance by giving objective and independent assurance on the efficiency and efficacy of the organization's governance processes. It can also guide executive management's controls with all sorts of risks and determine if the internal controls are operating, as intended, to control the risks to a tolerable level. In addition internal audits can perform a vital monitoring role in the enterprise's risk profile and enhance risk management processes by detecting areas which need improvement. The consulting services provided by the internal audit department also support management, by facilitating managements' efforts to enhance the internal control processes, by providing recommendations on the ramifications of organizational amendments' to that process, which add to the development of sound risk management processes. (Leithhead, 2000; Lindow and Race 2002).

2.5 The relationship between organizations employees and internal audit

Cooper, et al. (1996) examined the Chief Executive Officers' perception with regards to internal audit in Hong Kong, Malaysia and Australia. Their study found that most Chief Executive Officers perceived the internal auditors to have a participative / consultative approach. Ridley and D'silva (1997), contrasting and comparing executive management's perception of internal auditor's value, also revealed that the majority of the executive managers viewed internal auditors in its conventional role of giving assurance through checks, assessment and investigation. A study by Fourie and Erasmus (2010) on internal audit activities performed in South Africa, identify the relative importance of seven core internal audit functions as identified by the IKUTU group. These functions are other consulting advisory services, corporate governance, control self-assessment, forensic investigations; business improvement, assurance, system design and improvement. The chief audit executive respondents were asked to rate these activities as being of significant importance, of average importance or not important.

2.6 Corporate governance and the professional Internal Audit Standards in South Africa

Internal audit is a rapidly growing and relatively young profession. The internal audit profession has grown rapidly in South Africa mainly because of the recommendations made in the King reports on Corporate Governance (IOD, 2009) for the private sector and the mandatory requirement for an Internal Audit Function by South African public

sector legislation (SA, 2000, SA 2003). King III compels organisations to set up an internal audit activity that provides assurance on the organisation’s risk management, internal controls and governance.

Presently in practice, numerous internal audit activity try to avoid the duplication of the external audit work and thus do not provide assurance on exclusively internal financial controls. Internal audit activity should establish the methodology and basis by which it can provide a formal appraisal on the internal financial controls to the audit committee going forward. The audit committee should ensure that internal audit has sufficient budget and is properly resourced.

The board of directors must approve an internal audit charter which will ensure that there is an effective risk based internal audit activity and that it adheres to the Institute of Internal Auditors code of ethics and Standards.

Internal audit must:

- Ensure that the chief audit executive reports functionally at all audit committee meetings to the chairman of the audit committee
- Analyse the organisation’s governance processes
- Objectively appraise the effectiveness of internal control and the risk management framework.
- Evaluate the business controls and processes
- Furnish information on unethical practices and fraud
- Possess a yearly internal audit plan that is informed by its risks and strategy
- Be objective and independent from management.
- Furnish a formal appraisal to the board of directors on the effectiveness of the organisation’s system of risk management and internal controls.
- Provide a formal appraisal to the audit committee on the internal financial controls (after testing and formally documenting internal financial controls annually).

In conclusion Deloitte, (2010) ideally states that an internal audit serves as the “eyes” and “ears” of the audit committee and board of directors, a fundamental component in the system of checks and balances.

3. Research methodology

This was a cross-sectional quantitative study conducted among all the employee at a higher education institution in South Africa. Data were collected using self-administered anonymous questionnaire. The questionnaire was sent to all the staff member via online internal staff notice system. A reminder was sent after a week of sending the first invitation to participate in the study. The questionnaire was pre-tested among three colleagues from other institutions for understanding the questions and reported no changes were required.

4. Results and discussion

The results show one third of the respondents were employees. Also more than half of the respondents were holding managerial positions or higher (57%).

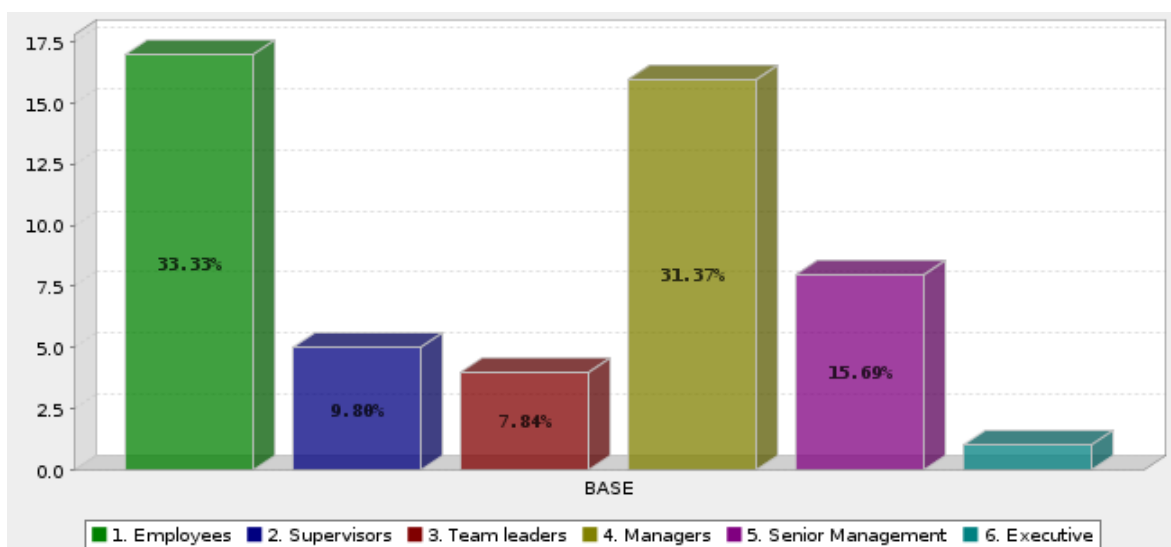


Figure 1: Profile of the respondents

The results indicated that the respondents understood that internal audit have a perceived purpose in the organisation. They only differed on the degree of importance it renders to the institution. The highest ranking factor among the respondents in terms of the main purpose of internal audit in the organisation.

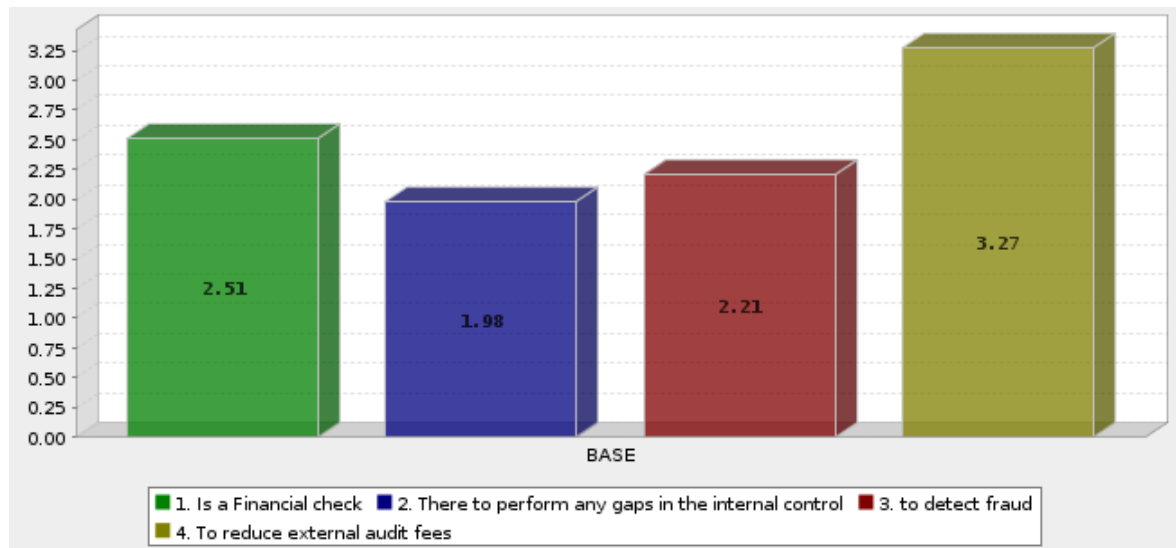


Figure 2: Purposes for internal auditor

The majority of the respondents to this study perceived internal auditors as a value adding business partner which supports the study by Kasima et al (2011). This was also substantiated by the fact that ninety one percent of the respondents considered the internal auditors as consultants or business partners. Hawkes & Adams (1995) as cited by Yee et al. (2008), states that employees or so called internal audit customers perceive the internal audit activity to add value to its operational functions when employees and internal auditors establish a working relationship based on a co-operative and participative approach rather than an independent and prescriptive appraisal approach. The study by Barac et al, (2009), on the senior management of 30 listed companies in South Africa, who found that the internal audit functions are perceived to add value in all areas of the organisation. Therefore, there is a consensus on the notion that internal auditors are of fundamental importance in organisations. Yee et al (2008), states that most directors of companies perceive internal auditors as business partners.

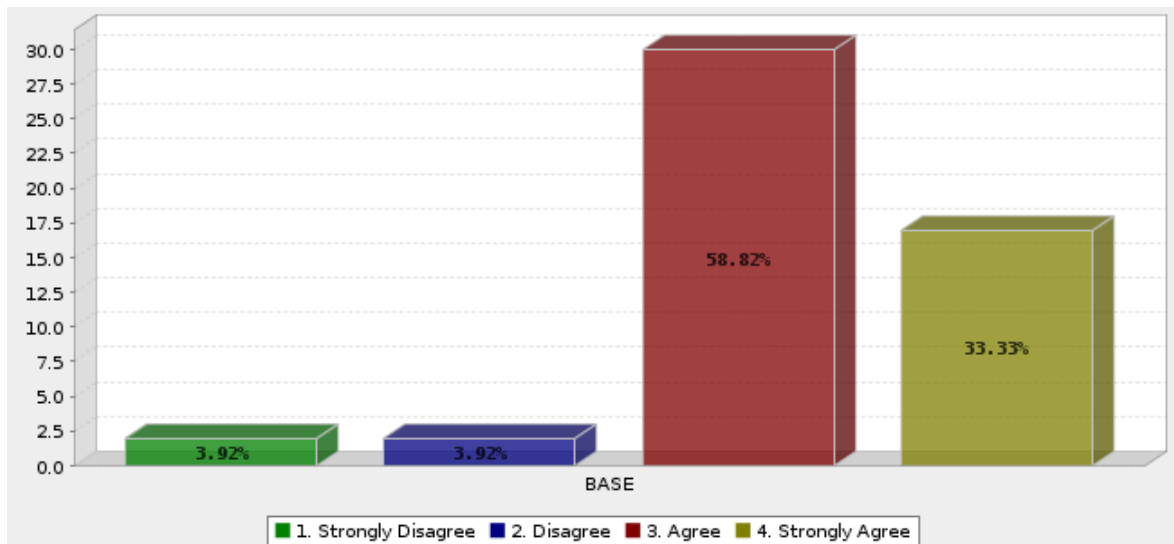


Figure 3: The expected role of value – adding business partner

The results show more than half of the respondents perceived the internal audit department could perform effectively if they were sufficiently resourced (63%).

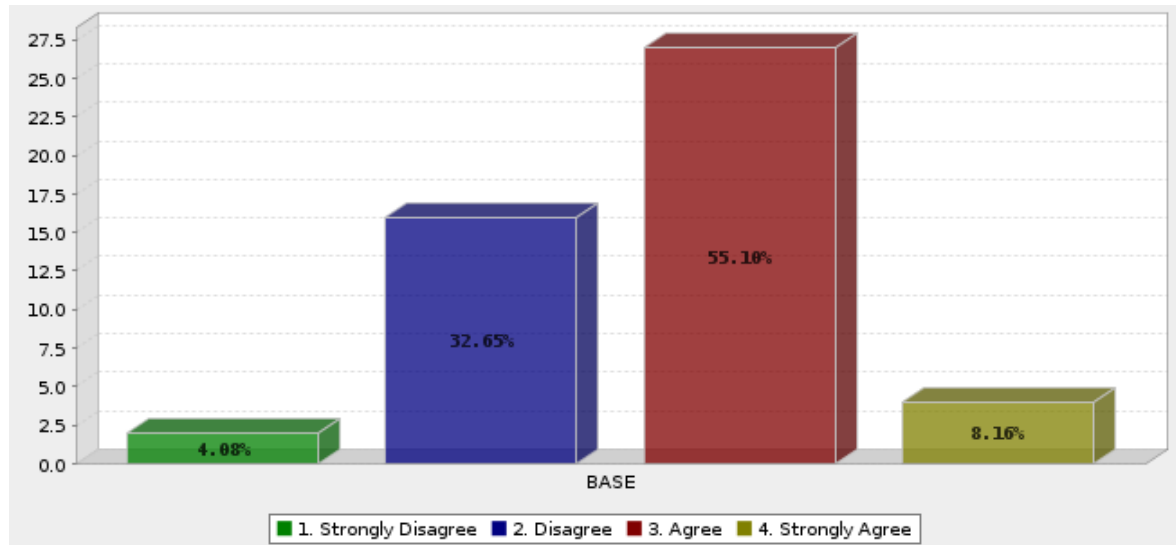


Figure 4: the internal audit department is sufficiently resourced to operate effectively

The results show more than half of the respondents perceived that the internal audit department effectively understands all the key operations of the company (76). This illustrates a lot of employees perceive that internal audit do understand the key operations of the organisation. Therefore the effectiveness of internal audit also determines the extent to which the internal auditor understands the key operations of the company.

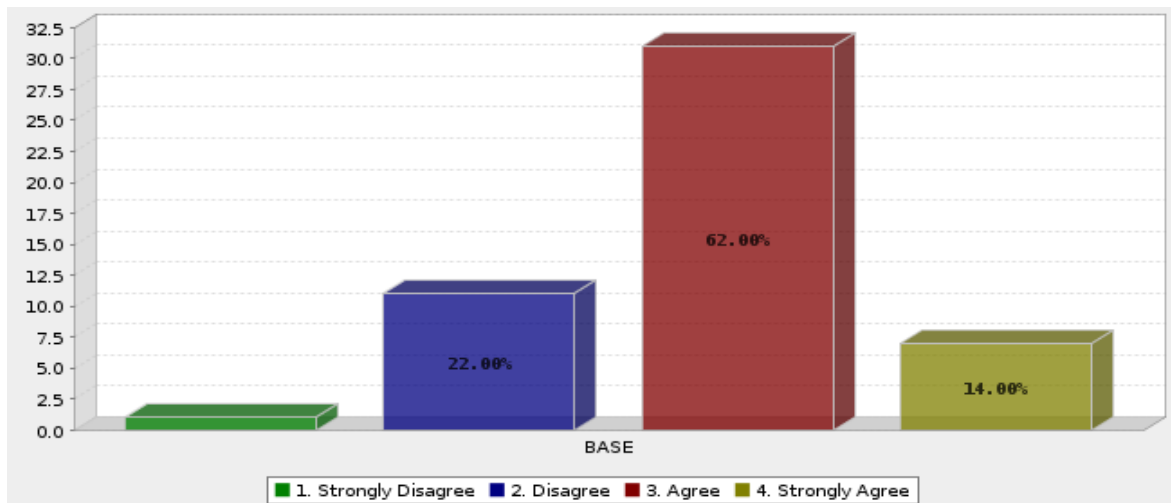


Figure 5: The internal audit department effectively understands all the key operations of the company

The results show majority of the respondents perceived the internal auditors communicate their recommendations with the relevant parties so that the recommendations could be implemented (90%). The results show majority of the respondents perceived the internal auditors identify the root cause of the problem (84%). The results show majority of the respondents perceived the internal auditors recommendations resolving the root cause of the problem (78%). The responses indicate that above 84% perceived internal audit information requests as reasonable. The responses indicate that above 55% perceived internal the audit department as being a training ground for operation managers. The responses indicate that above 40% perceived internal audit department as a safe department in which to develop inexperienced staff. The responses indicate that above 74% do not perceive internal auditors as watchdogs in the organisations.

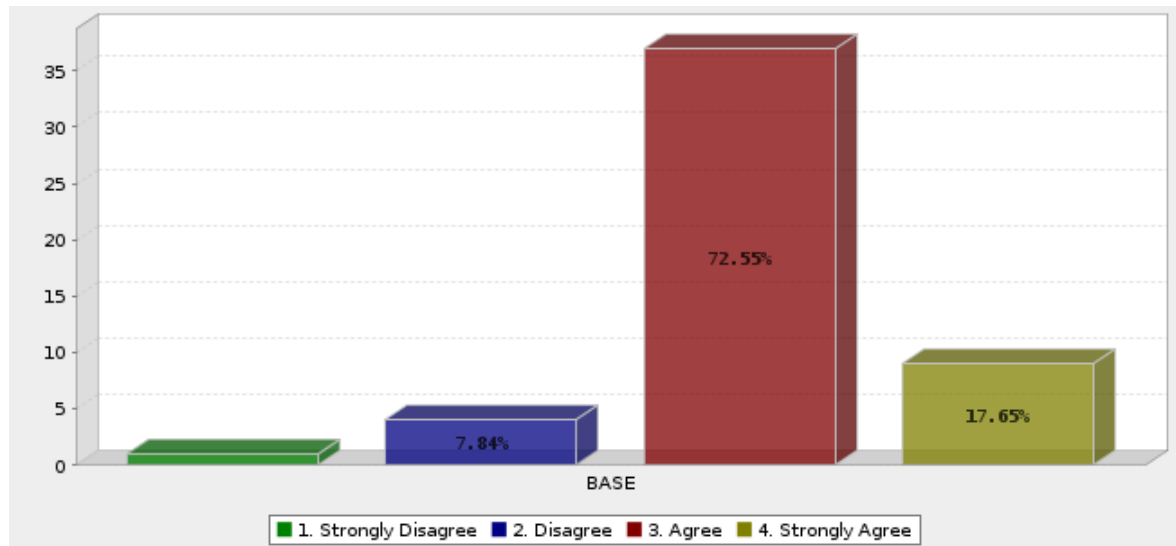


Figure 6: the internal auditor communicate the recommendations to the relevant parties

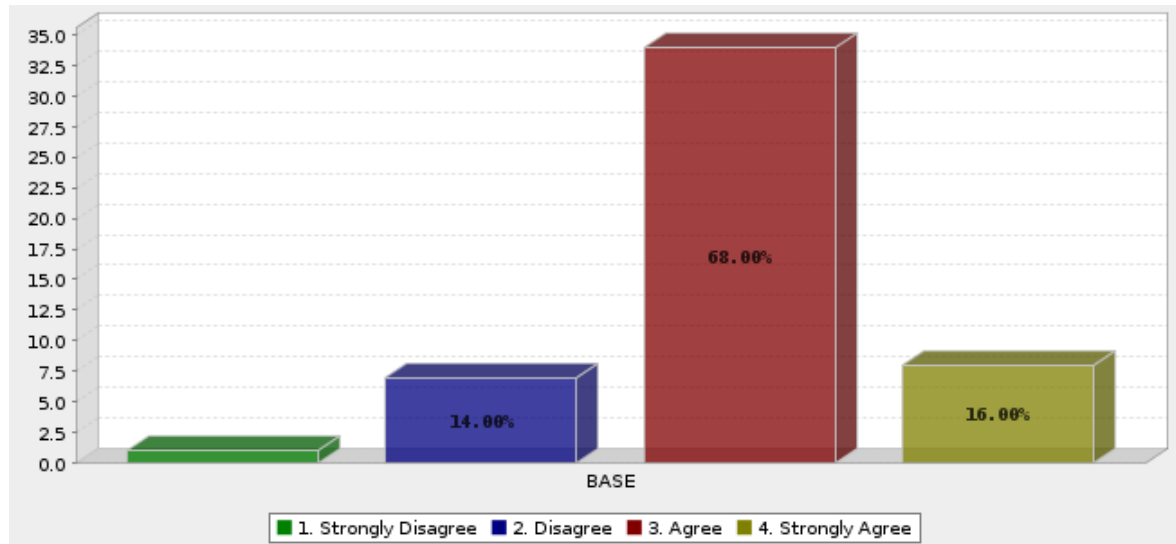


Figure 7: Does the audit findings identify root causes of problems

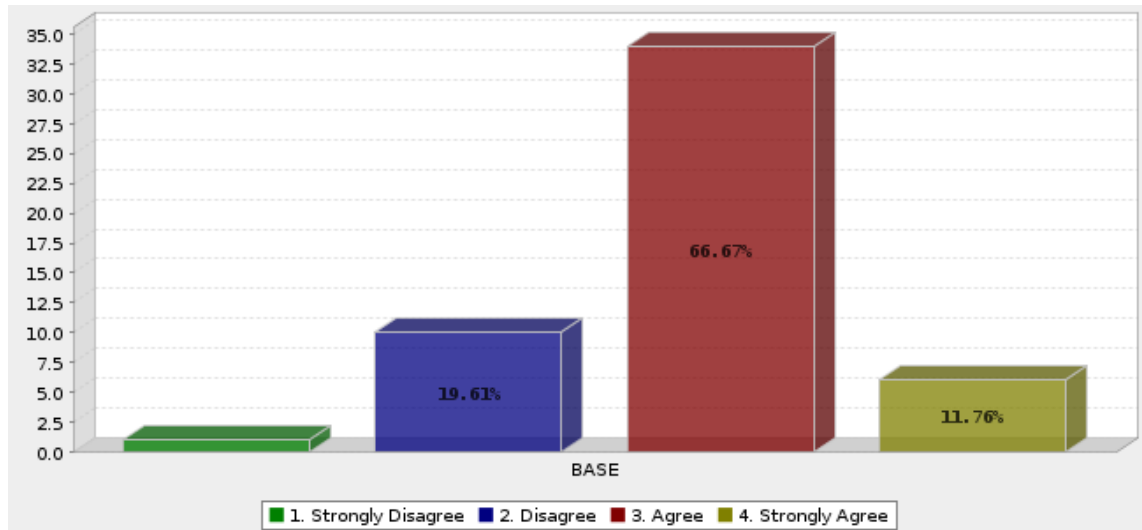


Figure 8: The recommendations resolve the root causes of problems

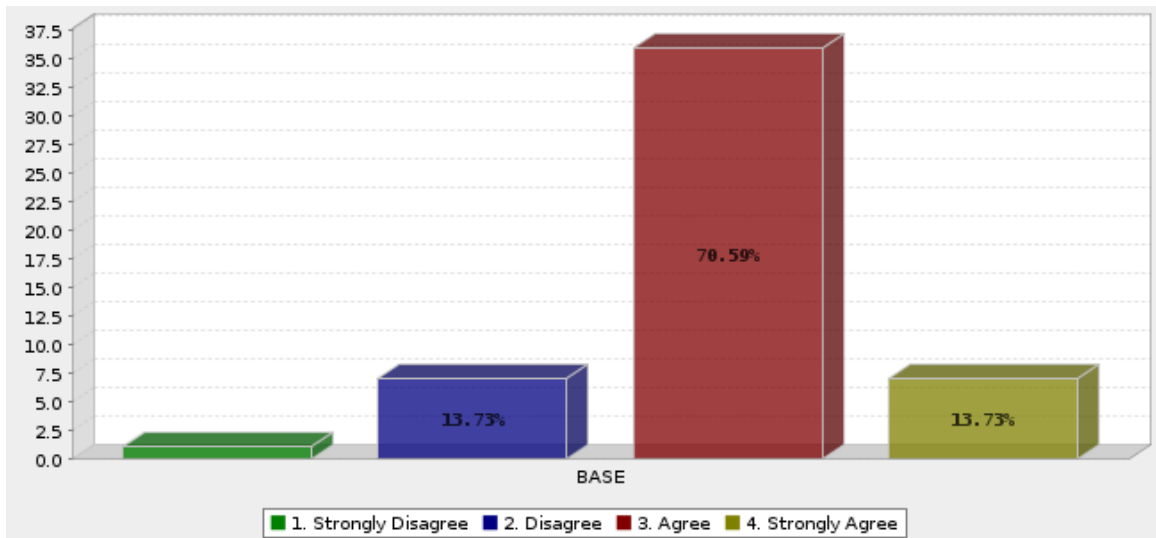


Figure 9: The information requested by internal auditors is reasonable

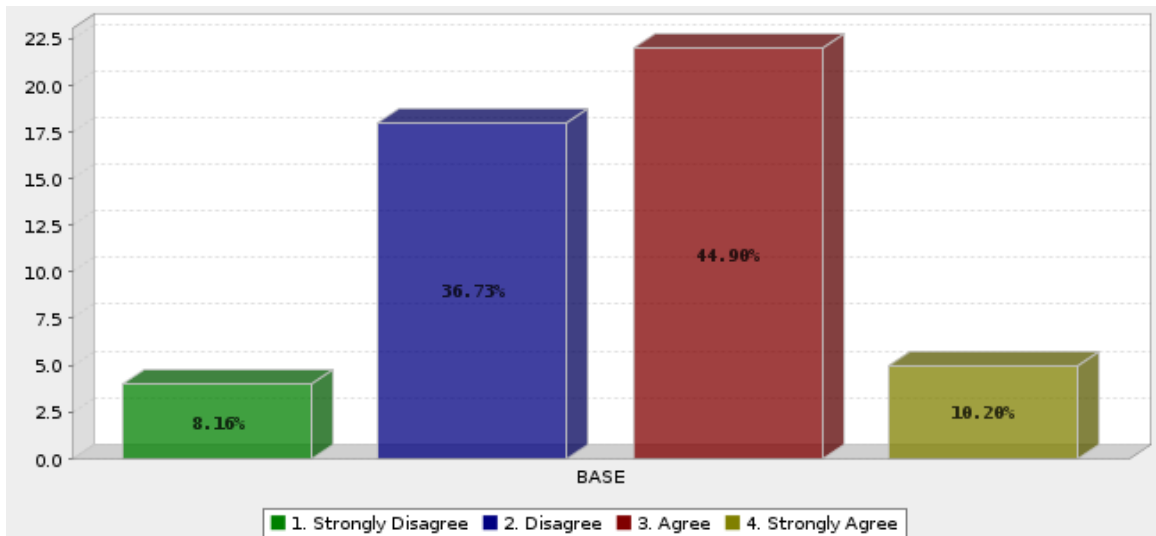


Figure 10: The internal audit department is regarded as a training ground for operational managers

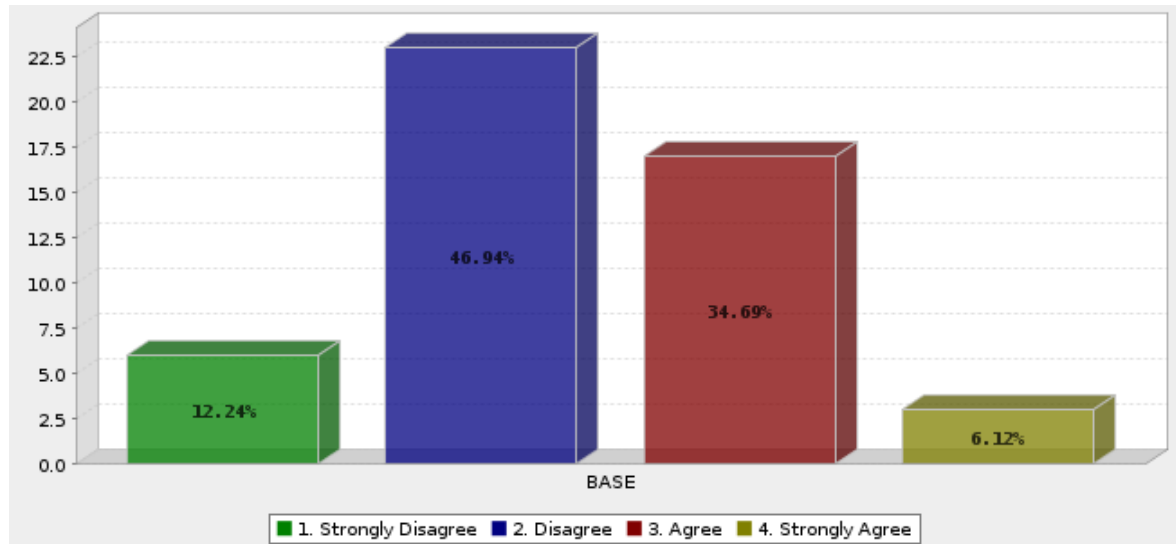


Figure 11: The internal audit department is regarded as a safe department in which to develop inexperienced staff

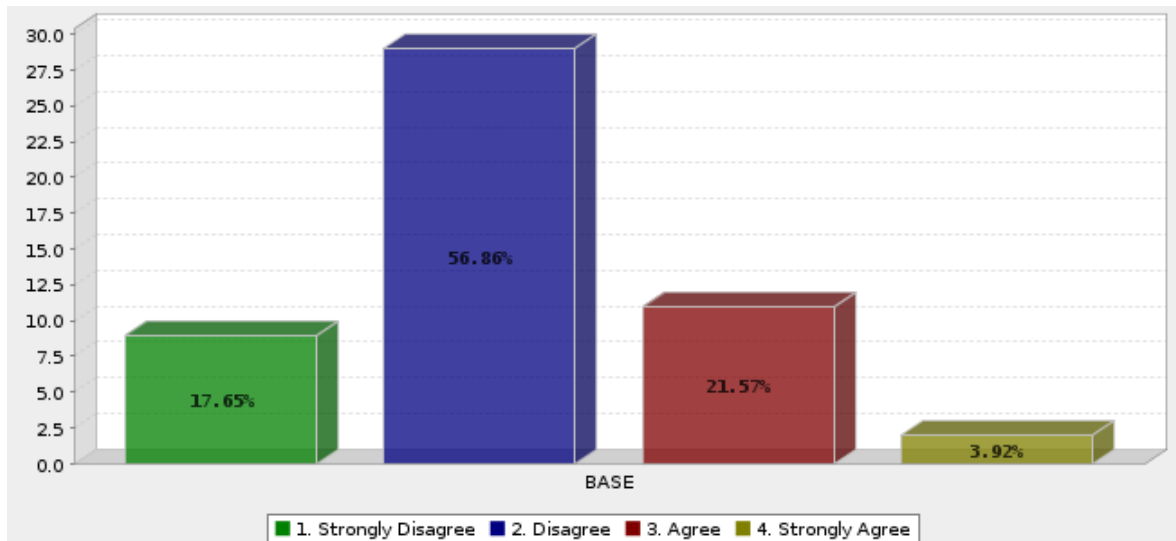


Figure 12: Internal auditors are watchdogs who intrude on and scrutinise business practices

The responses indicate that 72% of the respondents highlighted that internal audit are knowledgeable with the operational activities they are reviewing, which is essential in gaining the trust and co-operation from their core workers. If employees have confidence in the internal audit, unit they will view them positively as value added partners to the organisation, thereby enabling internal audit to function effectively. The responses indicate that 84% pointed out that the internal audit unit provides valuable advice to other department, thereby ensuring that employees perceive Internal Audit in a positive light, which ensures their effectiveness in conducting their activities in the organisation. The responses indicate that 59% pointed out that the internal audit unit do provide resources to the other departments and 41% do not believe the internal audit unit provides resources to the other departments.

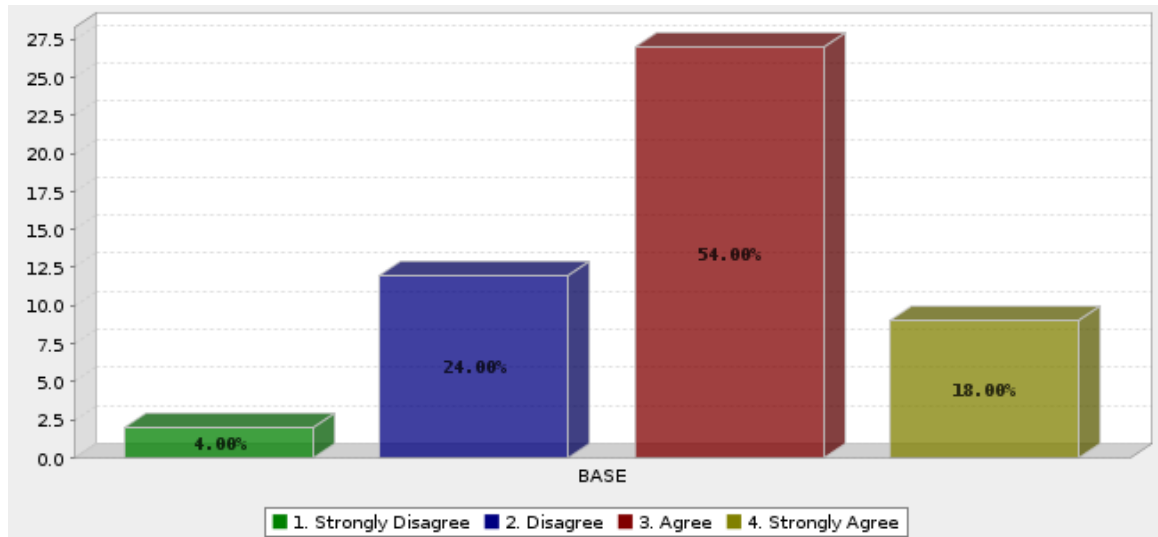


Figure 13: The internal auditor displays sufficient background/knowledge about the operational characteristics of the activities being reviewed

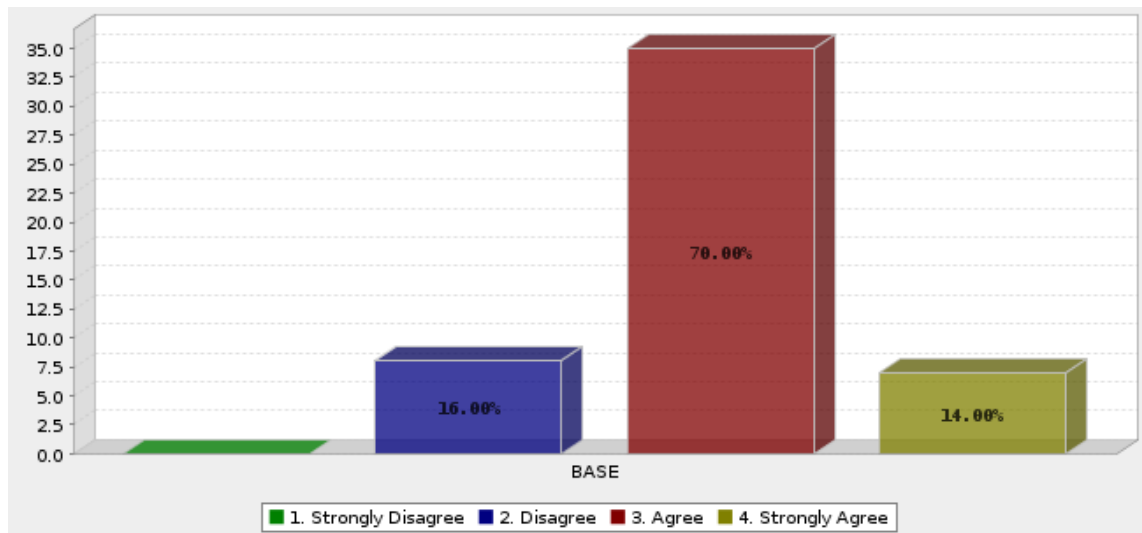


Figure 14: The internal audit department provides advice to other departments

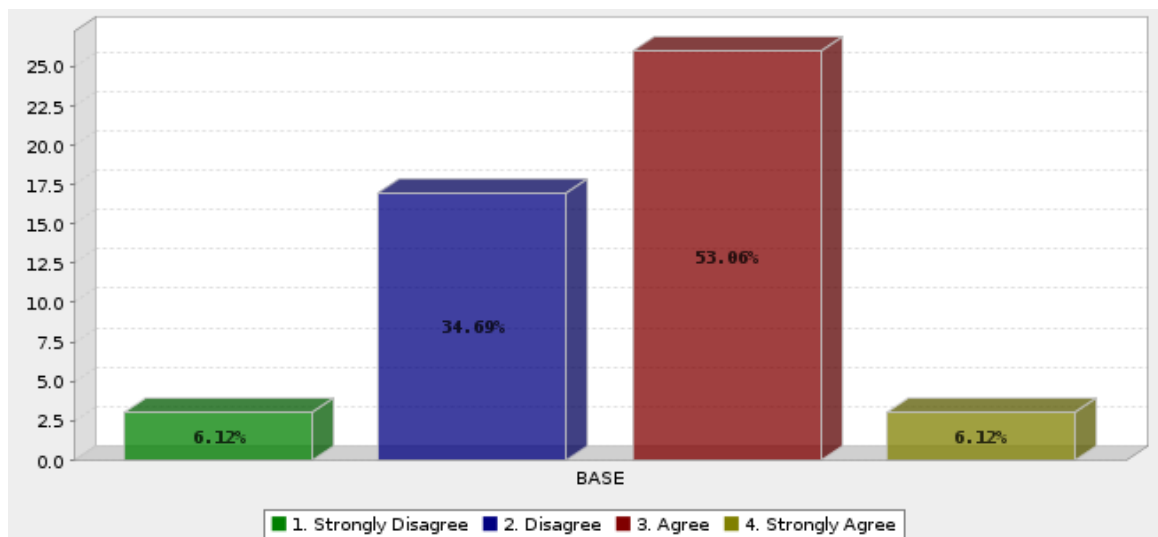


Figure 15: The internal audit department provides resources to other departments

The results clearly indicate that the internal audit was not the only mechanism that helps to review employees work. It also complemented other systems/mechanisms in the organisation. This goes to support that Internal Audit operates effectively without any suspicion from the employees who might fear them as the "watchdogs" of the organisation thus 80% of the respondents viewed them as not the only department that review employee's work.

Several studies concerning audit services incorporate the concept of auditors adding value to the core audit services, often referred to as the value – added audit. The value – added audit is an audit that includes additional, formal and informal business advice and goes beyond the standard audit service (Eilifsen, Knechel & Walage. 2001; Fontaine & Pilote 2011, 2012; Herda & Lavelle 2013a, 2013b). Therefore, value – adding audit service entails the fundamental benefits derived from an audit that goes beyond the core value of auditing, such as independent verification and the directional reporting of mis-statements to adding value such as enhancing organisational performance and even personal attention and support.

