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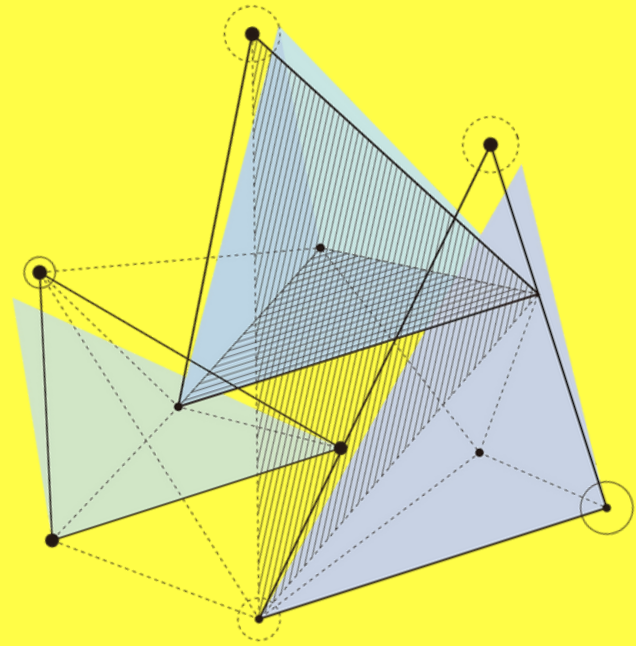
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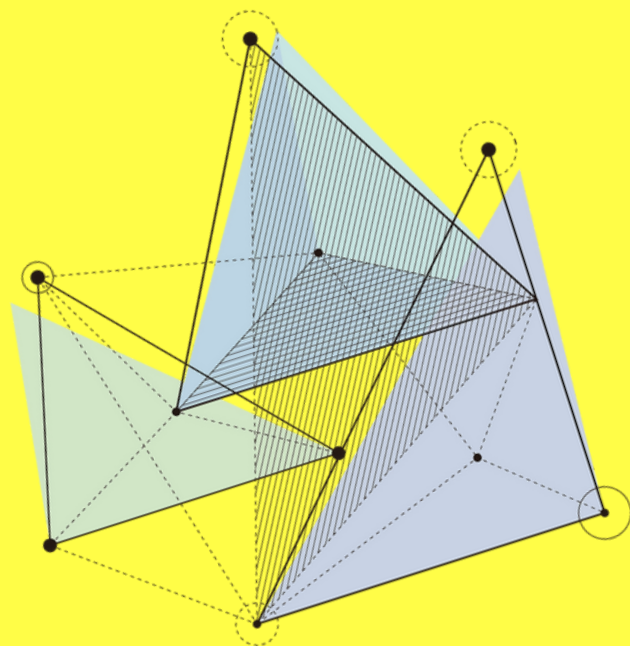
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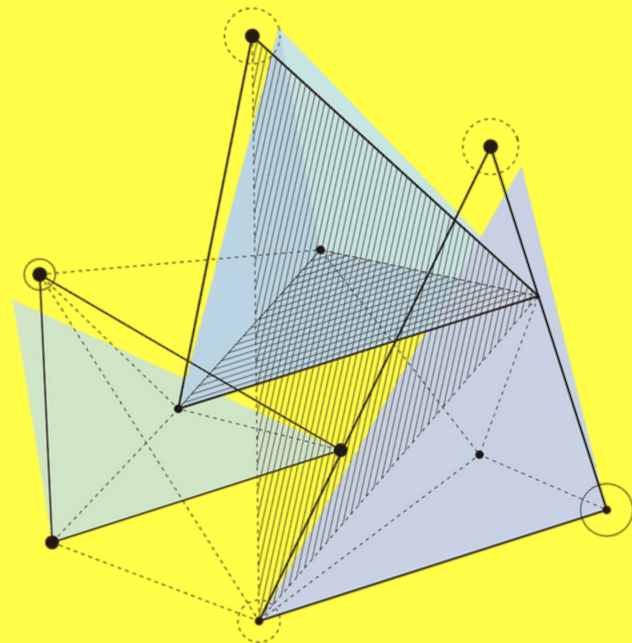
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THE MEANING OF HOME IN THE PROCESS OF CHANGE: HOME IN THE TRANSFIGURATION OF THE ORDINARY



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Abstract

The concept of home, which can be discussed in many disciplines, is one of the important elements in the representation of shelter, belonging, asylum, security, peace, identity or it has become a phenomenon that is constantly traced in different disciplines over time, with the negative and contradictory states and phenomena of all these situations. The audience has become a powerful language and a mode of production within the object-space relations. Man attributes different meanings to the house that contains his own existence in his world. The house is not only a concrete building, a phenomenon that includes the usual housing function, but in this study, it is aimed to reveal the meanings in the phenomenological perspective of different disciplines that ascribe different meanings to the house.

In this context, the objectification of the house by transforming into a mass communication tool with modernity, and the concept of the house during the research, first of all, briefly discussed with its phenomenological dimension, various thoughts on the house and space are included. To position the house, which has become an object of modernity, as an object space in contemporary art; It has been tried to reveal the perception methods that artists such as Petrit Halilaj, Louis Bourgeois, Gordon Matta-Clark Nevin Aladağ and Maider Lopez brought their own phenomenological approaches to home.

1. Introduction

Today, the house should not be seen only as a shelter that protects people's vital activities from natural factors. This study aimed to try to define the house beyond just a concrete object made of stone concrete.

Although the house is considered as a building that the architectural field evaluates, when it is considered as a place where the shelter function is fulfilled in general, it is a concept that has been the research field of almost every discipline from the most distant past of humanity to the present. This situation is beyond the fact that the house is a house whose boundaries and definitions are determined by architectural approaches, but also psychology, sociology, philosophy, literature, etc. in research and literature on disciplines; It arises from its constant reproduction as an object, a language, in its relations with human, environment and space and in almost every discipline of art that deals with all these situations.

As a functional structure in the basic sense, the house has been used as shelter, protection, etc. throughout the history of humanity and culture. Going beyond its functions, it has turned into a production object in which multiple meanings are intertwined (Güneş, 2002).

Addressing the house with the help of phenomenology will make it easier to examine the house as an image that exists in the field of different disciplines. In this case, the house is a complex phenomenon with variable definitions, just like art.

2. The Phenomenon of Home as Object-Space in the Twentieth Century

2.1. The Phenomenon of the Home

The house, whose boundaries and qualities are determined by the subject, is the dominance area that can be intervened and embodied after the person's own body. This space, in reality, is the space that man idealizes for the sake of livability that he

establishes with another limited space on the "space" that he defines as unlimited. *"Human forms a private and to some extent personal space from the universal space and thus separates the interior from space"* (Bollnow, 1961).

According to Norberg-Schulz; A place gains a spiritual dimension and becomes a place. Here, what is expressed by the spiritual dimension is the life-related features that give the space its character; actions, concepts, feelings, experiences, physical characteristics (Schulz, 1979).

As a requirement and proof of human existence, he acts with the urge to find a nook and shelter of his own within the size of the universe and the world. The house or the subjectively named 'home' becomes a personal space that enables the sustainability of human life. By living in line with the instincts of protection and shelter in this space he has shaped, he creates a space in which he separates and isolates himself from the 'outside'. However, people who limit the space with the urge for shelter and protection are not satisfied with this either; he places his own special/important objects at home in relation to space. Rooms, objects create their own spaces and memories within the space created by the house. In this way, the bond of belonging between the house and the human (man) begins to form. This two-way relationship becomes so strong over time; space is now defined as a 'home' by becoming a place/space loaded with different meanings for each person (Güneş, 2002).

According to Adolf Loos, "the house does not have to say anything to the outside; on the contrary, all his wealth must be evident inside" (Colomina, 2011). In Le Corbusier's houses, it has the opposite attitude compared to Loos. The arrangement that includes the public can be seen. In Loos homes, the eye turns away from publicity and focuses on privacy. In Le Corbusier, on the other hand, the opposite can be said here. No curtains are used on any of the windows and the windows are easily accessible; because the windows are not blocked by furniture. On the contrary, everything in these houses is arranged in such a way that the eyes are constantly directed to the public space, not to privacy. When viewed from a roof garden or a terrace, the walls are built to enclose the view, so a kind of publicity of the house becomes part of the space. (Colomina, 2011). It can be said that the windows of the house and even the façade are designed as frames to watch the view.

Over time, the house takes shape as if it is a second body in which the person who identifies with him is withdrawn and protected; On the other hand, it turns into the center of the memory, where people preserve their experiences, memories and fantasies about life. *"Every corner in a house, every corner of the wall in a room,*

every small space where one wants to squal is a solitude for the imagination; that is, a room as a seed is a house as a seed" (Bachelard, 2014). Based on this quote from Bachelard (2014), it can be said that home is the way of experiencing and solving the problems of humanity, perhaps from the past to the present, to cope with their impulses based on anxiety and fear, on space.

2.2. A Home Transformed into a Modern Object

As a result of industrialization, modernization and rapid urbanization, the capitalist metropolis, which is an economic, social, technical and cultural phenomenon, was born.

Modernization organizes all private and public, interior and exterior spaces of the metropolis in line with the ideal of rationality. First, it rationalizes and objectifies all patterns of material relations in the business world, working life and public sphere, and then the home, which is the center of the private sphere (Talu, 2012).

The house's involvement in such an objectification process has made it the center of attention for over a century, not only in modern architecture, but also in many fields such as sociology, philosophy, art and literature. In sociology and philosophy with critical texts discussing the concept of home, subject, place, context and its phenomenological relationship with nature; it is produced over and over again in art visually.

However, the commodification of the house as a product of the capitalist system through modern architecture by technology and mind-oriented modernization results in a way that modern minds can never predict: The house turns into an impossible myth, an object of desire (Talu, 2012).

The metropolis, which is almost the meaning of modern life, was the home of a crowd and confusion, which was overflowing due to excessive immigration, where people tried to reach the factories in masses, and where the public transportation system gained great importance in urban planning (Talu, 2012).

The overgrowth of cities due to economic growth and population explosion in cities were undoubtedly the results of the Industrial Revolution, but crowds, turmoil, people leaving their homes to work in factories, and the control of ordinary human life by mass production processes were the reality of the daily life of European cities in the middle of nineteenth century (Talu, 2012).

Centering the mass production process necessitated the standardization of working life and the integration of machines and ordinary people, and thus gave birth to a mechanized civilization, an industrial society.

Objectivity has been the main element of metropolitan life and modernization, and the human body has been robotized by planning its movements in order to adapt to this new order. The scale system of Le Corbusier's "Modulor" resizes the human body to fit modernist architecture, molding the world into a single mold regardless of its context can be seen as an indicator of the loss of the subjectivity of the house.

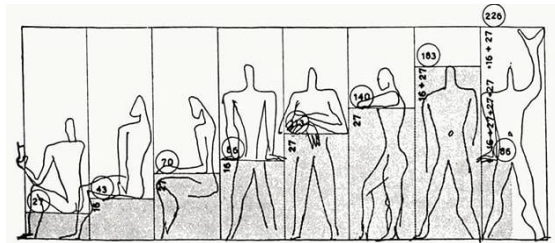


Figure 1. Le Corbusier's "Modulor" sketches (Artun, 2014)

The house was cut out of its phenomenological context, sized, cut and defined only within a mathematical system; It has been presented as a new, productive field of experimentation, where the methods and rules of the rational objective world will be tested. Thus, the first half of the twentieth century witnessed the works of modern architecture to build the house, or rather the modern house, with the principles of modernization such as standardization, flexibility and diversity.

After the efforts to rationalize housework in the USA, researches were started in Europe to improve the modern housing and to determine the minimum living conditions for the working class, with the help of modernization policies. It can be said that by determining the minimum dimensions of the modern house, solutions were tried to be brought to the housing need after the Industrial Revolution (Talu, 2012).

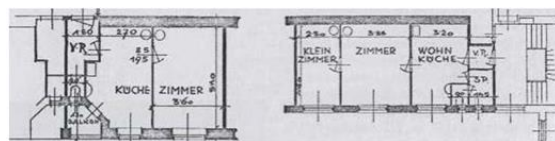


Figure 2. Standardized as Gemeinde-Wien Type in Austria; one of the first modern housing examples (Talu, 2012). (38 m2 on the left, 48 m2 on the right.)

In the eyes of modernist architects, the House has now turned into a laboratory, a playground, where ideas of modernity such as individuality, freedom and rootlessness will be exhibited.

Le Corbusier defines the house as "a machine to live in", emphasizing functionality; He likened a good home to be proud of to a well-functioning typewriter (Colomina, 2011). The relationship with place and geography, the whole

phenomenological context of the house, leaves its place to space organization and contextlessness. By making it the focal point, visual media strengthens rational discourse.