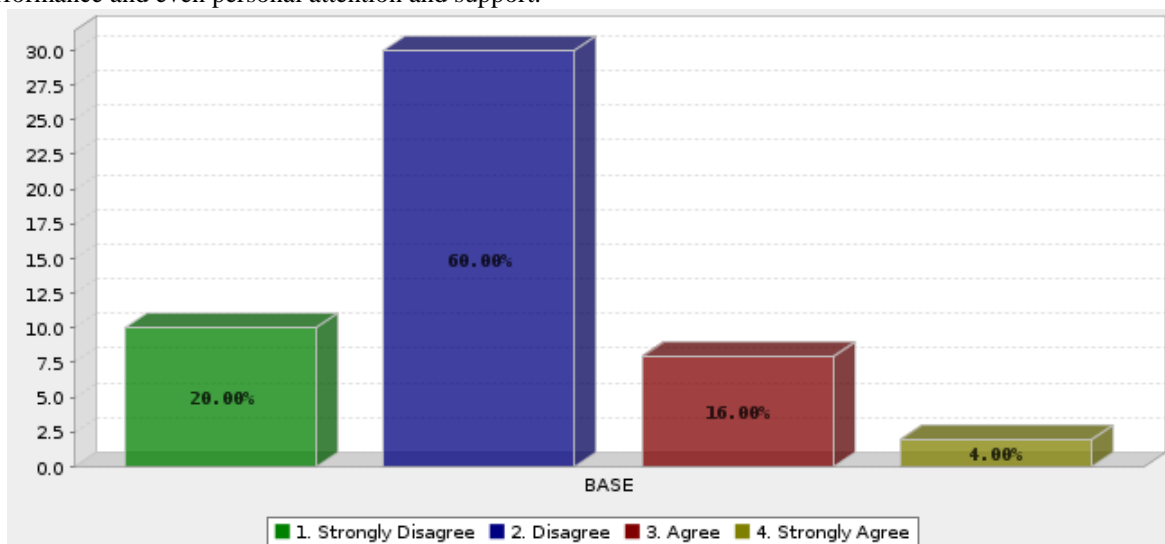


Figure 16: The internal audit department is the only review of employees work

5. CONCLUSION

Based on the results of this study it can be concluded that the employees perceive the internal audit activity to add value to its operational functions and perceive internal auditors as business partners. There is a consensus on the notion that internal auditors are of fundamental importance in organisations. Employees have confidence in the internal audit, unit they will view them positively as value added partners to the organisation, thereby enabling internal audit to function effectively. The internal audit was not the only mechanism that helps to review employees work. It also complemented other systems/mechanisms in the organisation.

6. RECOMMENDATIONS

Top management should accept audit findings and correct errors rather than view internal audit as fault finders. Management should also demonstrate commitment to implement findings and they must always respond to all findings and recommendations timeously. There must also be improved communication channels between internal auditors and management. The latter should render support be it moral or financial when necessary. Management must acknowledge internal auditors as system improvers rather than company’s watchdogs.

This study only focused on the employees perceptions on internal auditing at the University of KwaZulu-Natal, therefore other universities in South Africa should also be consulted in future studies. This will certainly help higher education policy makers to come up with better management systems that will improve the quality of services rendered in these institutions.

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Impact of Interest Rate on Demand for Credit amongst Financial Corporation Clients in Swaziland

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Abstract

Interest rate is the premium that a borrower pays to a lender, usually expressed as a percentage of the principal amount granted. High interest rates are often associated with low demands or appetite for credit. Moreover, it is also believed to negatively affect loan repayments amongst borrowers. The study aimed to determine whether the interest rate leads to lower demands for credit among clients in the finance corporation (FINCORP) group. A stratified random sampling method was used to select 89 active clients for this study. Data were collected through a self-administered questionnaire. The results revealed that interest rates charged at FINCORP were acceptable, as represented by almost 50% of the respondents. Another 82% of the respondents stated that loan repayments were straight-forward. Regression analysis found that interest rates and non-performing loans (NPLs) were negatively related to a demand for credit. Furthermore, the repayment ability was positively related to the demand for credit. Despite significant contributions from FINCORP's loan facility, the loan duration for most products was too short resulting in poor loan repayments. The study recommends that the 50% collateral requirement on the E200 000 working capital loan product be reduced to 20%. It is also recommended that the interest rate not be generalized across the clients as loyal clients with over 10 years with FINCORP should be rewarded with flexi interest rates. FINCORP has the potential to change the lending landscape amongst SMEs in Swaziland through its wide range of loan products. However, the organisation needs to speed up the loan processing procedures which are deemed to take too long.

Keywords: Keynesian economics, macro-economic factors, micro-businesses

1. INTRODUCTION

Small and medium enterprises are instrumental in globally driving the economies of most countries. This is even more relevant for developing countries like Swaziland, where the economy is more inclined towards the primary and secondary sectors. However, the economy of the country is subdued at the moment, suggesting that there are challenges in the SME sector, amongst others. Consistent with this view, OECD (2011) opined that growth in the primary and secondary sectors was subdued mainly due to a combination of a poor agricultural season, especially the maize and citrus sectors, and a slow recovery in South Africa and the European Union. SMEs form the majority of the entrepreneurs in the primary and secondary sectors and are responsible for over 70% of goods exported to these countries annually. However, despite this phenomenal contribution of these SMEs in the economy, they still face a host of challenges in accessing finance, which unfortunately hampers their success. It is, therefore, important for the country to focus on the development of the financial sector to support the inclusion of SMEs in the economy. OECD (2011) stated that what was particularly worrying is that access to credit facilities is limited to only 53% of the businesses in Swaziland.

FINCORP is one of main Development Finance Institutions (DFI) in Swaziland. Its core objective is to sustainably provide increased access to financial services to Swazi entrepreneurs, (FINCORP, 2014). The organisation was tasked to cater to the small and medium enterprises (SMEs) as they usually struggle to access funding from commercial financial institutions. The main constraints cited by these institutions regarding funding

* Corresponding author.

for SMEs relates to information asymmetry. The organisation has a competent credit department tasked with engaging all potential clients by assisting them to obtain the requisite documentation and assemble their proposals for presentation to the credit committee.

FINCORP has experienced exponential growth during the past ten years, but the last five years has not seen much growth. This is also reflected in declining weekly credit committee submissions. The total portfolio for the organisation is slightly over one billion Emalangeni at E737 million, a huge achievement for an organisation dealing mostly with the unbanked. However, this growth has been characterised by steady increases in the portfolio at risk (PAR), a proxy for non-performing loans. Currently, the PAR is at an all-time high of 25% against a benchmark of 10%, (FINCORP, 2014).

2. Literature review

2.1. Debt financing

According to Akingunola (2011), debt finance as outside finance is employed in the business with an obligation of regular interest payments and the retirement of capital when the instrument crystallises. It is, for that reason, that every SME has a clearly defined capital structure that defines its debt finance appetite. The capital structure of any business entity is based on either equity, or debt, or both. The observation in the SMEs space informs that SMEs in general have no appetite for external equity mainly as a result of information opacity challenges. They are, however, more biased towards debt finance to avoid ownership dilution and control due to external equity.

Recent literature has also highlighted significant differences between debt finance for SMEs vis-a-vis that of large corporations. Abdulsaleh and Worthington (2013) stated that unlike managers of large firms who usually have the choice of a broader range of debt financing resources, SMEs tend to be more attached to commercial lenders, especially institutional lenders, as a source of short-term debt financing that can be renewed for long-term debt.

2.2. Trade credit

According to Garcia-Teruel and Martinez-Solano (2010), trade credit is the delay in the payment for goods or services after they have been delivered or provided as a result of an agreement of the supplier and the firm. Therefore, this constitutes an important source of funding for SMEs. This transaction is treated as current liabilities in the SMEs balance sheet and account receivables for the supplier. Matic, Gorajek and Stewart (2012) further stated that the average small business obtains the other half of debt funding from its trade suppliers when it obtains inventory, resources and services without immediate payments. This is consistent with Abdulsaleh and Worthington (2013) who estimated that one-third of the total debt of SMEs in the US in 1998 was represented by trade credit.

According to Ellihausen and Wolken (1993), as cited in Abdulsaleh and Worthington (2013), this attitude is attributed to both transaction and financing motives. According to the authors, a transaction motive suggests the better ability of both parties (the seller and the buyer) to predict their cash needs in the short-term. This, therefore, assists in economising cash management transaction costs. This is consistent with Bonte and Nielen (2011) who inferred that suppliers may be willing to provide trade credit to their customers if they have better information about the business and the credit risk of their customers than banks and if they have fewer problems to obtain external finance than their customers. The financing motive, on the other hand, is that SMEs resort to trade credit when alternative sources of finance are unavailable or expensive.

2.3. Interest rates

An interest rate is an amount or premium paid by a borrower to a lender, usually expressed as a percentage of a principal amount granted. It is also expressed as money paid to lenders for liquidity by those who demand liquidity. There are two schools of thoughts around the study of interest rates. The study of interest rates has long been the subject of debate and controversy.

Kurz (2012) stated that a high rate of interest implies that some projects can no longer be profitably undertaken. Furthermore, the author observed that this tends to decrease the demand for credit and the overall volume of investment. The relationship between the interest rate and aggregate investment has been observed to be weak such that a small change (increase or decrease) in interest rate will not significantly disrupt the long-run expansion of the enterprise. According to Keynesian economics, the equilibrium interest rate is reached when the money supply is equal to the money demanded.

2.4. Credit risk and management

Recent economic global crises in 2008 heightened the need for robustness in credit risk vigilance and management. Volatile macro-economic factors and specific challenges such as economic crises and stagnation, company bankruptcies, and declines in the value of collaterals, necessitates credit risk management by financial institutions to reduce their exposure to these risks. Odhiambo (2013) stated that credit risk is the risk of losses caused by the defaults of borrowers. Default is characterised by borrowers' failure to meet their financial obligations. Financial institutions, formal

and informal, place greater emphasis on credit risk management and containment. Credit risk increases lead to gradual liquidity and solvency challenges. These increases might be as a result of a lack of due diligence in loan appraisal, poor supervision, high interest rates, unsecured lending, poor credit policies, lack of entrepreneurial skills and low capital and liquidity levels. Financial institutions are, therefore, increasingly measuring and managing inherent credit risk in their environment to ensure good portfolio quality. However, these institutions always face challenges regarding credit risk management. According to Odhiambo (2013), interest rate theories recognise the effect that interest rates have on credit risk because the higher the interest rate, the higher the risk that the loan might not be repaid. Various studies have shown that long-term interest rates are riskier compared to short-term interest rates and thus lenders charge higher interest rates to be motivated to invest in long-term bearing instruments.

2.5. Demand for credit

Credit is fundamental in closing or bridging the so-called gap between SMEs financial assets and the required financial assets of the enterprise. In the real economy, there is always an imbalance between the owners of financial assets and the enterprise requiring financial assets (supply and demand), thus SMEs in general demand credit. Odhiambo (2013) categorised demand for credit into perceived, potential, and revealed demand.

According to Messah (2011), the use of credit by rural households tends to suggest that although it is not obvious, the demand for credit far outweighs the supply, and there are significant obstacles to the transformation of potential demand for credit into revealed demand. Consequently, the lack of supply will translate to lower demands usually characterised in the form of revealed demand.

According to Messah (2011), a study was performed in Uganda which identified factors that influenced the demand for credit and those that resulted in the poor being rationed by lenders. The researchers used logit regressions analysing credit demand at individual levels with a dataset containing the social and economic characteristics of households. They concluded that it was feasible that small-scale entrepreneurs who seek credit would be able to obtain funding, but the costs and conditions may be prohibitive for high-risk borrowers. Odhiambo's (2013) study determined the effect of interest rates on the demand for credit in Ghana. This study concluded that high interest rates were not a major concern for SMEs in Ghana. Furthermore, SMEs considered an average annual interest rate of 19.5% to be fair and reasonable and it fell below the minimum market rate of that time by seven percentage points.

3. Research methodology

Research studies are exploratory, descriptive, or casual in nature. This study adopted a descriptive approach since it involved quantitative research. According to Sekaran and Bougie (2013), descriptive studies are often designed to collect data that describes the characteristics of persons, events or situations. Furthermore, it assists the researcher to understand the characteristics of a group in a specific situation. It empowers the researcher to think systematically about aspects of a given situation, present ideas for further probe and research, and lastly assist in making certain decisions. The most important attribute of the descriptive approach is that it is an enabler for the collection of large amounts of data within a short timeframe.

3.1. Location of the study

The Swaziland Development Finance Corporation (FINCORP) is one of the main Development Finance Institutions (DFI) in the country, the others being Swazi Bank and Swaziland Industrial Development Institution (SIDC). It is a parastatal or state-owned enterprise (SOE) housed under the Ministry of Finance and is regulated by the Financial Services Regulatory Authority (FSRA). It aims to "Sustainably provide increased access to financial services to Swazi entrepreneurs" (FINCORP, 2011).

3.2. Population, sample and sample size

The portfolio at FINCORP consists of clients from two main sectors, Agribusiness and General Business, which are spread geographically throughout Swaziland, in both urban and rural areas. The portfolio under the General Business sector consists of public transport, haulage, construction, retail trade, services and other enterprises. The Agribusiness sector, on the other hand, consists of sugarcane production, sugarcane haulage, forestry, vegetable production services, and other business such as poultry.

The research involved clients financed by FINCORP and employees from the credit department who manage various portfolios. Since the credit issue requires both access and sound knowledge regarding lending policies, Branch Administrators, Senior Credit Officers, and Credit Officers were selected to participate in the study.

The study was conducted in all four geographical regions of Swaziland being: Hhohho, Manzini, and Lubombo and Shiselweni regions. The total sample for the study is 120 made up of 10 FINCORP employees and 90 SMEs. This is consistent with Sekaran and Bougie (2013) who opined that sample sizes larger than 30 and less than 500 are appropriate for most research. The sample size of 150 respondents (75 from General Business and 75 from form Agribusiness) from FINCORP clients was initially targeted, distribution was 10% from each industry sector (public transport, heavy

haulage, construction, retail trade, services and other), and 10% from the agribusiness sector (sugarcane production, sugarcane haulage, forestry, vegetable production services and other). However, only 89 respondents were successfully interviewed, distributed as follows: General business (public transport (3), heavy haulage (3), construction (1), retail trade (27), services (7) and other (11); Agribusiness (sugarcane production (25), sugarcane haulage (9), forestry (2), vegetable production (3), services (2) and other (5). Two main reasons were that some of the respondents declined the interview, and some were not available due to work commitments.

Stratified random sampling and the simple random method were both used to select respondents to be included in the study. Firstly, using stratified random sampling, industry sectors were divided into two groups; General Business and Agribusiness. Secondly, a simple random method was used to pick samples from each subgroup for the research.

3.3. Data collection strategies

Data was collected from SMEs engaged in both General business and Agribusiness at FINCORP. Primary data was collected using self-administered structured questionnaires. Respondents who had problems in interpreting the questions, due to illiteracy challenges, were assisted through the questionnaire by the researcher or credit officers.

3.4. Construction of the instrument

The questionnaires were simply and easily understandable to collect as much information as possible. The questionnaires were designed to draw from inferences extracted from the research, especially to tap into the concept or objective of the study. They used mainly closed questions as opposed to open-ended questions. This is consistent with Sekaran and Bougie (2013) who inferred that closed questions help the respondents to make quick decisions to choose among the several alternatives before them. The questions were mutually exclusive and collectively exhaustive. The researcher adopted the funnel approach in sequencing the questions. Sekaran and Bougie (2013) stated that the funnel approach facilitates the easy and smooth progress of the respondents through the item of the questionnaire.

3.5. Recruitment of study participants

The main goal of the participants' recruitment exercise was to enrol the required number of eligible participants, who were the key to the study. The target population was drawn from a large population who were conversant with issues pertaining to interest rates, FINCORP credit facilities and the finance space in general. The target participants were, therefore, active clients for FINCORP and employees from the credit department. These participants were recruited to participate in the survey because they are deemed to be eligible. As part of the screening process, active clients, with a fair level of education and understanding of the lending procedures were considered fit for participation in the study. Participants that were illiterate or confrontational were eliminated in the survey. Structured questionnaires were administered to the respondents either through emails or hand-delivered.

After the due eligibility test and screening exercises were complete, 120 clients were recruited from the four geographical spheres of Swaziland to participate in the study. However, only 89 were interviewed. Also, 20 employees from FINCORP were targeted for the study but eventually, only 15 participated. The reduced numbers were as a result of some participants declining for various reasons.

3.6. Pretesting

Pretesting of the questionnaire was done to check if the respondents had a fair understanding of the questionnaire and the study in general. A pre-test was conducted in a study area covering ten clients and four FINCORP employees. The ten clients consisted of five SMEs from sugarcane production and haulage, three market vendors in the retail business and two owners in the construction industry. The employees on the other hand involved two Branch Administrators and two Credit Officers. The pretesting exercise assisted to gauge if the questionnaires were understandable and easy to navigate. The feedback from the selected respondents, in terms of questions and opinions, confirmed that the questions were understandable to the respondents.

3.7. Validation

Validity is a test of how well an instrument that is developed measures the particular concept it is intended to measure. Several validity tests are at the disposal of researchers, being content validity, criterion-related validity and construct validity. Content validity was used, through the face validity method, to ensure that the sample or measure includes an adequate representative set of items that address the objective.

3.8. Administration of the questionnaire

There are two sets of questionnaires for this study, one for FINCORP employees and the other for clients financed by FINCORP. The questionnaires for FINCORP employees targeted to participate in the study were administered through the intranet email facility. An attachment included the questionnaire, the cover letter detailing the study and the consent letter. The respondents (employees) were requested to print all the attachments, complete the questionnaire and consent letter and scan it back to the researcher. Those at the main office were given the option to hand-deliver the questionnaires to the researcher's office.

In the case of the other respondents (clients), the questionnaires were hand-delivered by the responsible credit officers. The reason to collaborate with the credit officers was aimed to ensure that the clients can fully express themselves given that they have a working relationship with him/her. However, those with an email facility were sent emails which included the questionnaires and the covering letter and consent letter. The study was fully explained to the respondents and the fact that they may choose not to participate if they so wished, without any consequences. In most cases, the questionnaires were left with respondents to complete and were collected after a week. However, some were completed on the spot, especially for market vendors who are usually in and out of the country. For those respondents (clients) with an email facility, the questionnaires were also emailed to them with a clear message on the study and when the questionnaires were expected back to the researcher.

3.9. Analysis of the data

The questionnaires from the respondents were coded, recorded, and edited as the first step of data analysis. This was done to identify outliers, inconsistencies and blank responses, which were then appropriately corrected. The data were collected through quantitative techniques from respondents who included FINCORP clients and officials from the FINCORP credit department. Descriptive statistics were used to determine the different variables in the study and regression analysis assisted in examining the relationships between the variables in the study. This was achieved through the use of the SPSS statistical package and Microsoft Excel, which processed the captured data to generate frequencies, measures of central tendency, and dispersion. Quantitative data analysis was presented in frequencies which were displayed as bar charts, histograms, tables, and pie charts.

The data from the questionnaires were used as a source of inferential statistics through by performing regression analysis and ANOVA to determine the relationship between the independent and dependent variables. Two regression equations were generated; one to determine the demand for credit and the other to establish loan repayment by SMEs at FINCORP.

4. Results

The organisation has two departments, the General Business and Agribusiness departments. The General Business department has the following sectors: public transport, heavy haulage, construction, retail trade, services and others. Under the Agribusiness department, the following sectors were analysed: sugarcane production, sugarcane haulage, forestry, vegetable production, services and others.

Most of the respondents interviewed were sole proprietors with 53.93%, followed by companies with 35.96%. Associations and partnerships were 8.99% and 1.12% respectively. The sole proprietors were mainly the individuals in rural areas and those in the market vendors in the Mbabane and Manzini main markets.

Consistent with the legal status of these entities, most SMEs are found in the rural areas with 56.18% than in urban areas, with 41.57%. However, the data from these respondents depict a narrowing gap between these two locations, which can be explained by the strong culture of entrepreneurship amongst SMEs in the country. It could mean that some SMEs have discovered that most opportunities in terms of business prospects are high in the urban areas as opposed to the rural areas.

The market share for the general business and agribusiness sectors should always be maintained at 50:50 percent in the organisation. Swaziland is mainly agriculturally oriented and organisations like FINCORP have to ensure the sustainability of the agribusiness sector if food security is to be realised in the country. It is, therefore, in the interest of FINCORP, to see this ratio maintained as shown in the survey where the agribusiness sector had a market share of 48.32% and general business with 55.06%. If this ratio is not maintained, the general business sector has the potential to crowd out the agribusiness industry in the country.

Most of the respondents had business experience of between six to 15 years with 48.31%, followed by those with five years and below at 21.35% and the experience range of 16 to 25 years was third at 15.75%. It can be inferred that the culture of entrepreneurship is on the rise in the country, as shown by the 21.35% of those with five years and less in the survey. The following table refers to the amount of the loan applied for, its frequency and percent.

Table 1: Amount Applied For

Amount Applied For	Frequency	Percent
Less than 10, 000	17	19.1
10, 000-100, 000	26	29.2
101, 000-1, 000, 000	20	22.5
1, 000, 000 +	26	29.2
Total	89	100.0

The data presented in the table above is indicative of the fact that the organisation has more medium and large businesses as opposed to micro-entrepreneurs. This is also evidenced in the organisations’ financial statements which indicated a portfolio balance of over 1 billion Emalangeni. For the organisation to reach this milestone, there should be more clients in the medium to large category range. The total 89 respondents were represented with over 50% of the clients borrowing between E100, 000 and over 1 million Emalangeni.

Table 2: Nature of Challenges

Challenges	Frequency	Percent
High interest rates	15	16.9
Short repayment period	7	7.9
Small loan amount approved than applied for	9	10.1
Lack of supervision and monitoring	3	3.4
Lack of entrepreneurship skills	8	9.0
Total	42	47.2
Missing System	47	52.8
Total	89	100.0

The tables above present comparisons of respondents who had challenges working with FINCORP to those who were more than happy to do business with the organisation. Those that had challenges were at 47.2%, compared to those at 52.8% who said there had no challenges. Furthermore, the latter group challenges with high interest rates at 16.9%, followed by small loan amounts approved than applied for at 10.1% and lack of entrepreneurship from FINCORP employees was at 9%.

The presentation in the above figure indicates that about half of the respondents did not believe that the interest rate charged at FINCORP is too high. Those who disagreed and strongly disagreed were at 49.44%, compared to those who agreed and strongly agreed to the statement with 28.09%. Even though some respondents stated that interest rates were on the high side in the organisation, there seems to be no relationship between the two. An overwhelming 82.03% agreed and strongly agreed to the statement that loan repayment is trouble-free, and only 7.87% strongly disagreed. The models explain 0.352% of the variation in the demand for credit, which in this case is on the lower side. This indicates that variation is influenced by other variables which may not have been captured.

Table 3: Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594 ^a	.352	.231	.703
a. Predictors: (Constant), NPLs, FINCORP Interest Rate, Repayment Ability				

Table 4: ANOVA output for credit demand

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.299	3	1.433	2.902	.067 ^b
	Residual	7.901	16	.494		
	Total	12.200	19			
a. Dependent Variable: Credit Demanded						
b. Predictors: (Constant), NPLs, FINCORP Interest Rate, Repayment Ability						

The model is significant at 10%, which can be interpreted as a strong linear relationship between the loan amounts and non-performing loans, repayment abilities and interest rates.

Table 5: Variables in the model

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
		1	(Constant)	3.800			1.358	
Fincorp Interest Rate	-.124		.100	-.269	-1.243	.232	-.336	.088
Repayment Ability	.189		.427	.138	.442	.664	-.716	1.093
NPLs	-.430		.262	-.537	-1.642	.120	-.985	.125

A 1% increase in interest rates results in a 0.124% decrease in demand for credit. However, this is not supported by theory or feedback from the respondents. A 1% increase in repayment ability results in a 0.189% increase in credit demanded. A 1% increase in non-performing loans results in a 0.430% decrease in credit demand.

The model explains a 0.122% variation in non-performing loans, which however is on the lower side. Again, this indicates that variation is influenced by other variables that may not have been captured in the model.

Table 6: ANOVA output for NPL

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.322	1	2.322	2.506	.131 ^b
	Residual	16.678	18	.927		
	Total	19.000	19			
a. Dependent Variable: NPLs						
b. Predictors: (Constant), FINCORP Interest Rate						

The significance in the above table is 0.131, indicating a strong relationship between NPLs and interest rates.

Table 7: Coefficient in the model for NPL

Coefficients ^a								
Model		Unstandardized Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.783	.501		7.546	.000	2.730	4.836
	FINCORP Interest Rate	.202	.128	.350	1.583	.131	-.066	.470

a. Dependent Variable: NPLs

5. Discussion

The following SMEs attributes are demographic variables that may influence demand for credit and loan repayments. These are age, gender, marital status, and experience, and education, the legal status of business, location, industry sector, and interest rates. Gender distribution in the survey was found to be 56.18% males and 43.82% females. The lower number of women in this survey is to be expected based on literature. Women are more comfortable working with DFIs compared to commercial banks due to challenges they come across with banks. Most women work with small amounts of cash, and costly products for commercial banks, in terms of handling fees. As a consequence, banks try to desist from financing small amounts and thus women are eliminated in that instance. Abdulsaleh and Worthington (2013) stated that although men and women do not significantly differ concerning the type of capital, women SMEs appear to have a smaller amount of start-up capital. Consistent with the above statement, Messah (2011) observed that female entrepreneurs tend to mainly concentrate on micro-businesses due to gender inequalities in income distribution.

Education is another attribute that significantly influences demand for credit amongst entrepreneurs. This observation can be explained by the fact that over the years, sub-Saharan Africa and in Swaziland to be specific, the number of high schools and tertiary institutions has been on the rise. As a consequent, many people have taken strides to advance their education. Due to the apparent lack of employment opportunities in the country, these people find themselves with no option but to engage in entrepreneurial activities. The loss of the African Growth and Opportunity Act (AGOA) status by the country early this year, will further increase in this SME sector. Financial institutions, including banks, rate an educated person favourable when compared to an uneducated person.

In terms of the industry sector distribution, most of the respondents are in the retail trade with 30.43% and sugarcane production sector with 28.09%. The sheer dominance of the retail trade portfolio in Swaziland, as in other developing countries, is a common feature. This can be explained by the fact that the financing of the trade-related business is through the provision of working capital as opposed to long-term debt.

The high percentage of the sugarcane portfolio is also expected in an agribusiness-related country like Swaziland. The barriers to entry in sugarcane production are very low given that this enterprise is heavily subsidised by the Government of Swaziland, in collaboration with the European Union. Progressively more agricultural land in the rural areas is being converted into sugarcane production. Currently, there is an ongoing development in the south of the country that seeks to replant over 10 000 hectares with sugarcane and will cost over E5 billion when complete. The EU will contribute 70% of operational costs and the farmer companies have to raise the balance, which will cater for production costs. Therefore, this sector is expected to grow more than threefold in the next five years.

Interest rates on loans also play a crucial role in the demand for credit and loan repayment. The respondents were asked if interest rates charged at FINCORP were too high. The study had hypothesized that high interest rates negatively influence the demand for credit and loan repayment. The response from the survey was that 49.44% of the respondents did not believe that interest rates charged at FINCORP were too high. An interest rate is a tool that is usually used by financial institutions to screen borrowers to limit the number of defaulters.

The respondents were also asked to state if loan repayments were trouble-free. The study had anticipated that given the perceived inverse relationship between interest rates and loan repayment, the respondents would find loan repayments to be a challenge. However, 82.35 of the respondents believe that loan repayment is simple.

The basis of regression analysis is to determine a relationship between two or more variables. According to Hussan (2012), an investigator attempts to find the quantitative cause and effects relationship among variables. Many regression tools are available to determine the cause, effects and relationship between variables. One such technique is the ordinary least squares technique (OLS), which was also used in this study.

The two variables, interest rate and non-performing loans have a negative relationship to the demand for credit. However, they are not statistically significant at 10%. The negative relationship between the two variables and demand for credit is in line with our expectation that increases in interest rates result in increases in the cost of capital. However, this is contrary to the findings from the respondents, where demand for credit was seen to be increasing despite increases in interest rates over the years.

Repayment ability has a positive relationship to demand credit. However, this is not statistically significant at 5% level of significance. This is also in line with the study expectations as increases in interest rates results in increases in non-performing loans. R-square: the model explains 0.122% of the variation in NPLs, which however is on the lower side. This indicates that the variation is influenced by other variables that may not have been captured in the model.

6. CONCLUSION

The study hinged on two main hypotheses: (1) High interest rates negatively affect demand for credit and (2) High interest rates negatively impact on loan repayment for the clients. The first hypothesis implies that as the interest rate charged to clients increases, or when the Federal Open Market Committee (FOMC) in the US or Monetary Policy Committee (MPC) in the case of Swaziland, meet and announce increases in interest rates, clients are expected to demand less credit for the enterprises. This is based on the assumption that high interest rates factored in the cash flow of any business proposition will reduce the return on investment of the project. This hypothesis was satisfied in the regression analysis for credit demand with an interest rate coefficient of -0.124, which implied that for every 1% increase in interest rates there is a 0.124% decrease in demand for credit. As stated earlier, this is not in conformity with the findings from respondents, who demonstrated a huge appetite for credit despite increases in interest rates.

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Usability Testing Case Study of the Selected Website Product

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Abstract

Usability testing is modern method how to validate and examine UX designs of the product prototype. The aim of the contribution is to show case study of usability testing on selected website design. The used methods and results are presented. Furthermore, the iteration approach to continuous improvement is examined with emphasis on the used methods. The design of the selected website is created on the level of HTML prototype and it is focused on the risk management analysis. The previous preliminary research defined basic outline of the functionality and usability testing validation method is used to examine the idea in more detail. The contribution is also focused on the added value to product development itself with proposal for the further research.

Keywords: usability testing, user experience, UX, website, product improvement

1. INTRODUCTION

Product innovation which is based on user experience (UX) is crucial for the success or failure of the product in market. Too often, UX is confused only with usefulness, which to some extent describes how easy the product is to use. The reality is that UX as a discipline starts with use, but further extends more to the areas of how a product is user-friendly to customers than just how it is used. Therefore, it is important to focus on all aspects of our experience in order to develop and bring a successful product to market.

The contribution is focused on usability testing which is important – validation – part of the UX design process. The contribution describes a research that was performed by using same usability testing methodology on existing HTML software solution – SAFMEA.com. The usability testing research was divided into two parts – qualitative and quantitative research. The article shows the results of both parts of the UX research and presents the possible further direction for iteration approach of product improvement. Conclusions and recommendations are presented in the last part of the contribution.

2. User experience and usability testing

User experience (UX) design is “the process design teams use to create products that provide meaningful and relevant experiences to users. This involves the design of the entire process of acquiring and integrating the product, including aspects of branding, design, usability and function” (Interaction Design Foundation, 2020).

Hassenzahl & Tractinsky (2006) add that UX is associated with a wide variety of meanings from usability to experimental aspects of technology use. The authors add, that “UX is about technology that fulfils more than just instrumental needs in a way that acknowledges its use as a subjective, situated, complex and dynamic encounter.”

Babich (2017) divides UX design process into 5 steps – user research, analysis, design, prototype and user testing. The first phase is user research, which is focused on understanding the end users of the product. The second phase is

the analysis of product design opportunities, which is based on knowledge of users and the market situation. The last 3 phases form an iterative cycle.

The iterative process of product validation. First, a basic design concept is proposed, what it should look like and what it should contain. Based on this concept, a prototype is created, which is tested by the user, and the evaluation of the testing provides feedback, which re-enters the design modification and thus begins a new round of this cycle.

The process should be repeated until the product is evaluated as final or it is decided to end the overall process and cancel the product. After getting acquainted with the overall basic process, it is now necessary to focus in more detail on the individual phases.

Goodwin (2009) states that in the last phase of the UX design process, the product prototype is tested on the user. Users give valuable feedback through the various aspects that could improve a product. This information can be positive or negative. Usability testing (UT) is therefore closely related to UX. Properly prepared and proven UT serves for further decisions about future application development.

The realization itself takes place within an individual moderated session. Once a website or application is active, even if only in the alpha version, it can begin researching and obtaining data. Researchers can find out how people actually interact with the system and whether it meets researcher's expectations. The best way to assess functional design is a combination of quantitative and qualitative methods. The results are supposed to tell you what's going on and each person will help you understand why it's happening.

Nunnally & Farkas (2017) add that the length of the summary may vary, but it is important to provide a brief overview that describes the purpose of the study, how it was conducted and its key findings. Start with a brief description of how you tested the usability of your product.

The factors that are used to define usability are listed here. Those facts can be attractiveness, clarity, simplicity, usefulness and others. Then the age range and geographical breakdown of the test group continues. An embodiment of the type of test and the key findings obtained are briefly described. The summary concludes the transition to the report itself.

It is important to note that the results of usability testing are highly dependent on the skills and abilities of the moderator as Molich et al (2020) stated. It is common practice that some of the researchers learned about usability testing in formal classes however many of them learned about it by using trial and error approach.

3. Methodology

The previous research of the author is focused on the design of the software for SAFMEA risk factor calculation (Cizek et al, 2019). The software design was coded and published by the author on the website www.SAFMEA.com. However, the design was based purely on the literature review and it is expected to have room for improvement from the point of view of the user experience. Therefore, the usability testing can be used to improve the design for better user experience.

The research was performed by using same usability testing methodology on the software solution where 12 selected respondents were selected to complete usability testing. The usability testing was selected into two major part. The first part – qualitative research - was dedicated for users to follow designed scenarios (such as to create a simple risk analysis and send results to colleague). In the second part – quantitative research - the respondents were asked to fill the questionnaire.

The crucial part of the performed usability testing was the IBM Computer Usability Satisfaction questionnaire which was widely used to receive standardized outputs of perceived usability of tested software (for example in Pal & Vanijja, 2020 or Lewis, 1995).

The questionnaire is composed of two sections – perceived usefulness and perceived ease of use. The Table 1 shows the consequent questions which are part of the sections.

Table 1. IBM Computer Usability Satisfaction questionnaire

Section	Questions
PERCEIVED USEFULNESS	Using the system in my job would enable me to accomplish tasks more quickly
	Using the system would improve my job performance
	Using the system in my job would increase my productivity
	Using the system would enhance my effectiveness on the job
	Using the system would make it easier to do my job
	I would find the system useful in my job
	Learning to operate the system would be easy for me
PERCEIVED EASE OF USE	I would find it easy to get the system to do what I want it to do
	My interaction with the system would be clear and understandable
	I would find the system to be flexible to interact with
	It would be easy for me to become skillful at using the system
	I would find the system easy to use

Standardized output from usability testing allows further statistical exploration of the results therefore it was important to put emphasis on the filling out the questionnaires by the respondents.

4. Results

The research had two major parts – qualitative and quantitative. The qualitative research was mostly focusing on receiving opinions from users on the selected scenarios and quantitative research was aimed to receive standardized feedback which would show overall view on the software from the users’ perspective.

Qualitative research was conducted by using talk aloud protocol and the summarized results are shown in the Table 2.

Table 2. Summarized results from the qualitative research

Category	Findings	Proposed solution
Layout	On a computer with small screen resolution, the title page header was a distraction for most users, obscuring important things.	Change and shrink the title page header. Add an explanation of the meaning and benefits of the application on the title page.
UI problems	The title of the page interacted on mouse hover, therefore most users thought of the title as a button and tried to click on it.	Make the title as static element
Terminology	Weak definition of some terms, some users would need a broader explanation. Misunderstanding of some expressions.	Add definitions to terms when hovering the cursor, change the names of some complex terms for better understanding
Options	On the front page of the occasional confusion to start new analyzes and continue. Why a user should start a new analysis when he only wants to go through the analyzes of others.	Add third option – show analyzes of others
Email	Duplication of send email function	Remove send email function from the front page
Table description	Misunderstanding of columns and values in the table.	Add information when hovering the cursor, clarify values and the use the same terminology as is used in the risk matrix.
Risk matrix	Misunderstanding of risk matrix values.	Better explanation of the risk matrix, additional information.
Table layout	Low clarity of the tables	Add color differentiation of individual rows, bring the columns closer to each other.

Table 3 shows the results of the questionnaire where it is evident that perceived usefulness is doing poorly but on the other hand perceived ease of use is doing much better. Therefore, in other words, the software design should

primarily focus on the issue of bringing the meaning of the solution to the customer/user. The qualitative research during usability testing showed that users would prefer more focus on the premade examples of risk analysis rather than doing it by themselves. Perceived ease of use factors were doing better, however there were some improvements identified during the qualitative part of the usability testing – such as search (for premade risk analyses) or to improve page layout to be more straight forward.

Table 3. Results of the questionnaire

Section	Questions (1 – most likely, 5 most unlikely)	Average	Median	St. deviation
PERCEIVED USEFULNESS	Using the system in my job would enable me to accomplish tasks more quickly	3,92	4	1,11
	Using the system would improve my job performance	3,92	4	1,04
	Using the system in my job would increase my productivity	4,00	4	1,08
	Using the system would enhance my effectiveness on the job	3,83	4	1,07
	Using the system would make it easier to do my job	3,58	4	1,32
	I would find the system useful in my job	3,50	4	1,26
PERCEIVED EASE OF USE	Learning to operate the system would be easy for me	2,17	2	1,07
	I would find it easy to get the system to do what I want it to do	2,58	3	0,95
	My interaction with the system would be clear and understandable	2,67	3	1,37
	I would find the system to be flexible to interact with	3,42	4	0,95
	It would be easy for me to become skillful at using the system	2,33	2	1,18
	I would find the system easy to use	2,33	2	1,25

Figure 1 shows the results of the questionnaire on the box plot and therefore it is possible to examine from another point of view. It shows that very most of the respondents are persuaded that the software has to improve its perceived usefulness and on the other hand, the answers which are dealt with perceived ease of use factors are less consistent.