Some magazines of the period also pioneered the idea of prefabricated housing production by publishing special issues in which modern houses were exhibited. It is widely believed that the houses, whose parts are produced in the factory and assembled on-site, look much more modern. Prefabricated modern housing production is combined with the 'suburban dream house' discourse. As Beatriz Colomina emphasized, with all these advertisements, exhibitions and fairs, the ideal residence is presented and visualized as a package that can be bought in the market. (Fig; 3, 4, 5) (Colomina, 2011).



Figure 3-4-5. Houses advertised in magazines (Smithson, 2008)

The interior and exterior duo, which consists of white walls and transparent surfaces along the facade, in which concepts such as privacy and domesticity are ignored, is almost a declaration of modernity by modernist architects. These houses are printed in the most popular magazines and feature many feature films (Colomina, 2011).

3. "HOME" in Contemporary Art

Today, the concept of home, which is discussed in many aspects as an object-space used in daily life in the field of art, is handled without separating it from the socio-cultural environment that created it, as a result of being an 'external' element. It can be read as objects that are subject to being an 'inner' element. In this sense, home, cultural coding, environmental elements, etc. objective with factors; Sometimes it turns into a subjective object-space that cannot be confined within the boundaries of physical reality with factors such as personal experiences, relationships, time, memory moment. Again, although the house is a concrete structure consisting of physical elements as an architectural element, on the other hand, it becomes a whole with the experiences, memories, fears and expectations of the person who

exists in it, and such situations actually create the concept of home (Güneş, 2002).

The house is the object of search for artists, in addition to being a means of expression, representation in the form of object, form or language in every field of art. The house image turns into a space that becomes objectified according to the meanings that the artists attribute to the house.

In order to convey different functions and meanings, - social/cultural life, domestic relations etc. it takes its place in art productions as an image that gains a function and meaning in order to convey the situations to the audience. The home is the first place where the child's relations with the outside world and society begin. The child's ability to give meaning to the outside life, perhaps his protection from the outside, and the formation of his identity are based in the childhood home (Güneş, 2002).

Home as a form and subject of contemporary art; time, memory, identity, family, public, society, etc. on meanings, it becomes a space-object loaded with metaphors, gaining visibility by assuming a complementary role in every aspect of human life.

Under this title, we will try to examine the "house" as the subject of contemporary art, with examples under three different subheadings, from the different phenomenological perspectives; In "memories of the past", "As an Object of Revolt" and "in the paradox of Inner - External / Public – Private".

3.1. Home: In Memories of the Past

Kosovar contemporary artist Petrit Halilaj's "home" installation "The places I'm looking for, my dear, are utopian places, they are boring and I don't know how to make them real" It is a life-size reconstructed family house, appears here in a completely new form, which was destroyed during the war he lived in Kosovo between 1998-1999, by enlarging the scale of the scaffolding. For Halilaj, the house gains visually in the form of an image in search of a lost place (inferno-magazine, 2016).

Halilaj's work here demonstrates the expression of an aesthetic out of the home, conveyed as a home owner, a fragile space of longing, belonging and memory. Lauzon (2017) in other words, not the concrete aesthetics of the house, but the meaning of the past that the house makes itself felt.

Chickens that roaming around the house pier are also reminders of the rural-urban migration as a reference to the rural life he lived in during his childhood.



Figure 6-7. Petrit Halilaj's "The places I'm looking for, my dear, are utopian places, they are boring and I don't know how to make them real" art installation, Berlin 2010 (art map, 2010)

Another work about the "Home: In Memories of the Past" is Louis Bourgeois' Red Room.

In her work, which takes the interior of the house as a reference, the spaces are transformed into places full of fear and anxiety, sometimes with the installations of daily household items located in the space that can be defined as belonging to the person, and sometimes with the cells depicted as a house or room. To the household items used in this house installation, feelings of boredom and confinement descending on women's clothes turn the house into an object of anxiety and distress. Bourgeois, who says "All of my works and subjects take their source from my childhood", creates the leading power of his creativity by bringing the traumas of his childhood home to consciousness through art products (Koruç, 2018).



Figure 8-9. Left photo; Red Room (Child) Richard-Max Tremblay, right photo; Red Room (Parents) (Geuter, 1994)

Bourgeois used the image of two separate rooms of the house, the child and the parent, in his installations called "Red Room", which he aimed to reveal the mood in his childhood home. The rooms are filled with red symbolic household items and other everyday items that reference Bourgeois' personal themes (Veryeri, 2008).

In this way she described these rooms not only a visual thing, but already as a place that hosts desires, pleasures, anxieties and even fears. Veryeri (2008) The house objectified in these installations of Bourgeois, which is about the interior; It has turned into a whole of relations in which the anxieties of the past and the feeling of being stuck are represented by objects through the child / woman in a sense.

3.2. Home: As an Object of Revolt

American artist Gordon Matta-Clark (1943-1978) treats artistic production not as object-oriented or product-oriented, but as a process-oriented action in an approach close to craft production. Thus, he criticizes the transformation of both art and modern housing into a commodity that is detached from its place and context and that can be bought and sold (Artun, 2014).

She evaluates art not as objects exhibited in museums, accompanied by articles titled "please do not touch", but as an environment to be constructed on social problems in a striking way, and in this context, he focuses on "home". With his works between art and architecture, he challenges rationalist thought with a poetic expression.

Matta-Clark, who is also an architect, cut a suburban home in Englewood New Jersey in two with two parallel sharp vertical lines in the middle, with a slit or crack in his work called Splitting, in which he cut through various shapes of abandoned suburban homes in the 1970s. Talu (2012) it can visualize both the emotional and psychological dimension of the modern home problem and the uncontrollable turbulences of the human psyche (Talu, 2012).

As in the modernist approach, it is not to build the house from pieces, but to destroy it by breaking it into pieces. Matta-Clark criticizes both the concept of home, which can be built with a sense of place and subjectivity, as the capitalist system transforms it into a machine to live in, a consumption object, and that it is stereotyped and standardized (Talu, 2012).



Figure 10-11. Gordon Matta-Clark, Splitting, (Clark, 1974)

3.3. Home: In The Paradox of Inner - External / Public – Private

Nevin Aladağ, on the facades of the buildings, in her 2005 installation in Amsterdam with the name 'Curtain House'; He placed long, translucent white curtains on the windows.

The curtains, which are a little too big for the windows, hang out and cover a part of the facade. The sway of these Curtains in the

wind attracts the attention of the viewer, making the work more perceptible.

The overly large curtains hung on a house by the canal in Amsterdam cover almost the entire façade, emphasizing the regionalization of inside and outside, exposure and concealment. While the curtains block the view, they also become the center of attention, thus creating curiosity towards the buildings. In addition, the new situation determined by the placement of an interior element outside, while emptying the curtains' function of drawing the privacy area and blocking the sunlight, also triggers a contradiction of belonging (Ustek, 2011).



Figure 11-12. Nevin Aladağ 2005 Amsterdam, Curtain House (nevinaladag.com)

The applications of the Curtain House work in various buildings with different functions manifest themselves as small design elements placed in the private and public areas. In other words, while the transparency of a curtain comes together with a line drawn between inside and outside, the connotations evoked by a flying curtain cause a permanent deterioration in this sharp distinction (Ustek, 2011).

Aladağ not only defines the boundaries of the private and the public, but also emphasizes and blurs this distinction at the same time. This work of Aladağ created a new situation by focusing on an ordinary element of daily life and bringing its function to a new context. It has grayed out the black and white line between interior and exterior, private and public.

Another example focusing on "Home: In The Paradox of Inner - External / Public – Private" is Maider Lopez's work titled "Intermediate Period".

For this work, the artist drew floor plans on the ground of an empty land in a neighborhood of the city of Cordoba and tried to prevent any random meetings that may occur in the space by ending the undefined state of this area where the installation was made and transforming this area into a defined area. The

associations of the space are prevented by defining the space (Ustek, 2011).

In this study, with the public space where the installation was made, focused on the conceptual dichotomy between possible future housing structures in this area. Thus, he reconsidered and interpreted the concepts of private and public space.



Figure 13-14. Maider Lopez, 'The Intermediate Period' 2011 (Lopez 2008)

However, the re-functioning of this place, on the one hand, invited the audience, on the other hand, it prevented random and social gatherings (Ustek, 2011).

The relations brought by the openness of the space became defined and deteriorated, as the area ended its undefined open space quality and transformed into an area that defines a certain area. In other words, he defined an empty open public space with two-dimensional architecture in a sense.

According to Ustek (2011), the area where the "Intermediate Period" takes place triggered a question; What will future homes be like? By putting forward the questions of how people will act in these structures, he also highlighted a game element with this work; The viewers, who are unlikely to live in these "prospective houses", can move from room to room and enter the space from any point instead of the drawn doors. In addition, these open plans allowed the audience to make a comparison with their own homes.

The new space created by the "Intermediate Period" refers to the future state of this space, while doing so in a public space that contrasts with the privacy of the residences.

Contemplating the dichotomy of private-public space, the work used the scale of real living space exactly, and defined these spaces through lines; thus making it possible to pass through the walls. In this way, we can say that the installation changed the use of the field and introduced new ways of perceiving the public space.

Starting from pre-existing spatial designs, the artist saw public spaces as a visually dynamic and figuratively transformable

phenomenon, and strengthened the meeting and socialization functions by playing with their formal elements (Ustek, 2011).

In the words of Maider Lopez: *"The project aims to show the possibilities of people transforming urban space"* (Ustek, 2011). The audience's own initiatives, participation and coming together, while defining the concept of architecture through the use of public space, using this space in this way. In a sense, it can be said that he designed the urban space through occupation.

5. Conclusions

With the many different perspectives that we met with the twentieth century, "Home" also took its share from the transformations in art, design and architecture in general, which started in this period, opening the way for its conceptualization and enriching its meaning.

A "house" has evolved from the context of being a space separated from the outside only by walls, in its usual relationship with time, and has evolved into a concept that is evaluated beyond in terms of meaning and visually.

The house, whose boundaries and qualities are determined by the subject, is the dominance area that can be intervened and embodied after the person's own body.

The house image turns into a space that becomes objectified according to the meanings that the artists attribute to the house. Considering the productions that contain the house as an object, variable meanings and forms in the field of art; In general, it is possible to say that there are differentiating qualities and criteria that artists encode the house as an image into their memories.

The house's involvement in an objectification process has made it the center of attention for over a century, not only in modern architecture, but also in many fields such as sociology, philosophy, art and literature.

Technology and mind-oriented modernization has commodified the house as a product of the capitalist system through modern architecture, and it has been separated from its phenomenological context, disassembled, standardized and presented to us as a testing ground for rationality. Thus, the first half of the twentieth century witnessed the works of modern architecture to build the house, or rather the modern house, with the principles of modernization such as standardization, flexibility and diversity.

With the second half of the twentieth century, "House" now approaches "Home" as a contemporary art material, in a way, with

stereotyped thoughts, but it also becomes an object of phenomenology.

"Home", which is the subject of contemporary art, has been examined from different phenomenological perspectives with examples under these three different sub-titles:

- Home: In Memories of the Past
- Home: As an Object of Rebellion
- Home: In The Paradox of Inner - External / Public – Private

By integrating the works of Petrir Halilaj and Louis Bourgeois under the title of "Home: in Memories of the Past", the difficult life conditions and family relationships in the domestic life, and external elements that negatively interfere with human life are seen in the works of both artists. In both of them, it can be said that for a person who remembers the past time and place in adulthood, there is a search for the meaning and search of the house, a sad nostalgia about the house at the center of the experiences gained as a result of problematic or external negative conditions.

When we examine Gordon Matta Clark in the definition of "Home: As an Object of Revolt", we see that artistic production is not focused on the object or the end product, but is approached as a process-oriented action in an approach close to craft production, thus disconnected from the context of both art and modern housing. criticizes its transformation into a commodity that can be bought and sold (Artun, 2014).

Accompanied by articles titled "please do not touch", he evaluates art not as objects exhibited in museums, but as an environment to be dramatically fictionalized on social problems, and focuses on "home" in this context. Gordon Mattha Clark's revolt ends by dividing the house into two pieces.

We can say that "Home: In The Paradox of Inner - External / Public – Private" emerged in Nevin Aladağ's "Curtain House" and Maider Lopez's "Intermediate Period" work. "Curtain House" not only defines the boundaries of the private and the public, but also highlights and blurs this boundary at the same time by randomly destabilizing the curtain with the effect of the wind.

In the "Intermediate Period", on the other hand, the conceptual duality between the housing structures that are possible to be built in this area in the future by making an imaginary installation with a plan drawing in the Public Space was emphasized. By creating a space here, it provides an experimental space experience.

In the study, with a phenomenological framework, "House" has moved beyond retinal perception, as it can only be perceived visually, as in the examples of "In Memories of the Past", "An object of rebellion" and "In The Paradox of Inner - External / Public – Private".