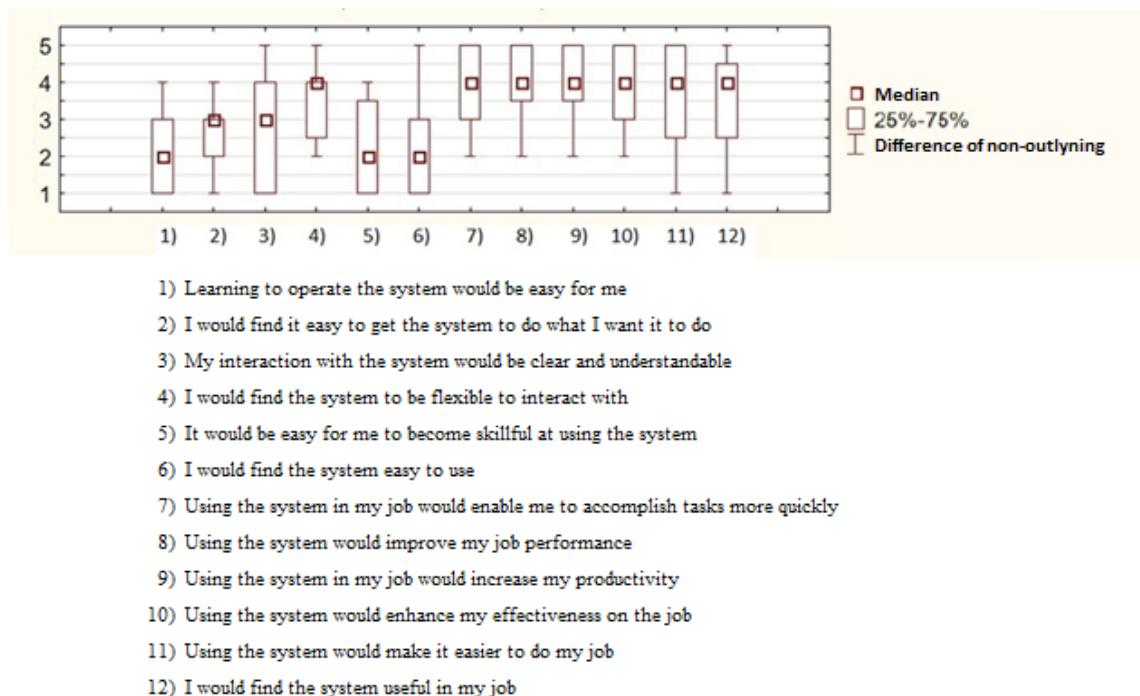


Fig. 1. Results from quantitative research

The usage of IBM Computer Usability Satisfaction questionnaire has also another advantage. The spider web chart (as it is possible to see on Figure 2) shows that standardized output is possible to use as ground for comparison for next rounds of user design. The Figure 2 shows that the aim of the next rounds of user design should be focused on improvement of chosen aspects (in this case especially perceived usefulness) and results from other rounds can be compared to the results of the previous round.

The Figure 2 uses traditional spider web chart; however, it is divided into two halves – first is consisted of factors of perceived usefulness and second is consisted of factors for perceived ease of use. Moreover, the arrows show the desired motion of the results for every particular factor.

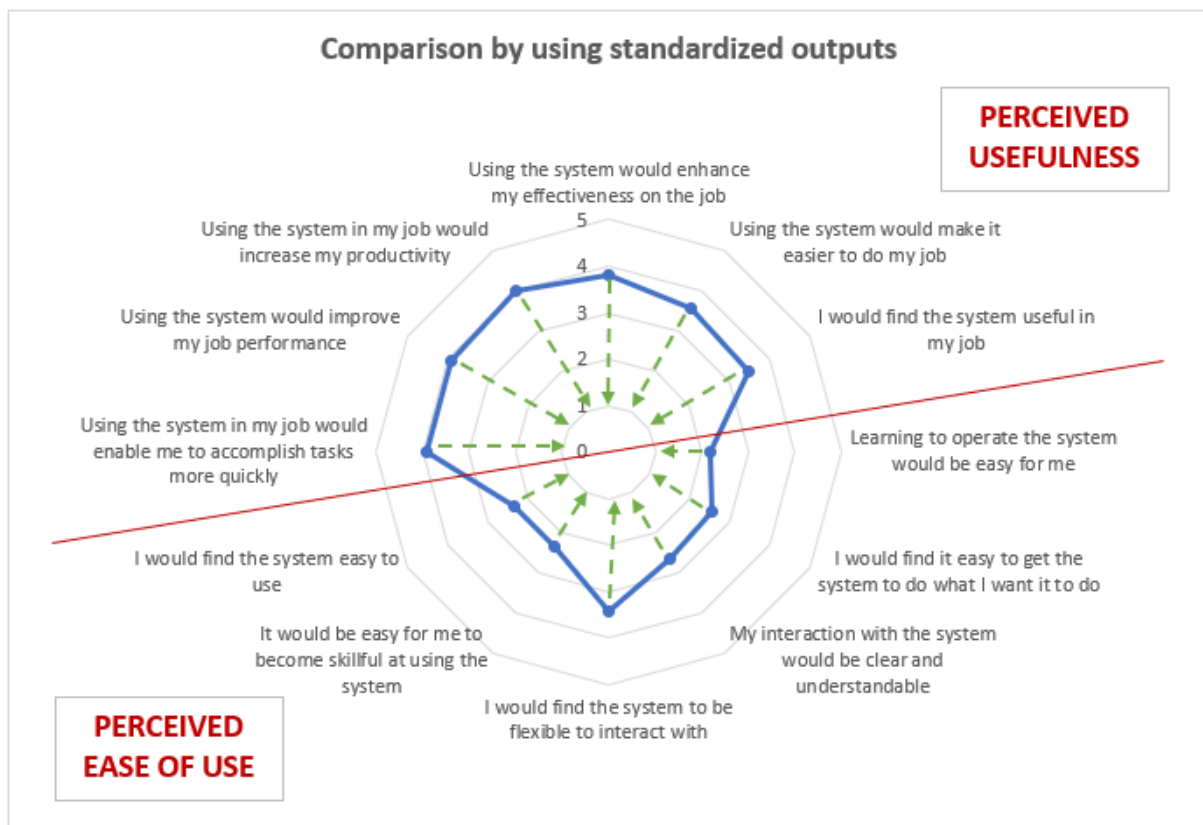


Fig. 2. Comparison by using standardized outputs

The statistical examination of the results is also possible to use when the test has standardized outputs. For the situations where researchers want to compare single factor but from other rounds, Student’s t-test appears to be suitable (by using paired samples). When researchers want to compare whole group of factors (i.e. perceived usefulness factors and perceived ease of use factors) between two rounds, multiple measures ANOVA is possible to use.

5. CONCLUSIONS AND FURTHER RESEARCH

Usability testing is modern method how to validate and examine UX designs of the product prototype. Usability testing is the last step of the iterative UX design process as the steps are - user research, analysis, design, prototype and user testing. The aim of the contribution is to show case study of usability testing on selected website design – SAFMEA.com which was prepare in the state of the HTML prototype to examine perceived usefulness and perceived ease of use. The research was performed on 12 selected users where it was divided into two major parts – qualitative research (by using talk aloud protocol) and quantitative research (by using IBM Computer Usability Satisfaction questionnaire). The results showed that perceived usefulness is doing poorly but on the other hand perceived ease of use is doing much better. Therefore, in other words, the software design should primarily focus on the issue of bringing

the meaning of the solution to the customer/user. The qualitative research during usability testing showed that users would prefer more focus on the premade examples of risk analysis rather than doing it by themselves.

The article also presented how standardized outputs from usability testing can help researchers with iterative evaluation between steps – such as using spider web chart or Student's t-test for statistical evaluation.

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Financial Management by School Principals in a South African Rural District

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Abstract

The South African Schools Act of 1996 makes provision for public school governing bodies to progressively become more responsible for the managing aspects of regular expenditure, as experience has taught us that school principals are often at the forefront of mismanagement of school funds. One of the biggest changes that have occurred in educational management since 1994 is the local management of school funds by the school governing bodies (SGB), financial committees (FINCOM) and the school principals. Therefore, this study aimed to investigate financial management by the school principals in the Nkangala district of the Mpumalanga province in South Africa. A cross-sectional descriptive study was conducted among 245 school principals and acting principals using a self-administered questionnaire. The study revealed that there were significant differences between the mandates of the appropriate financial policies and financial management practices in most schools. The most common findings were that most principals were struggling to implement effective and efficient financial management systems in public schools. Furthermore, the challenges that schools experienced changed from systemic issues to the financial management skills of the school principals.

Keywords: Asset management; financial planning; public finance.

1. INTRODUCTION

Finance is an important resource in driving the broader vision of a school. Ntseto (2009) asserted that since 1994 there had been considerable changes in the administration of school funds by governing bodies, the financial committees and school principals. For the schools to become successful and cope in this turbulent environment, it is necessary to ensure that the principals are well-versed in managing school finances.

The South African Schools Act, Section 34 (1) states that the government should make funds available to public schools to secure the proper practice of the rights of learners to education and redress the asymmetries of the past in education provision (Government Gazette No. 17579, 1996:24). The source for these funds is public revenue. The Act further attests that the provision of these funds for public school governing bodies should be utilised to become progressively more responsible for the managing aspects of recurrent spending. Control procedures and accountability of the management of school finances dating back to 1990, however, there were some interesting developments (McKenzie, 2000). Blank, Jacobson, Melaville and Pearson, (2010) advised that the exchange of knowledge in the field with the best practices provides an efficient receiving mode to assist public schools in further developing and fleshing out its operating capacity and governance.

This study proposed to examine the financial management procedures handled by the school principals in the Nkangala district of the Mpumalanga province, South Africa. The study had the following research objectives: (1) to verify if the financial management systems in schools are in place (2) to determine how finances in schools are being used (3) to identify whether principals are conversant with the processes, policies and procedures necessary to manage school funds effectively (4) to recommend the

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appropriateness of the subsisting support, training and developmental programmes to address the predicaments experienced by school principals.

2. Literature review

According to Ntseto (2009), a financial organisation includes the development of the school building and delegating and coordinating the actions of the school budget. Section 15 of the South African School Act (SASA) regard school as a “juristic person” meaning that school is viewed as a legal entity. The ability to determine the school policies and rules by which your organisation will be controlled and organised is referred to as school governance (Western Cape DoE, 2012). Public schools as financial organisations are likewise required to adopt standardised processes when it comes to the management of school funds. All the powers are vested in the hands of the principal, school finance committee and school governing body.

In contrast, in corporations, the financial manager has two main roles. These are accounting functions, usually under the supervision of the financial controller, and corporate finance usually works under the guidance of the treasurer. Accounting is concerned with the supply of information and description of economic decision-making, while corporate finance deals with sources of financial backing and the capital structure of the firm (Woods & Burger, 2010).

2.1 International trends towards school financial management

To meet the challenges of a rapidly changing environment, many educational reforms and the restructuring operations of the school have been implemented to pursue educational effectiveness and school development. This has been found in Canada, the U.S. and the United Kingdom in the West, but also the Asia-Pacific region, including Australia, New Zealand, China, Singapore, Malaysia and Hong Kong (Volonsky & Friedman, 2003). A similar view was held by Hansraj (2010) who argued that one school in charge of the decisions provides quality education to a cluster of schools, this being run by a management group. The school financial management and the school-based management (SBM) are of the most progressive changes internationally, showing the division of the school stage as impressive ways to promote effective decisions and improve internal processes that are pertinent in teaching and learning to attain the educational demands.

This modification concerning devolution, which in many cases has resulted in a restructuring involving comprehensive changes that involve the distribution of forces and duties between the groups with vested interests in school, districts and central (or provincial) offices. Cheng and Chan (2000) proclaimed that the big question since the implementation of school-based management has always been “how to improve or even re-engineer the internal school process”. The solution to this problem necessitates a new knowledgebase regarding internal school processes, suggesting how a school can maximize the utilisation of its internal resources to achieve optimal conditions for performance and continuous development in management, teaching and learning, within the turbulent environment of the 21st century.

2.2 Legislative rules and regulatory framework for school financial management

Government education reforms since 1994 have focused on correcting historic imbalances and to achieve equity in education efforts in South Africa (Mestry, 2013). The operations of all financial management schemes in schools do not function in silos. Makrweide (2012:12) emphasised that “all financial systems are informed, influenced and directed by a series of legislative framework upon which all procedures and processes are founded”. Furthermore, all the role players within and outside the school environment should be aware of the legislative framework regarding school finances (Western Cape DoE, 2012). The South African School Act (SASA), the Public Finance Management Act (PFMA), the Employment of Educators Act (EEA) and the Education Laws Amendment Act will be explored to answer whether the principal and/or the School Governing Body (SGB) is accountable for overseeing the school's funds (Mestry, 2013).

2.3 South African School Act (SASA)

The Schools Act 84 of 1996 prescribes how a school should manage its funds. It also offers guidelines for the school governing body and the principal on their roles and responsibilities in handling the finances of the school. According to Makrweide (2012), SASA is an Act that specifies a uniform arrangement for the governance, constitution and funding of schools. The Act offers a uniform system which is an organised national structure for all public schools in the Republic of South Africa.

Mngoma (2009), Motsamai, Jacobs and Wet (2011) and McKenzie (2000) shared the same sentiment that SASA imposes responsibilities on the South African government concerning how the allocation of financial resources must be carried out, as well as the responsibilities of the schools in the deployment and utilisation of those funds. In the preamble of the SASA legislation, it is stated that our “country requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively higher quality for all learners and in so doing lay a strong foundation for the development of all our people’s talents and capabilities”. Like the Constitution of 1996, SASA stressed the equitable distribution of public revenue to the provinces.

However, SASA also advocated a partnership funding approach to address disparities inherited by the apartheid system. This partnership would assist South Africa to meet the following four objectives: equity, advancing quality, redressing imbalances and improving efficiency (Jones & George, 2011) and (Motsamai, et al., 2011). Section 16 (1) and (3) of SASA, states that the principal is responsible for the professional management of a school, whilst the governance of the school vests with the SGB. According to Mngoma (2009), financial management can be best described as the execution of the financial management activities of schools with the primary objective of achieving an effective education in South Africa.

2.4 Public Finance Management Act (PFMA)

According to SASA, schools are bound to spend state funds for resources, services and repairs, and the maintenance of schools. Although PFMA does not charge principals with responsibilities on how to manage funds per se, those forces being invested in the provincial Head of Departments (HoDs) as accounting officers of the State. The PFMA (Act 1 of 1999 as amended) does not explicitly stipulate that schools should have an accounting officer. However, Section 36 (c) (1) makes a provision that all constitutional institutions and departments must have an accounting officer. The principals and SGBs obtain instructions from the HoDs in the form of circulars, workshops, meetings, etc., on how resource allocation for schools should be expended (Mestry, 2013). Hansraj (2010) and Makrwede (2012), shared similar sentiments that funds allocated to schools should be used only for particular purposes. For instance, 50% of the budget should be allocated to learning and teaching support materials (LTSM), and 50% for services rendered, repairs and upkeep of the schools. Mestry (2013) emphasized that in the event of a school having not elected an SGB, the HoD can nominate a person to act as the SGB, and that person, *ipso facto*, becomes the accounting authority on behalf of the school. Schedule 2 and 3 of PMFA describes the school as falling under the ambit of SASA and, as a consequence, the PMFA has no direct applicability to the school.

2.5 Training of the principals and SGBs

Section 19 of SASA stipulates that the HoD ought to impart basic training to the SGBs and the principals to empower them to execute their financial role with ease (Mestry, 2004). Hansraj (2010) and Makrwede (2012) further suggested that the SGB and principals should be provided with continuous training to promote the effective carrying out of their affairs and to enable them to execute school financial duties. The Government Gazette (2012) verified that the training as reflected in Section 19 (4) of SASA should be designated to enhance the capacity of governing bodies and principals to do their statutory roles as established by Section 20 and Section 21 of SASA. Such training should aim at the improvement of knowledge, skills and/or position of the governing body members and principals.

2.6 School's funding and allocation

It is the state's responsibility to fund the public schools from public revenue on an equitable basis to assure the proper practice of the rights of learners to education and the redress of past inequalities in the education proviso (Republic of South Africa, 1996, Section 34). The SASA enforces an obligation on SGBs to take all reasonable measures within it intends to supplement the assets provided by the DBE to enhance the nature of quality teaching and learning by the school to all learners. It is on these seams that it is indispensable to possess an acceptable picture of what these assets contributed by the state. Clive (2010) advised that some schools have an operational budget which is not in proportion to the number of learners and the subsidy provided by the DBE.

2.7 Financial planning and budgeting and in public schools

Ross, Westerfield and Jordan (2012:89) refer to financial planning as "the task of determining how a business will afford to achieve its strategic goals and objectives". Normally, a company creates a financial plan immediately after the vision and targets have been determined. Public schools are, therefore, expected to engage in financial planning processes to achieve its strategic goals and targets. Financial planning, therefore, postulates the crafting of objectives, evaluating the resources at a company's disposition, predicting the future needs of the establishment, developing and planning to achieve those fiscal and monetary goals (Makrwede, 2012). The financial plan depicts each of the natural processes, resources and materials that are needed to achieve these goals, and determine the time frames (Ross, et al. 2010). Furthermore, it is necessary for the finance committee to take into cognizance the following aspects when planning: (1) types of resources required, (2) quantify the measure of resources needed, (3) come up with the total cost to create a budget, and (4) consider the pros and cons for the line items to be included in the budget. Why is it necessary for public schools to perform financial planning activities? Woods and Burger (2010) suggest that it was necessary to maintain a prospect that fiscal provision is essential to the success of any system as it furnishes information on whether the set objectives are achievable from a financial point of view. Financial provision or planning is then followed by the budgeting procedure.

2.8 Budget system

Noreen, Brewer and Garrison (2011) define a budget as a quantitative plan for obtaining and using resources over a defined period. In the broadest sense, a budget is a portion of cash focused for a particular reason (Hope & Fraser, 2003). Graham-Blake (2012) reiterated that the school budget is an announcement of the consumption and monetary recommendations for the following year to be exhibited to the SGB for its approval. Budgets are used everywhere, for example, individuals sometimes create household budgets that balance their income and outlays for food, clothing, lodging, and so on while providing for savings (Noreen, et al., 2011). Schools as public entities and companies use budgets in a standardised way, although the amount of work and underlying details far exceed a personal budget (Ross, et. al. 2012). Therefore, to ensure that the budgeting process is being followed, it is necessary to compare actual spending to the focused budget.

Budgets are utilised for two different purposes—planning and controlling. Planning includes creating objectives and preparing different budgets to accomplish those objectives. Control involves a trajectory of events taken by school principals to improve the probability that all parts of the organisation are cooperating to accomplish the objectives outlined in the planning phase. To be compelling, a decent budgeting framework must accommodate both planning and controlling. Effective planning without compelling control is an exercise in futility and exertion (Noreen, et al., 2011).

2.9 Budget process

The effective preparation of a budget is key to its success. According to WCED (2010), budget and financial planning justify the requested allowance and enable the organisation to operate within the limit of their budget as well as increasing the likelihood of approval. The budget process commences with effective planning by the FINCOM who obtains input from various departments. FINCOM then draws a draft budget based on historical data and future school needs. The preparation of a budget is then accompanied by budget meetings where the draft budget is scrutinised. Notifications must be sent to the parents 30 days before the encounter. Furthermore, the draft budget must be available for examination by parents at least 14 days prior to the budget meeting. The tertiary phase of the budgeting process is the adoption of the budget by the parents. The approved budget forms a framework within which all the expenditure is effected over the financial period. Once the budget is approved, FINCOM begins to monitor the budget in consultation with the SGB.

2.10 Petty cash, procurement and other payments

Section 84 of SASA sets out the framework for all procurement, payments and handling of petty cash by the schools. The procurement cycle commences with the identification of needs according to the approved budget. FINCOM and SGB work together in sourcing at least three quotations from qualified service providers or contractors. It is important that the order is placed according to the school financial policy and all records are retained. This process is followed by the delivery of the service or order where proper checking is made against the order and necessary signatures are attested. The last stages of the procurement cycle include payment and record-keeping. Payments are made through cheque requisition in accordance with the school financial policy. Financial records such as cheque requisition, cross cheques and invoices must be filled at all times.

According to Western Cape DoE, (2012), the SGB must formally approve the establishment of petty cash, as well the reasonable funding level given the operational requirements of the school. This is followed by the formal appointment of the petty cash officer in writing.

2.11 Financial statements

According to Graham & Winfield (2010), financial statements are divided into three categories, namely: (1) statements of financial position (also called balance sheet), (2) statement of comprehensive income, (3) statement of cash flow, and (4) statement of change in equity. Statement of financial position indicates the sources of funding and for what purpose the funding has been allocated. The statement of comprehensive income shows how the business has managed to turn its assets to make a profit, while the statement of cash flow focuses only on the cash flows in or out of the business.

Makrweide (2012) and Western Cape DoE (2012) also articulated that financial statements provide guidance to the legislative requirements of Section 43 of SASA and Section 38 of PFMA. The Western Cape DoE (2012:59) claimed that “the annual financial statements must be prepared on a historical cost basis and in accordance with Generally Accepted Accounting Practice (GAAP)”. Graham and Winfield (2010:1) further attested that the “purpose of financial statements is to enable people who read them to evaluate the decisions and events that have affected a business in the past, and to determine whether the business has achieved its ultimate objectives, as well as to assess its potential for doing so in the future”.

3. Research methodology

According to the Mpumalanga Department of Education (2012), the Nkangala district comprises of 20 circuits and 539 public schools. There are 315 primary schools, 131 secondary schools, 55 intermediate and 38 combined schools. All the principals or acting principals who were working in the Nkangala district of Mpumalanga province in South Africa were part of the study. A total of 539 principals were working at the time of the study. Using a 95% confidence interval and a 5% margin of error the required sample size for the study was calculated to be 245.

A self-administered questionnaire consisted of 45 questions developed for the study. Section A of the questionnaire included the demographic information of the respondents as well as their schools. Section B was subdivided into four subsections according to the research objective. The first part outlined the questions about the relevant financial legislation policies; the second part outlined the questions that sought to understand how finance is used in schools; the third part contained the question about procedures for effective and efficient financial management systems; and the last part concerned the subsisting support, training and developmental programmes to address the challenges experienced by school principals.

Participants were enlisted from the pool of all government-funded schools in the Nkangala district, Mpumalanga province of South Africa. Pre-meetings were held with the district and circuit authorities to framework the reason for the study and how it will advantage the Department of Basic Education. Amid this gathering, it was suggested that the circulation of the questionnaire ought to be through the circuit office, as opposed to onsite visits. The questionnaire was accompanied by a gateway and consent letters illustrating the motivation behind the research.

Questionnaires were delivered to the principals' meetings called by the district manager. This strategy helped to diminish the likelihood of the questionnaires being lost or not returned by the respondents. However, only 102 principals attended the meeting, which necessitated in the distribution of 500 additional questionnaires to the principals via the circuit offices. Out of 500 questionnaires distributed, only 143 were returned.

The information acquired from the questionnaire was tabled, checked, counted and reported as numerals to answer the research questions. Therefore, descriptive statistics such as mean (standard deviation) was calculated for numerical variables and frequency distribution was used for the categorical variable. A Chi-square test is used to determine whether there is an association between two categorical variables. P-values less than 0.05 were considered statistically significant.

4. Results and discussion

More than half of the respondents were male (56%). The quintile of a school decides the aggregate assets designation to schools. The quintile of a school is dictated by the territory of the school, schools in rural areas fall into quintile 1 and quintile 2; those that are on the edge of town are in quintile 3 and schools that are in an urban region are in quintile 4 or in quintile 5. It was found that 68 and 91 schools were from quintile 1 and 2 respectively. There were 76 respondents from the edge of town. All these (quintile 1, 2 and 3) are no-fee schools and rely solely on the government subsidy and fundraising activities. For quintile 4 and 5 schools which are charging schools fees, there were six and four participants respectively.

4.1 School status

There were 85% of principals from section 21 and the rest from section 20. Section 20 and 21 descriptors refer simply to SASA categories describing the various functions exercised by the SGB in the public schools for which they have been elected to serve (Clive, 2010).

Section 20 of the SASA provides the SGB with the power to administer and control school property and buildings and resources occupied by the school. On the other hand, section 21 descriptor encompasses the additional roles that may be delegated to the SGBs by the HoD. This view is supported by (Mestry, 2013), who argued that the school is allocated Section 21 by the HoD provided that the school has displayed and highly demonstrated a capacity to manage school finances efficiently and effectively. The HoD can only grant Section 21 status provided that he/she has ascertained that the school has done well in managing its funds and submitted a clean audit, (Swartz, 2010).

When participants were asked about whether the principals are satisfactorily arranged to handle monetary commitments in their institutions, the majority (79%) felt that they could handle financial matters in their school (Figure 4.1.1).

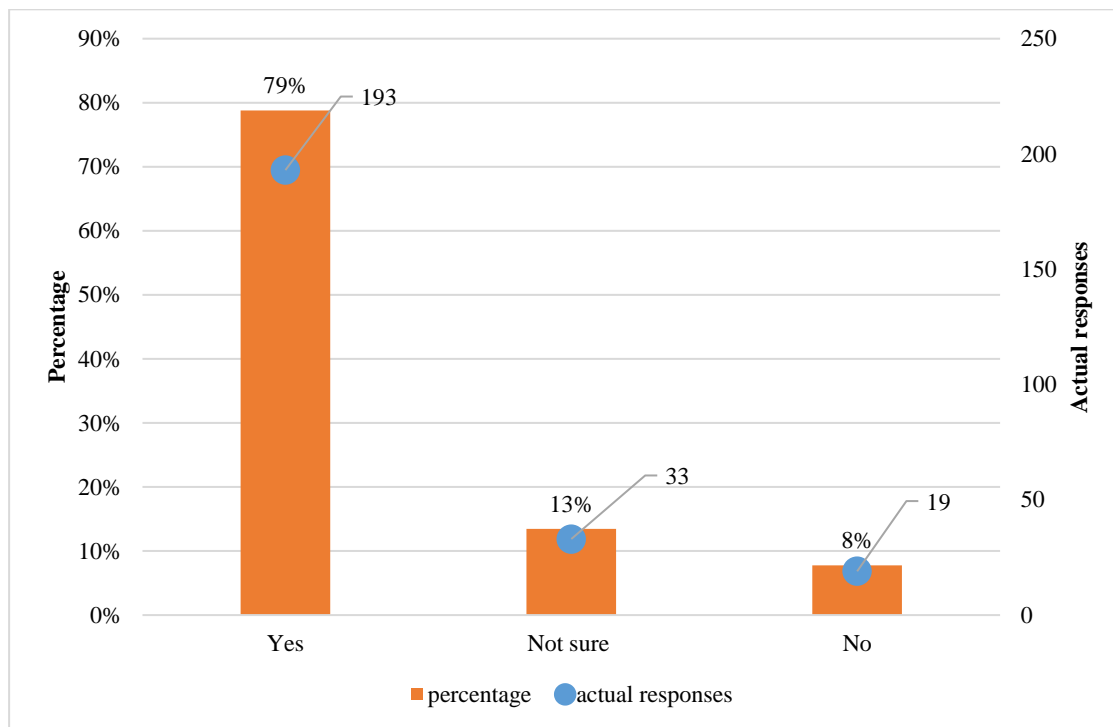


Figure 4.1.1 Frequency distribution of responses regarding handling financial obligation (n = 245)

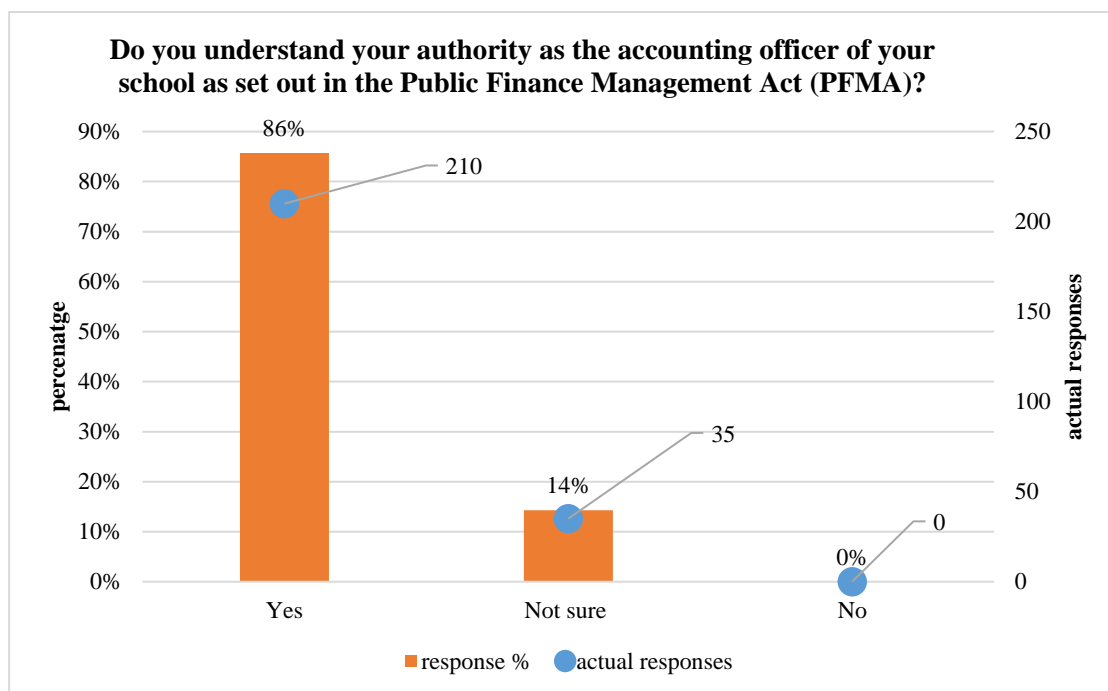


Figure 4.1.2: Understand their authority as the accounting officer of their school

All principals seemed to understand their authority as outlined in the Public Financial Management Act (PFMA), except a few respondents (14%) who were not sure about their authority.

Out of 245 responses, 211 (86%) have certainly developed effective financial policies. The characteristics of effective financial policies include effective internal controls, regulatory requirements, effective budget controls, efficient accounting systems, and clearly written policies and procedures. Twenty-four respondents (10%) were not sure about the question and 4% had not developed effective financial policies.

Table 4.1: Responses to the research question

	Frequency	Percentage
Yes	211	86%
Not sure	24	10%
No	10	4%
Total	245	100%

4.2 Financial legislation and policies compliance

Figure 4.2.1 below shows the percentage of responses to the questions about the compliance with the financial legislative framework and policies by the school principals.

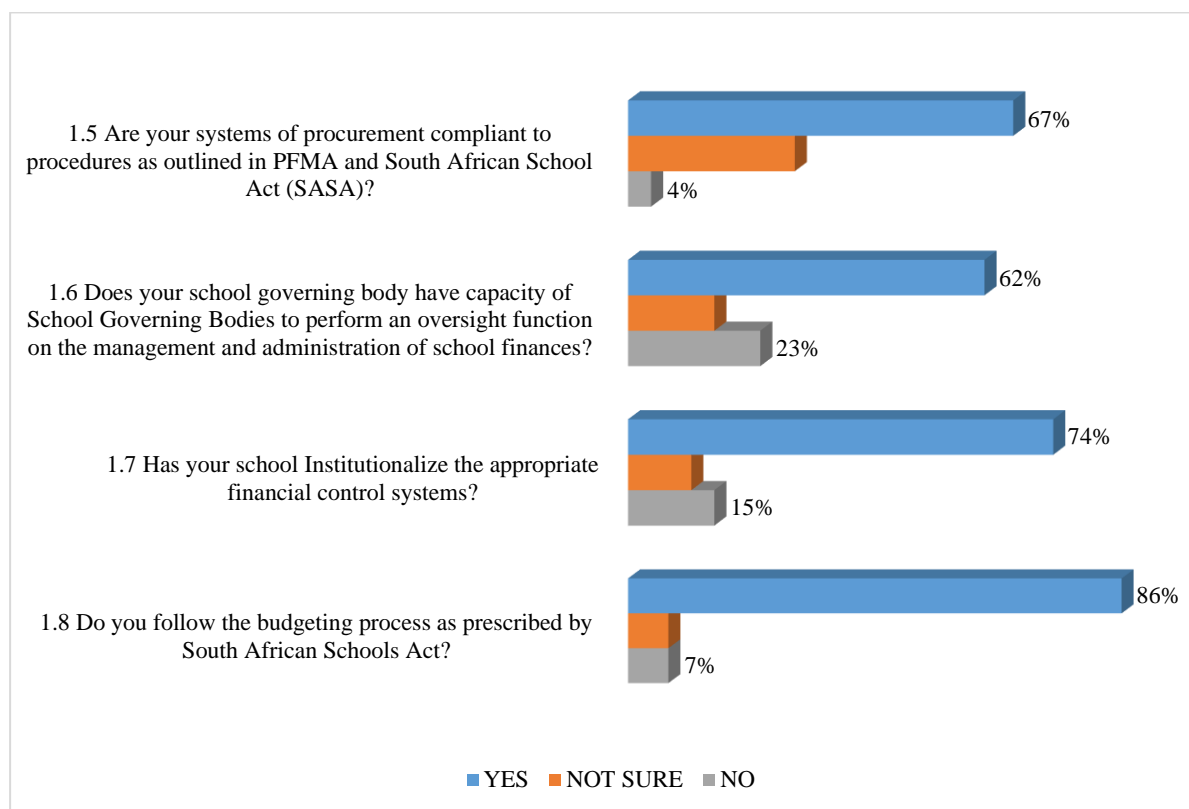


Figure 4.2.1: Responses to the questions around compliance with financial legislation and policies

The respondents' evaluation of their systems of procurement compliance seems to be positive. This is reflected by their responses which indicated that 67% of the principals deem their procurement system compliant with PFMA and SASA. Although that is the case, when analysing the data further there was an indication that there is a big difference between theory and practice. Twenty-nine percent (29%) of respondents have indicated that they were not sure whether their procurement systems comply with the policies. Furthermore, 4% were also uncertain whether their procurement procedures are compliant with prescribed policies.

The respondents' evaluation of whether SGB can perform an oversight function on the management and administration of school finances was favourable. This is revealed by their responses which indicate that 62% of the principals perceived SGB as having the capacity to perform an oversight function on the management and administration of school finances. While that is the case, a deeper analysis showed that 15% of the principals were not sure about the SGB capacity. Furthermore, 23% overwhelmingly felt that SGB has limited capacity to perform an oversight function on the management and administration of school finances. Seventy-four percent (74%) of the participants echoed the sentiments that their schools have institutionalised appropriate financial policies. Eleven percent were not sure and 15% responded otherwise. The respondents' evaluation of whether they follow the budgeting process as prescribed in SASA seem to be positive. Up to 84% of respondents claim to follow the budgeting process as outlined in SASA.

When exploring this information, it is clear that a couple of principals lack capacity, skills and knowledge for managing their school finances effectively and efficiently. For example, they are not certain about their capacity to comply with the procurement systems. The results reveal that SGB needs additional support to perform an oversight function on the management and administration of school finances. Most principals are competent with the budgeting process, although there is still room for improvement.

Figure 4.2.2 below shows that there are a few schools (22%) that operate without financial legislations and policies, particularly PFMA. Since these are directing documents in the administration of school finances, and a decisive source of reference in institutionalising financial management systems, it is necessary to provide the schools with such documents to minimise financial management inefficiencies.

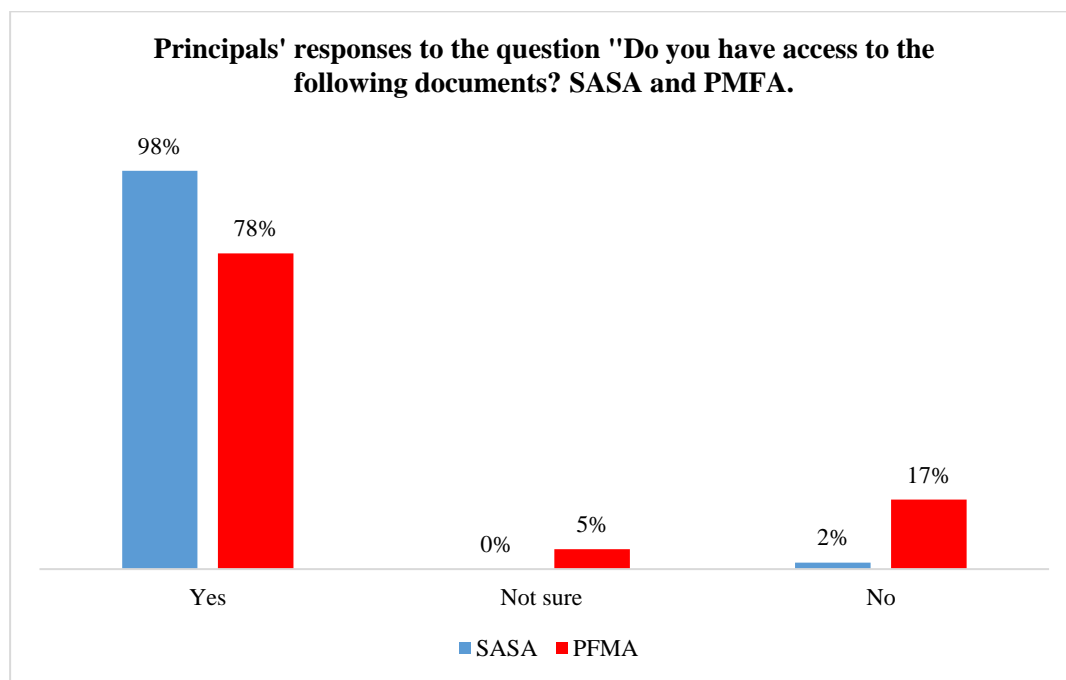


Figure 4.2.2: Access to the SASA and PFMA

Figure 4.2.3 demonstrates that 91% of schools operate a cash journal, 67% operate a petty cash book, 84% operate a deposit register and 24% operate a commitment register. The percentage of operating commitment register is alarming considering its usefulness in controlling and maintaining the school budget. The non-appearance of a commitment register in most schools is evidence that schools don't control and monitor their financial plan/budget.