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EFFECT OF CONTINUOUS IMPROVEMENT AND QUALITY DATA AND REPORTING ON INNOVATION PERFORMANCE



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Abstract

It is stated that there is no certainty in the literature as to what sort of relationship between Quality Management practices and innovation exists. The literature on the relationship between Continuous Improvement (CI) and Quality Data and Reporting (QDR) -two of the practices related to quality management- and innovation is even more limited. The aim of this study is to determine the relationships between CI and QDR and innovation performance (IP). The data were obtained from the companies with ISO certificate in the manufacturing and service sectors. The model which consists of QDR, CI and IP variables was analysed with the Structural Equation Model. The IP level was above the midpoint as well. It has been seen that CI and QDR have an impact on IP. In addition, it has been determined that QDR has a mediating role in the effect of CI on IP.

1. Introduction

It can be claimed that one of the vital resources that businesses use for competition is innovation. The fact that innovation is one of the key factors in competition has been suggested in Schumpeter's studies (Dobrinisky, 2008). Schumpeter states that the main source of change is innovation, and innovation comes forward through doing things differently in economic life (Sweezy, 1943). According to Hobday (2005), innovation means doing something new in the areas of product, process, service, or within company structures (Çetindamar et al., 2017). According to the EU and OECD, innovation refers, as a process, to "developing an idea into a marketable good or service, a primary or improved form of production or distribution, or a new method of social service". It describes a new or improved product, method or service that is marketable and occurs as a result of the transformation process (Pekşen, 2019). Therefore, it should be noted that innovation is not the same as invention, but rather commercialized and commercially successful novelties or changes that create value. Innovation is meaningful in terms of the competitiveness of businesses. It can be said that innovation is a very important competitive tool for businesses (Elçi, 2006) and it is the most important element of modern economy. In addition, it can be mentioned that innovation is one of the key elements in creating value (Hurmelinna-Laukkanen et al., 2008).

When it comes to competitive advantage, the concept of quality has sustained its existence for a long time as an important competitive tool. Especially Total Quality Management (TQM) has emerged as an important tool to increase competitiveness since the 1980s (Prajogo & Sohal, 2001).

As quality and innovation are in the frame as two elements that provide competitive advantage, it can also be said that these two concepts are related to each other. There are studies indicating that there is a positive correlation between quality management (QM) practices and innovation within the framework of relationship between quality and innovation.

Flyn et al. (1995) mentions the relations between QM practices and speed of new product development, and Mc Adam et al. (1998) between continuous improvement (CI) and innovation. Kanji (1996), contending that TQM practices help innovation, underlines that achieving business excellence is possible by integrating these two concepts. Another perspective on the relationship between the two variables is that TQM already covers the elements related to innovation, and there are researchers who argue that TQM is innovation in itself (Zairi 1999). Prajogo and Sohal (2001) have summarized the positive and negative arguments in the quality-innovation relationship.

They stated that there may be a positive relationship between some elements of TQM and innovation, while a negative relationship might exist between some others.

Studies on the relationship between QM and innovation have emerged as an interesting and pristine field of study (Prajogo & Sohal, 2001). Studies concerning the relationship between QM and innovations have also intensified especially after the 2000s (Singh & Smith, 2004; Hoang Igel & Laosirihongthong, 2006; Sa' & Abrunhosa, 2007; Abrunhosa & Sa, 2008; Kim et al., 2012; Bon & Mustafa, 2013).

On the other hand, Singh and Smith (2004) mention the scarcity of studies examining the relationship between quality and innovation, and the discrepancy among the results of existing studies in this area. Similarly, Perez-Arostegui et al. (2013) also mention that, regarding this relationship, the results are complex and there is a lack of empirical studies in the literature. Besides, as to the relationship between QM and innovation, the number of studies carried out in both the service sector and the manufacturing sector is limited. Quality Data Collection and Reporting (QDR), which forms the basis of QM practices in studies, has been included in a limited number of studies (Kim et al., 2012).

In addition, it is stated that CI has a mediating effect on innovation (McAdam et al., 2010). However, the number of studies examining the relationship between CI and innovation performance is limited (Kohlbacher, 2013). Furthermore, the number of studies over this topic is limited in Turkey (Ar & Baki, 2011; Zehir et al., 2012; Karayel, 2017, Pekşen, 2019). For these reasons, the main research question, an answer for which is sought in this research, is "Is there a relationship between CI and QDR, which are QM practices in the manufacturing and service sectors in Turkey, and innovation performance?". The aim of the study, which stems from this research question, is to determine the effect of QM practices, which are tackled as QDR and CI, on innovation performance (IP). In the study, apart from the effect of QDR and CI on IP, it has also been aimed to examine the mediating effect of CI on the effect of QDR on IP. The research continues with the literature section that includes the literature review concerning the relationship between quality and innovation, the methodology section that includes the methodology of the research, the research findings section, the discussion and conclusion sections.

2. Literature

There are many practices in TQM, and some of these practices have come to fore in different studies. In this study, CI and QDR

practices of QM and innovation performance concepts were examined.

2.1. Innovation and Innovation Performance

For a better definition of innovation, it is necessary to apprehend different types of innovation. Even though innovation seems to be related to technology, it is not solely comprised of technological progress because innovation can include important additions or radical changes emerging in products, processes or services; and it also appears in the form of thinking or organization (Çetindamar et al., 2017). Therefore, here, technological innovation and non-technological innovation can be seen as two main types of innovation. Non-technological innovations consist of organizational innovation and marketing innovation. Innovation types can also be classified as product innovation, process innovation and service innovation. Another classification can be seen as radical innovation and incremental innovation (Elçi, 2006). Innovation performance can also be measured by innovation types. Some of the innovation performance measures appear in the literature as product innovation and process innovation (Martínez-Costa & Martínez-Lorente, 2008; AlTaweel, 2021) radical product innovation, incremental product innovation, radical process innovation, incremental process innovation, managerial innovation (Kim et al. 2012), service innovation (Hu et al., 2009; Khan & Naeem, 2018), technological innovation (Sciarelli et al., 2020) and overall innovation performance (Goodale et al., 2011).

2.2. QDR

QDR can be defined as the execution of the collection, monitoring, analysis and reporting of quality-related data to achieve quality improvement objectives. QDR is defined as a component or practice of TQM (Gotzamani & Tsiotras, 2001). Just as the quality data mentioned here can be statistical quality control data, it can also be the data about suppliers. It is emphasized that the collection and reporting of quality data is important for identifying problems within the business, solving them and making improvements (Baird et al., 2011). Therefore, QDR has an important place in TQM activities and many QM practices are based on QDR. In addition, QDR is one of the basic elements of the ISO 9001 quality management system. Among the TQM practices, QDR is also included. Kim et al. (2012) examined the effects of TQM practices on product innovation, process innovation and managerial innovation in their study they carried out in manufacturing and service businesses. The indirect effect of QDR on innovation has been observed. They emphasized that other TQM practices are directly or indirectly related to innovation.

2.3. CI

CI can be attributed to the concept of Kaizen introduced by Masaaki Imai and to the small improvements that are continuously made. CI covers the culture of making sustainable and continuous improvements (Dahlgard et al., 2008). It is stated that CI can be achieved with incremental improvements, and also as radical improvements with an innovative idea or a new technology (Bhuiyan & Baghel, 2005).

2.4. Relationship Between QM Practices and Innovation

According to the results they obtained with the Structural Equation Model (SEM), Hoang et al. (2006) stated in their study that TQM elements are related to the number of new products and the level of novelty, and they affect both. Martínez-Costa and Martínez-Lorente (2008) put forward that TQM practices affect both product innovation and process innovation. In their study they carried out by using SEM, Ar & Baki (2011) examined the effects of organizational elements, which can be counted as TQM elements, on product innovation and process innovation, and they found that while customer orientation and supplier relations affect product innovation, they do not affect process innovation.

Silva et al. (2014) stated that TQM practices have a positive effect on product innovation. Augusto et al. (2014) stated that organizational innovation is not effective on performance, but product innovation and process innovation are effective on performance. Kafetzopoulos et al., (2015) contended that TQM practices affect product and process innovation. Honarpour et al. (2018) mentioned in their study carried out on R&D departments that TQM is related to product innovation and process innovation. AlTaweel (2021) noted in the research on the manufacturing sector that TQM practices affect product and process innovation. Khan and Naeem (2018) stated in their analysis with SEM that quality management practices positively affect service innovation. Pekşen (2019) stated that the level of service innovation differs according to the participation of employees in QM practices.

Abrunhosa & Sa (2008) examined the relationship between TQM practices and technological innovation; and thus, stated that there is a relationship between technological innovation and communication, teamwork and supportive personnel management practices. Karayel (2017) noted that the results of his study on shoe manufacturing sector in Turkey support the relationship between technological innovation and teamwork, communication, and human management, which are elements of TQM.

Singh & Simith (2004) examined the effect of TQM variables on innovation, but no clear finding on the relationship between TQM and innovation could be obtained. McAdam et al. (2010) noted in their study on SMEs carried out by using SEM that TQM and CI have a mediating role in the effect of leadership, human and cultural elements on innovation practice. Zehir, et al. (2012) put forward in their study on manufacturing and service sectors that TQM practices have an impact on innovation performance. Bon et al. (2012) mention in their research on the relationship between TQM and innovation that there is an overall relationship between TQM and innovation. Ooi et al. (2012) stated, in their study conducted about companies with ISO 9001 certificate in the Malaysian manufacturing industry, that process management, personnel management and strategic planning are positively related to innovation. Perez-Arostegui et al. (2013) claimed that QM practices have an indirect effect on innovation performance. Bon and Mustafa (2013) examined the relationship between TQM and innovation in service businesses. Long et al. (2015) determined a positive relationship between TQM and innovation. Zeng et al. (2015) stated that hard quality management practices have an impact on innovation performance, but soft quality management practices do not. Similarly, Sciarelli et al. (2020) stated that hard QM practices and innovation show a partial mediation effect on soft QM-organizational performance relationship.

3. Research

The aim of the research is to investigate the relationship between TQM practices and innovation performance (IP) on businesses in the manufacturing and service sectors. As mentioned before, in previous studies, the impact of various QM practices on various innovation outputs has been examined. Even though there are adequate number of studies concerning the effects of some elements of TQM, the number of studies in literature about the effect of QDR on CI and IP is limited. Therefore, in this study, the relationship between IP and CI activities and QDR was examined.

QDR holds an important position in QM activities and many quality management practices are based on QDR. Therefore, it is expected that QDR will affect such factors as CI. Kaynak (2003) states that QDR has a direct impact on supplier relationship management and process management. Kim et al. (2012) stated that QDR has a direct impact on process management, which is one of the elements of TQM. They have observed that QDR has no direct impact on innovation, but has an indirect one. Therefore, the direct effect of QDR on CI, the effect of QDR and CI on IP, and the mediating effect of CI on IP will be investigated. In this context, the following hypotheses were formed.

- H1:** QDR has an impact on CI.
H2: QDR has an impact on IP.
H3: CI has an impact on IP.
H4: CI mediates the effect of QDR on IP.

3.1. Methodology

Survey method was used to collect data in the study. Since the subject of the study includes the QM practices, the companies to be selected for data collection are required to have made a certain progress in QM. Therefore, it is thought that it would be beneficial if the companies from which data would be collected have an ISO certificate. Since selecting the companies with ISO certificate will be beneficial in terms of ensuring that the chosen companies have taken a certain path regarding quality, companies with ISO 9001 certificate are selected in similar studies related to the quality-innovation relationship, (Ooi et al., 2012).

The research was carried out on employees of 30 different departments in 47 companies. A total of 771 questionnaires were obtained through convenience sampling method from 30 different departments of 47 different companies with ISO certificate in Istanbul. The analysis unit of the research is business departments. These questionnaires were evaluated on the basis of business department, and 256 different business and department combinations were obtained. Some of these departments were different departments in the same businesses, and others were departments of different businesses with the same or similar names. Since all variables were measured on a departmental basis, the department score for that item was obtained by taking the average of the answers given by the respondents to the items in each department. The total number of departments from which data was received is 256. Thus, the number of data subject to analysis is 256.

For data collection, the scales were obtained from the literature. The QDR scale was obtained from the study of Kim et al. (2012) (QDR1, QDR2, QDR3, QDR4). The scale for CI was obtained from the study of Grandzol & Gershon (1998) (CI1, CI2, CI3, CI4). For both scales, respondents were asked to answer for the department they work for. Both scales are five-point Likert scales (strongly agree:5, strongly disagree:1).