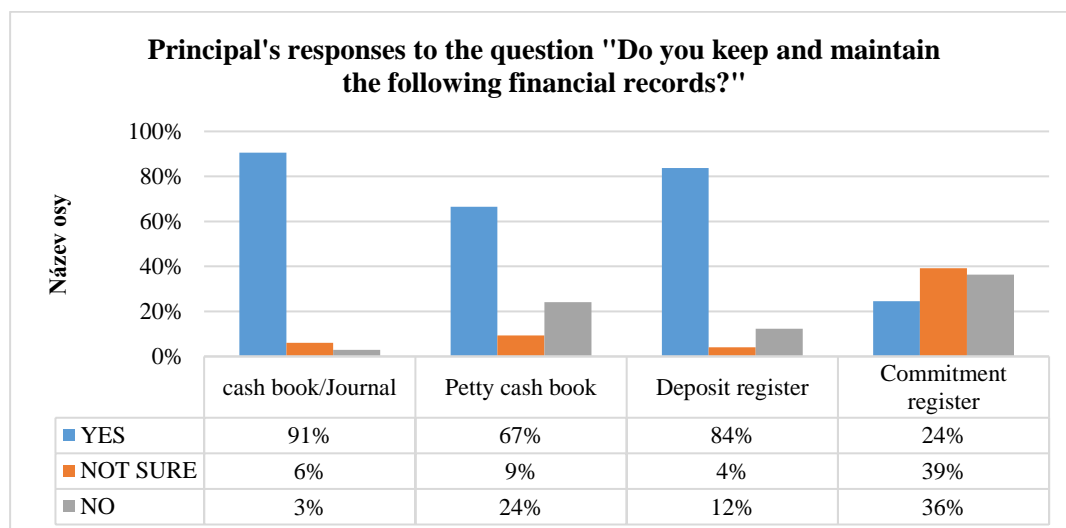


Figure 4.2.3: Financial records

4.3 Establishment of general financial operations and structures

Table 4.3 depicts that there is a small number (8%) of school that operate more than one account. Although this does not show any financial irregularities, it does demonstrate that schools are not spending their budget within a particular current year. Schools are not profit-making organisations and their financial plan distribution is carried out on a year by year premise. Surplus funds hence need to be observed and examined to determine the reason for such speculations.

Table 4.3: Establishment of general financial operations and structures

No.	Questions	YES	NOT SURE	NO
1.11	Does your school have more than one bank account?	8%	0%	92%
1.12	Does your school have a finance committee?	89%	0%	11%
1.13	Do you have a database of the service providers that you use when acquiring goods and services?	40%	3%	57%
1.14	Is there a rotation plan drafted used for awarding tenders?	16%	4%	80%
1.15	Did your school produce Audited Financial Statements for 2013 fiscal year?	92%	2%	6%
1.16	Do you nominate the executive committee (Chairperson, Treasurer, and Secretary) of the SGB at the close of each year?	85%	1%	14%
1.17	Do you deposit all cash received to the school account before it is used?	84%	4%	12%
1.18	Do you hold annual general meetings for financial reporting to parents?	98%	0%	2%

There was an overwhelmingly positive response about whether the schools have a finance committee. Eighty-nine percentage (89%) of the respondents claim that they have an established financial committee and 11% thought otherwise. In terms of Section 30 of SASA, the school governing body may establish a finance committee to support the treasurer in administering his or her duties. Other paramount duties include advising the SGB and financial officers about the fundraising activities, suggesting who should be appointed as the auditor and assisting the school financial officer to draw up annual statements.

There is also an indication that some schools do not have a database of service providers to use when acquiring goods or services. Only 40% of the principals responded positively and ascertained that they have a database of service providers. The service provider database ensures that the work to be done for the school is contracted fairly.

According to the Western Cape DoE (2012), a tender is an offer to do work or supply goods at a fixed price. Getting goods or services is also known as procurement. Effective financial institutions should have a rotational plan for awarding tenders. Only 16% of respondents indicated that they have a rotational plan in place, 4% were not sure and 80% of the school operates were without a rotational tender plan.

In terms of Section 43(1) of SASA, the SGB must appoint a person registered as an accountant and auditor in terms of the Public Accountants’ and Auditors’ Act, 1991 (Act 80/1991)-CA. Although most (92%) schools produced audited financial reports during the fiscal year, some principals were not sure (2%), and 6% were unable to produce them.

To establish financial structures and general financial operations, it is necessary to implement legislative and policy documents. The legislation requires an executive committee of the SGB to be annually nominated. Eighty-five percent (85%) of respondents seem to be on par with the legislative documents. One percent (1%) were not sure and 14% responded differently.

Eighty-four percentage (84%) of the principals indicated that they deposit cash into the school account before it is utilised, 4% were not sure, and 12% appeared to use some cash before it is deposited. If funds are deposited before they are utilised, they will be recorded accordingly which will lead to a clean audit. Funds that are not recorded are vulnerable and constitute mismanagement of school finances. It is a requirement that all schools hold general annual meetings. Interestingly 2% of the schools seem to deviate from the trends.

4.4 Budget line items

To establish where the bulk of the school budget goes, it was necessary to list the common line items as shown in Figure 4.4.1. The data reveals that the bulk of the budget goes to transport, stationery and learning and teaching support material (LTSM). These figures are not surprising, as the teacher professional development and LTSM are on the top priority list (Action plan 2014). It is interesting to note that most schools are spending less on advertising (69%) and refreshment for parents' meetings (72%). Schools are also spending less (53% of respondents are spending between 0-10% of their budget) on extra lessons. This is an indication that teachers have the willingness to sacrifice their time on extra lessons without monetary rewards. Conversely, this could mean that most schools are not conducting extra lessons at all.

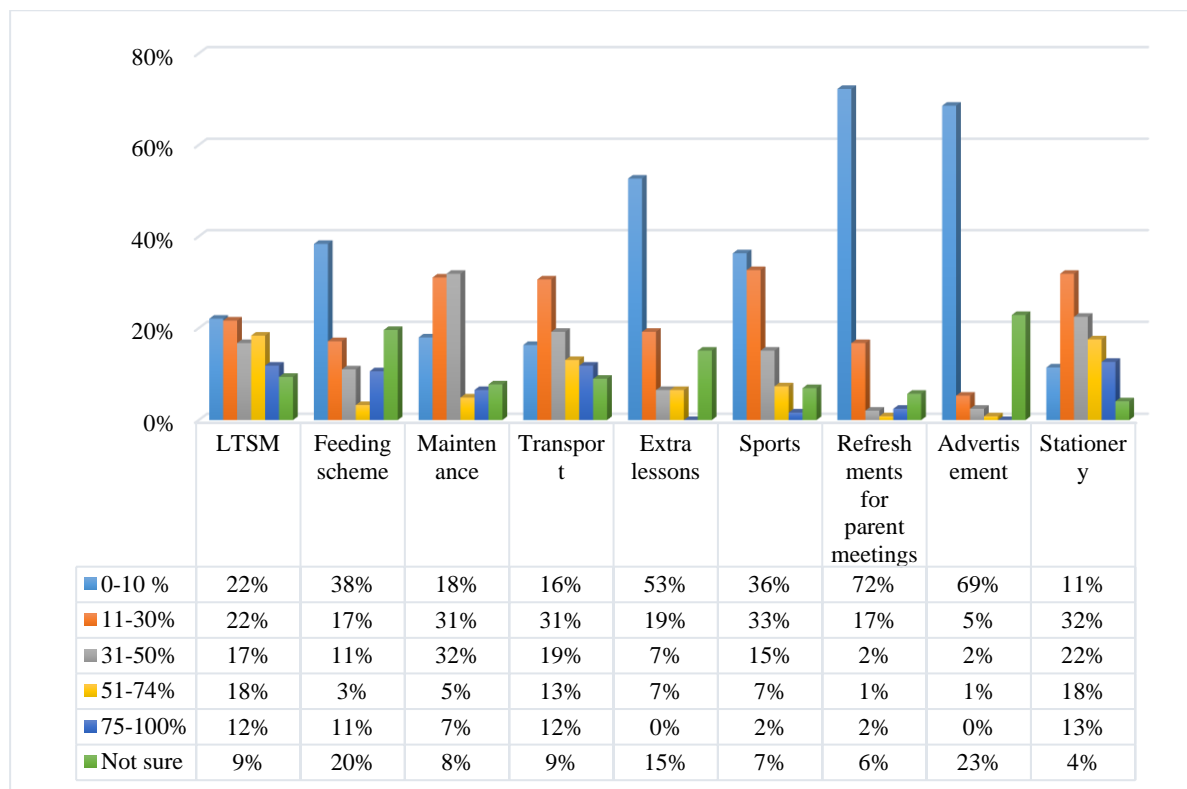


Figure 4.4.1: School budget line items

4.5 Financial management responsibilities

Table 4.5 shows the principals' responses concerning the financial responsibilities within the school context. When analysing the results it was evident that the respondents were confused about "crafting and drawing finance policy" as a result there were fewer (11) responses on the latter. Nevertheless, the study includes all the responses as shown above. Most respondents (59%) and (37%) deem the primary responsibility of the principal being that of approving service providers and authorising the payments respectively. Sixty-seven percent (67%) indicated that the main responsibility of the governing body is to authorise payment and 24% suggested another duty as that of the approval of service providers.

Table 4.5: Financial management responsibilities

		Principal	Finance committee	Governing body	Procurement committee
Crafting finance policy		9	2	74	0
		4%	1%	32%	0%
Approving of service providers		131	56	73	104
		59%	24%	32%	47%
Authorisation of a payment		82	159	78	115
		37%	67%	34%	52%
Draft finance policy		0	13	2	0
		0%	5%	1%	1%
No response		1	8	1	1
		0%	3%	1%	0%
Grand total		223	238	228	220

Crafting financial policy, approving of service providers, and the authorisation of payments received favourable responses of 32%, 32% and 34% respectively as the primary duties of the SGB. Lastly, the responsibilities of the procurement committee were perceived by the majority (47%) as approval of service providers and the authorisation of payments.

4.6 Financial accountability by the school principals

Table 4.6 seek to illustrate the responses by the school principals on the issues concerning the financial accountability within the school context. The first question was about the financial delegation. There was a massive response (73%) in favour of “delegation” as an attribute. Having said that, 22% disregarded delegation of financial duties.

Table 4.6: Financial accountability

No.	Questions	YES	NOT SURE	NO
3.1.1	Are the staff involved in the financial management of the school?	180	11	54
3.1.2	Do you have measures in place to ensure that a spirit of transparency, accountability and responsibility, in terms of the schools financial status in your school prevail?	224	14	7
3.1.3	Are all necessary financial policies in place?	185	48	12
3.5	Do you get the necessary co-operation from your governing body?	224	12	7
3.6	Are parents allowed to scrutinize the financial records of the school?	218	21	4

It was interesting to note that 3% of respondents seemed to have no measures in place to ensure that a spirit of transparency, accountability and responsibility prevailed in their schools. It is a worrying factor considering that the legislative policies (SASA and PFMA) overemphasise the spirit of transparency and accountability by the financial officers. It was also not surprising to learn that 20% of respondents are uncertain about whether all necessary financial policies are in place. There appears to be a challenge to the transparency and accountability aspects in some schools. When principals asked if they get necessary cooperation from SGB, 91% said yes, 5% were not sure, and 4% thought otherwise. The spirit of transparency seems to prevail in most school. This was supported by 89% of the respondents who appear to afford the parents opportunities to scrutinise the financial records of the school.

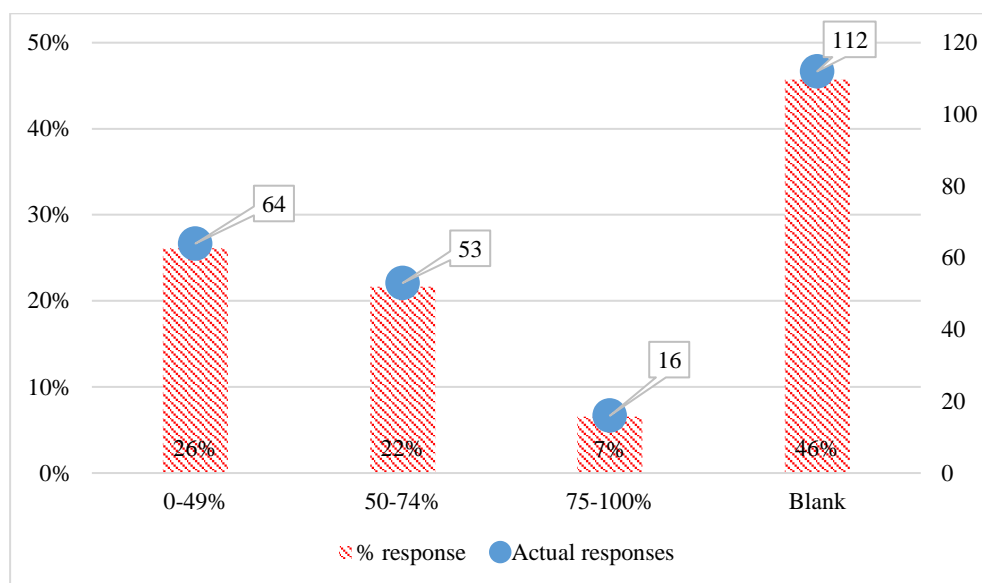


Figure 4.6: Percentage of school fees paid

Most of the principals (46%) did not respond to the question on fees. However, they did indicate that they were non-fee schools. Quintile 4 and 5 schools seem to have challenges when comes to school fee payments. One would expect most schools to have collected more than 75% of the school fees by now (3rd term).

4.7 Financial management obstacles experienced by the principals

Table 4.7 below depicts the responses made by the school principals when responding to the question “In your view, what are some of the problems and obstacles that you encountered in meeting your financial obligations?” Fundraising seems to be one of the worst nightmares experienced by the principals. Financial reporting, auditing and record-keeping were cited as less challenging tasks. Other financial obstacles encountered include (1) asset management and control; and (2) controlling and monitoring the school budget.

Table 4.7: Challenges experienced by the principal

	Responses	Percentage
Auditing	11	3%
Fundraising	165	52%
Records keeping	9	3%
Financial reporting	12	4%
Controlling and monitoring school budget	52	16%
Asset management and control	71	22%
Grand total	320	100%

4.8 Financial audit frequency

Figure 4.8 below shows the frequency of financial audit in public schools. Most schools (95%) are audited once a year. There were six schools whose financial books are audited half-yearly.

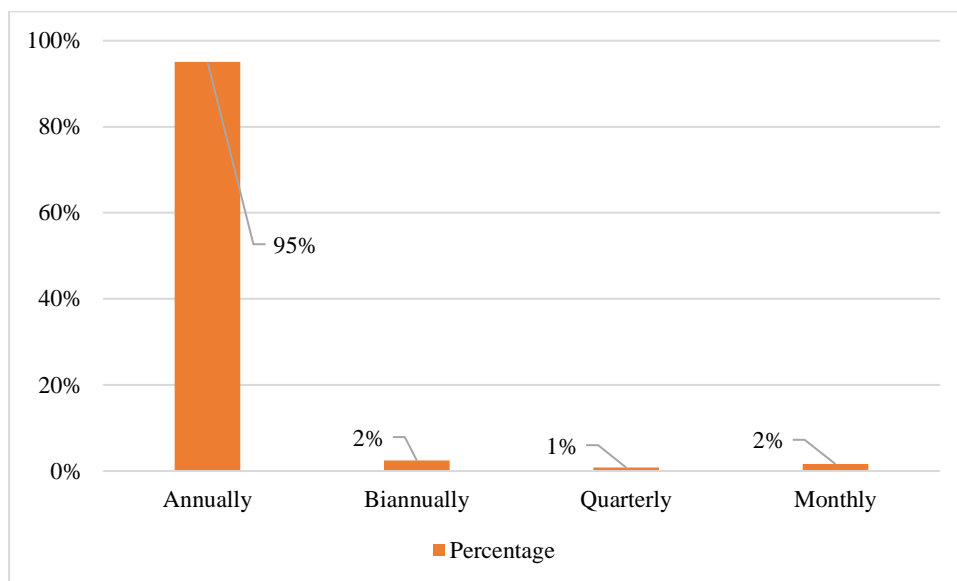


Figure 4.8: Financial audit frequency

4.9 Administrative time allocated to financial issues

Table 4.9 seeks to illustrate the percentage of administrative time principals spend on school’s financial issues. It was interesting to note that 3% of the respondents did not respond to the question at all. Eighteen percent (18%) seemed to spend less time on financial issues, although the majority (28% and 33%) spend a significant amount of time between (21-40% and 41-60%) intervals respectfully. Six percent (6%) of principals spend most of their times on administrative issues.

Table 4.9: Administrative time allocated to financial issues by the principals

Workload interval	Frequency	Percentage
0-20%	44	18%
21-40%	68	28%
41-60%	81	33%
61-80%	29	12%
81-100%	15	6%
Missing	8	3%
Total	245	100%

4.10 Acquaintance to financial management and training

Figure 4.10 below shows the percentage of respondents who ascertain the level of exposure to financial management training and academic qualification. Seventy-six percent of principals have indicated that they have received some training on the budgeting process. However, a compilation of financial records, petty cash management, and financial control, were also cited as the areas that need attention despite positive responses by the school principals.

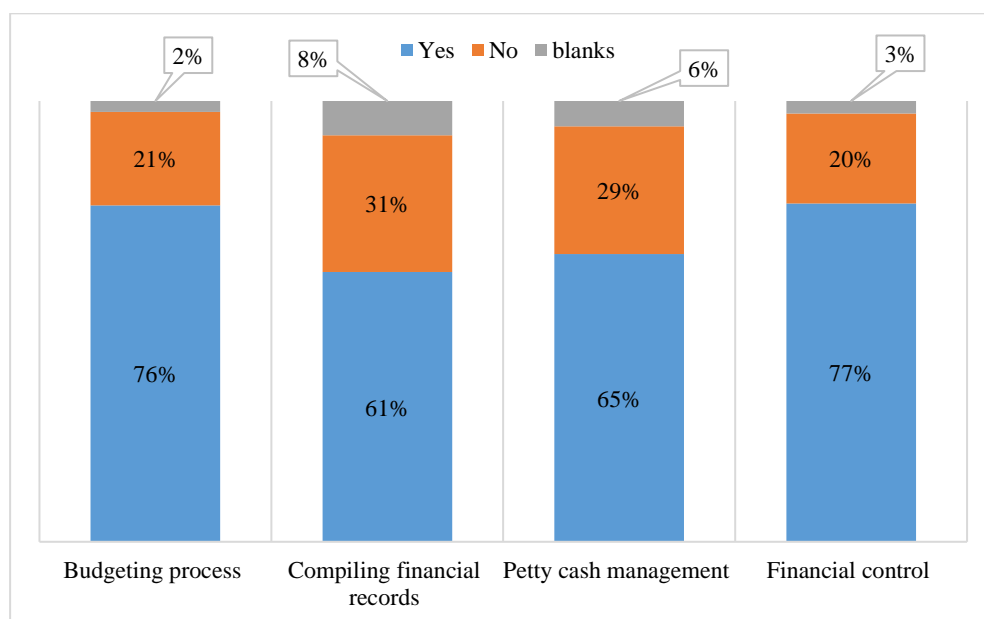


Figure 4.10: Percentage of respondents who have been exposed to financial management

4.11 Financial management training needs

The following financial management disciplines were identified by respondents as troublesome.

Table 4.11.1: Financial management training needs

Financial disciplines	Responses	percentage
Financial reporting	20	8%
Record-keeping	15	6%
Fundraising	35	15%
Control and monitoring school budget	21	9%
Asset management and control	41	17%
Managing petty cash	71	30%
Budgeting process	33	14%
Total	236	100%

These disciplines are indicated in Table 4.11.1 above. There is a need to capacitate principals on these financial areas to improve financial management systems in schools. Managing of petty cash was perceived as one area requiring immediate attention. Although fundraising was mentioned before as challenging, only 15% of the respondents felt that they might need assistance in terms of training or professional development. Other financial attributes mentioned include financial reporting, record-keeping, control and monitoring of school budget, asset management and control and budget process.

Table 4.11.1 seeks to illustrate if males and females have differing views on whether principals are adequately prepared to handle financial obligations in the public school. From Table 4.8 it can therefore be calculated that 52% of the 193 respondents were male and 48% female and they all held positive views that the principals are adequately prepared to handle the fiscal obligations of their schools; 33 respondents (70% males and 30% females) indicated that they were not sure about the question asked; 91 respondents comprising 74% males and 26% females seem to have limited knowledge about the school financial management. Table 4.8 reveals that 108 males and 85 females were expected to respond positively to the question. However, the actual responses were 100 and 93 respectively. The same argument holds to both respondents who were not sure and those who displayed limited financial management knowledge and skills as depicted in Figure 4.10 above.

The big question is whether this observation happened by chance or is it statistically significant. The null hypothesis (H_0) is that the variables (gender and capacity to manage school funds effectively) are not associated, and in other words, they are independent.

The alternative hypothesis (H_1) is that the variables are associated, or dependent. To determine whether the differences per option per statement was significant, a Chi-square test for a single variable was done. This test determined whether the scoring patterns across the options were similar or not and results are shown in Table 4.11.2 below:

Table 4.11.2: Gender cross-tabulation to distinguish whether the principals are adequately prepared to handle a school's financial issues

Gender	Male	Female	p-values
YES	100	93	0.042986
	52%	48%	
NOT SURE	23	10	
	70%	30%	
NO	14	5	
	74%	26%	

Since p-value computed (0.042986) is less than the level of significance of 0.05, it implies that differences observed were significant. This indicated that female principals were aware of handling school financial issues compared to their male counterparts.

4.12 Pearson Chi-Square Tests

Table 4.10 depicts that since all but five of the p-values are less than the level of significance of 0.05, it implies that differences observed were significant and therefore we can reject the null hypothesis. That is, the scoring patterns were quite different. An examination of the frequencies does indicate this. However, many people agreed with the statements but disagreed on the statement, "Do you have a database of the service providers that you use when acquiring goods and services?"

Table 4.12.1: Pearson Chi-Square Test

Questions		Gender	Race composition	Quintile	Years in service	Age	School status
Does your School Governing Body have the capacity to perform an oversight function on the management and administration of school finances?	Df	2	6	8	8	8	2
	Sig.	0.167	0.266	0.953	0.940	0.352	0.009
Has your school institutionalised appropriate financial control systems?	Df	2	6	8	8	8	2
	Sig.	0.863	0.848	0.583	0.602	0.807	0.886
Does your school have more than one bank account?	Df	2	6	8	8	8	2
	Sig.	0.983	0.000	0.194	0.223	0.009	0.984
Are your systems of procurement compliant to procedures as outlined in PFMA and South African School Act (SASA)?	df	2	6	8	8	8	2
	Sig.	0.830	0.758	0.86206	0.836	0.761	0.280
Do you have a database of the service providers that you use when acquiring goods and services?	df	2	6	8	8	8	2
	Sig.	0.601	0.012	0.21670	0.721	0.000	0.786

Table 4.12.2: Number of schools who comply with relevant financial legislation and policies

Questions	Yes	Not Sure	No
Are your systems of procurement compliant to procedures as outlined in PFMA and South African School Act (SASA)?	67%	29%	4%
Does your school governing body have the capacity of School Governing Bodies to perform an oversight function on the management and administration of school finances?	62%	15%	23%
Has your school institutionalised the appropriate financial control systems?	74%	11%	15%
Do you follow the budgeting process as prescribed by the South African Schools Act?	86%	7%	7%

At the point when considering the abilities needed by principals for compelling and productive financial management, responses from the principals showed that one needs intensive training to manage school funds effectively. A similar view was held by Hansraj (2010) who indicated that principals in Malaysia are given intensive training and mentoring on financial management prior to inception in their profession and are successful in meeting their school’s financial obligations.

Section 19 of SASA stipulates that the HoD ought to impart basic training to the SGBs and the principals to empower them to execute their financial role with ease (Mestry, 2004). Hansraj (2010) and Makrweide (2012) further suggested that SGB and principals should be provided with continuous training to promote the effective carrying out of their affairs or to enable them to execute school financial duties. Indeed there is a need to ensure that all principals get adequate training on financial management.

At the point when examining a principal's role in guaranteeing transparency, accountability and responsibility in managing school funds, some the respondents demonstrated that strict documentation and records were kept at school, and there was substantial reporting to the parents, teachers and SGB. Some school principals indicated that they had internal as well as external auditors. This is good practice, as it allows the schools to spot any financial mismanagement as it happens, rather than picking it at the end of the year when the damage is already done.

Financial control requires school principals and the FINCOM to perform specific obligations, including the aggregation and protection of school financial records. Financial statements are paramount for the compilation of monetary reports to stakeholders, and effective auditing. In some schools, it is evident that the spirit of transparency is adhered to as expected. This signals a call for watertight internal control to curb fraud and highlight fraudulent behaviour.

The principals' assessment of their understanding of their capacities as accounting officers appears to be extremely positive. This is reflected by their responses which demonstrated that the majority of principals see themselves as being completely mindful of their normal commands in the administration of school funds. Systems of procurement and financial control seem to comply with the financial legislation and policies in some schools. Most principals are fully aware of the budgeting process. This is an indication that most schools have access to and implement financial legislation and policies. Although that is the case, when examining the information further there was a sign that there is a huge contrast between the theory and practice. This was revealed by noting that 29% of principals were not sure and 4% deemed themselves not compliant with the financial legislation and policies. The SGB was also believed to have little or no capacity by 15% and 23% of the principals respectively. This is worrisome since effective financial management practices are directly proportional to the implementation of financial legislation and policies.

When exploring this information, it was clear that a couple of principals lack capacity, skills and knowledge for managing their school finances efficiently. Principals were not certain about their capacity to comply with the procurement systems. The results revealed that the SGB needs additional support to perform an oversight function on the management and administration of school finances. Most principals are aware of the budgeting process, although there is still room for improvement.

5. RECOMMENDATIONS AND CONCLUSION

The findings from the study have led to the following recommendations which could assist principals in becoming effective financial managers.

1. Formation of internal audit section within districts
2. Improving knowledge and financial management skills
3. FINCOM must comprise of at least one expert in the area of finance
4. Access to the legislative framework and financial policies
5. Training and mentoring

5.1 Future studies

A comprehensive study ought to be conducted to investigate the role of and obligations of the SGB and FINCOM of public schools. Other research may focus on how financial management in school affects learner performance. There is also a need to research the necessity to assist and train principals, the SGB and FINCOM, and other relevant stakeholders, to understand their financial roles and obligations within the public school context. It would likewise be beneficial to research the particular views of the SGB and FINCOM, and other stakeholders, regarding the administration and management of school funds, and what other financial mechanisms they deem relevant to improve financial administration systems in the public schools.

5.2 Conclusion

Some schools principals are struggling to implement effective and efficient financial management systems in public schools. Challenges that schools experience varies from systemic issues to financial managerial skills. As discussed in the above recommendations, there is an urgent need to utilise vital interventions to address particular difficulties that school principals are experiencing. Through this study, different programme and intervention techniques can concentrate on enhancing financial management systems in schools. Usage of such a programme would prompt a complete update of school monetary frameworks which would bring about enhancing and fortifying the security of schools' fund-related assets for ideal provisioning of value and quality of education.

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TARGET2: Long-term Imbalance

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Abstract

This paper introduces reasons and inferences of imbalances within the TARGET2 payment system. The article describes the system's basic mechanism and analyses the current status of this sector. The position of the individual countries of eurozone in the Target2 system is determined by the economic stability of those countries, especially with regard to the development of macroeconomic indicators.

Keywords: Target2, payment system, Eurozone, ECB, GDP, imbalances,

Color Intelligence as a Technique of Persuasive Communication

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Abstract

Colour as a persuasive technique is an interesting phenomenon which needs to be studied, explained and understood. This paper aims to develop exploratory research to explain colour influence in persuasive communication. As well to do an office research to explore concepts associated with persuasive techniques and due to these unprecedented circumstances as pandemic when all company are forced to switch to online market, to test and develop theoretical approach of persuasive communication online marketing and its effects. This article, through a case study based on secondary sources, reviews how colour influence in people perception. Studying persuasive effects, online persuasion and colour intelligence represent interest among marketers, as a notoriety topic, not enough studied. It was mainly investigated by Pantone Colour Institute. For better understanding of world of colours and their persuasive messages is effective to do an exploratory research of colours to understand positive and negative meanings of every colour, as well power of their combination, their target market and their effects in interior design and business persuasion. Since its beginning, persuasive effects was investigated in marketing applications, of the question of effects on behaviour, but less colour as an important technique of it. I set out to do an office study, for evaluating importance of colour in persuasive techniques and for establishing of their efficiency or not in persuasive communication. The implications and findings of this research suggests that colours are important in perception of natural and business environment and colour as a component part of persuasion field needs continued research. This paper helps to place this subject, in proper prospective and clarifies much of its important notions that have been studied only tangentially.

Keywords: colour, persuasion, communication, persuasive, advertising

1. INTRODUCTION

Persuasion involves a wider phenomenon than the rhetorical, logical, cognitive phenomenon. It is about everything in one person. For a high-level professional or company is important to be pleasant and to combine all the ability from the level of professional training, fluency of thoughts up to exterior appearance and the environment in order to be appreciated at its fair value. Persuasive practices can contribute to a higher appreciation, or rather to the favourable first impression in order to be able to create long-term relationships due to the high quality professional skills. In this work we was motivated to set out an exploratory research in order to describe and explore persuasion field, as online persuasion and colour as an part of persuasive communication, its role in business and its effects on consumer behaviour. For better understanding of world of colours and their persuasive messages is effective to do an exploratory research of colours to understand positive and negative meanings of every colour, as well power of their combination, their target market and their effects in interior design and business persuasion.

This field was studied tangentially over the years. This research aims to explore most of the colours and theirs positive and negative effects, target market, importance in business and interior design as well as their persuasive

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effects on people in order to evaluate its marketing importance and its influence on consumer behaviour. This paper is one of the few that examines the importance of persuasive practices, online persuasion and mainly colours, as part of persuasion and their marketing importance, in such an extensive theoretical research. The paper's contribution is that presents colour and persuasion in a new allure, indicate the relationship between colours and the value of a state or kingdom. This study brings a contribution to the scientific literature by extensive theoretical explanation and clarification of persuasive practices, also colours as an important technique, are the precursors and enablers for corporate professional projects implementation of everyday interactions. This research specifically addresses to effects of colour or persuasive and online persuasive messages on consumer behaviour. In the basis of this paper result main findings is that persuasive marketing, and mainly its online field and colours as a persuasive technique is tangentially studied field, which need more studies and researches by marketers in order to elucidate consumers fear and become a well-studied and transparent subject.

2. Persuasive Communications

Advertising is an intentional communication aimed primarily at changing the behaviour of recipients, with a single purpose, that of distributing a product. "Based on insights from the field of psychology, the behavioural changes are achieved by changing attitudes or self-images of the consumers and creating desires. We call this its persuasive character, which is based in the utilization of rational and/or irrational means." (Schaper and Schicktan, 2018, p.5) Advertising is also an important "cultural phenomenon" of modern societies.

Persuasion is a relatively recent field of research. It was first studied in 1980 and has its origins in the "study of marketing communication and the influence of the leader". Persuasion research mainly analyze communication content and style, "exploring the cognitive processes undergone by a target of persuasion as they receive information from another which is designed to change their". Hughes and Ball (2020) defined persuasion as an influence tactic which deploy of "logical arguments and factual evidence". Persuasion, in other words, aims to engage "stakeholders" in a new worldview that may be totally different from the vision they already have. Persuasive practice, explored in the leadership and marketing literature, is composed from a "host of elements". It can be concluded that persuasion involves a wider phenomenon than the rhetorical, logical, cognitive phenomenon.

Persuasion usually goes beyond the limits of rationality. A number of influencing tactics can be listed, such as:

- "consultation, where targets participate in planning activities";
- "inspirational appeals, where values, ideals and aspirations are invoked";
- "ingratiation, focusing on the mood of the target";
- "personal appeals, where notions of friendship and loyalty are invoked";
- "exchange, where reciprocities are mobilized";
- "coalition, where aid and support is sought from the target";
- "legitimizing, where authority is used to persuade and finally pressure, which has already been discussed above". (Hughes and Ball, 2020)

Persuasion theories have noted that the impact of source credibility should increase on belief due to motivation to think about limited communications and ability, whether or not the "recipients" have previous attitudes. "Findings revealed that the Source Credibility × Ability/Motivation interaction emerged only when participants lacked prior attitudes and were unable to form a new attitude based on the message content. In such settings, the effects of source credibility decayed rapidly." (Kumkale, Albarracín and Seignourel, 2010, p.2) Classic persuasion theories imply that when a person evaluates new information he can exert powerful influences that modify initial attitudes. The most useful in persuasion attitude formation is the message associated with a credible source. Persuasive communication is particularly effective when using a credible source and highlights the adaptation of communications around the characteristics of recipient, especially when introducing a new service, idea or product. (Kumkale, Albarracín and Seignourel, 2010)

Persuasive communication depends on person acceptance of a message. Repetition was mentioned as a persuasive communication that creates a basic structure. Regarding, persuasion which actions in time, suggestion it is produced in varied areas and "subtly manipulates the conscience". Subtle suggestions can be produced by any piece of art or through language. "Especially the artistic emotion has effects in the plan of defusing suggestion." It is important to mention that in the process of persuasion based on the capacity of "suggestion of words" there are persons who excel in visual memory and others in audio-reception. (Florea, 2016)

Persuasion, in advertising, is a process that theoretically influences consumers. It is "the act of attempting to change minds or get people to act". Persuasion is sometimes compared to subliminal projection, mainly when it

suggests something a bit "distasteful" or "hidden, unfair", or in case when consumers are manipulated, by appealing to their emotions. (Hornick, 2006)

Subliminal perception refers to the registration of a stimulus (Hawkins 1970), which the observer does not consciously perceive (Theus 1994) and have no evidence of it until its effect is felt (Silverman 1976). Subliminal stimulation is below the threshold of perception (Hawkins 1970) or below the level of an individual's conscious awareness (Broyles 2006) due that it cannot be perceived, felt, but are able to reach directly into the buyer's "unconscious mind" and influence his behaviour (Klass, 1958). One widely followed approach to the study of subliminal presentation (Merikle 1994) has expanded to the misuse of the word (Broyles 2006) or the hidden pictures/words, embeds that are visible only pointed out (Rosen and Singh 1992). The process of persuasive perceiving information appears outside "the realm of consciousness" and it is supposed to be different from "memory", so priming involves direct "retrieval" of information. Elgedi et al. (2018) Persuasive stimulus is still able to activate "sensitive related paths" due to as it "receives perception and semantic processing". (Garffalo et al., 2020) If a stimulus has a relative short persistence it may have an effect on population behaviour (Opre, Opris and Vonas, 2002), usually is not used to advertise valuable, qualitative or healthy products (Voloaca et al. 2011) and are necessary more studies in this field on a larger scale (Anitei and Curelea 2014).

Imposed information is like hypnosis, because it is perceived against the will. (Repie, n.d.). As an example, is Kara-Murza, S., (2015) suggestion that, the consciousness manipulation campaign carried out in the USSR was extremely effective. There was manipulation of public consciousness, which he defined as it is "the colonization of their nation". The technology to deliver subliminal stimuli has emerged relatively recently (Bargh, 2016), experiment with tachistoscope used in a scientific test in 1957 (Moore, 1982) at that time, after an experiment, was made for the first time an announcement about subliminal. (Rogers 1993) "Persuasion, as highlight, is connected with the exercise of power, and the range of power relations at play in organizations can vary from the consensual through to the coercive and manipulative". (Hughes and Ball, 2020, p.19) Subliminal stimuli were studied for over 100 years (Zanot, Pincus and Lamp, 1983) and its effectiveness is directly related to a person's motivation (Strahan, Spencer and Zanna, 2002).

In adversarial circumstances may be identify, even in an organization, a different range of persuasion as can be coercive, manipulative, "propaganda-like" or political, and which are not appear in non-adversarial context, most of the time. Persuasive communication is an as broad as precise field and leaves little to chance. For a persuasive communication, it is important to outlining the steps needed to attract the people to that "desired call to action" after what to engage the audience and "draw" them into the presentation. Give audience what it expected, namely a presentation in three acts (beginning, middle, and an end). (Malburg, 2007, p.29)

Persuasive communication messages, by presenting core and peripheral information, are designed to persuade consumer behaviour. Persuasion extends to each message element from source, content, contextual features to channel, which can influence consumer or people. (Sparks, Perkins and Buckley, 2013)

Communication is defined as passing of "information or the exchange of ideas". Effective word of mouth communication consists of a "source (or sender) encoding a message" that is sent through a channel and then decoded by a receiver. Marketing to increase the company's success seeks to create long term relationships with all structures that had a directly or indirectly effect on marketing activities, and mainly a product's consumers. Customer relationship marketing involves the mutual development of "satisfying long-term relationships with product consumers" with the proposal to earn and keep the company. Marketing network is the most important unique asset of company in its marketing relationship developed among parties. (Coulter and Roggeveen, 2012)

3. Online persuasive communications

Distance is an important aspect during social distance and is necessary to be study. It is a "subjective experience" that represents space or how far something is ("time, space, social distance or probability") from an analyzed person who is considered egocentric. Also, the prediction between the company and partners, its customers even its donors may be affected depending on the perceived similarity. People associate psychological distance and closeness with higher or lower constructive levels according to "construction level theory". Similar people are perceived as "socially closer" than dissimilar people.