The scale related to innovation performance (IP) was obtained from the study of Goodale et al. (2011). The scale used by Goodale et al. (2011) includes a total of 16 items, eight of which are about how much the department manager attaches importance to these eight items related to innovation, and the other eight is about how satisfied he is with these items. Each respondent was asked how much the department managers attach importance to

eight innovation performances and how satisfied they are with these eight innovation performances. Therefore, 8 importance scores and 8 satisfaction scores were obtained. These scores were not used raw. As Goodale et al. (2011) suggested, the answers each respondent gave to satisfaction and importance questions were multiplied, and the result was divided by the importance score. The IP score of each respondent was obtained by the formula (1).

$$IP = \frac{\sum(\text{importance score} \times \text{satisfaction score})}{\sum \text{importance score}} \quad (1)$$

For these items, as suggested by Goodale et al. (2011), a five-point Likert scale was used (for the importance scale: 1: not important at all, 5: very important; and for the satisfaction scale 1: not satisfied at all, 5: very satisfied). Therefore, the answers will be in the range (1, 5). In order to avoid the multiplication of an unimportant item (1) and the highest satisfaction (5) from getting a high score (1x5=5), or the multiplication of a very important item (5) and of very low satisfaction (1), from getting a high score (5x1=5) while calculating IP, the answers given were coded as (-2, -1, 0, 1, 2) respectively, as suggested by Goodale et al. (2011). Therefore, an innovation performance item with 'no importance at all' is coded with (-2) instead of (1), and an innovation performance item that is 'no satisfied at all' is coded with (-2) instead of (1). The middle point (3) was coded as (0) in the new coding, and the highest importance or highest satisfaction as (2) instead of (5). Then, by taking the average of each individual's IP score calculated with the formula (1) on the basis of the unit they are in, 256 IP scores were obtained for 256 units.

It is stated that the sample size should be at least twice the number of items in the scale, but preferably ten times (Kline, 2011). For Structural Equation Models, it is preferred that the sample size is between 200-500 (Civelek, 2018). From these perspectives, a sample size of 256 is considered to be sufficient. Data collection was carried out through face-to-face survey method between January 2019 and September 2019. SPSS 23 package program and SPSS AMOS package program were used for Data Analysis.

4. Findings

4.1. Descriptive Statistics

The distribution of the units from which data were taken is shown in Table 1 as public sector and private sector and service sector and manufacturing sector. Therefore, while the service sector and the manufacturing sector are close to each other, the private sector has been represented more than the public sector.

Table 1. Sectoral Distribution

Sector	Frequency	Frequency (%)	Sector	Frequency	Frequency (%)
Service	137	53,5%	Public	49	19,1%
Manufacturing	119	46,5%	Private	207	80,9%
Total	256	100%	Total	256	100%

Descriptive statistics of scale items are shown in Table 2. The observed variables are shown in the first column of Table 2. When the mean values in the second column are examined, it is seen that the mean values of items other than IP are between 3 and 4. This situation shows that activities related to CI and QDR are carried

out to a certain extent. This is an expected situation since all institutions have ISO certificates. For IP, the mean values are above the midpoint of 0. The last two columns show the values of skewness and kurtosis.

Table 2. Descriptive Statistics of Scale Items

	N	Mean	Standard Deviation	Skewness	Kurtosis
CI1	256	3,8818	,72123	-,982	1,004
CI2	256	3,8872	,68818	-1,204	1,867
CI3	256	3,9572	,59714	-,988	1,680
CI4	256	3,8852	,63361	-,749	,691
QDR1	256	3,9661	,70913	-1,192	2,056
QDR2	256	3,8345	,72543	-,893	,991
QDR3	256	3,8739	,69795	-,935	1,628
QDR4	256	3,9583	,73853	-1,198	1,988
IP	256	,7221	,57843	-,875	1,696

When the obtained kurtosis and skewness values are observed, it is seen that these values are not close to 0. For this, one of the transformations suggested in the literature has been carried out. According to the reflection transformation formula, new value = (the largest old value +1 - the old value), the square root of the new value obtained as the result of the subtraction is taken (Pallant, 2007). Accordingly, the skewness and kurtosis values of the transformed data were between (-0.285, +0.724). Kurtosis and skewness values in this range are accepted by the literature (Tabachnick & Fidell, 2014). In the next part of the study, the analysis was carried out on the transformed data.

First of all, the obtained data were analyzed with the independent sample t-test to determine if they differ according to being in the service sector or being in the manufacturing sector. No difference was observed for QDR ($p=0.85$), CI ($p=0.105$) and IP ($p=0.166$). Then, reliability analysis was performed for the scales.

4.2. Reliability Analysis

Reliability values for each scale were measured with Cronbach's alpha. Obtained reliability values are 0.843 for the CI scale and 0.915 for the QDR scale. These values appear to be appropriate.

4.3. Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) is an analysis carried out about whether the available data is suitable for a previously

discovered structure. CFA examines whether the previously constructed factor structure is appropriate (Meydan & Şeşen, 2015). CFA was carried out using the AMOS program.

In the performed DFA, modification was applied between QDR1-QDR2 items. When the fit indices obtained as a result of CFA were examined, it was obtained as $CMIN/df=2.763$, $CFI=0.967$, $GFI=0.957$, $NFI=0.963$, $NNFI=0.963$, $RMSEA=0.080$, $SRMR=0.035$, and there appears to be no problem in terms of fit indices (Meydan & Şenel, 2015; İlhan & Çetin 2014).

4.4. SEM Model

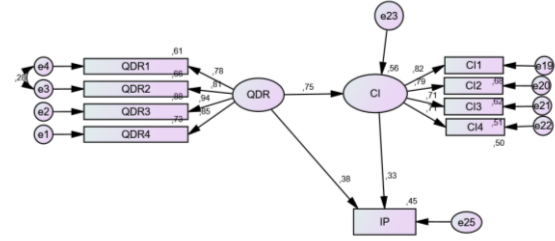
The standardized regression coefficients of the items ranged from 0.706 to 0.942. Since the standardized regression coefficients of the items are greater than 0.5, it can be said that there is no problem with validity in this respect. AVE and CR values of the scales are shown in Table 3. Since the AVE value is greater than 0.5, and the CR value, which is desired to be as large as possible, is acceptable to be in the range of 0.6-0.7, there appears to be no problem with validity in this respect (Hair et al, 2014).