Psychological distance affects people's perception, for example, people are willing to donate more to a charitable organization, not a certain victim, while a psychologically distant is perceived, comparative to a donation to a particular victim when a charitable organization is psychologically. Persuasive influence can be increased by perceived similarity that does not lead to "increased pro-social behaviour", according to researches. Similarity, a form of social distance is today's pandemic distance that changes people perceptions. (Cha and Lee, 2020)

Anderson et al. (2005) mentioned that e-Business on the Internet has the potential to "revolutionize" many companies and, so far, e-Business has advanced rapidly around the globe. Internet is an ideal environment for

managing "commercial transactions", as it improves accessibility to a "wide variety of information" or services, and also facilitates distance payments.

Hughes and Ball (2020) mentioned, after a recent theoretical assessments of "IT project management skills", that the development of many software affiliates is based on persuasion and other communication skills. Persuasion may take an important place in the context of Big Data Analytics (BDA). Not all variety of persuasive forms appears in the dataset. It is important to perceive how persuasive communication unfolds across boundaries that create "gaps" in BDA projects, between technical and "non-technical" engagement.

"Viral stealth marketing" is a "word of mouth" electronic communication, a contemporary and "emerging" marketing technique that is spread by a person who secretly represents an organisation using the "electronic medium platform". This marketing technique assumes that marketing messages are spread by people or celebrities who, in most cases, do not disclose that they are promoting that product. The target market for this form of marketing is Generation Y (Gen Y). Viral stealth marketing creates a subtle form of communication due to capitalizing on the effectiveness of the electronic environment and the credibility of "word of mouth marketing" determines a more personal interaction with consumer due to the apparent direct approach of the person sending the message to influence their buying behaviour. The Viral Marketing term was firstly appearing in 1996. The "Viral marketing" term first appeared in 1996 to describe the marketing strategy of "free e-mail service" Hotmail. Viral marketing is also about "buzz marketing" and namely the phenomenon of amplifying marketing techniques by third parties (mainly influencers) through their "passive or active influence". The difference is that while viral marketing is exclusively on electronic media, buzz marketing can be present on wide range of media, from the traditional word of mouth, physical interaction to electronic medium. While viral, buzz and viral stealth marketing have the same basics, they are not the same. They differ by involving the "aspect of non-disclosure" that is specific only to viral stealth marketing. Studies related that this concept is more effective as newspapers and magazines (seven times), as personal selling (four times) and as radio advertising (twice) in influencing the sale of "household goods" and food products. There are also findings from other studies that indicate that word of mouth communication has a major impact on consumer purchase rates. Stealth marketing can influence consumers through the use of an electronic medium, through conversation, or involve a celebrity or actor who is seen with the brand without denying financial incentives. Stealth marketing techniques can also be referred to as non-disclosed placements of product, brands or logos in TV movies, news and programs or "other media content", books and art, political or religious messages, as well as marketing in music or video games. Viral and viral stealth marketing are both based on word of mouth communication, one of the most "influential marketing concepts". Sony, Unilever, Procter & Gamble, and Wal-Mart appreciate this innovative marketing technique. Sony Ericsson paid people to show the playback function on their mobile phones, which at that time was something new and also paid actors who, as tourists, subtly introduced the new phone with a built-in camera. As multi-media has become an important and even vital part of the modern world, as well as sites such as YouTube, Facebook and MySpace, viral stealth marketing has had immense development potential. (Swanepoel, Lye and Rugimbana, 2009)

The "pairing of information" with positive images in a study indicates that a researched drug is more effective, safer and more beneficial. Persuasive images as a rational, emotional or manipulative means can influence a person to believe in a product that is explicitly denied before. "From an ethical point of view, it is especially problematic that to some degree, the induction of false beliefs may be intended by commercial providers. The occasional and sometimes wilful induction of false beliefs can be described as a manipulative action that potentially infringes on the autonomy of recipients. Their own ability to reason and judge independently is being compromised since they do not necessarily become aware of how their attitudes and, consequently, their decision-making are influenced in subtle ways". (Schaper and Schicktanz, 2018, p.5) Persuasive techniques are easily transposed on websites because they mainly present their "visual makeup" to large group of consumers, which are more likely to just "rush" through the process. Websites can be seen as a form of advertising that probably use persuasive communication techniques (visual material) to influence consumer behaviour and perceptions. According to a study research of websites of company from USA, Europe and Asia it is mentioned persuasive online communication as:

- website that benefits from displaying a professional in a pleasant face-to-face counselling situation, not to mention that this activity only offers online services, "the narrative of responsibility as a persuasive appeal to moral self-conception";
- using the "empowerment" concept by providing the necessary information in capital letters while information that is not necessary for the company, but important for the consumer in smaller font;
- message that appeals to personal responsibility feeling, as it implies that "until now one has been stuck in a passive role, doing nothing, and now action becomes necessary" including a animated graphic with cut scenes of a happy family, a child with its parents.

Persuasive communication empowers a strong emotional feeling for laden selling point. Public must be empowered to "detect and reflect the complex, persuasive forms of communication that is taking place increasingly

in a digitalized market” (Schaper and Schick Tanz, 2018, p.9). Persuasive impulses operate on a "spectrum", tending to "bypass" the rational person's ability to make personal decisions and thus represent an ambiguous method of influence consumer autonomy. (Schaper and Schick Tanz, 2018)

Social media, such as Facebook, Trip Advisor, YouTube, Twitter, other sites such as third-party reviews or private blogs, are a major opportunity and challenge for businesses. Consumers can share experiences directly through electronic word of mouth with others. In a cyber environment it is important for consumer to trust in online reviews or social media information. The information with specific content generated by customers is the most persuasive information on the online market, and also has an influence the presence of “eco-logos” and awards. (Sparks, Perkins and Buckley, 2013)

Social networking sites (Facebook, MySpace, Meet Up, LinkedIn, and Twitter) had become an important part of life, and word-of-mouth effects are also becoming a powerful force of changing consumer behaviour. The marketer already uses social networking sites. According to the traditional word of mouth, consumers' responses to persuasive communication can be influenced by proximity of the source. Proximity to the source as a "persuasive cue" is less relevant on Facebook compared to Twitter. (Coulter and Roggeveen, 2012)

4. Coloristic as an art or Color Intelligence

Falconer (2017) mentioned the shortcomings of the colour industry, which existed from the beginning, mainly how to communicate accurately the "subtleties" of colour perception. Pantone in 1999 released its first color as a solution to the only 30 names for countless colours. Pantone colour was “cerulean blue” the "millennium color" and was introduced by Meryl Streep in the movie “The Devil Wears Prada”. Cerrato (2012) noted that studies have shown that colour had an impact on people even when they are not seen. Falconer (2017) named the colouristic a "vaguely mystical art" mainly as alchemy of color that “chipped” into cultural cachet.

"Colours exert powerful, often subliminal forces on the human mind" (Falconer, 2017, p.44). The Pantone Color Institute is the “business unit within Pantone” that selects the Pantone Color of the Year, advises companies on color for "product and brand visual identity", which also forecasts globally and highlights seasonal "runway colours". The Pantone Colour Institute studies “the power, psychology, and emotion of colour in their design strategy”. Pantone expressed a message about the pandemic, these unprecedented circumstances as corona virus (COVID-19) that continues to be the “top of mind globally”, and mentioned the implementation of measures in place to “minimize risks” and keep “community safe”.

For better understanding of world of colours and their persuasive messages is effective to do an exploratory research of colours to understand positive and negative meanings of every colour, as well power of their combination, their target market and their effects in interior design and business persuasion.

Red is the color of power, energy and courage that is found in national flags of many states. Red is associated with strength, warm, spontaneous, love, determination, as well passion and the symbol of life. Is the colour for Chinese brides and holidays about love (as examples: Valentines hearts, red roses and Christmas, etc.) however pink is colour of love. Red clothes are visible and imposing. It is a confident, attention-getting, emotionally intense color that had positive effects on the human body, which enhances metabolism, also increases the respiration rate and blood pressure. It indicates high visibility, highlighting text and images, is the colour of stop signs, fire equipment and stoplights. It evokes action, speed, lust also determines, driven and conveys motivating, stimulating, energizing and exciting messages. The subliminal “short-term adaptation” to a green color is perceived by people as a red negative afterimage. (Bokkon and Vimal, 2012) Red is preferred by gamblers or players, mainly when choose red lights over blue ones for higher bets. People who don't like red are considered exhausted, irritable or “bothered” by their problems.

Red can have a negative connotation of danger, anger, intolerance, violence and resentment. It also indicates aggression, domineering, ruthless, rebellious, brutal and over-bearing. It can express a message of quick-tempered, obstinate, fearful and tiring temperament. Red is complemented and balanced by turquoise, while the association with blue or green is created a balance. Red is suitable for the design of the dining room, where it creates an instant mood. This is a colour that draws attention and the “eye looks first” that inspires customers to take action, make decisions or purchase. It is favourable for websites or Internet banners as a colour for the “Buy Now” or “Click Here” buttons. A red spot on websites represents passion and energy for business and fits well. Red or a touch of red is a smart decision in promoting cars or sports related objects, energy drinks, «high physical activity" or games, because it represents masculine energy. Red is the best stimulant of appetite that subconsciously stimulates people's appetite, it is considered that the more red that is in the space, the better. He is the king in restaurant fast-food, take-away industry. Red is recommended in promoting food-related products with all related services, as well as products of appetite, energy, passion or speed. (Cerrato, 2012)

Marsala (Pantone 18-1438) is Pantone color of 2015, it is "earthy wine red" that is a unifying element which enriches the mind, body and soul. It is an elegant and sophisticated, grounded statement colour, subtly seductive hue that emanates warmth, nourishing and fulfilling. Marsala, as a rich and welcoming colour, is favourable by incorporating for the kitchen and living or dining room, because it adds elegance to any room. This "hearty, yet stylish tone" is universally appealing and suits most industries, such as fashion, design or home and beauty.

Honeysuckle (Pantone 18-2120) Color of the Year for 2011 by Pantone is a dynamic reddish pink that encourages and raises to face everyday troubles with "verve and vigour". It lifts our psyche, instilling courage, confidence and spirit, or it may also bring a wave of nostalgia. Honeysuckle is suitable for both men and women fashion that guarantee a healthy glow. Honeysuckle is a dynamic burst of energy for the interiors of the family room, kitchen or hallway.

Pink is a feminine colour in its softer shades that brings unconditional and romantic love and gentle feelings. It is associated with warmth, friendship and sweetness and denotes feminine qualities. It inspires compassion, innocence, and warm as well as reassures emotional energies. It suggests hope for the future, comfort, calms and alleviates all negative feelings. Pink is a soft and youthful colour that stimulates intuitive energy, nurture and security. Deeper shades of pink are with more passion and energy. It signifies non-threatening, inexperience, nurturing, naiveté and understanding.

Pink has also some negative connotation for people who prefer it as they are seen over-emotional, with unrealistic expectations, being immature or over-cautious. Also, a person can be inspired to have an emotional need or to girlish, also to have lack of willpower or lack of self-worth when they pink prefer.

Rose quartz and serenity (Pantone 13-1520 and Pantone 15-3919) colour of the year 2016 by Pantone, is a combination that demonstrates the balance between a warmer rose and s "tranquil blue" shades and reflects "connection and wellness" with a message of order and peace.

Pink combined with darker colours relates a more sophistication and strength shade. Pink is recommended for the women's market (for fashion, cosmetics, beauty and romance) or websites that promote products and services for women. It is appetite suppress and "stops stress-related snacking". According to some studies, the normal balance of colours in life brings mental health and behaviour. It is a favourite colour for charities and candy stores or the candy industry. (Cerrato, 2012)

Orange first appeared in Europe when the fruit arrived in the Middle Ages. (Falconer, 2017) It "combines the energy of red and the happiness of yellow" and stimulates mental activity. It is energy combined with joy, playfulness, warmth, fun, enthusiasm and is the color of extroverted, risk-taker or the uninhibited people. It is symbolic of independence, journeys, strength, adventure and endurance and also creates enthusiasm, inspiration and vitality. It is a sociable, flamboyant and vibrant colour that stimulates the senses and social conversation. It is associated with sunshine, tropics and is perceived to the human eyes as a very hot colour due to this it gives the feeling of warm-hearted and heat. It represents creative flair, encouragement, fascination, self-confident, determination, success, happiness, attraction and stimulation. Orange is a colour gentler than red and "represents a more feminine energy and the energy of creation", yet reasonable quality. It is associated with "healthy food" and stimulates appetite. It means informal, optimism, cheerful and agreeable, also gives the impression of "affordability" and easy-going. Too much orange can suggest unsociable, superficial, cheap and self-indulgent. It also has same negative connotation as insincere, overly proud, pessimistic, over-bearing, exhibitionist, cheap and dependent.

Orange is a suitable colour for travel websites, sports team, fun activities and toys for young children. Apply orange "sparingly" as it tends to be "the most disliked color in the western world". Orange also stimulates social communication, hunger, appetite, mood and senses, as this is beneficial for hotels, café's, bistros and resorts. Peach is recommended in higher-class restaurants, spas and treatment centres' and beauty salons. It can create a classy, unique and contemporary look in combination with blue, aubergine, or purple. Orange is an attractive colour for the youth market. (Cerrato, 2012)

Living Coral, Pantone 16-1546 colour of 2019 reflects the innate needs, the "joyful pursuits" and the playful expression. "Convivial" living coral colour, with its humanizing and encouraging qualities, interacts excellently with consumers who want human interaction and social connection. Pantone defines this animating and "life-affirming" coral shade with a "golden undertone", which enlivens with a "softer edge" and brings energizing effects. This "vivifying" and effervescent color evokes optimism, warmth and offers comfort, shelter and buoyancy. Living Coral is a colour of modern life that nurtures in natural environment and "displays a lively" presence on social media. Vibrant but soft colour emits desire, familiarity, "mesmerizes" the eye and mind and also energizes by providing a diverse kaleidoscope of colour. It is an "equalizing lens" through which natural or digital, authentic or "immersive" experiences leads to connection. Spirited, but yet sociable colour, mentioned Pantone that is favourable for light-hearted activity.

Yellow stimulates the intellect, mind, mental activity and clarity, also the "logical side" of the brain. It promotes mental activity, academic efficiency, creative ideas and wisdom. It inspires creativity and original thinking, as well

as increases “analytical processes” and logical reasoning, learning and helping to make decisions. It is a sociable and illuminating colour, which helps to communicate new ideas and enlighten people’s spirits. It has the power for the brain to release more serotonin, it also speeds up the metabolism, and thanks to these effects bring happiness, evokes good feelings and a positive response, as well as reveals creative thoughts. People who prefer yellow are hopeful, optimistic, and encourage others “to do their best”. This is colour of the sun, sunshine (Cerrato, 2012) and because of this it is equal to energy. (Falconer, 2017) It creates a sense of joy, cheerfulness, playfulness and arouses uplifting, challenging and warming effects. Pure yellow is attracting attention (example: taxicabs). While light yellow evokes freshness and joy, bright lemon promotes confidence and generates “muscle energy”. (Cerrato, 2012)

Yellow can induce anxiety, agitation, criticism, instability, pessimism or nervousness, if it is too much. It can also cause apprehension, impatience, impulsivity, confrontation and a lack of compassion. It may suggest a message of judgmental, egotistical, cowardly, non-emotional, deceitful, inferiority complex, deceitful and spiteful. Different shades of yellow can have negative connotation, mainly mustard, dirty yellow (motivate people to jealousy, caution, decay and sickness) and also bright lemon (causes headaches, nausea or fatigue and it the most tiring of all colours). Bright shades of yellow over-stimulate the eyes and can irritate the eyes. Men perceive the colour yellow as cheap and unsophisticated. Men don’t prefer this colour and perceived it as a childish or light heartedness colour (Cerrato, 2012). Yellow placed “against black” is first seen as other colours, for this reason this colour combination provides warnings and is represented in safety signs. Yellow, in almost all shades, is preferred for a dining room, as it is suitable as based colour or as accessories that will create a cheerful and “appetite inducing” decor. It is a colour that stimulates the intellect, but it is not recommended for babies bedrooms, as they cry often there or for kitchen, as people are more “apt to fight” there. It is more favourable for the classroom. (Cerrato, 2012)

Yellow stimulates the appetite, involves people to move continuously and invigorates their spirit, for these reasons it is favourable to the fast food industry. Fast food restaurants intend to use yellow paired with red, as a persuasive communication to people, because this combination stimulates them to eat quickly, then to “move on”. McDonald’s also liberally implements bright yellows in their restaurants, probably because it assumes an effective way for people to be focused on talking and not on what they eat. Lighting sometimes had a negative effect on yellow, also is not recommended for companies trying to convey a message of stability or safety. It can promote the “point of sale purchases”, as it quickly captures the customer's attention, because the eyes “see yellow first”. It is also suitable for leisure products, because it advantageous for entertainment businesses and encourages the promotion of fun. (Cerrato, 2012) Pantone mentioned about new shade of yellow as: illuminating (friendly, optimistic and joyful) and mimosa (Pantone color of the year - 2009).

Colour of yellow-green shade evokes sickness, jealousy, cowardice and discord. This colour suppresses appetite and is not indicated in the restaurant or fast-food industry, because it is an unnatural colour associated with toxic chemicals. It is beneficial for “fire departments” to painting their engines yellow-green, as seen clearly at dusk. (Cerrato, 2012)

Greenery colour of the year 2017 by Pantone is a symbol of new beginnings. It is a “fresh and zesty yellow-green shade”, which is emblematic for the search for personal passions and vitality. Greenery, with its refreshing shade, evokes the satisfying desire for rejuvenation and revitalization, also symbolizing reconnection with nature or other “larger propose”. It is a “life-affirming shade” that provides reassurance, renewal and restoration.

Emerald was designed by Pantone colour of the year for 2013. This powerful and “universally appealing” tone translates balance, prosperity, growth, unity and harmony. A vivid, “verdant” green brings a sense of “new life”, since antiquity. The multi-faceted Emerald fascinates and sparkles promoting a message of renewal, healing, and enhancing the feeling of well-being, inspiring a perspective. This “jewel-like hue” promotes luxury, beauty, heritage, radiance and elegance, mainly due to its association with precious gemstones or brilliant. Emerald is a magnificent shade that also represents sophistication, regeneration, energizing, radiant and rejuvenating. Emerald according to Pantone “enlivens” all colours in the spectrum. It beautifully enhances green and the green hue in hazel, is compatible with blue as well intensifies brown making it look deeper. It is also a “perfect complement” to roses, pinks, “peaches”, ruby reds and “aubergines”. Emerald easily translates into a feeling of luxury and a sense of well-being in “home interiors”, such as the living or dining room, as well as study or powder room, in entryway and kitchen. Emerald, according to Pantone, is suitable for both the women's and men's fashion industry as well as the women's beauty industry.

Green, the “traditional” colour of money, peace and nature, symbolizes growth, vitality, renewal, abundance, health and is also associated with new life. It creates a sense of fertility, restoration and “nurturing for all”. The invigorating aspect of green is associated with strong “emotional correspondence” with safety, support and “well paced energy” that inspires stability and endurance. This soothing colour, “pleasing to the senses”, can improve eyesight and is relaxing for human eyes. Green represents “free passage” in road traffic. It evokes luck, reliability and practicality, as compassionate and adaptability, also encourages “social joining” in the community or to other social groups. It expresses a high moral sense, self-reliance, family-oriented, tactful, down-to-earth and loyal. It is

associated with dependability, generosity, nature lover, sympathetic and flexible. Green helps to concentrate focus and clearly sees all sides, it also relates to the "harmony" of the mind, body and emotions. Green encourages kindness and sympathy. (Cerrato, 2012)

Green can lead to "feelings" of indifference, envy, greed, over-caution and selfishness, if too much. People addicted to this color can indicate materialistic, stinginess, full of money, a good, possessive and hypochondriac. Green can express "lack of experience", as dirty olive works well only if it is associated with the environment, otherwise it has negative connotations and dark green inspires jealousy, greed, and ambition. (Cerrato, 2012)

Green is the colour that motivates people to "join social groups" and satisfies their "need to belong". (Cerrato, 2012) People who prefer a green are considered to be good citizens, "concerned parents" and "involved neighbours", as well as joiners of social communities or a group. (Falconer, 2017) Color combination Green combined with red and yellow is a perfect appetite stimulant. (Cerrato, 2012)

Green walls in a restaurant or dining room induces the message healthy food and creates the welcoming ambiance that will create a "feeling" of comfort and peace. Brighter, bolder green is more suitable for restaurants, as well as the subdued greens for the dining room at home and the earthy nature shade can be used in dining rooms "less formal" in decoration. The combination of "greenery", red and yellow is a perfect way to stimulate the appetite in a discreet way. Green is a beneficent colour for clear thinking and decision-making and is ideal for business where customers need to see "both sides" of a situation. It represents safety in the advertising of drugs and "medical products", also for hospitals. It is recommended for the health industry or for anything related to healing. Green is a color that stimulates the appetite. This soothing color aids digestion and due to this fact it is indicated in the decoration of restaurants to create a soothing ambiance. It is a "new and fresh" colour, suitable for organic food, promoting "environmentally friendly products" or organic, safe and natural products. While dark green is ideal for money or financial websites, lime green suggests the potential of "what's on offer". (Cerrato, 2012) Emerald the 2013 colour of the year, Pantone, served as a "symbol of growth, renewal and prosperity".

Turquoise was the colour of the year 2010 by Pantone. Turquoise is a combination of blue and green and has healing effects, restores the person's sense of wellbeing and provides a sense of protection, even effective escape from the "everyday troubles of the world". Pantone mentioned that it is an inviting, luminous shade that offers the promise of a protective talisman, as well as involves deep compassion, healing, truth and faith. It represents "clarity of thought", inspiration, idealism, communication and inspires self-sufficiency, self-expression, creativity, encouraging people to adapt to their own needs. It aids calm emotions and "recharge the spirit", balance, invigorate "depleted energy levels", harmonize and inspire positive and logical thinking. (Cerrato, 2012)

Turquoise expresses a message of indecision, unreliability and off-handedness, if there is too much of it. It is a combination of blue and yellow energies that invoke deception, fence-sitting and boasting. It can also be seen as secrecy, aloofness and reticence. Turquoise is special colour for many cultures. Pantone-shaped turquoise is a flattering universal colour that is attractive and suitable for the men's and women's market, as well as for all ages. (Cerrato, 2012)

Turquoise with its warm and cool undertones is excellent combined with the entire spectrum. Pantone mentioned that it pairs nicely with neutrals and browns (it adds them a touch of emotions), with reds, pinks and magenta or purple (which balanced it) (Cerrato, 2012), with deep blue (expressing a classic navy look), all green colours (invigorates them) and yellow-green (it's a trend). It complements with lavender, pale shades of pink or lemon and expresses a feminine energy (Cerrato, 2012). Turquoise is one of the 3,000 Pantone colours as "eco-friendly paint". It suits perfect for a "powder room" or bedroom or used as a protective stone inside to drive away evil spirits. According to Pantone, it translates excellently for fashion and interiors that add a tone of warmth and emotion to any cool space. Turquoise due to its evocative shade adds a unique flare to the kitchen.

Turquoise, according to Pantone is beneficial for the fashion industry, due to its versatility. It is suitable for women's clothes, accessories, shoes, jewellery and accessories, as well as for men's clothing or accessories. Due to its feminine energy, in combination with lavender, also with pale pink or lemon, it is suitable not only for the beauty and fashion market, but also for gifts and home wares stores. It is also indicated in the promotion of companies related to water or water sports, also for cleaning products because it reflects cleanliness and purity "without being too sterile". Turquoise balances the emotions and "calms the spirit" and is indicated for health clinics or practitioners, also for any business related to communication (teachers, media communication, trainers or public speakers) and to computer technology. It is associated with red, orange or yellow for sports-related companies due to its innovative quality and appeal. (Cerrato, 2012) The ultramarine green colour of Pantone is a deep refreshing blue-green that suggests balance and self-assurance.

Blue, most of the world is blue (sky and sea). It is the most preferred and popular colour that symbolizes loyalty (most uniforms are blue), intelligence and consciousness, as well as, is beneficial and even therapeutic for the mind and body. It is associated with trust, wisdom, intellect, stability, peace and produces a calming effect. Blue is linked to integrity, reliability, honesty and inspires higher ideals. Blue also indicates depth, responsibility, perseverance,

authority, confidence and adds strength and even unity. It is listed as belonging, care or devotion, faith, coolness and tact. This colour is perceived as conservative, idealistic, and is strongly associated with tranquillity. It reduces tension, slows down human metabolism and the pulse rate and lowers appetite, as well as fear. Blue is seen as steadfastness, concerned, orderly, or related to contemplation, dependability and is considered related to heaven also brings "harmony" to the spoken word. Light blue evokes health, softness and understanding, brings tranquillity and healing effects. Sky Blue (a light shade of blue) is the colour of the sky and it reminds you of its brightness and openness. People who prefer this colour have a "calming influence" on other people, are patient, tempered, a "good co-worker", reliable and a team player also they aspire to peace, harmony, perseverance and serenity. (Falconer, 2017) On the other hand, dark blue is perceived as a serious colour that represents power, honesty, integrity, knowledge and expertise. If a person does not like blue, this may suggest that he wants a change in his life or longs for more brilliant, excitement or even wealth. (Falconer, 2017)

Blue can also inspire negative messages. Too much blue or some shades of it can encourage manipulation, deceitfulness, unfaithfulness or emotionally instability. It also suggests uncaring, unforgiving, rigid outlook, frigid and is listed as cold and conservative. It evokes boredom, spiteful, self-righteous, predictable, and can be superstitious, weak and distrust. Blue is mostly a masculine color. Younger people perceive blue (unless bright electric) as a color related to the adult market. This colour is preferred for corporate America. Blue creates a high impact when paired with warm colours (yellow or red), as it can well seen blue-yellow-red combination is a "perfect colour scheme" for a superhero. As associated with pink creates a sweetness effect. Blue is a beneficial colour for bedrooms (due to its calm and restful effects), offices (people tend to be more productive, are calm and focused on the task) and gyms (almost all sports are improved). It creates a sensation of space, due to its cool effects.

The "blue shutters" from Southwest America are meant to drive away evil spirits. Blue is beneficial for cleaning companies and to promote their products or services. It is recommended for companies related to air and sky, water and sea that are associated with blue. It is the safest colour that inspires customers to loyalty. It is most effective in one-to-one communication and therefore works well for the corporate world. It is suitable for conservative companies based on trust and reliability, as banks, accountants, other financial companies and insurance companies. "Some blue" is recommended for communication websites that market to customer on a "one-to-one basis" or websites that promote medical equipment, technology, cleanliness, and products for men or men and women. In the case of hi-tech and computer technology companies, a combination blue and gray is more appropriate. It is not recommended in food-related businesses because it suppresses appetite and can only be used on sugar packaging as blue or blue-pinks prints. Blue is a well-known appetite suppressant, it also helps the body relax and many diet nutritionists, weight loss companies and gyms already use it for weight lose programs. The light shade of blue is favourable for the travel, wellness, relaxation and health industries, while the dark shade is more recommended for legal firms, political and religious organizations. (Cerrato, 2012)

Pantone also created different shades of blue as true blue (is seen as constant and ever faithful), strong blue (with a red undertone that injects vibrancy), dress blues (evokes integrity and credibility), blue depths (express mystery and the unknown), beach glass (colour of watery aqua), indigo bunting (brilliant blue), blue atoll, polar night, cerulean, French blue and inkwell (deep and intense blackened blue). Classic Blue colour of the year 2020 by Pantone, is a boundless blue hue that opening us up to a "world of possibilities". This enduring blue hue inspires peace and tranquillity to the "human spirit" and re-centres people thoughts. As technology continues to "race ahead of the human ability to process it all" this non-aggressive colour, thanks to its effects of confidence and honesty, helps people achieve their desire for a dependable and stable foundation, as population move into a new era, and who would have know through such difficult time as the Cvo-19 pandemic. Classic Blue is elegant in its simplicity and inspires faith and trust as a promise of protection, a refuge a person can always rely on. Easily trusted Classic Blue encourages people to look beyond the obvious, challenging them to expand their visions with deeper and more perspective thinking and to "open the flow" of communication. A solid and dependable shade of blue lends itself to relaxed interaction, gravitates and offers the instilling calm, faith and connection. Thought-provoking Classic Blue is beneficial to aiding concentration and clarity, fosters resilience, confidence and constancy. (pantone.com)

Ultra Violet is a dramatically provocative bluish purple hue that represents the mysteries of the cosmos. It evokes visionary thinking, demonstration of power, mindfulness and thoughtfulness. (Falconer, 2017) Complex and contemplative, ultra violet was been the colour 2018 by Pantone and has a mystical or spiritual quality. It is a colour for nonconformity and counterculture (Falconer, 2017) and due to Panton their enigmatic nuance was symbolic for artistic brilliance. Inventive and imaginative, Ultra Violet communicates originality, ingenuity, and personal expressions of individuality. This nuanced and emotional colour is symbolic of "what is possible and continues to inspire the desire to pursue a world beyond ours. The depth of Ultra Violet symbolizes experimentation and peacefulness, is about a feeling of understanding, stimulating individuals to imagine their unique mark on the world, and push the boundaries through creative points. It promotes sleep and is beneficial for bedrooms. It is an appetite suppressant. It may cause disorientation, if it is too violet. Pantone mentioned that ultra violet responds perfect to

our reality that requires inventiveness and imagination due to its creative inspiration. It "lights the way" to what is to come from exploring new technologies and the larger galaxy, to "artistic expression" and spiritual or intuitive reflection, which takes us to a "higher level" of awareness and potential. Ultra violet energizes and inspires people's connection. Ultra violet is preferred to mindfulness practices.

Indigo can also be known as deep midnight blue, evokes integrity and deep sincerity. It is powerful colour that stimulates creativity and intuition and is related to the "right side of the brain". It is associated with very intuitive degree, commitment to the truth and regulations, practical visionary, selflessness, obedience and faith. Indigo can also impart negative messages as a depressing and boring colour. It is seen as a colour of a bigoted, self-righteous characters that avoiding conflict. It can be perceived as inconsiderate, judgmental, intolerant, impractical, fearful and a conformist addictive. (Cerrato, 2012)

Indigo is indicated in companies that "look to the future" because of its ability of help transform people's thinking. It is used in funeral service businesses. Indigo is colour that sustains structure and tradition and is an advantage in companies where this is important, such as banks, law firms and educational institutions. Indigo, despite its connection to tradition, structure and ritual, can also develop a pioneering spirit for different persons. Its association with high ideals, ceremony and great responsibility can transform people's thinking and beliefs into development of new perspectives. Indigo combines well with "other bright jewel colours" such as pink, magenta, turquoise and emerald green. Indigo is a good choice when integrity and sincerity is your message. Indigo resonates well with the "New Age way of thinking". It can be the colour of fanatical, conformist or addicted personality. (Cerrato, 2012)

Magenta evokes universal love and harmony and encourages balanced emotions and perspective on life. Pantone mention that this "hypnotic purple shade" mesmerizes and provides intrigues. It helps our spirit soar to rise and encourages common sense and is neither a spiritual nor a practical colour. It represents innovative and non-conformist. This colour also suggests creative, imaginative and artistry. It inspires kindness, compassion and support. Magenta can help desires come true and encourages a "sense of self-respect" and contentment.

Magenta has a certain negative connotation as being too bearing or too relaxing. It also avoids challenges and can be demanding. Magenta is a beneficial colour for artistic business applications or in creative fields, such as inventors, writers, art dealers, artists, artist supply shops, photographers and costume designers or decorators. It is most suitable for mentors and life coaches in their mission to help people move on in live and let go of old ideas. Magenta can draw attention to the unique feature of business. (Cerrato, 2012)

Magenta as a colour has a strong and inspiring effect, which helps to give up old ideas and look to the future. It conveys imaginative and innovative messages that, on the one hand, encourage to "flow with life", or on the other hand, seem outrageous and shocking. It helps to perceive a outrageous but lively positive impact. Magenta is largely attractive to the non-conformist market. (Cerrato, 2012)

Purple is the colour of royalty and combines the "stability of blue" and "the energy of red". It is associated with nobility, wealth, luxury, extravagance and power. It conveys wisdom, dignity, creativity and ambition. It evokes world of dreams, unlimited, selfless and magic. Purple, as well, symbolizes humanitarian, future, spirituality, psychic and intuitive. It is associated with independence, the individual, fantasy, inventiveness, the unusual and the mystery. Purple enhances enlightenment and "spiritual pursuits". Light purple represents romantic and nostalgic feelings. Dark purple relates gloom or also sad feelings.

Purple evokes pompous delusions of grandeur, arrogant and social climber. It is seen also as cynical, impractical and fraudulent. It conveys immaturity, corruption, aloof and gloom (dark purple). Dark purple can also cause frustration. Purple is a common colour most of the time used by companies in the creative fields. It is perceived by innovative designers as a colour of sophistication and power and is frequently inspired to use it. It is also preferred by manufacturers of cosmetics (especially women's cosmetics) or sweets and often highlights a superior or high-quality product (e.g. Cadbury's chocolate). It is often used to denote a premium service in a service business. Purple evokes intellectual thinking and achievement, and because of that is preferred by academic institutions, which use its medium shades or violet. It is commonly used by psychiatrists. Purple combined with the "richness" of gold inspires wealth and extravagance and works great on packaging and printed materials. It is recommended for women (especially the lighter version of purple), younger men, pre-adolescent children and children's products and websites. Lavender is related to nostalgia and is recommended in sale of antique goods, old lace and sentimental handmade craft items. (Cerrato, 2012)

Purple tends to be considering an artificial colour because it is very rare in nature. It "heightens" people's sense of beauty and their "reaction" to more creative ideas. Purple combined with orange creates a "unique contemporary look". It also works well with gold (denoting wealth and extravagance), yellow, and magenta, also deep red, taupe, turquoise and jade green. Purple is preferred by almost 75% of children, compared to all the other colours. It is also attractive to pre-adolescent children who are attracted to it, along with other bright colours. It is a colour often preferred by the market for 18 to 25 years old, as it is perceived as a sexy and rebellious message. (Cerrato, 2012)

Radiant Orchid (Colour of the Year for 2014 by Pantone) is a delightful combination of fuchsia, purple and pink undertones. This magical and enigmatic colour blooms warmly and draws with its "beguiling charm". It is an invitation to innovation that intrigues the eyes and encourages "expanded creativity" and originality. It is an exotic, captivating and expressive purple that inspires confidence. Uplifting and bold "without being overpowering" Radiant Orchid "emanates" great joy, love and health and sparks the imagination. Radiant Orchid is well recommended for fashion industries, both for women and men, due to its healthy glow produced by rosy undertones that radiate on the skin. Purple is a colour of cool and warm shades and is great for hair, blush, lipstick, eye options, skin tones and a brilliant touch to nails. It is also a good choice for interior spaces, incorporating this eye-catching shade as an accent. Radiant Orchid is a vibrant colour, created by Pantone that re-energizes almost any colour palette. It is a seductive combination when this multifaceted colour is paired with red. It offers a "gorgeous combination" when paired with light yellows, turquoise or teal, also it suits well with its "sister shades" of purple, lavender and pink. Similarly, it complements well olive and deeper hunter greens and even invigorates neutral colour like taupe, gray or beige. This colour provides a joining element for various spaces. Radiant Orchid evokes a dazzling modern colour that attracts attention, which enlivens the skin. This "surprisingly versatile" shade makes people who wear it, feel healthy and energetic. (Pantone.com)

Gold is perceived as the color of prestige, inner wisdom, luxury, quality and wealth. It evokes the feeling of nobility, expensive, beauty, excellence and extravagance. The meaning of gold is victory, hence the use of "gold medals" for winners. It symbolizes abundance, prosperity, material wealth and good health. It often symbolizes the value, achievement, grandeur and suggesting of an exclusive product or service. It is also associated with attraction, opulence, importance and illumination.

Gold can also be associated with pretentiousness and a sense of self-importance. It can be seen as intense and overwhelming. Gold is preferred in packaging and marketing for items with high perceived value. Many luxurious and elegant restaurants induce it moderately, as too much of gold can be suggested as sticky. The combination of gold with navy or black is beneficial for packaging, promotional materials or the website of quality products for men. However it will tend to look like a dirty yellow on your website and therefore does not translate a positive message. (Cerrato, 2012)

Gold can cause either great feelings of happiness and bliss or deep anxiety and fear. This color suggests spirit, time and money generosity. Gold association with dark tones of red, blue or green inspires quality, prestige and wealth. Gold combined with purple imparts a message of wealth and beauty, related with expensive luxury items. Gold associated with dark blue can indicate trustworthiness, honesty and success, but combination with black expresses elegance, extreme opulence and wealth. (Cerrato, 2012)

Silver represents wealth, prestige, prosperity and modernity, it is a sophisticated color linked to female energy. With its "modern sleek appearance", it has a glamorous, high-tech, rich, elegant, scientific look and it aids mental, emotional and physical "releasing and cleansing". Silver, as the color of the moon, is ever changing, fluid, purifying color and has a degree of mystery. Silver is a color associated with self-control, perseverance, organization, conservative and responsibility. Scientific color supposes "quality" craftsmanship and artistry. It reflects calming, soothing, patient, distinguished, with a lightness that is more "uplifting" than gray. Silver is illuminating and balanced (because it is also neither black nor white), it implies illusion, reflection and imagination. It is dignified and seen as sleek, smooth, and lustrous. Silver may create an impersonal, cold and hiding from others effect. It is an emotional and ever-changing color. It may reflect fence-sitting and introspective. (Cerrato, 2012)

Silver is beneficial for businesses that offer a first-class quality service or product and its packaging or for companies that sell "exquisite items" in the prestigious market. It also works well for technology companies or innovative computer market, as well as for hi-tech and scientific companies. Silver is also suitable for the promotion and featuring "quality" modern appliances and equipment. It is advantageous for website to be combined only with other suitable colours for each target market. Silver has reflective qualities that develop intuition, "mental telepathy" and clairvoyance. The ever changing moods of the moon, which is reflected in its color, makes silver a color full of compassion due to its relationship to emotional and sensitive energies. (Cerrato, 2012)

Gray is color of "compromise" between black and white and mainly suggests intellect, wisdom and knowledge. It is a neutral, also conservative color which is perceived as a contemporary, serious and safe color. Gray is a classic, refined, sleek and dignified color signifying neutrality, indifference and maturity. Gray is also associated with professionalism, security, modesty, reliability and long-lasting. It is perceived as subtle, inconspicuous, reserved and controlled. Gray can reflect that you can't make decisions, is neither a pleasing nor inviting color and can even imply that you don't have an opinion on anything. It can suggest dullness, lifeless (without color) and bareness. It also, can create negative emotions as melancholy, lonely, rigidity or boring. It is associated sometimes with staid, poverty, too reserved, even indifferent or cold. Gray is suitable to use in many business applications. Gray, mostly associated with white and black, is favourable for legal and financial websites. Light gray combined with different tones of blue or with yellow can create a hi-tech look. Gray lacks energy and can drain a person's energy. Depending of the

lightness and white, gray can be uplifting or depressing, the darker the gray, the more depressing it is. (Cerrato, 2012)

Gray, as it doesn't attract attention, serves as a favourable background for almost all colours allowing other colours "to take prominence". It can be combined with almost all colours in part, to impart require messages. Gray takes on "the messages associated" with the other colours. Gray, only in combination with other colours, receives energy, passion and life. Combination of gray and white or black suggests power and control. Gray combination with blue is associated with credibility, trust and reliability. Gold association with gray suggests high quality and professional. Light gray combined with blue (light or dark tone, turquoise) or yellow, creates a hi-tech look. Gray, in association with needed colour, can reach required target markets. (Cerrato, 2012)

Brown suggests wellness, stability, reliability and friendship. It denotes masculine qualities due to its strength, durability and practicality. Light brown is associated with openness, neatness and approachability. Reddish-brown suggests "harvest" and fall. Brown is the color of the earth, as well as beige create a calming atmosphere. It brings a positive message through its perception as a color which supposes durability, credibility, comfort as well as homely. Brown doesn't need to be too much, because it can appear as unsophisticated, heavy, staid, dull, too serious, boring and passive. (Cerrato, 2012) Brown is appealing to most men and is not as well accepted by women (with some exceptions, which suppose outdoor activities and farming". Brown is a color of earth and has a connection to the outdoors and "down-to-earth" activities. It relates well to earth moving, outdoor products and services, landscaping or marketing organic products and farming businesses. Medium brown is suitable for businesses promoting wholesome food along with agricultural products. Dark brown in combination with gold or with cream tend to be perceive as something sophisticated and relates well to "professional" men's products. Despite the fact that beige and brown, as earthy tones, can create a calming atmosphere and are benefice for restaurant or fast-food because it don't suppress appetites, too much of it has a negative connotation. As well, it is not recommended to implement, primarily brown for a dining room, menu, logo or website, because it can also represent filth. Brown, in any shade, works excellent as an accent, but not overuse with the color. Deep brown color can make a room luxurious. Dark brown combined with gold or with cream denote something sophisticated and relates well to "professional" men's products. (Cerrato, 2012)

White is a color of perfection and is a compression of all the colours in "the color spectrum". It is a color that amplifies everything in its way, as well as it clears the way forward and can represent a successful beginning. It usually has a positive connotation and express safety, purity and goodness. White means youthful, new beginnings, safety and "wiping the slate clean". It is reassuring, calming color which helps to create simplicity, order, organization, proficiency and efficiency "out of chaos". It is associated with mild, innocence, light, virginal, and clean. Its basic feature is "equality", while implying neutrality and independence, immaculate and neat, also fairness and impartiality. It can be characterized as self-sufficient or complete and whole, also as pristine and open. White can be associated with creativity, despite that it isn't stimulating to the senses, it can open the way for the creation of "anything the mind can conceive". White is the "blank canvas waiting to be written upon". On the other hand white can creates an impression of stark, critical, fastidious and boring. It can be characterized as something empty, disinterest, isolated, cautious and detachment. Also too much of it can give an impression of coldness, even sterility. (Cerrato, 2012)

White due to its worldwide association with simplicity, safety, purity and cleanliness works well for businesses promoting health related products, wedding dresses, hi-tech products, or infant, also products promoting order and efficiency, kitchen appliances and bathroom items. With its suggestion, it indicates simplicity in high-tech products. White is representative in businesses where cleanliness is imperative, mainly in hospitals or medical centres, also is related to dental surgeries or is associated with low weight, sterility, low-fat food, doctors and dairy products. It suggests safety when promoting all products related to medicine, but needs some green or pink to create a "calm and caring atmosphere" for patients and to assist in healing. It is one of the best color for "background color" for websites and it is indicated for negative space on website, to makes it look "uncluttered", clean and open. In advertising, as it is "color of snow" it represents coolness and cleanliness. It suggests goodness, only the angels, in mostly imagines, are wearing white clothes and is a favourable color for charitable organizations. (Cerrato, 2012)

White allows all colours to "reflect from it". It makes all colours to be readable, with only exception of yellow and pastels. Even more, it is used to "project" the neutrality or the absence of color. In eastern parts of the world (as example one of countries is Japan (Piz and Piz, 2004)), white represents mourning. White can reach individuality due to other appropriate colours because on its own, it is sterile and cold. White combination with green or pink creates a caring calm atmosphere and assists in healing. (Cerrato, 2012)

Black is a color of power, self-confidence, strength and stability. It is also associated with intelligence (for example – "doctorate in black robe" and "black horn rimmed glasses"). It promotes sophistication, withhold, authority and control, black also can be seen as, dignified, strong and serious. This color is tending to be considered, elegant, very formal, conservative and prestigious (as example – "black tie" and "black Mercedes"). Black denotes

endings & beginnings, as well as protection and comfort. Black is a “serious color” gives the feeling of “perspective and depth” and evokes “strong emotions”. Alternatively, it means seductive and creates mystery and an air of secrecy. It is a mysterious color, frequently has a negative connotation and is associated with death, fear and the unknown (as example – “black holes”). In heraldry and in the western hemisphere black is the symbol of grief and is associated with sadness, negativity and grieving. It’s a “sombre color” which sometimes can be unapproachable, intimidating, unfriendly, controlling and in many situations is associated with evil (as example -“bad guy” was interpreted as the cowboy in the black hat). Also, too much black can make a person feel depressed, pessimistic and aloof. (Cerrato, 2012)

Black is beneficial for those types of businesses that includes selling of high quality professional products, elegance, luxury and sophisticate goods, and even car companies. As the black used for background diminishes readability, it is recommended in designing the gallery of painting or photography. It is beneficial in packaging, because it makes an item seem expensive and of higher value. The youth market tends to be “attracted to black”, which is why it is used in music related businesses and other products and services to the high end youth market. It is not recommended in food industry, because it is the colour of mystery and people tend to be sceptical to primarily black menu and the food ordered from them. (Cerrato, 2012)

Black is the color that creates an elegant, classy and good impression, its power can install confidence. It is the color that sometimes even can add confidence without becoming “overpowering”. Black dress and suit had a beneficial effect for those who intend to look thinner. Otherwise, too much black can look to be intimidating and unfriendly (as an example - salesman with the black suit and tie or the black shirt and pants). It is appropriate for people who intend to hide behind its unapproachable façade. Black works better as an accent, too much of it may be overwhelming. (Cerrato, 2012)

Black gives a very “aggressive” color scheme. It is recommended to use it as a background, to make other colours “stand out”. A very powerful colours black is combination with red or orange, resulting in an excellent combination due to other very powerful colours. Black contrasts by combination with bright, rich, any of the jewel colours such as red, emerald green, cobalt, yellow, magenta, orange and bright blue, or gold, silver and white can be used to create a dramatic impression or effect. Black and white is not a perfect color combination for readers, because in other text printing combination they recall better. Black is attractive for the youth market (16 age to 25 age), the generation who are still trying to find their “own sense of identity” and place in life. The youth market favour sophisticate and rebellious black and they perceive it as trendy or cutting edge. Black is also attractive and preferred by people who are ambitious and achievement oriented. (Cerrato, 2012)

Red is the color of power, energy and courage that is found in national flags of many states. After on office research on secondary data (Wikipedia website) is relevant that red is mostly used in flags of UE states in proportion of 78%, also are used another colour in different proportion as result: white (78%), blue (50%), yellow (28%), green (21%), black (10%) and beige (1%). Most used combination for UE states flags are: red, white and blue (25%), red and white (14%) and red, white and green (11%).

In heraldry colour are of major importance and depicts as follow:

- white faith and purity,
- black is the symbol of grief,
- blue piety and sincerity,
- green growth and hope,
- yellow honour and loyalty.

As for Royal House from Europe, mostly uses in coat of arms gold (or some yellow shade) colour, in proportion of 100% and red (or pink shade) (90%), also are used another colour in different proportion as result: white (36%), blue (27%), brown (or beige shade) (27%), green (9%) and purple (9%).

One of the most important institutions of colours, Pantone indicates colours for fashion industry, as trends for year, as well for everyday. Started with October 18, 2020 till 31 October, 2020 had mentioned different trends for fashion, beauty as well for interior design industry, as follows:

- Light Lilac – “breakthroughs, colourful and profound”,
- Burnt Coral – “innovative, independent and communicator”,
- Chintz Rose – “verbal, inspiring and musical”,
- Dusty Aqua – “builder, charismatic and desirable”
- Heirloom Lilac – “eloquent, funny and agile”,
- Regal Orchid – “magnetic, inspiring and youthful”,

- Red Violet – “reflective, spiritual and individual”,
- Burberry – “powerful, sexy and intense”,
- Molten Lava – “dynamic, courageous and profound”,
- Baroque Rose – “committed, innovative and complex”,
- Beaujolais - “devoted, perceptive and persuasive”,
- Cardinal – “communicative, reflective and adventurer”,
- Tibetan Red – “auspicious, magical and practical”.

After an exploratory research of most expensive European fashion companies site as following: Oscar de la Renta, Guggi, Luis Vitton, Hermes, Chanel, Prada, Dior, Ralph Lauren, Versace and Armani, is relevant that 9 out of 10 logos are black and 70% of it prefer a white background for their websites. The research results concluded the theoretical indication and show the importance of some colours to the detriment of others as a persuasion technique.

5. CONCLUSIONS

The boundaries of persuasive communication, online persuasion and mainly colour as a persuasive technique are investigated in the paper. In a changing world, companies want to make a difference and often try to use persuasive practices to stand out. Theoretical studies and experiments demonstrated persuasion is like an art to please people, after what is important to stand out with professional skills, for changes a person preferences, attitudes and impression and only and only developing over time the best qualities the company can obtain customer loyalty. The importance of persuasion in online or personal communication and colour role in perception of natural and business environment and colour as a component part of persuasion field needs continued research.

The existence of persuasion, and more recent persuasion in online communication had been notated by many researchers. In this study we conduct exploratory research, noted the persuasion definition, techniques, examples and its importance in real life communication as well in online communication, due mostly of the pandemic changing style of people and companies activity and way of being. We elucidate the colour importance in improving the way of perception of people and companies, as well as described the perfect colour for different type of activities and researched the importance of different colour in the value of a state or kingdom. The research results concluded the theoretical indication and show the importance of some colours to the detriment of others as a persuasion technique. This is one of the most delicate areas of the marketing, which requires finesse in continuous researches.

Advertisers are a primary link between the consumer and the producer, without which it is difficult for consumer to find out the new trends, the new or well-known products, as well as a series of primary necessary goods. It is necessary for agencies to use legally and responsibly advertising at all informational levels, even if persuasive.

Over the years, advertisers try to find a way to make a difference in consumer preference. Companies or marketing departments are tempted to use persuasive techniques, or colours, and different powerful combination of colours to be the best and to attract consumer. After a wide study of extensive literature and research works, it is more relevant that persuasive advertising, and online persuasion or colour power, will continue to intrigue many marketers and investigators, who intend to study its effectiveness. It is necessary to do more research and studies in this direction to determine the role of persuasion, colours and online involvement in advertising, marketing and even everyday life. It is important to conduct more research to investigate the effects of persuasive advertising and to establish patterns for identifying persuasive marketing and colour intelligence.

Persuasive marketing, as well as its niches related to online and colour techniques were partial analyzed and in particular as component parts of efficient communication they have not been studied much. It has not been so extensively researched at scientific level by researcher from different parts of the world, not to mention Romania or Russia. In Romania, persuasive advertising, online persuasion or colour influence has been tangentially studied, and because of this it is essentially to do more complex studies in this field. In difficult period we live in, the colour is like a breeze of air, rainbow or sunshine that we all need.

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R&D Projects Evaluation Employing Fuzzy MCDM

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Abstract

Recently, companies invest in R&D projects due to the global market competition. Thus, the determination of the most appropriate R&D projects constitutes an important part of project management. In this study, a fuzzy multi-criteria decision making method was applied to determine the most suitable R&D project of a firm working in the machinery manufacturing sector in Turkey. The project selection criteria were divided into six main classes as technological, environmental, marketing, organizational, national benefits and financial issues. Related project selection methodology was applied to four projects.

Keywords: Decision support systems, multi-criteria decision making, project management, R&D project

1. Introduction

Research and development (R&D) has important contribution to advancement, thus it has a significant focus on government strategies [1]. R&D is critically important to the prolonged success of any organization. Successful R&D is the difference between leading a new wave of next-generation products and a slow decline into obscurity and bankruptcy. The management of R&D endeavor is one of the most challenging tasks in any establishment. R&D project selection constitutes a significant part of project management in order to achieve the desired results and outputs. Project selection procedure is a policy-making task usually takes part in organizations such as technology-intensive companies, research institutes, and government-sponsored corporations.

The selection of projects is a challenging task especially in project-oriented firms where it is needed to evaluate a set of proposals struggling for limited resources like equipment, human and budget [2]. Therefore, R&D supervisors are mostly met the problem of apportion resources of equipment, personnel, and funds to a wide range of projects. With a rapid increase in competition and restrictions of financial capabilities, the R&D project selection method that maximize the benefit of the organization has emerged as crucial factor.

In this study, R&D project selection in a small-sized company in Turkey is performed employing fuzzy TOPSIS method. The company develops and produces special purpose machines with turnkey automation systems for its customers. It is a project-oriented company and has a R&D center authorized by the Ministry of Industry and Technology. The rest of the study is organized as follows. Fuzzy TOPSIS method is explained in Section 2. Section 3 illustrated the case study. Finally, conclusions are given in Section 4.

2. Fuzzy TOPSIS Methodology

Technique for Order Preference by Similarity to Ideal Solution (TOPSIS), introduced by Hwang and Yoon [3], is a method used for solving MCDM problems. TOPSIS method selects the alternative, which has the shortest distance to

ideal solution, and the longest distance to anti-ideal solution. The closeness to the ideal solution maximizes the benefit and minimizes the cost, whereas the distance to the ideal solution maximizes the cost and minimizes the benefit. Fuzzy TOPSIS methodology extends TOPSIS method by providing fuzzy assessments of criteria and alternatives in order to solve MCDM problems under an uncertain environment. The application steps of the proposed approach are listed as follows:

Step 1: Determine the alternatives and the required evaluation criteria
 The criteria are determined by carrying out a literature survey and utilizing expert knowledge. There are m alternatives denoted as $A_i = \{A_1, A_2, \dots, A_m\}$, which are evaluated under n criteria, $C_j = \{C_1, C_2, \dots, C_n\}$.

Step 2: Construct the fuzzy decision matrix (\tilde{D}) that denote the evaluation of alternatives with respect to criteria and the weight matrix of criteria (\tilde{W}) as

$$\tilde{D} = \begin{bmatrix} \tilde{x}_{11} & \tilde{x}_{12} & \dots & \tilde{x}_{1n} \\ \tilde{x}_{21} & \tilde{x}_{22} & \dots & \tilde{x}_{2n} \\ \vdots & \vdots & \dots & \vdots \\ \tilde{x}_{m1} & \tilde{x}_{m2} & \dots & \tilde{x}_{mn} \end{bmatrix} \quad i = 1, 2, \dots, m; j = 1, 2, \dots, n. \tag{1}$$

$$\tilde{W}_j = (\tilde{w}_1, \tilde{w}_2, \dots, \tilde{w}_n) \quad j = 1, 2, \dots, n. \tag{2}$$

where \tilde{x}_{ij} and \tilde{w}_j can be represented as $\tilde{x}_{ij} = (x_{ij}^1, x_{ij}^2, x_{ij}^3)$ and $\tilde{w}_j = (w_j^1, w_j^2, w_j^3)$, respectively, in triangular fuzzy number format.

Step 3: Normalize the fuzzy decision matrix
 The normalized fuzzy decision matrix \tilde{R} is constructed as $\tilde{R} = [\tilde{r}_{ij}]_{m \times n}$, $i = 1, 2, \dots, m; j = 1, 2, \dots, n$, where

$$\tilde{r}_{ij} = \begin{cases} \left(\frac{x_{ij}^1 - x_j^-}{x_j^* - x_j^-}, \frac{x_{ij}^2 - x_j^-}{x_j^* - x_j^-}, \frac{x_{ij}^3 - x_j^-}{x_j^* - x_j^-} \right), & x_j^* = \max_i x_{ij}^3, \quad j \in B_j \end{cases} \tag{3}$$

$$\tilde{r}_{ij} = \begin{cases} \left(\frac{x_j^* - x_{ij}^3}{x_j^* - x_j^-}, \frac{x_j^* - x_{ij}^2}{x_j^* - x_j^-}, \frac{x_j^* - x_{ij}^1}{x_j^* - x_j^-} \right), & x_j^- = \min_i x_{ij}^1, \quad j \in C_j \end{cases} \tag{4}$$

B_j represents the set of benefit-related criteria for which the greater the performance value the more its preference, C_j represents the set of cost-related criteria for which the greater the performance value the less its preference

Step 4: Compute the weighted normalized decision matrix, $\tilde{V} = [\tilde{v}_{ij}]_{m \times n}$, as
 $\tilde{v}_{ij} = \tilde{r}_{ij} \tilde{w}_j$ (5)

Step 5: Define the ideal solution $(A^*) = (\tilde{v}_1^*, \tilde{v}_2^*, \dots, \tilde{v}_n^*)$, and the anti-ideal solution $(A^-) = (\tilde{v}_1^-, \tilde{v}_2^-, \dots, \tilde{v}_n^-)$, where $\tilde{v}_j^* = (1,1,1)$ and $\tilde{v}_j^- = (0,0,0)$ for $j = 1, 2, \dots, n$.

Step 6: Compute the distances from ideal and anti-ideal solutions (d_i^* and d_i^- , respectively) for each alternative A_i as

$$d_i^* = d(A_i, A^*) = \sum_{j=1}^n d(\tilde{v}_{ij}, \tilde{v}_j^*) \tag{6}$$

where

$$d(\tilde{v}_{ij}, \tilde{v}_j^*) = \sqrt{\frac{1}{3} \left[\left(v_{ij}^1 - v_j^{*1} \right)^2 + \left(v_{ij}^2 - v_j^{*2} \right)^2 + \left(v_{ij}^3 - v_j^{*3} \right)^2 \right]} \tag{7}$$

and

$$d_i^- = d(A_i, A^-) = \sum_{j=1}^n d(\tilde{v}_{ij}, \tilde{v}_j^-) \tag{8}$$

where

$$d(\tilde{v}_{ij}, \tilde{v}_j^-) = \sqrt{\frac{1}{3} \left[\left(v_{ij}^1 - v_j^{-1} \right)^2 + \left(v_{ij}^2 - v_j^{-2} \right)^2 + \left(v_{ij}^3 - v_j^{-3} \right)^2 \right]} \tag{9}$$

Step 7: Calculate the closeness coefficient (CC_i) of each alternative as follows:

$$CC_i = \frac{d_i^-}{d_i^- + d_i^*}, \quad i = 1, 2, \dots, m \tag{10}$$

Step 8: Rank the alternatives according to CC_i values in descending order. Identify the alternative with the highest CC_i as the best alternative.

3. Case Study

The case study is conducted in a small-sized company in Turkey. Four projects are determined for the evaluation. The evaluation criteria are determined by reviewing the literature as in Table I.

Table 1. Evaluation criteria

Selection Criteria
Technological Issues (C_1)
Environmental Issues (C_2)
Marketing Issues (C_3)
Organizational Issues (C_4)
National Advantages Issues (C_5)
Financial Issues (C_6)

The evaluation is performed by a committee of 4 decision makers. The decision makers utilized the linguistic scale given in Figure 1 in order to rate the alternatives and the importance of criteria, and they provided the evaluation scores by reaching a consensus.

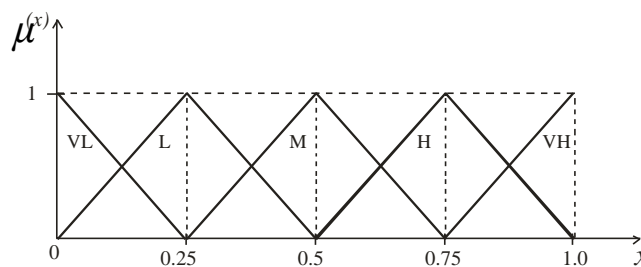


Figure 1. A linguistic term set where VL = (0, 0, 0.25), L = (0, 0.25, 0.5), M = (0.25, 0.5, 0.75), H = (0.5, 0.75, 1), VH = (0.75, 1, 1)

Data related to R&D project selection problem are given in Table 2.

Table 2. Data related to R&D project selection

Alternative (<i>i</i>)	<i>C</i> ₁	<i>C</i> ₂	<i>C</i> ₃	<i>C</i> ₄	<i>C</i> ₅	<i>C</i> ₆
<i>A</i> ₁	VH	H	VH	M	M	L
<i>A</i> ₂	M	L	M	H	VH	M
<i>A</i> ₃	VH	H	VH	L	M	H
<i>A</i> ₄	L	L	H	VH	H	H
Weight (<i>w_j</i>)	M	L	L	H	VH	VL

Weighted normalized fuzzy decision matrix and resulting rankings of the alternatives are provided in Table 3 and Table 4, respectively.

Table 3. Weighted normalized fuzzy decision matrix

Alternative (<i>i</i>)	<i>C</i> ₁	<i>C</i> ₂	<i>C</i> ₃	<i>C</i> ₄	<i>C</i> ₅	<i>C</i> ₆
<i>A</i> ₁	(0.19, 0.5, 0.75)	(0, 0.19, 0.5)	(0, 0.25, 0.50)	(0.13, 0.38, 0.75)	(0.19, 0.5, 0.75)	(0, 0, 0.13)
<i>A</i> ₂	(0.06, 0.25, 0.56)	(0, 0.06, 0.25)	(0, 0.13, 0.38)	(0.25, 0.56, 1)	(0.56, 1, 1)	(0, 0, 0.19)
<i>A</i> ₃	(0.19, 0.5, 0.75)	(0, 0.18, 0.5)	(0, 0.25, 0.50)	(0, 0.19, 0.5)	(0.19, 0.5, 0.75)	(0, 0, 0.25)
<i>A</i> ₄	(0, 0.13, 0.38)	(0, 0.06, 0.25)	(0, 0.13, 0.38)	(0.38, 0.75, 1)	(0.38, 0.75, 1)	(0, 0, 0.25)

Table 4. Ranking results of the alternatives

	<i>d</i> _{<i>i</i>} [*]	<i>d</i> _{<i>i</i>} ⁻	<i>CC</i> _{<i>i</i>}	Rank
<i>A</i> ₁	4.3136	2.2558	0.3435	3
<i>A</i> ₂	4.1832	2.3991	0.3645	1
<i>A</i> ₃	4.4362	2.1468	0.3261	4
<i>A</i> ₄	4.2992	2.2565	0.3442	2

4. CONCLUSIONS

In this study, fuzzy TOPSIS method is employed to select the most suitable R&D project in a company. Selection criteria are determined by means of literature. 4 decision-makers and 4 projects took part for selection process. The suggested methodology can be applied for further evaluation of other R&D projects in the company. This technique will lead a scientific way, which corresponds to needs in the R&D center to determine the most appropriate alternative. Future researches might focus on employing an analytical technique to determine the weights of the decision makers.

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An Intuitionistic Fuzzy Mapping Technique for Success Evaluation of Home Office Process in COVID-19 Pandemic

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Abstract

COVID-19 pandemic has changed the processes and routines of business life. Employees have started to apply home office as part of the precautions of the infection. In this study, the factors that affect the success and efficiency of home office are evaluated, and their importance weights are determined. Intuitionistic fuzzy cognitive map is a suitable tool due to the presence of interrelationships among evaluation criteria, fuzziness, vagueness, and hesitation in data. The application is illustrated through a case study, which is conducted in a consulting firm that performs in Turkey.

Keywords: COVID-19 pandemic, home office, intuitionistic fuzzy cognitive map, hesitation

1. INTRODUCTION

Before the pandemic, the offices were critical to productivity, culture, and surviving in competitive market. Companies tried to locate their prime office in major urban centers around the world, and focused on solutions that were to promote collaboration. Densification, open-office designs, hoteling, and co-working were the battle cries [1].

COVID-19 pandemic increases the number of employees in home quarantine, hence it makes companies and organizations face brand new challenges. They should maintain the operations of the firm in such situation, and thus the solution is a controlled set-up of work from home [2].

Home office process has been efficient and useful for many employees. 80 percent of people reported that they enjoy working from home, whereas 41 percent say that they are more productive than they had been before and 28 percent that they are as productive [1].

This work introduces an intuitionistic fuzzy cognitive map (IFCM) technique to determine the importance degrees of success factors of home office in pandemic period. The presence of interrelationships among evaluation criteria, fuzziness, vagueness, and hesitation in data led us to employ IFCM methodology as an appropriate tool.

The remaining sections of the paper are organized as follows. Section 2 explains briefly intuitionistic fuzzy cognitive map methodology. The following section illustrates the application via a case study conducted in a consulting firm. Final section delineates conclusions and future research directions.

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2. Intuitionistic fuzzy cognitive map technique

Intuitionistic fuzzy cognitive map (IFCM) technique includes intuitionistic fuzzy numbers into cognitive maps in order to determine the power of cause-and-effect relationships [3]. First, concept nodes and power of causal links among them are defined by obtaining experts' opinions. Second, the power of causal links is represented by intuitionistic fuzzy numbers that are associated with intuitionistic fuzzy scale. Hence, membership, non-membership, and hesitation values are identified. Finally, N x N weight matrix is formed by employing the information collected from the experts.

The following iterative formulation of IFCM is run until the system will be stabilized, in other words, all factor weights will converge [4]. In this way, the concepts' values are computed.

$$A_i^{(k+1)} = f \left(A_i^{(k)} + \sum_{j=1}^N A_j^{(k)} w_{ji}^{\mu} - A_j^{(k)} w_{ji}^{\pi} \right) \tag{1}$$

where $A_i^{(k)}$ is the value of concept Ci at kth iteration, w_{ji} is the weight of the connection from Cj to Ci, w_{ji}^{μ} and w_{ji}^{π} denote the weight matrices that show membership values and hesitation values of causal links, respectively, and f is a threshold function, which is considered as sigmoid function for this work.

3. Case study

This work presents an IFCM approach for evaluating success factors of home office in pandemic period. The case study is conducted in a consulting firm performing in Turkey through three experts' opinions. Initially, success factors that are determined by interviewing the project managers of the case company, are delineated in Table 1.

Table 1: Success factors of home office

Label	Concept
C ₁	Use of technologic devices
C ₂	Time scheduling
C ₃	Construction of a working area
C ₄	Planning the breaks between the meetings
C ₅	Maintaining communication among co-workers
C ₆	Planning housework
C ₇	Self-motivation
C ₈	Getting dressed as in the office

The experts provide their opinions by reaching a consensus and they used the linguistic scale shown in Table 2.

Table 2: Linguistic Scale

Linguistic term	Intuitionistic fuzzy number
VH	<0.95,0.05>
H	<0.70,0.25>
M	<0.50,0.40>
L	<0.25,0.70>
VL	<0.05,0.95>

The linguistic data, membership values, non-membership values, and hesitation values for causal relationships, are given in Tables 3, 4, 5, and 6, respectively.

Table 3. Linguistic Data for Causal Relationships

	C ₁	C ₂	C ₃	C ₄	C ₅	C ₆	C ₇	C ₈
C ₁	-	-	-	-	H	-	L	-
C ₂	-	-	-	VH	M	-	VL	-
C ₃	-	M	-	-	-	-	VH	-
C ₄	-	VH	-	-	L	-	VL	-
C ₅	M	-	-	-	-	-	H	-
C ₆	-	H	-	-	-	-	VL	-
C ₇	-	VH	-	M	VL	L	-	-
C ₈	-	-	-	-	-	-	M	-

Table 4. Membership values

	C ₁	C ₂	C ₃	C ₄	C ₅	C ₆	C ₇	C ₈
C ₁	0	0	0	0	0.7	0	0.25	0
C ₂	0	0	0	0.95	0.5	0	0.05	0
C ₃	0	0.5	0	0	0	0	0.95	0
C ₄	0	0.95	0	0	0.25	0	0.05	0
C ₅	0.5	0	0	0	0	0	0.7	0
C ₆	0	0.7	0	0	0	0	0.05	0
C ₇	0	0.95	0	0.5	0.05	0.25	0	0
C ₈	0	0	0	0	0	0	0.5	0

Table 5. Non-membership values

	C ₁	C ₂	C ₃	C ₄	C ₅	C ₆	C ₇	C ₈
C ₁	0	0	0	0	0.25	0	0.7	0
C ₂	0	0	0	0.05	0.4	0	0.95	0
C ₃	0	0.4	0	0	0	0	0.05	0
C ₄	0	0.05	0	0	0.7	0	0.95	0
C ₅	0.4	0	0	0	0	0	0.25	0
C ₆	0	0.25	0	0	0	0	0.95	0
C ₇	0	0.05	0	0.4	0.95	0.7	0	0
C ₈	0	0	0	0	0	0	0.4	0

Table 6. Hesitation values

	C_1	C_2	C_3	C_4	C_5	C_6	C_7	C_8
C_1	0	0	0	0	0.05	0	0.05	0
C_2	0	0	0	0	0.1	0	0	0
C_3	0	0.1	0	0	0	0	0	0
C_4	0	0	0	0	0.05	0	0	0
C_5	0.1	0	0	0	0	0	0.05	0
C_6	0	0.05	0	0	0	0	0	0
C_7	0	0	0	0.1	0	0.05	0	0
C_8	0	0	0	0	0	0	0.1	0

IFCM technique is employed and importance weights of digital transformation factors are obtained by running the formulation (1) until it will be stabilized, and the values of concepts will remain same. FCMapper software is used for these operations. The concepts' values are given in Table 7.

Table 7: Importance weights of success factors

Label	Concept	Weight
C_1	Use of technologic devices	0.750669
C_2	Time scheduling	0.968866
C_3	Construction of a working area	0.659046
C_4	Planning the breaks between the meetings	0.899745
C_5	Maintaining communication among co-workers	0.878787
C_6	Planning housework	0.710448
C_7	Self-motivation	0.935570
C_8	Getting dressed as in the office	0.659046

4. CONCLUSIONS

To obtain the importance weights of success factors of home office during COVID-19 pandemic, evaluation criteria that influence success and motivation of employees that work remotely are determined through expert opinions and then algorithm of the work is reported by considering IFCM technique. Importance weights of concepts are assigned by applying IFCM methodology, time scheduling and self-motivation is the most important factors however construction of a working area and getting dressed as in the office are the least important criteria. Future research will focus on proposing group decision making approaches for success evaluation of home office process during pandemic.

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Performance Assessment of Retail Stores Utilizing Mathematical Programming Based Decision Approaches

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Abstract

Performance management aims to match individual objectives with organizational goals. It consists of obtaining better organizational outcomes by providing a management framework in which planned goals, standards, and organizational needs are included. An effective performance management results in clarifying professional responsibilities, enhancing productivity, improving employees' capacities. It also provides a foundation for operational decisions on human capital, and improve communication between employees and managers. The aim of this work is to provide a performance assessment of a technology company performing in retail sector incorporating multiple inputs and multiple outputs into the decision framework. Twelve different stores are ranked according to their performance using conventional data envelopment analysis model, super efficiency data envelopment analysis model, and a common weight data envelopment analysis-based model taken from the literature, and the ranking results are analyzed.

Keywords: Data envelopment analysis, decision making, performance management, retail sector

1. INTRODUCTION

Performance management can be defined as achieving better organizational results by understanding and managing performance within an agreed framework of planned objectives, standards and requirements. This process exists to establish a common understanding of what needs to be done for the management and development in the short and long terms.

The main elements of performance management are agreement, measurement, feedback, positive reinforcement and dialogue. Performance management focuses on planning and improving future performance rather than a retrospective performance assessment. It operates as a continuous and evolving process, in which performance improves over time; and provides the basis for regular and frequent dialogues between managers and individuals on performance and development needs. It mainly concerns individual performance but can also apply to teams. Before the pandemic, the offices were critical to productivity, culture, and surviving in competitive market. Companies tried to locate their prime office in major urban centers around the world, and focused on solutions that were to promote collaboration. Densification, open-office designs, hoteling, and co-working were the battle cries [1].

In this work, performance assessment of a technology company that performs in the retail sector is conducted. 12 stores in the same region and category are selected, and data envelopment analysis (DEA) models, which solve the decision-making problems that require considering multiple inputs and outputs to assess the efficiency scores of

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decision making units (DMUs), are employed for the evaluation.

The remaining parts of the study are organized as follows. In Section 2, Data envelopment analysis is briefly explained with employed models taken from the literature. The case study is illustrated in Section 3. Finally, conclusions are delineated in the last section.

2. Data envelopment analysis

The original data envelopment analysis (DEA) model, also named as the CCR model, proposed by Charnes et al. [2], computes the relative efficiency of a DMU by maximizing the ratio of its total weighted outputs to its total weighted inputs subject to the condition that the output to input ratio of every DMU be less than or equal to unity. The traditional DEA formulation can be represented as follows:

$$\max E_{j_0} = \frac{\sum_{r=1}^s u_r y_{rj_0}}{\sum_{i=1}^m v_i x_{ij_0}}$$

subject to, (1)

$$\frac{\sum_{r=1}^s u_r y_{rj}}{\sum_{i=1}^m v_i x_{ij}} \leq 1, \quad \forall j,$$

$$u_r, v_i \geq \varepsilon, \quad \forall r, i$$

where E_{j_0} is the efficiency score of the evaluated DMU, u_r is the weight assigned to output r , v_i is the weight assigned to input i , y_{rj} is the quantity of output r generated and x_{ij} is the amount of input i consumed by DMU j , respectively, and ε is a small positive scalar.

Formulation (1) has nonlinear and nonconvex properties, however, it can be transformed into a linear programming model via a transformation. The linear programming model for calculating the relative efficiency of a DMU is given in the following set of equations.

$$\max E_{j_0} = \sum_{r=1}^s u_r y_{rj_0}$$

subject to, (2)

$$\sum_{i=1}^m v_i x_{ij_0} = 1,$$

$$\sum_{i=1}^m v_i x_{ij} - \sum_{r=1}^s \mu_r y_{rj} \geq 0,$$

$$u_r, v_i \geq \varepsilon, \quad \forall r, i$$

While conventional DEA model provides a performance assessment framework, however it also has some shortcomings. In order to improve the discriminating power of DEA-CCR model, super efficiency DEA model is proposed as [3]

$$\max \sum_{r=1}^s u_r y_{rk}$$

subject to (3)

$$\sum_{i=1}^m v_i x_{ik} = 1,$$

$$\sum_{r=1}^s u_r y_{rj} - \sum_{i=1}^m v_i x_{ij} \leq 0, \quad j = 1, 2, \dots, n; j \neq k,$$

$$u_r, v_i \geq \varepsilon, \quad \forall r, i.$$

3. Case Study

In this work, performance assessment of a technology company that performs in the retail sector is conducted. 12 stores in the same region and category are ranked. Number of employees, area of the store (m²), and total premium (€) are considered as inputs, while net promoter score (NPS), conversion rate, and total turnover (€) are considered as outputs.

The input and output data are given in Table 1 and the results of the DEA methodologies are provided in Table 2 and Table 3.

Table 1. Input and Output Data

DMU(j)	Number of employees	Area of the store (m ²)	Total Premium (€)	NPS	Conversion rate	Total turnover (€)
1	60	3542	100697.33	52.13	0.12	1317523.58
2	32	1866	66934.26	51.38	0.06	9028861.46
3	41	3114	95236.95	51.01	0.07	10847285.92
4	43	2824	63058.25	51.92	0.15	12010550.56
5	29	2121	38450.87	49.27	0.10	7027468.57
6	27	2415	29992.94	58.26	0.09	5421230.97
7	34	2613	88856.25	60.52	0.14	7104473.45
8	31	2010	78222.24	49.60	0.24	7945112.71
9	31	2364	70617.73	60.08	0.13	7773632.54
10	18	1253	7618.37	48.14	0.10	4058008.19
11	37	3783	19876.83	51.63	0.16	7306513.52
12	24	2762	33944.39	50.49	0.10	5366156.74

Table 2. Results of DEA-CCR model

Stores	CCR	CCR - Rank
1	0.857420	10
2	1	1
3	0.937679	6
4	1	1
5	0.925862	7
6	0.858249	9
7	0.838657	12
8	1	1
9	0.975688	5
10	1	1
11	0.853643	11
12	0.915772	8

Table 3. Results of super efficiency model

Stores	CCR	CCR - Rank
1	0.366185	12
2	1.199215	3
3	0.937583	6
4	1.070668	4
5	0.925860	7
6	0.858143	9
7	0.838300	11
8	2.018268	2
9	0.975472	5
10	2.563073	1
11	0.853633	10
12	0.915677	8

4. CONCLUSIONS

In this work, performance assessment of a technology company that performs in the retail sector is conducted. First, DEA-CCR model is employed to determine efficient stores. Number of employees, area of the store (m²), and total premium (₺) are considered as inputs, while net promoter score (NPS), conversion rate, and total turnover (₺) are considered as outputs. CCR model dichotomized stores as efficient and inefficient but it did not provide full ranking of the stores. Super efficiency model is utilized for ranking the stores and store 10 is determined as the most efficient store, which is followed by stores 8 and 2.

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Digital Transformation in Energy Industry

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Abstract

Since its existence, the industry has experienced rapid developments. In this process, which began with the use of steam power, firms have now become witnesses to the effects of the fourth industry revolution with rapid developments in technology. In this study, it is aimed to investigate the influences of transformation which is digital and processes starting with the use of digital technologies in the energy sector. For this purpose, a detailed literature survey based on scientific articles, annual activity and research reports of companies, white papers, has been performed.

Keywords: Digital transformation, energy industry

1. INTRODUCTION

Technological developments have evolved in three main stages since the beginning of the industrial revolution, leading to a major advance in industrial productivity. As a result of these rapid developments, a new concept called digital transformation has emerged in the industrial revolution processes. In today's world, where the conditions of competition are becoming more difficult with all these developments and the revolutions that have occurred in productivity, it has become very important for enterprises to follow technological developments in order to survive and compete. In this process, science and technology policies directly affect the welfare levels of countries. And these science-technology policies are accepted as policies that direct social and political life and reveal the realities of development and change. This activity of technology has led all countries to produce technology, capture, use, and even further develop technologies produced by other countries, and have attempted to digitize them. Ultimately, countries have started to move together and collectively beyond their borders, regardless of industry.

Digitalization changes almost everything in a company's operations, from production processes to customer expectations and distribution channels. Due to digitization, companies are making significant gains in many areas, from production and processing of information to decision-making and access to new markets. These advantages are important in improving company performance and achieving company goals. In fact, it plays an important role in increasing competitiveness. These developments bring the industry to a new stage [1].

Digitalization and digital transformation have started to show its effects in many fields [2]. Energy industry is the one of them. This study focuses on the concepts of digital transformation, the energy industry and the digital transformation in the energy industry. For this purpose, a detailed literature survey is conducted.

2. Digital Transformation

Digital transformation (DT) is the process of changing from the organizational structure of companies, brands and structures to digital, social, mobile and new technologies in order to keep up with the digital age. And also, DT is to enrich to customers and ecosystems, to develop work processes and to increase the competencies of the company and in fact to transition to new business models.

In the process of digital transformation, consumers, customers, companies, value chains, sectors, and even the usual processes we are in, are subject to change in a very different method than the rate of change [3]. This change is reflected in strategy and business, outputs, services, experiences, processes, organizational structures, decision-making techniques, technology basis, the established collaborations of the companies.

In today's world, companies and even countries, changing consumer and customer behaviors, speed of technology progress and increasing digitalization, working models, outputs and services, customers experience and business practices and in all areas that can be imagined by digitalization (education, health, industry, agriculture, transportation, energy, finance, etc.) has to keep up with the technology and the innovations it brings, and all the digital technologies and digital transformations that take place are the main trends that shape the business world.

The concept of Industry 4.0 has a significant position in the digitalization of the sector. Digitalization and digital transformation have affected many industrial areas in today's world. Different industrial areas have begun to use their competencies to keep up with this transformation.

3. Digital Transformation in Different Industries

In this section, the outcome of the literature research on which industrial areas are affected by digital transformation, what are the influences of this transformation, and with which digital tools are used during digital transformation process are given. The literature research is given in Table 1.

Table 1. Digital transformation in different industries

Source	Area	Influence of Digital Transformation	Used Digital Tools
ICRISAT (2016) [4]; Dongoski & Selck (2017) [5].	Agriculture	Delivering climate information through mobiles Farm sustainability Farm profitability Faster and cheaper delivery through digital technology	Cloud computing, internet of things, mobile devices, breeding informatics, big data and analytics, artificial intelligence, machine learning
Moray (2016) [6]; Sousa et al. (2017) [7]; Tiven. et al. (2018) [8].	Education	Self-Efficacy Teaching Global Competency Computational Thinking	Internet-based video, generic modelling of language, digital video, augmented reality, design-based research, learning manager, simulation, teaching with computer-based
Seino et al. (2001) [9]; Chryssolouris et al. (2009) [10]; Bučková (2017) [11].	Manufacturing	Early approval of production processes Reduced production costs in processes Interpreting data, processing and utilizing Transforming technical know-how into numerical data Virtual design and manufacturing	Collecting data - big data, computer simulation, 3D designing, static calculation
Taylor (2015) [12]; Neittaanmäki et al. (2016) [13].	Healthcare	Understandable info on symptoms/ medical conditions Urgent and emergency care e-health and tele-health	Medical data, cloud platform, visual analytics, big data and security
The World Economic Forum (2017) [14].	Aviation	Redesigning customer Interaction business systems and processes	Big data & advanced analytics, self-service systems, mobile applications, cloud computing
Cheung (2017) [15]; Gelter (2017) [16]; Mil (2018) [17].	Tourism	Hologram guidance concept Customer digital mobile behavior Micro-moments in travel Financial planning and booking management	Eye tap technology, 4D movie, artificial intelligence, E-agent, robotization, autonomous travel counsellors, holographic telepresence, virtual and augmented reality
Eistert (2013) [18];	Banking	Rich range of products and services	

Oracle (2018) [19];		Fair price for transparency and comparability Create a stable, agile and responsive background	Mobile banking apps, APIs, smart-phones, chatbots, big data, peer to peer payments, augmented reality, digital wallet
Deloitte (2017) [20]; Knak et al. (2018) [21].	Fast Moving Consumer Goods	Respond quickly to changes in consumer demand and execute successful trade promotions Speed up the sourcing process Increase sustainability by reducing the risk of selecting suppliers associated with environmental or social risk or issues	Digital marketing analytics, Artificial intelligence, Insight driven organization (IDO), big data, visual & advance analytics, cloud consuming, cognitive computing, blockchain, 3D printing, IoT
Cisco (2017) [22]; Riverbed (2018) [23].	Retail	Selecting suppliers associated with environmental Manage risk by securing physical and digital operations Increase associate productivity and optimize business operations	Smart beacons, IoT and streamlining shopping, facial recognition, AR and VR, mobile applications,
Andrea (2015) [24]; Doyuran (2018) [25]; Deloitte (2018) [26].	Energy	Smart demand response Integrate variable renewables Increasing data-based decision-making mechanisms Decrease in the cost of IT investments and return on investment and flexibility Active grid management and energy management	IoT, virtual interfaces with Cyber Physical Systems (CPS), advanced sensors 5G communications, peer to peer communications, electric vehicles, Internet of energy, 5G, big data, artificial intelligence and machine learning
Jamadagni (2004) [27]; Gimper et al. (2015) [28]	Communications	Voice and data integration Less sensitivity to changes in environmental conditions to ensure reliable communication Signal regeneration, working in low SNR,	Social medial, cloud, big data, telematics, speech to speech translation, user interfaces, smart mobile devices, machine to machine, holographic communication
Cordence (2017) [29]; Eser(2018) [30]; Kuhnert et al. (2018) [31].	Automotive	Vehicle sales increase Cost savings and revenue generation Improved manufacturing	Augmented and virtual reality, cognitive systems, robotics, 3D printings, IoE, IoT, cloud, mobile informatics, big data, CPS

4. CONCLUSIONS

In research, the effects of digital change and its consequences are checked and recorded as a table of literature on other industrial areas. Scientific articles, annual activity and research reports of the companies, the literature review based on white bulletins aimed at narrowing the study to investigate the effects of digital transformation and digital transformation technologies in the energy sector. At this point, there are no scientific articles or studies within the scope of our knowledge in the literature. This suggests a gap in the literature.

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Evaluating Technical Criteria in E-Invoicing Service Provider Selection

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Abstract

The use of information technology solutions in business processes has changed accounting and financial activities. Electronic invoicing is a crucial concept created by technological development, as a result of digitalization in accounting services. This research presents a Software Quality Function Deployment (SQFD) approach in order to prioritize the technical features of software companies which provide solutions in e-invoicing.

Keywords: Electronic invoicing, decision making, software quality function deployment

1. INTRODUCTION

The information technology (IT) has transformed business processes by offering new solutions to the current requirements of intense global competition. The adoption of IT applications in business has also led to changes in accounting and finance activities. One of the methods comes along with the technological development in accounting, is the electronic invoice (e-invoice) system.

Electronic invoicing (e-invoicing), seen as a way to improve the efficiency of the tax collection system, is increasingly supported by governments. During the time that the use of e-invoicing systems diffuses, many software development companies have started to offer solutions on this subject. As the performance of the e-invoice system is critical in company's accounting operations, evaluating e-invoicing solutions is very crucial. Selecting the most appropriate service provider among a number of alternatives is a commonly faced problem by the firms.

It is necessary to select an e-invoice system provided by a software development firm which can be aligned with the needs of the user company. Thus, a decision making approach requires both company demands and e-invoice system characteristics and their interactions to be considered. This work proposes a Software Quality Function Deployment (SQFD) approach to prioritize the features of electronic invoicing software.

This study is organized in the following sections. Section 2 introduces the SQFD framework for the e-invoicing system selection problem. The application of the proposed approach is presented in Section 3. Concluding remarks and directions for further research are provided in Section 4.

2. SQFD approach for e-invoicing software system selection

Quality Function Deployment (QFD) is a customer focused strategic tool which can be employed to develop improved products and services responsive to customer expectations. SQFD represents a transfer of the technology of QFD from product manufacturing to software development [1]. As a front-end technique, SQFD is an adaptation of the house of quality, the most commonly used matrix in the traditional QFD methodology [2]. The house of quality translates customer requirements into technical attributes.

Selecting the most suitable e-invoicing software system is a crucial decision faced by companies seeking to digitalize their accounting services. A high number of service providers offer solutions in this regard [3]. With its need to trade-off multiple criteria, e-invoicing system selection is a complex multiple criteria decision making problem.

In this paper, benefiting from the review of the literature concerning e-invoice system selection and software selection [5-10], user needs and system selection criteria are determined with the help of experienced industry professionals. Thus, five requirements of the user company which can be used in the house of quality are data security, flexibility, support quality, user friendliness, and scalability. The purchase cost is not added to the company’s requirements list, it is assumed that the user company considers the total cost in the budget constraint. Company needs are given in Table 1.

Table 1: User company needs

CN1	Data security
CN2	Flexibility
CN3	Support quality
CN4	User friendliness
CN5	Scalability

Table 2 shows e-invoicing software characteristics. Seven characteristics selected are software development company’s experience, datacenter support, duration of user training, code standardization, number of users, number of data security certificates, and number of operating countries.

This research presents a SQFD approach in order to evaluate the system characteristics which can be used in an e-invoicing system selection problem. The proposed decision model takes into account user needs and system attributes and also the relations between them. The weights of system characteristics (i.e. technical attributes of the house of quality) for satisfying the user company needs are calculated as the weighted sum of the relationship scores with the prioritized company needs.

Table 2: E-invoicing system characteristics

EISC1	Company’s experience (years)
EISC2	Datacenter support
EISC3	Duration of user training
EISC4	Code standardization
EISC5	Number of users (max)
EISC6	Number of security certificates
EISC7	Number of operating countries

3. Illustrative problem

In this section, the application of the proposed SQFD-based decision making approach is illustrated through an e-invoicing system selection problem. In order to construct the house of quality, company needs and software characteristics determined in the previous section are employed. The experts of the user company prioritized the

company needs using an integer scale ranging from 1 to 5 where 1 represents very low importance and 5 represents very high importance. The expert opinions about the importance degrees of five company needs are given in Table 3.

Table 3: Importance degrees of user company needs

	Company Needs	Importance Degrees
CN1	Data security	5
CN2	Flexibility	4
CN3	Support quality	3
CN4	User friendliness	3
CN5	Scalability	2

A numerical scale (1-3-9) is employed in this paper to denote weak, medium and strong relationships between company needs and system characteristics. The body of the house of quality is shown in Table 4.

Table 4: House of quality

		EISC1	EISC2	EISC3	EISC4	EISC5	EISC6	EISC7
Importance Degrees	5	CN1		9			9	
	4	CN2	1			3		9
	3	CN3	9	3				
	3	CN4			9		3	1
	2	CN5	1	9		9	9	3

The importance weight of each e-invoice system characteristic is determined as the weighted sum of the relationship scores with the prioritized company needs. The obtained weights are given in Table 5.

Table 5: Weights of system characteristics

EISC1	Company’s experience (years)	33
EISC2	Datacenter support	72
EISC3	Duration of user training	27
EISC4	Code standardization	18
EISC5	Number of users (max)	39
EISC6	Number of security certificates	45
EISC7	Number of operating countries	45

As can be seen in Table 5, the datacenter support is the most important criteria when evaluating e-invoicing solutions. The number of data security certificates, the number of operating countries, and the number of maximum users are the other important criteria.

4. CONCLUSION

As the performance of the e-invoice system is critical in company’s accounting operations, selecting the most suitable e-invoicing software system is a crucial decision faced by companies seeking to digitalize their accounting services. This research proposes a SQFD approach to prioritize the system characteristics which can be used in an e-invoicing service provider selection problem. The proposed decision making approach considers both company demands and e-invoice system characteristics and their interactions. Due to the fact that the relationships are vague and imprecise, fuzzy sets theory can be used.

Future research will focus on developing multiple criteria decision making approaches based on fuzzy quality function deployment to e-invoicing service provider selection problem.

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Digitalization and the Impact on Organization in Manufacturing Companies

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Abstract

In today's world, progressive digitization is leading to a change in the existing understanding of the strategy and organization of manufacturing companies. In particular, the interaction, relationship and understanding of employees, customers and their business relationships are affected. Not only individual functions and divisions, but entire value chains are changing. There are necessities and mutual relationships between strategy and organization. This scientific contribution illustrates this relationship based on the latest research in this field. Furthermore, the resulting effects are shown by means of examples. The background, effects and influences of digitalization on the company and approaches how these were met or opportunities of digitalization were used are presented. All studies and publications assume that digitization will have an impact on society itself, on the way people communicate and, of course, on the processes and products of companies. It makes no difference whether the company is a service provider or a classic production company

Keywords: Agility, Globalization, Digitalization, Change Management, Organization, Strategy

1. INTRODUCTION

Organisations that are to be understood as social systems play an eminent role in the process of digitisation. Digitisation does not superimpose itself on organisations, nor does it capture organisations as a passive entity through its own dynamics. (Büchner, 2018) In order to increase productivity, flexibility and innovative ability, companies today take different directions and approaches in shaping work and organisation. The current discussion is dominated by "agile" and "lean management" approaches. In practice, there is a great variety of approaches and variations of these concepts, as the scope and performance characteristics are more diverse and hybrid than suggested in many texts of the concepts. Moreover, even at the conceptual level, it is not always possible to identify clear differences between "lean" and "flexible" functional and design principles of the organisation. (Bendel, 2020) The concepts mentioned convey an orientation knowledge for the employees that they can use for the solution of complex design requirements in the current digitisation processes. They offer a kind of "map" for an unknown terrain that represents the future organisation of digitised work and help to develop it with their principles and concrete tools. Thus, the contribution to the question will clarify what practical solutions or potentials the two approaches mentioned offer for digitisation processes and what basic similarities and differences lean, agile organisational design approaches have. (van Amelsvoort, 2017)

2. Concepts

Under the conditions of the increasing digitalisation of production and services, leading knowledge is more necessary than ever for the employees of companies, because "megatrends" such as the internationalisation of production, the expansion of international trade, financialisation, demographic change and diversity, competitive conditions and

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the availability and use of resources have changed dramatically in recent years. (Haipeter, 2016) What characterises the current digitisation processes? In operational digitisation, we understand the increasing use of technical tools that take over more and more tasks that were once human activities or that support and shape communication and interaction. This is based on the processing and transmission of digital data and a comprehensive technical infrastructure. What is new in our view is that a large part of the communication between people involved in the production or provision of services takes place via a wide range of digital media, making assistive technologies increasingly important. (Pasmore, 2018) This development not only increases the speed of interaction between the participants, but also separates in time and space the activities that were previously necessarily carried out in one place. In this situation, the working conditions and work design change fundamentally. On the one hand, the technical infrastructure and the software used are often inseparable from the work process. On the other hand, communication with the employees often goes beyond the spatial and legal boundaries of the company and leads to changes in the technical and organisational demands on the people working in this way. (Büchner, 2018) It is necessary to go beyond the idea that the work system to be designed is in the company in an almost closed "container", in which all information and resources essential for planning and design are available. Instead, information systems mix, multiply and evolve at different speeds. One could therefore speak of a "system of functioning systems" or an "ecosystem". (Bendel, 2020) In this context, it is important to understand business information systems as an infrastructure which in turn is integrated with other systems (e.g. "Internet"). This infrastructure influences the social practice of employees, which is characterised by rules, routines and habits. It offers users the opportunity to develop their practice and open new possibilities for action. (Herrmann, 2012) The resulting dependencies are factors to be considered when designing work systems. Firstly, these trends show that the increasing number of people working in and with the system and its various tasks and objectives increases the overall complexity of the project. For example, digitisation processes are often associated with the crossing of spatial and organisational boundaries within the company. For this reason, designers must first obtain as complete a picture as possible of the concrete need and problem situation, of the people involved and their tasks and contexts. Furthermore, the concepts are not arbitrary or unlimited in their potential for solutions but are shaped by the context in which they are developed and are oriented towards specific target perspectives. The objectives of change are not homogeneous, as these are negotiation processes and organisational solutions are the result of this interplay, in which the interests, prerequisites and competences of those involved interact. In this respect, design processes can only be understood based on basic knowledge of labour policy. (Bendel, 2020) A further level of comparison is therefore based on the question of whether and how the concepts initiate and support the targeted focus of work and organisational design in digitisation processes. The concrete approach to digitisation and design processes would be a further, relevant level of comparison, because in view of the tendency of a broader circle of participants, the practical question to be answered is who is or should be involved in this change process and how. In terms of the workplace, digitisation processes generally lead to a changed division of work between the technical systems that provide defined functionalities and the employees who are confronted with changed requirements and roles at the workplace. (Latniak, 2019) In order to meet the need for assistance in digitisation processes under the above-mentioned conditions, design concepts must be able to contribute to clarifying the preconditions and provide an overview of the work system to be designed, to provide guidelines for the search for solutions, i.e. to guide the development of alternative solutions and their evaluation, and to support decision-making situations in the design process by providing plausible criteria for the selection of solutions. It is also important whether there are indications for the structuring of the change processes themselves and finally, to what extent they address or support the technical aspect of system design.

3. Characteristics of the concepts

This section presents the concepts and their organisational form through their origins, their core elements and their further development.

Lean Management

Lean management is a management system that has Japanese roots and can be translated as "lean management". (Brunner, 2008) The term "Lean Production" has been further developed over time, so that "Lean" today stands for a management philosophy that considers the entire environment of a product. (Wildemann, 1992) Lean Management is the attempt to eliminate recurring sources of error and to avoid any kind of waste in order to be able to carry out an intended process reorientation in small steps. (Shingo, 1992) In the context of today's permanent industrialisation, a confrontation with operators of a company to become competitive factories is inevitable if one wants to react to the requirements of globalisation with modernisations. Company goals such as faster and better realisation of production

and adaptation to the needs of customers are synonyms for lean approaches in international competition. (Bösenberg, 1993) Lean management is characterised by a decentralised organisational form, in which problems are solved promptly, and this with the inclusion of strict customer and quality orientation, group work and planning of activities. (Womack, 1992) Lean management as a term was coined by the authors Pfeiffer and Weiss. (Pfeiffer, 1994) These represented the transfer of the principles of Lean Production to other areas along and parallel to the production process. Without exception, all functions, structures and processes as well as value creation networks of the companies were included. (Pfeiffer, 1994) For the project, the identical foundations are to be laid for the processing of the Lean Production topic complex. Lean Production became world-famous through the publication of the book "The Machine That Changed the World". (Womack, 1992) The authors and researchers of MIT Womack, Jones and Ross described the results of a four-year study of the International Motor Vehicle Program (IMVP). The aim of this study was to compare the performance of motorists worldwide. Japanese motorists, Toyota, were examined more closely, as their performance indicators significantly exceed those of their competitors. (Womack, 1992) The application of digitisation to established lean production could reduce the integration risk due to existing guidelines for organisational integration. In addition, the production processes in Lean Production are more standardized, transparent and reduced to the essentials compared to other organizational forms. This makes them less complex and supports the installation of digitization. (Kolberg, 2015) Product development is already undergoing major change. Products are becoming ever more complex, global competition and price pressure are increasing, customer requirements are becoming ever more individual and difficult to meet. This complexity often leads to increased effort and lead time in product development. In recent decades, the introduction of principles and methods of lean management has attempted to address these conflicts with instruments to increase efficiency. (Rauch, 2016) Lean will not fade with Industry 4.0. On the contrary, "lean principles" are likely to gain in importance. The fourth industrial revolution could make it possible for the real lean company. Industry 4.0 enables a much broader understanding of customer demand and enables the immediate exchange of demand data across complex supply chains and networks. Intelligent factories can produce faster and with less waste. Industry 4.0 enables a much faster one-piece flow of custom products. It has the potential to radically reduce inventory levels in the supply chain. (Netland, 2015) On the other hand, with radical changes in the environment, changes come in "lean" as an exercise. There will probably be fewer physical bank types, fewer cables, fewer whiteboards and similar technical "lean" solutions in future factories. But that's not a shame; Toyota has never considered these tools and practices as goals in themselves, they're just technical solutions to minimize wasteful processes. One of the most promising technological advances is the ability to trade information in real time in a coordinated end-to-end supply chain. This enables a radically improved form of immediate just-in-time pull production. (Netland, 2015) This means that the industry now has the benefits of integrating the entire factory in real time while minimizing waste. Research shows that SMEs in Germany in Industry 4.0 can be positive with the perspective of streamlining their production halls. However, there is a need for further research to highlight the importance of continuous improvement over the dimensions of lean production. Increasing computing power and reduced size lead to the constant development of new technologies. Improvements or adaptations to the development of these new technologies must be analysed through their impact on lean manufacturing. In addition, some research in Industry 4.0 was purely theoretical and not readily adaptable to an application.

Agile work

Even though agile concepts, instruments and design approaches already existed in some respects before, the current agile developments, like the lean approaches, seem to be based primarily on a concrete text. The "Agile Manifesto" was published in 2001 by 17 renowned software developers and was initially a criticism of rampant project bureaucracy and over-planned software development projects from a developer's perspective. (Bendel, 2020) It documents the dissatisfaction of those affected with their own work situation. No theoretical reference is discernible, rather a pragmatic argumentation for certain proven and goal-oriented patterns of action. In contrast to the methods of software development established at that time, the authors propagated the abandonment of detailed planning in favour of software modules that could be used earlier for the customers, which should be achieved by means of incremental development of the software product in contact with them. (Beck 2001) Relevant to our context is the re-focussing of the working conditions of developers because of the following principles and maxims. The primary goal is to deliver useful software and other new versions as early as possible in comparison to conventional development. Availability of functioning and helpful software is the central measure of progress and has priority over comprehensive documentation. The necessary basic attitude of those working in this way is that changes are generally welcomed because they benefit the customer. (Dechange, 2020) Developers and technical experts would have to work together daily. Require-

ments changes have priority over the stubborn pursuit of a development plan. Face-to-face communication has priority: participants and their cooperation are more important than processes and tools. During the development processes, the aim is to ensure that the clients, developers and users can maintain an even (working) pace for an unlimited period. Projects are built around motivated people: the clients should provide the appropriate support that the developers need. However, they do not hand over the assignment and responsibility to the developers but remain part of the development process themselves. The concrete cooperation is more important than contract negotiations. From the authors' point of view, the best architectures and designs come from self-organised teams; they reflect on their working methods at regular intervals and draw conclusions for further work. This is supported in suitable process models methodically and by role definition. (Anderson, 2020) Simplicity is required: "Simplicity - the art of maximising the amount of work not done - is essential". In summary, the following characteristics of an agile approach can be identified:

1. the agility and rapid response of teams regarding customers* initially appears plausible Response to the turbulent environmental conditions outlined above in times of digitisation. "Agile working reacts to this plannable unplan ability with the concept of iterations by mapping the entire product development process from the concept phase to planning and implementation on a micro level and bringing it directly into the team". The aim of agile concepts is to make the complexity of environmental requirements manageable in this way. (Sautner, 2018)

2. agile teams are to be seen as central organisational units, and scrum, besides design), is probably the most widespread organisational scheme for iterative development processes, which provides role definitions, creates transparency about processes and tasks (by means of backlogs etc.), and (among other things via daily scrums) ensures a high information density in the team as a basis for planning the next steps. Thus, self-organisation and commitment within the team become guiding principles. The agile approach focuses less on concrete instruments and more on the development process, interaction and the attitude that developers and clients interact closely with each other. With its roots in the IT/software development sector, the approach has been designed in a very pragmatic and experiential way. For this reason, a transfer of this approach to other areas is initially in need of justification; this already applies, for example, to special areas of IT/software development in which, for example, highly reliable software is developed (in the case of hardware-related programming of vehicle assistance systems, which must be tested/certified before use), in which an 80% solution would not be acceptable. Approaches for the further development of agile approaches towards organisational design and the use of agile principles in change processes are currently still in their infancy but go far beyond the original intention of agile work - as a means of programming software in a customer-oriented manner. In this respect, approaches such as SAFe (Scaled Agile Framework) for the extension of tools to the entire organisation or the use of user stories for organisational change processes seem to be increasingly widespread at present. (Korcok, 2019)

4. Work design concepts in comparison

Building on the basic elements of the design concepts outlined above, similarities and differences are worked out below. The comparative dimensions presented are used for this purpose. The findings presented are based on interpretations of the concept texts and on experiences from the case studies mentioned.

Common features and similarities of the concepts

A first fundamental common feature of the three concepts is their departure from the focus on the individual workplace and the emphasis on teamwork: in contrast to optimising individual performance or increasing performance at individual workplaces, the concepts support work in teams in which the employees plan their activities and their sequence themselves, cooperate and have a comparatively large scope of action. The move away from Tayloristically organised detailed planning and control of execution tends to lead to flatter hierarchies in the organisation. In addition, the concepts provide for feedback to employees on the results of work on the one hand and feedback on the work process from employees on the other. The organisational framework conditions and prerequisites of work in the study by Womack et al., beyond value-added production and CIP, are not clearly defined, in contrast to the agile and socio-technical approaches. This becomes clear, for example, in the team or group concept, which was not developed systematically. Here, teams are merely the employees who work in a manufacturing area. Although teams are assigned a central role in production, what their specific contribution to the success of the company could be remains open. (Bendel, 2020)

Levels of comparison: "Holistic"

There are differences between the concepts in terms of their operational scope and the scalability of their design focus: while lean approaches decidedly focus on the entire value chain, which tends to transcend workshops or individual operations, agile methods primarily refer to the work of individual teams. Although attempts are now being made to apply agile principles throughout the company, the developers of such schemes appear to be more oriented towards lean principles than to produce independent agile solutions. At this point, the customer perspective as a relevant factor for the design of the work system must be distinguished from the relevance of the customer perspective for the output of the work system, i.e. the product or service. Although the needs of the customer are now addressed in all concepts, the degree of targeted customer integration and its concrete effects differ: While lean concepts take up customer requirements (and are explicitly aimed at meeting their time and quality demands), the participation of customers or users in product development is not intended in the original concept variants. The situation is different with agile instruments such as scrum, where the product owner is a person who represents the interests of the client and who is supposed to communicate the client's adaptation wishes in short cycles. However, the consideration of the customer perspective in the process of product creation alone does not guarantee a product that proves itself in later practice. (Bendel, 2020) This would require criteria to assess user-friendliness. While lean concepts seem to have a blind spot here, representatives of agile methods would argue that this is process-wise guaranteed by the product owner. However, at this point, there are no substantive guidelines that would suggest how to ensure that the product owner really represents future users and their needs. He or she merely acts on behalf of the client, who in turn does not have to be congruent with the users. Furthermore, there are no criteria for evaluating the product in the lean and agile canon of methods. (Bendel, 2020)

"Target criteria"

The approaches to work design already show differences with regard to their original objectives and their normative justification, which in turn is expressed in the inclusion or exclusion of certain design aspects: Lean concepts, for example, are aimed in particular at processes that are as efficient as possible and in which non-value-added aspects are reduced to a maximum; the requirements of the customers and the market, especially with regard to delivery dates and product quality, are the guiding principles. These requirements are also emphasised within the framework of agile methods; at the same time, however, the needs of the employees are considered more explicitly. This is expressed, for example, in the requirement at scrum to balance individual workloads within the team. (Weber, 2015) In the case of socio-technical concepts, as already explained, the focus is particularly on humane jobs. Although socio-technical approaches aim at designing work that is fit for human beings, at the same time they are always aimed at achieving the most productive value-added process possible. The different objectives of the three concepts are ultimately reflected in different operationalisations. While, for example, no health-preserving components can be found in the lean concept, agile approaches basically contain buffer and protective elements: For example, scrum provides for the scrum master, whose task is, among other things, to shield the team from disruptions. In addition, the sprints at scrum should not be modified by further requirements. Guidelines also exist in socio-technical concepts which explicitly demand that the efforts of employees be balanced out by appropriate work organisation. (Gaugner, 2019) About concrete target variables, lean management approaches often operate with key figures that are derived based on value flows. Thus, for example, key figures on inventories, throughput times or faults are provided here. In agile approaches such as scrum, efficient processes are to be ensured, for example, by a daily exchange of information (daily scrum), by the person of the product owner or by the product backlog (in which the product requirements are recorded). (Bendel, 2020) As described above, the product requirements of customers are addressed in principle both in lean management and in agile approaches. At this point, however, there are hardly any operationalisations that would integrate these requirements into the creation process or provide concrete information for the evaluation of the product in the above-mentioned sense.

"Change"

The approaches provide criteria for the design of the focused value-added processes. The situation is different in the case of (non-value-adding) change processes, i.e. specifically for the question of what constitutes a successful change process from the perspective of the respective approach: Lean concepts generally envisage Continuous Improvement Processes (CIP) as a possibility to make changes in lean-designed processes: Lean production is thus the result of an ex-ante described long-term learning process which leads to the performance of the entire organisation through the daily consistent application of regulatory principles at different levels and CIP. A specific understanding of change is not developed beyond CIP. Promoting the use of Lean Management principles is an everyday task for managers. There are now numerous guidelines for the implementation and application of lean management principles.

(Ōno, 1993) In the case of agile approaches, an introduction or change process has hardly been addressed so far; instead, individual attitudes or attitudes in the team are focused on, which should be aimed at starting with the development of practical solutions, even if this initially only produces partial results. It should be noted that the above-mentioned maxims provide criteria for motivated people to achieve results that can be used by customers more quickly. It is true that employees must reflect on the amount and content of work in this context. But the work processes themselves remain unquestioned. On the other hand, some concept texts now contain procedural suggestions for implementing agile work. (Gaugner, 2019) In addition, agile methods have recently been used to design change processes beyond the value chain. In this respect, socio-technical concepts seem to be the most comprehensively elaborated: There are both guidelines that explicitly provide for the further development of the work system and process models that provide information on how a change process should be designed. These considerations are applicable to both value creation and change processes. In addition, there are numerous criteria catalogues with which the result of a possible change process can be evaluated. (Ben-del, 2020) "Use of technology" This consideration of the technical system is missing in the approach of lean and agile concepts, as they are quasi "technology blind" in this sense. Both approaches focus exclusively on the organisation and hide, for example, the technical nature of the work equipment. Different software, for example for agile teams, or the technical media of shop floor management in lean management make substantial differences in working conditions: The technical work equipment contains possibilities and limitations for cooperation and semi-autonomous action. Regarding increasingly complex, networked means of work and communication, technical aspects of work design must, in our view, be increasingly explicitly considered. Although it has already become clear in the description of the development of the concepts that, for example, agile software development is closely related to IT technology and software development, these aspects do not play a significant role at any point in the concept itself. While numerous socio-technical approaches provide guidelines for the (ergonomic) design of technology, such guidelines do not explicitly exist in agile and lean concepts.

6. CONCLUSION

Socio-technical approaches seem to better meet the demand to offer company employees orientation knowledge against the background of the digitisation of the working world in comparison to lean and agile concepts on a conceptual level: On the one hand, they are comparatively the most advanced in terms of holistic approach, target criteria and design of change processes. Especially the consideration of the technical (sub)system suggests a (re)updating of socio-technical approaches in times of digitisation, and the recourse to the discussion line of socio-technical system design is proven at least on a conceptual level in the scientific community. However, this should not lead to the fallacy of classifying lean and agile concepts as "better" or "worse". Rather, the aim should be to systematically complement existing strengths and instruments of these approaches with the strengths of current socio-technical approaches (employee perspectives, technology and its use, customer perspectives, etc.). On the other hand, in order to be applied more in practice, a more practical preparation of socio-technical principles and their translation into easily manageable instruments seems necessary. At present, lean and agile concepts are proving to be more connectable to operations due to their more practical operationalisation. In our view, this is more a question of processing than a problem of the basic orientation of socio-technical approaches.

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Winter Sports Policies Research in China: Based on a Three-dimensional Policy Tools Framework Perspective

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Abstract

The study suggests a framework that is based on the policy tools dimension and combining with winter sports development subject and its implementation field, this paper constructs a three-dimensional analysis framework of winter sports policy. The framework can be used for both analyzing the winter sports policy of the 2022 Beijing Winter Olympics research and practices. It makes an analysis of seven policies related to winter sports issued by China since its successful bid for the 24th winter Olympics in Beijing in July 2015. Through the classification of policy tools, content-coding, statistical description, and interaction analysis, this paper analyzes the loss and conflict among policy tools, policy subjects, and its implementation fields. The purpose of this paper suggests a framework for the analysis and evaluation of winter sports policy that is firmly anchored to the interdisciplinary characteristics of the winter sports policy research domain for the 2022 Beijing Winter Olympics. The paper contributes to the emerging field of winter sports by offering a winter sports policy framework that goes beyond the previous attempt in its interdisciplinary breadth.

Keywords: Beijing Winter Olympics, Policy Tools, Winter Sports Policy, Three-dimensional Analysis Framework, Winter Sports

1. INTRODUCTION

China now is at a critical stage of securing a decisive victory in building a moderately prosperous society in all respects, and striving for the great success of socialism with Chinese characteristics for a new era. Preparing the Beijing Winter Olympics and Paralympics and developing winter sports vigorously is a symbolic task in the important historical intersection period of China. It is of great significance to accelerating the construction of China as a world sports power, and realizing the great rejuvenation of the Chinese nation (Xi, 2017; Gou, 2017). However, constrained by certain subjective and objective factors, such as historical and cultural factors, natural conditions, economic level, and mass base, etc, China's winter sports are still at a less competitive level, it is unbalanced developed and has less public participation. It has become a weakness that will affect the splendidence of the Beijing Winter Olympics (Guan, 2017; Lu, 2016; Sun, 2015). Therefore, since the successful bid for the 24th winter Olympic Games in Beijing in July 2015, the General Administration of Sport of China, NDRC(National Development and Reform Commission) and related departments have started from the national strategic level and the social reality needs, successively formulated and promulgated the "Winter Sports Development Program (2016-2025)" and other relevant policy documents, involving mass-participated winter sports, winter sports athletics and industries, construction of facilities and so on.

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These documents are regarded as a systematic plan to promote the development and construction of a winter sports power.

As a public policy plan for government choice and determination of sports management and service, sports policy tools provide a concrete way to solve sports problems and realize the expected purpose of public policy (Liu, 2012). From the perspective of sports policy tools, winter sports policy is a system formed by the government to promote the development of the nation's winter sports by means of designing, assembling, collocating, and utilizing various sports policy tools. As a result, it is particularly necessary to carefully examine the winter sports policy system in view of the policy framework. Based on the policy tools, this paper makes quantitative research on winter sports policies issued by relevant departments of state via the content analysis method. It tries to make a carding coding and statistical classification on policies by building a policy tool analysis framework and describes and analyzes the policies in form of quantification. It investigates carefully whether there is conflict and loss on policies when utilizing the policy tools, grasps the value orientation and strategic trend of winter sports policy from an overall perspective, which provides a theoretical basis for the government to adjust and optimize policies in the future.

2. Review of Sports Policy Research

After the reform and opening up, with the transformation of government functions, scholars have gradually carried out and deepened their research on public policies, and the research on sports policies has also been started. Within the recent 40 years, Chinese scholars have been delving into the exploration of interdisciplinary research between sports and public policies, and gradually develop from qualitative and static descriptions to quantitative and systematized research. In general, China's sports policy research is divided into three stages.

Start-up stage (1980-1990). Since the 1980s, a number of scholars have conducted a pioneering study on sports policies. Most of them adopted a static summarized, descriptive, and qualitative research method to describe and explain the existing sports policies, which means expatiating policy through policy. For example, Li (1981) has carried out his study on the development of traditional national sports policy. He points out that the Communist Party and the nation have attached great importance to the development of national traditional sports at all times. Lai (1985) makes a comparative analysis of the United States, Britain, Canada and Japan, pointing out that the developed countries in the US and Europe regard sports as the "most effective investment", and take a series of policies and measures to strengthen sports. Qian (1987) firstly defines the discipline of the sports policy, that is sports policy is a synthetic discipline composed of social science, philosophy, and modern science. Especially the Marx philosophy, which sets the theoretical basis for the formation and development of socialist sports policy and science. Kuang (1987) makes a systematic description of the sports policies in the past thirty years since the founding of the people's Republic of China. It is considered that sports policy improves the status of sports in social undertakings and plays a prominent role in the development of sports. Sports policy determines and guarantees the development of sports.

Transformation stage(1990-2010). Research in this stage is more specific than the previous one, but it has not formed system research and focuses on the discussion of certain policies. Although most of them are descriptive qualitative research, many scholars have begun to explore quantitative research. For example, Ma (1990) makes a comparative study on the development and changes of sports policies between China and the Soviet Union. He proposes that the fundamental issue of sports development strategy is to deal with the relationship between competitive sports and mass sports. Regarding the "soft science" as a common reference, and combining with overseas research, Zhang and other scholars (1994) summarize the characteristics of the Chinese sports policy system, and point out its shortcomings. They underline the importance of making research on sport soft science, strengthening the mechanism of competition, establishing sports counseling center, and other rationalization proposals. Hu (1999) expounds on the connotation and characteristics of the knowledge economy and elaborates on the current situation and existing problems of China's sports market and sports industrialization development. Li and related scholars (2003) used the IAPP method to analyze the value orientation and preference of sports administrative agencies, community workers, and the masses. Through literature research, questionnaire survey, mathematical statistics, and other methods, and refers to the basic principle or public policy, Yang (2004) analyzes four aspects of the 2001-2010 Sports Reform and Develop Outline, which is the determination of policy objectives, moderation of the goal, the balance of the target's interest, and expression of the target.

Systematization stage (from 2010 to present). Since 2010, with the policy quantitative analysis being widely used in the public policy research, policy research in the field of sports has also begun to be dominated by quantitative and systematic research, especially quantitative research based on policy tools is in full swing. For instance, Ye (2016) embarks from the selection, combination, and application of fiscal and taxation policy tools in the development of the sports industry, giving full play to the role of finance and taxation in supporting and guiding the sports industry to

promote the development of China’s sports industry. Zhou and related scholars (2017) combine the policy tools with the content analysis method and create the analytical framework from three dimensions, namely, policy function, policy effectiveness, and policy application scope. They make quantitative analysis of 50 national and provincial government sports policies. Shi and other scholars (2016) apply the policy content analysis method to measure and analyze the text of ‘The Overall Plan for China’s Football Reform and Development from two dimensions, namely, sports policy tools and football reform and development. Zhan and related scholars (2017) apply policy tools classification method to measure and analyze 41 American policies closely related to the elderly sports from two dimensions, which are policy tools and the main body of healthy aging.

With an overview of the outline of the sports policies’ development at different stages, this paper proposes that the evaluation of sports policies has been transformed gradually from a single, dispersed and qualitative direction to a comprehensive, systematic, and quantitative one. Scholars are paying attention to the policies related to policy tools’ selection, organization, coordination, and construction.

3. Three-dimensional Analysis Framework Construction of Winter Sports Policy

From the perspective of the policy system, a policy includes three dimensions, which are policy subject, policy object, and policy tools. The policy subject refers to an individual or organization that participates in the policy, while the policy object indicates the object which policy implements or functions (Chen, 2014). After combing relevant literature, this paper finds that the previous quantitative research on sports policy is mainly based on the two-dimensional framework. For example, Liu and other scholars (2012) construct the analysis framework from the type of policy tools and policy object, while Zhan (2017) builds up the analysis framework from the policy tools and policy subject. Leaning from predecessor’s academic achievements, this paper constructs a three-dimensional framework of winter sports policy, namely, policy tools dimension(supply, environment, and demand-type), policy subject dimension(government, enterprise, and social organization), implementation field dimension(competitive sports, mass sports, school sports and winter sports industry) (See Figure 1), and an in-depth study on the development status, existing problems and policy recommendations of China’s winter sports policy system is made.

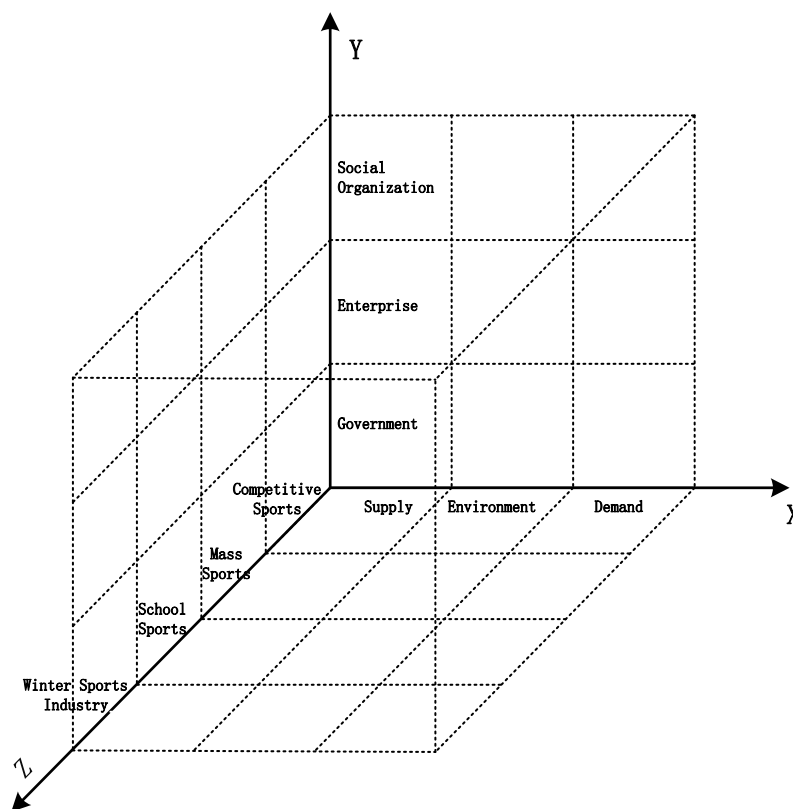


Fig. 1. Three-dimensional Analysis Framework of Winter Sports Policy

3.1 Winter sports policy tools dimension: X dimension

With reference to the three policy tools proposed by Rothwell and Zegveld (1981) , and combining with China's winter sports development strategy, this paper divides winter sports policy tools into supply, environment, and demand-type, and each of them plays a different role on the development of winter sports. Thereinto environment-type policy tools are external objective factors that promote the development of winter sports. Government contributes to the healthy development of winter sports through sports regulation management, sports target planning, tax preference, and strategic measures. Environment-type policy tools will help to improve China's winter sports competitiveness and host the Beijing Winter Olympic Games successfully. Supply-type policy tools mainly play their respective role in developing mass winter sports, competitive level, and winter sports industry through sports talents training, sports capital investment, sports facilities construction, sports technology support, and sports information service. Demand-type policy tools make a collaborative development with sports procurement, service outsourcing and sports overseas exchange. The Impact of these three tools on winter sports can be seen from Figure 2.

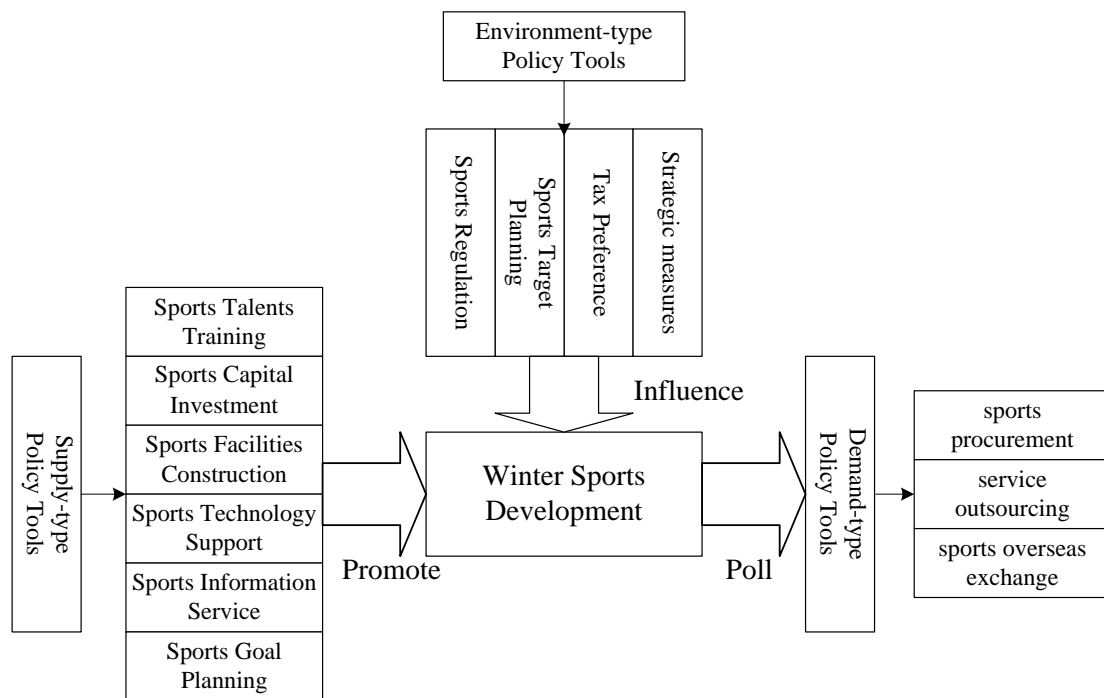


Fig. 2. Role of Policy Tools to Winter Sports Development

3.2 Winter sports policy subject dimension: Y dimension

The development of winter sports depends on the coordination of multiple subjects. The subject dimensions of winter sports policy include government, enterprises, and social organizations. These three subjects are different in policy orientation and focus. Government plays a supporting role while enterprises and social organizations play a developing role. Policies with the government as their subject are formulated to prepare for the 2022 Beijing Winter Olympics and improve China's comprehensive ability of winter sports. Policies with enterprises as the subject mainly focus on stimulating the growth of the winter sports industry. These policies promote enterprises to increase human and financial input in sports industries such as leisure fitness, competitive performance, venue service, sports training, sports tourism, etc. They also promote talent training, foundation research, industry, and research collaboration, and establish an industrial pattern of cooperative development of winter sports industries. Policies with social organizations as the subject lay particular stress on the development and popularization of activities like winter sports camp and carnival, happy winter Olympic family, winter sports park, etc. These policies try to strengthen the mass sports and lead 300 million people to participate in. To divide the winter sports in accordance with policy subject, that is, Y dimension of winter sports policy analysis framework will help to analyze the power source of winter sports' prosperity and development, and provide a reference for the formulation and improvement of the policy.

3.3 Winter sports policy implementation field dimension: Z dimension

The formulation of winter sports policy mainly aims to regulate, influence, intervene, and guide the development direction and process of the policy subject in different fields or industries. To build a sports power, it is necessary to achieve a relatively balanced and coordinated development of winter sports in different fields. As a result, the policy implementation field is an important factor to be considered when formulating and analyzing winter sports policies. Therefore, the international competitiveness of competitive sports and the development level of mass sports are two basic criteria for measuring and judging a sports power, while sports industry, sports science and education, etc. constitute a supporting system of a sports power (Tian, 2009). This paper attempts to divide the winter sports policy implementation field into competitive sports, mass sports, school sports, and winter sports industry, and regard them as the Z dimension of the winter sports policy analysis framework.

4. Selection and Coding of Winter Sports Policy

4.1 Policy selection principle

Since Beijing was awarded the 2022 winter Olympics, the central government has formulated and introduced a series of policy plans on winter sports. This paper selects policy samples by following the below three principles:

1. Directive Principle. At present, China's winter sports policy has a definite direction, which is to make a good preparation for the successful hosting of the 2022 Beijing Winter Olympics. Therefore, related policies issued since July 2015 are selected as samples.
2. Authoritative principle. It is a very arduous task to achieve the strategic goal of "leading 300 million people to participate in winter sports", and it requires the top-level design and systematic plan. Therefore, related policies introduced by the State Council and subordinations are selected as samples.
3. Relevance principle. The development of winter sports is closely connected with sports development, public health, competitive sports, youth sports, etc. As a result, although the file name of some policies does not cover "winter sports", they indeed have a close or certain relationship with the popularization and promotion of winter sports. Due to this reason and to ensure its comprehensiveness, these policies shall be in the scope of the study.

It should be specially explained that policies in this research all originate from official documents issued by the State Council or related ministries official websites. Some important policies can't be found in open channels, for example, "the Beijing Winter Olympics and Paralympics Talent Action Plan (2016-2022)", or "the General Administration of preparing for 2022 Beijing Winter Olympics Action Plan". Perhaps due to these two policies are internal documents for the preparation of greeting 2022 Beijing winter Olympics, this paper does not cover discussions regarding these policies.

4.2 Source of samples and selecting methods

To ensure the accuracy and reliability of policy selection, this study selects policies according to the following criteria and procedures:

1. The authorship of policy is the State Council and the affiliated ministries and commissions;
2. The type of the policy is program and plan, etc;
3. Closely connected with winter sports;
4. To identify policy samples through multi-dimensional evaluation methods, such as personalized search, panel discussion, and expert consultation. By selecting and analyzing the collected policies, this paper finally determines 7 winter sports policies.

Table 1. Relevant Policies Related to Winter Sports

Serial No.	Time	Name	Issue Unit ^a	Ratio ^b
1	Aug 29, 2016	Winter Sports Development Program (2016-2025)	NDRC, GASC, MOE, NTA	100%
2	Nove 2, 2016	Public Winter Sports Promotion and Popularization Plan (2016-2020)	GASC, NDRC, MOF, etc.	100%
3	Nov 25, 2016	National Winter Sports Infrastructure Construction Program (2016-2022)	GASC, NDRC, MOF, etc.	100%
4	Aug30, 2016	The 13th Five-Year-Plan of Competitive Sports	GASC,	30%
5	May 5,2016	The 13th Five-Year-Plan of Sports Development	GASC	17%
6	May 5,2016	The 13th Five-Year-Plan of Sports Industry Development	GASC	8%
7	September 5, 2016	The 13th Five-Year-Plan of Youth Sports	GASC	9%

^aNational Development and Reform Commission, General Administration of Sport of China, Ministry of Education, China National Tourism Administration; 23 ministries and commissions, such as General Administration of Sport of China, National Development and Reform Commission, Ministry of Finance, etc; 7 ministries and commissions, such as General Administration of Sport of China, National Development and Reform Commission, Ministry of Finance, etc; General Administration of the sport of China, Competition and Training Department; General Administration of Sport of China; General Administration of Sport of China; General Administration of the sport of China, Youth Sports Department.

^bRatio refers to the correlation proportion of winter sports policies account for the total policies.

4.3 Policy coding

This paper firstly codes these 7 policies according to “policy name-policy entry”, and detailed encoding forms are: Determine the number of each policy based on its relativity. The development base chapters/ sections of each policy are not coded, while the rest is coded. If there are multiple second-level titles under the first-level title, they are coded step by step and paragraph by paragraph; If there is no second-level title but multiple paragraphs under the first-level title, they are coded paragraph by paragraph; If there is no second-level title but only one paragraph under the first-level title, coding is not required.

Coders shall set standards after a deep understanding of the connotation of X, Y, and Z dimensions, and code on this basis. In the first round two coders shall code these seven policies respectively; In the second round they shall exchange their encoding, and make comment if there is any dispute; In the third round, they shall jointly encode and critically modify these policies, modification is not needed if there is no dispute, but in case of any dispute, modification can be done only when both coders reach to an agreement. According to the research needs and the analysis framework established before, this paper takes relevant provisions of these seven policies as an analysis unit and makes classification on them. After repeated deliberation and discussion, the policy analysis unit coding table is finally formed.

Table 2. Winter Sports Policy Analysis Unit Coding Table

Serial No.	Policy name	Policy entry	Content analysis unit	coding
1	Winter Sports Development Program (2016-2025)	2. General requirement (1) Guiding ideology	Fully implement the spirit of the 18th National Congress of the CPC, and the second, third, fourth, fifth Plenary Session of the 18th Central Committee of the CPC...	1-1-1
2	Public Winter Sports Promotion and Popularization Plan (2016-2020)	3. Main task (3) Popularize winter sports culture vigorously	Deeply explore the cultural value and connotation of winter sports...	2-3-1
...
7	The 13th Five-Year-Plan of Youth Sports	2. General requirement (4) Basic principle	Adhere to government's leadership and multi-participation.... Adhere to innovation-driven and integrative development....	7-1-2-1 7-1-2-2

*The "development foundation" of winter sports policy is not in the research scope, and the coding starts from the "general unit".

5 Winter Sports Policy Analysis Based on Three-dimensional Framework

5.1 Three-dimensional distribution of winter sports policy

This paper selects seven representative winter sports policies and codes them by a total of 114 items in accordance with the policies' number and content. It makes a statistical classification of winter sports policy through three dimensions, namely, policy tools, subject, and implementation field, and the distribution is shown in Table 3.

Table 3. X-Y-Z Dimensional Distribution of Winter Sports Policy

X-axis Policy tools type	Y-axis							Winter sport industry
	Government	Enterprise	Social organization	Competitive sports	Mass sports	School sports		
Talents cultivation	9	9	0	1	7	2	0	3
Capital investment	3	3	1	1	2	0	0	1
Infrastructure construction	7	4	0	4	0	3	1	1
Science and technology support	2	1	1	0	1	0	0	2
Information service	4	2	1	2	0	2	1	2

	Goal planning	24	19	3	5	7	9	3	8
Environment-type	Regulation management	15	12	0	4	10	3	1	1
	Tax incentives	2	2	0	0	0	1	0	1
	Strategic measures	42	32	11	8	14	25	2	11
Demand-type	Government sports procurement	3	1	0	2	1	2	0	2
	Service outsourcing	1	0	1	0	0	1	0	1
	Sports overseas exchange	2	2	1	1	1	1	1	1
	Total	114	87	19	28	43	49	9	34

^aAs there is a number of articles in the policies, the article number is not listed, but only mark their amount.

^bA policy tool may correspond to multiple subjects and implementation fields.

5.2 Winter sports Policy X-dimension analysis

The statistics show (see Table 4) that there are 114 articles related to winter sports. The environment-type policy tools come first, with a total of 59, accounting for 51.7% of the total amount. The supply-type policy tools come second, totally 49, accounting for 43% of the total amount. The amount of demand-type policy tool is 6, accounting for 5.3% of the whole articles. Among the environment-type policy tools, the strategic measures are 42, accounting for 36.8%, followed by the regulation management, which number is 15, accounting for 13.2%, while the tax preference is only 2, accounting for 1.8%. In the demand-type policies tools, the number of goal planning is 24, accounting for 21.1%, talent cultivation is 9, accounting for 7.9%, infrastructure construction is 7, accounting for 6.1%, information service is 4, accounting for 3.5%, capital investment is 3, accounting for 2.6%, technology support is 2, accounting for 1.8%. Among the demand-type policy tools, the number of government procurement is 3, accounting for 2.6% of the total number, the overseas exchange is 2, accounting for 1.8%, and service outsourcing is 1, accounting for 0.9%.

Since the foundation of the People's Republic of China, we have achieved certain achievements in winter sports and thus set up some basics. However, after Beijing was awarded the 2022 winter Olympics and proposing the strategic goal of "300 million people participate in winter sports", the problem of its uneven development began to be exposed, and it is difficult to meet the growing demand of the masses. For example, mass winter sports have a weak foundation and less participation, development among sports events is imbalanced, reserve talents are rare, the industry lacks national brands, demand is greater than supply, sports fields are not enough, relevant regulations are imperfect, and professional players are in shortage, etc.

It can be found that the use of winter sports policy tools is not balanced, environment-type and demand-type policies are overflowed, while the demand-type policies face serious deficiencies. Since the 2022 Beijing Winter Olympic Games is just around the corner while facing heavy tasks, and Chinese winter mass sports also do not have solid foundations, the development of competitive projects is not balanced, winter sports industry lack independent brands, venue construction operation standards and systems is not perfect, professional talents are in shortage, etc., the government is under pressure to speed up the development of winter sports and therefore adopt short-term strategies. From the perspective of the long-term development of winter sports, the government formulates and promulgates related policies during the cycle of the 2022 Beijing Olympics, and shall take appropriate actions to adjust, to plan as

a whole in the long run, thus to improve the winter sports policy system. Regarding policy tools, the application of demand-type need to be enhanced; besides, tax policies in environmental policies; government procurements, service outsourcing, and overseas exchanges in demand-type policies; capital investment, technology support, and information service in supply-type policies shall be considered as a whole and develop collaboratively.

Table 4. Policy Tools Distribution of Winter Sports Policy X-Dimension

	Policy tools type	Article number	Proportion	Total
Supply-type	Talent cultivation	9	7.9%	43.0%
	Capital investment	3	2.6%	
	Infrastructure construction	7	6.1%	
	Technology support	2	1.8%	
	Information service	4	3.5%	
	Goal planning	24	21.1%	
Environment-type	Regulation management	15	13.2%	51.7%
	Tax incentive	2	1.8%	
	Strategic measures	42	36.8%	
Demand-type	Government procurement	3	2.6%	5.3%
	Service outsourcing	1	0.9%	
	Overseas exchange	2	1.8%	
	Total	114	100.0%	

5.3 Winter sports policy X-Y-dimension analysis

5.3.1 Single Y-dimension analysis

According to figure 3, among the implementation subjects of winter sports policies, government accounts for 64.9%, social organizations account for 20.9%, and enterprises account for 14.2%. This data shows that the implementation field is a multiple ones driven by government, social organizations, and enterprises. But the government still plays a dominant role, leading to the other two subjects' advantages and functions not fully exploited. Therefore, there is room for improvement in the structure of winter sports policy subjects.

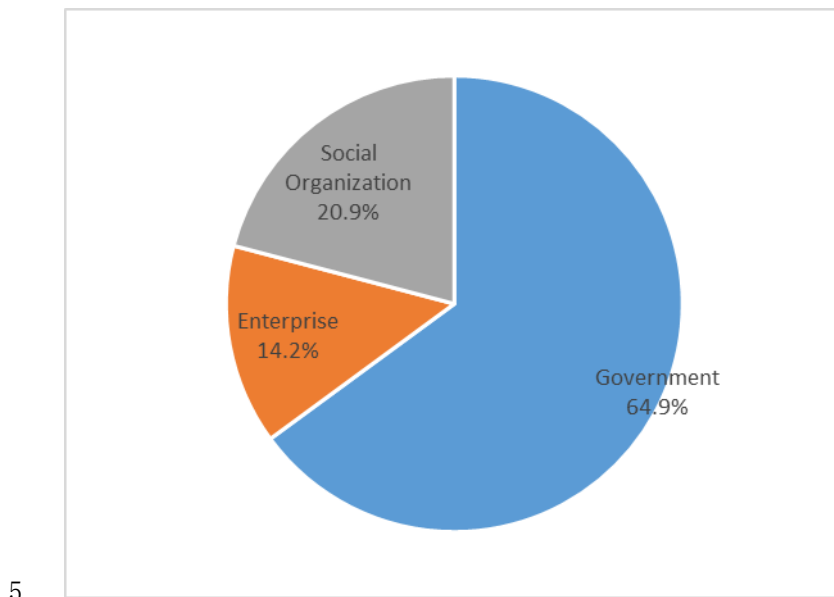


Fig. 3. Percentage Schematic Diagram of Winter Sports Policy Subject

5.3.2 Cross X-Y dimension analysis

By analyzing the Y dimension based on the X dimension, we can find the inter-active relationship between the policy subjects and policy tools. As shown in Figure 4, the policy tools of the government subject are at a maximum of 87, of which, environment-type accounts for 46, supply-type accounts for 38, and demand-type account for only 3. The number of policy tools on enterprise subject is 19, of which, environment-type accounts for 11, supply-type accounts for 6, and demand-type account for only 2. The number of policy tools on social organizations subject is 28, of which, environment-type accounts for 13, supply-type accounts for 12, and demand-type accounts for only 3.

General Administration of Sport of China is keeping "downsizing" the mechanism and reforming towards the "small government and big society" orientation. It is gradually promoting the separation of each project management center, separating government from public unit service and enterprise management, and strengthening the administration of the Sports Association. For instance, it is a great breakthrough that Yao Ming is nominated as the president of the China Basketball Association. The government's decentralization has shown its determination to reform the systems, and has reduced its administrative intervention to promote the development of winter sports. The government is focusing on leading the rapid and prosperous development of winter sports through macro guidance. X-Y dimension interaction analysis shows that government plays an important role in the construction of environment-type, supply-type policies, while less in the demand-type policies and needs for further improvement. Compared with the government, policies in social organizations, enterprises are much less and unbalanced.

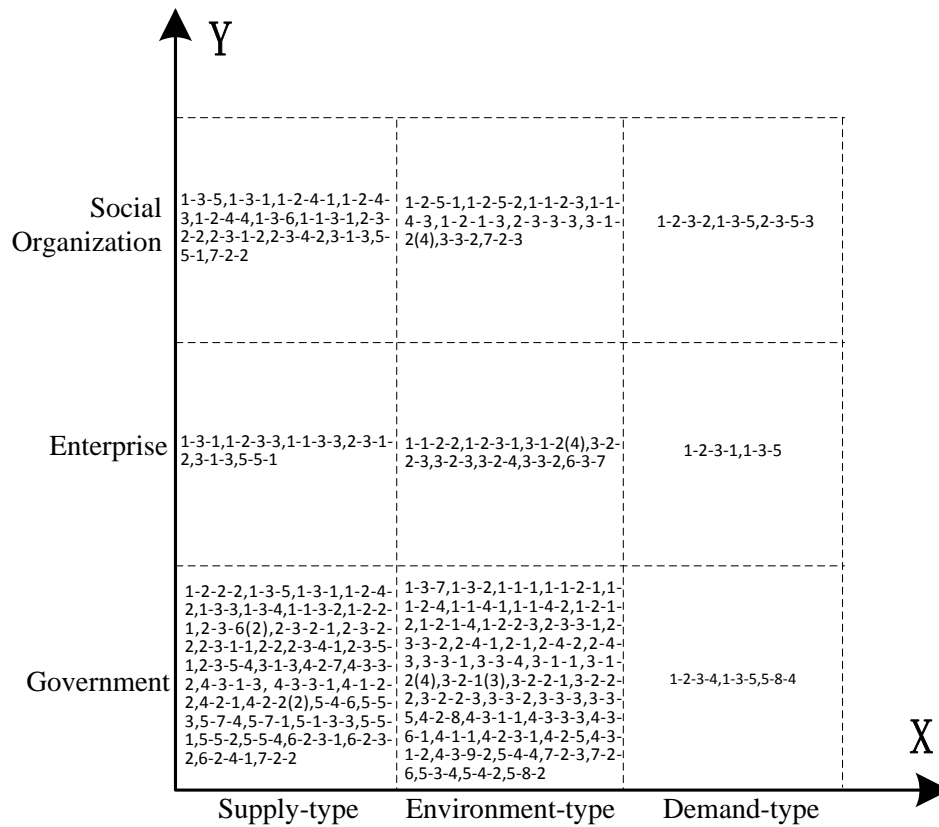


Fig. 4. X-Y Dimensional Distribution of Winter Sports Policy

^aIf there are many policies within a policy unit and belong to one type, the number of items of "()" will be added after coding, for example, 2-3-6(2) means there are two policies in the policy unit.

5.4 Winter sports policy X-Z dimension analysis

5.4.1 Single Z dimension analysis

Seeing from Figure 5, the proportion of policy tools in competitive sports, mass sports, school sports, and winter industry is 31.8%, 36.3%, 6.7%, and 25.2% respectively. Policy tools in the field of mass sports are the most, and competitive sports come next. It is in line with the strategic requirements of the CPC central committee and the state council to prepare for the Beijing Winter Olympics. But from the long-term development, winter sports and school sports are the supporting factors to build up a sports power, and if the policies in these two areas are less, it is not conducive to the development of China's winter sports industry and the popularity of winter sports in youth. Thus appropriate measures shall be taken to make adjustments. In addition, China's winter sports have always been dominated by the independent development strategy (Guan, 2017), and lack coordination in competitive sports, mass sports, school sports, and the winter sports industry, which fail to achieve the win-win result. In the future, strategy and planning should be integrated to improve the winter sports policy system.

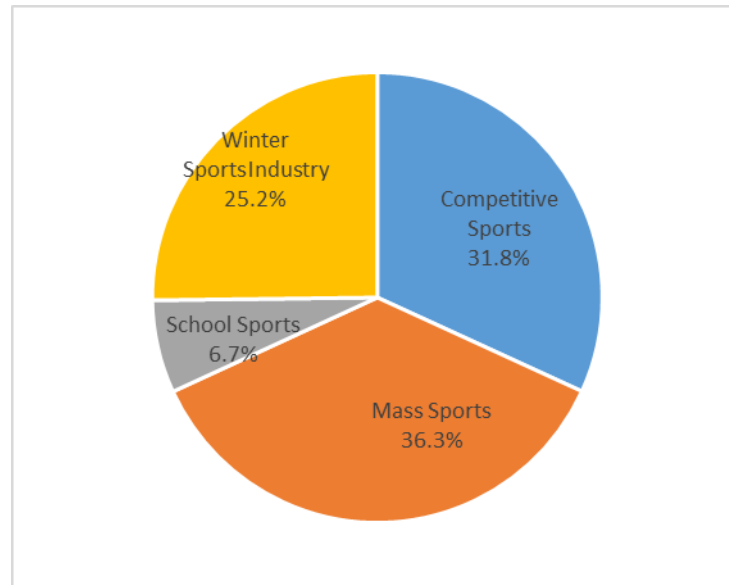


Fig. 5. Percentage Schematic Diagram of Winter Sports Policy Implementation Field

5.4.2 Cross X-Z dimension analysis

Figure 6 shows that this paper makes a bi-dimensional analysis of X and Z dimensions. Competitive sports takes up the most in the environment-type tools, which is 24 and comes second in supply-type tools, which is 17, but only 2 in demand-type tools; Mass sports takes up the most in the environment-type tools, which is 29 and comes second in supply-type tools, which is 16, but only 4 in demand-type tools; School sports takes up the most in the environment-type tools, which is 5, and comes second in supply-type tools, which is 3, but only 1 in demand-type tools; Winter sports industry takes up 17 in supply-demand tools, 13 in the environment-type tools, and 4 in the demand-type tools.

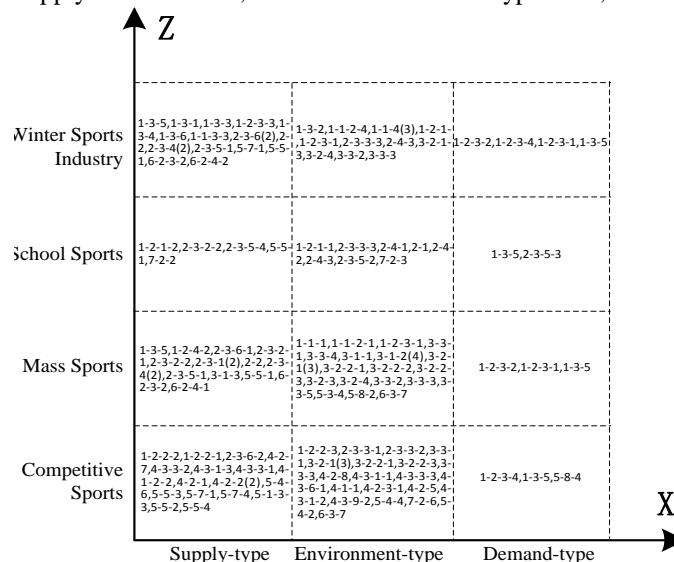


Fig. 6. X-Z Dimensional Distribution of Winter Sports Policy

*If there are many policies within a policy unit and belong to one type, the number of items of "()" will be added after coding, for example, 1-1-4(3) means there are three policies in the policy unit.

The results of cross X-Z dimension analysis shows that there are more supply-type and environment-type policy tools

in the implementation fields while less demand-type policy tools. This phenomenon is due to the nation's effort in pushing the construction reform of winter sports. But demand-type policy tools play an important role in driving winter sports, thereinto, government procurement and service outsourcing can guide its development through market means, and overseas exchange can strengthen its international competitiveness. In the near future, China should further adjust the composition of the supply-type, environment-type, and demand-type tools in winter sports industry, so as to promote healthy and rapid development of winter sports collaboratively.

6 CONCLUSION AND SUGGESTION

6.1 Conclusion

The formulation and introduction of a series of winter sports policies in China show that the Central Party Committee and the State Council have attached great importance to the development of winter sports. These policies are proposed throughout the nation, and try to free people's minds and work in earnest, which guiding and leading the prosperous development of winter sports in China. In this paper, the author makes a deep study on related policies based on the three-dimensional policy tools framework, and come to the following conclusions:

1. The supply-type and environment-type policy tools are used excessively in the winter sports policy system and the sum of which is 94.7%. Among them, "goal planning" and "strategic measures" are the most frequently used. This is due to certain deficiency and shortcomings of winter sports policies existed in the early days. "Goal planning" and "strategic measures" enlighten the development direction for the mass, competitive and youth winter sports, the winter sports industries and matches, the facilities, and talents. However, due to their relatively vague content, local government departments still need to issue corresponding implementation rules according to the relevant policies in winter sports. The use of "capital investment", "technology support" and "tax incentives" should be strengthened.
2. The application of demand-type tools is severely insufficient. "government procurement", "service outsourcing" and "overseas exchange" add up to only 6, accounting for only 5.3%, which is difficult to pull China's winter sports development. Demand-type tools is an important supplement of supply-type and environment-type tools, thereinto, "government procurement" and "service outsourcing" can lead its development via market means, and "overseas exchange" can enhance its international competitiveness. In the future, we need to further balance the use of supply-type, environment-type, and demand-type policy tools in winter sports policy so as to promote its healthy and rapid development.
3. For the policy subject, the government takes up 64.9% of the total amount in winter sports policy subjects, which reflects its leading role. However, for the structure of policy tools, the demand-type policy tools in government subjects are rare, and the government's guiding role is not in full play. Policy tools in enterprise subject are the least, which is only 19, thus, an enterprise cannot play its leading role in winter sports. There are some imbalances in the structure of policy tools of social organizations: demand-type policies are less, which fails to reflect the support and participation of social organizations. With the continuous implementation of winter sports policies, we need to give full play to the advantages and functions of all policy subjects, especially the resource advantages of enterprises and the professional advantages of social organizations, so that each policy can reach its full potential and achieve coordinated development.
4. For the implementation field, policy tools of mass sports are the most, competitive sports come second, and the winter sports industry is the third, which is in line with the strategic requirements of preparing for the Beijing Winter Olympics by the Central Party Committee and the State Council. As the host of the Olympics, Beijing takes improving the competitiveness of winter sports as its priority. But, demand-type tools in each implementation field is rare, and an adjustment of the structure is needed. In addition, policy tools in school sports are less and are not conducive to the popularization and consolidation of winter sports, and shall be strengthened.

6.2 Suggestions

The ultimate goal of the winter sports policy system is to successfully hold the Beijing Winter Olympics and Paralympics, "lead 300 million people to take part in winter sports", and build up a winter sports power. To achieve this goal, we need to further construct a reasonable policy system and make a cooperative development of the policy tools, subject, and implementation field, to make winter sports policies play its cooperative role completely. Based on this target, this paper puts forwards the following suggestions:

1. For the winter sports policy tools, the supply of demand-type shall be appropriately increased to make a coordinated development among policy tools. In order to achieve this policy coordination, it is necessary to realize the structural and functional coordination among policy tools. For the structure of policy tools, in addition to focusing on the supply-type and environment-type tools, the amount of the tools should be balanced, and tools that are not practical shall be reduced, so that policy tools of different fields mutually reinforce and complement with each other. In the development of winter sports, demand-type policy tools have greater impact and vitality, and thus its frequency of use can be added according to the actual needs. As a policy tool to pull winter sports' development, government procurement and service outsourcing can take advantage of the public's imperious demand for winter sports, to contribute to the change of the consumption idea and the development of the equipment market, and promote a new model of the winter sport fundamentally.
2. For the winter sports policy subject, transform from government leading to government guiding, give full play to the leading role of enterprises, and social organizations, and achieve a balanced development of multiple subjects. Development of winter sports needs cooperation among different departments, mobilizing and sharing various resources, adopting all kinds of means comprehensively to seek a balance among government, enterprises and social organizations. With the deepening of China's sports system reform and the thorough preparations for the 2022 Beijing Winter Olympics, winter sports policy needs to optimize its main body structure, expand the increments, improve the quality and perfect the market mechanism. Form a pattern of government-guiding, enterprise-leading, and social organization-assisting, improve the quality of public service, and create an atmosphere that values and support the participation of winter sports, so that each subject can give full play to its potential resource advantages, and achieve balanced development.
3. For the winter sports implementation fields, transform from excessive concentration to moderate equilibrium, to achieve integrated development of competitive sports, mass sports, school sports, and winter sports industries. Overall consideration is the necessary requirement to promote the overall, coordinated, and sustainable development of sports cause. For example, European and American sports power adopt "integrated" and "alliance" development strategies to seek cooperation among competitive sports, mass sports, school sports and winter sports industries and achieve a win-win situation. As a result, it is necessary to correctly understand and properly deal with the relationship of different implementation fields. We need to follow the requirement of "overall planning and all-round consideration, coordinated development, and major breakthrough", properly handle the relationship between all kinds of sports, and strengthen the coordinated development among the policy tools, policy subjects, and implementation fields, so as to play the role of winter sports policies to the largest extent.

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A.1. National Key R&D Project

课题编号: 2018YFP0300801 密 级: 公开

国家重点研发计划 课题任务书

课题名称: 冬季项目专项、体能和康复训练关键技术集成研究与应用

所属项目: 国家科学化训练基地建设关键技术研究示范

所属专项: 科技冬奥

项目牵头承担单位: 北京理工大学

课题承担单位: 北京体育大学

课题负责人: 周越

执行期限: 2018年08月至2022年06月

中华人民共和国科学技术部制
2018年08月24日

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A.2. Assignment Signed

任务书签署

甲乙双方根据《国务院关于加强中央财政科研项目资金管理若干意见》(国发[2014]11号)、《国务院印发关于深化中央财政科技计划(专项、基金)管理改革方案的通知》(国发[2014]64号)、《科技部 财政部关于印发<国家重点研发计划管理暂行办法>的通知》(国科发资[2017]152号)、《财政部 科技部关于印发<国家重点研发计划资金管理办法>的通知》(财科教[2016]113号)、《科技部财政部关于印发<中央财政科技计划(专项、基金等)监督工作暂行规定>的通知》(国科发政[2015]471号)等有关文件规定,以及有关法律、政策和管理要求,依据项目立项通知,签署本任务书。

项目牵头承担单位(甲方):
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