Table 3. AVE and CR Values

	CI	QDR
CI	0,760	
QDR	0,744	0,847
AVE	0,578	0,718
CR	0,845	0,910

Comparing the correlations between latent variables and AVE values gains importance when examining in terms of discriminant validity. The correlations between the latent variables should be less than 0.90 (Kline, 2011), besides, the square root of the AVE value of each latent variable should be larger than the correlation between that latent variable and other variables (Ursavaş et al., 2014). In Table 3, the values on the diagonal are the square root of the AVE value of each latent variable. Correlation coefficients for each latent variable with other latent variables are shown in other cells. As seen in Table 3, the square root of the AVE value for each column and row is the largest value. This case shows that the square root of the AVE value is higher than the correlations between the variables, and thus discriminant validity is ensured. The structural regression model created after CFA is shown in Figure 1. When the fit indices were examined, it was found that

CMIN/df=2.248, CFI=0.979, NFI=0.964, NNFI=0.969, RMSEA=0.070, SRMR=0.035, and there appears to be no problem in terms of fit indices (Meydan and Şeşen, 2015; İlhan and Çetin 2014).

**Figure 1.** Structural Regression Model

The results obtained in the analysis performed according to the Structural Regression Model are shown in Table 4. Table 4 shows the standardized regression coefficients of the paths between the latent variables.

Table 4. Results of Structural Regression Model

			Coefficient	Standard Error	C.R.	p	Standardized coefficient
CI	<---	QDR	0,699	0,062	11,262	0,0001	0,746
IP	<---	CI	0,314	0,085	3,692	0,0001	0,330
IP	<---	QDR	0,343	0,077	4,458	0,0001	0,385

According to Table 4, all the paths are significant, and all the hypotheses are accepted.

4.5. Mediating Effect of CI

For the effect of QDR on IP, Sobel test was used to determine whether the mediating effect of CI was significant. According to the Sobel test, the mediating role of CI for the effect of QDR on IP is significant (Sobel test statistic 3.51, $p < 0.001$).

5. Discussion and Conclusions

There is an ambiguity in the literature regarding the relationship between QM practices and innovation. Accordingly, in this study, the relationship between QDR, CI and IP was examined. The results show that activities related to CI and QDR are carried out to a certain extent. This is an expected situation since all institutions have ISO certificates. For IP, the item averages are above the midpoint of 0. Therefore, IP is also above the midpoint, indicating a certain innovation.

When the structural model is examined, a significant effect of QDR on CI and IP has been observed, and a significant effect of CI on IP was observed. This shows that innovation performance is affected by QDR and CI applications. In the literature, Mc Adam et al. (1998) stated that there is a relationship between CI and innovation. Bon et al. (2012) mention that there is a relationship between TQM and innovation. A significant partial mediation effect of QDR on IP via CI was also observed. McAdam et al. (2010) stated that CI has a mediating effect on innovation performance. Kim et al. (2012) observed the indirect impact of QDR on innovation. Obtained findings are compatible with the literature in this respect. These findings, in reverse, support the view that CI can be achieved with incremental improvements, as well as radical improvements with an innovative idea or a new technology (Bhuiyan & Baghel, 2005).

One of the administrative outputs of the study is that QDR activities have been seen to support both CI and IP. All the companies on which the research was conducted have taken a certain path in terms of quality. It is expected that the companies

that have taken a certain path in quality will increase their activities on QDR, which supports CI, and supports IP both directly and through CI. Therefore, activities related to QDR should be increased to support both CI and IP. Collecting and analyzing quality data is useful for generating new solutions and methods.

One of the limitations of the study is that it was conducted among a limited number of companies. Future studies can be carried out on more companies. Another limitation is that only two of the QM applications were selected. The existing model can be expanded by examining other QM applications in new models. The IP measurement methodology used in this study can be used in new studies by associating it with other variables besides QM applications.

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INSTRUCTIONAL HUMOUR AND COGNITIVE AFFECTIVE LEARNING WITH MULTIMEDIA (IHCALM)



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Abstract

While background music and interesting yet irrelevant to the topic adjuncts were found to harm learning (and were classified as seductive detail) in the Cognitive-Affective Theory of Learning with Media model (CATLM), emotionally appealing shapes and color were found to foster learning (and were classified as multimedia with emotional design). However, although humour is used in education during class and has both psychological and physiological benefits, there is no published research about instructional humour (IH) in CATLM to date. The purpose of the current research was to clarify whether IH in CATLM fosters learning, or if it is yet another type of seductive detail. Total of 96 young undergraduate student participants were randomly assigned to watch a stimuli depicting 3D animations of brain cells either with IH (named as IHCALM) or without it (named as NH). All student data regarding mirth duration were measured with cameras, while how funny they found the stimuli, as well as their cognitive load, emotions, motivation, knowledge, and metacognition were all measured with OpenSesame. To test if the IHCALM harms learning, similarity between conditions was analyzed with both Bayesian Factor analysis and null hypothesis testing, which jointly reveal 3 outcomes. Outcome results show that IHCALM does not harms learning, due to being similar with the non-humorous condition. Implications of these findings for education are considered.

1. Introduction

Humor involves both the cognitive and reward components (Franklin & Adams, 2011; Vrticka et al., 2013), as well as intelligence and creativity (Greengross et al., 2012). As such, the use of humor in education is believed to have a significant history (Wilkins & Eisenbraun, 2009). When humor is used in education, the learning process becomes a joint educational growth-inciting venture for both the teacher and the learner (Hackathorn et al., 2012; Morrison & Quest, 2012). However, although the cognitive affective theory of learning with media (CATLM, Moreno & Mayer, 2007) is evolving to include various new emotion inciting elements (Um et al., 2011), there is no published research to date that includes instructional humor (IH) as an IV in CATLM.

Largely due to concerns related to working memory limitations, introducing a new type of instruction (e.g., IH) as an IV to test the CATLM DVs remains a challenge with multimedia designers to date (Mayer & Estrella, 2014). For instance, when the IV is

instruction and emotionally appealing adjuncts, spectacular videos, or soothing background music, then the incited emotions impeded learning with the “seductive detail” effect. The seductive detail effect harms learning because it unnecessarily extrinsically cognitively loads the learners’ limited working memory units with non-intrinsic instruction (Harp & Mayer, 1998; Park et al., 2015). As such, it is not clear if IH as an IV would also needlessly overload the learners’ limited cognitive resources (i.e., result in yet another type of “seductive detail”), or would it foster learning genuinely instead.

If IH does not harms learning (i.e., is not another type of seductive detail), then the results of tests after watching a multimedia presentation with IH should be similar to the one without it. However, since absent of evidence does not means evidence of absence, then in addition to null hypothesis testing, Bayesian analysis was also used to measure the degree the two conditions

would be similar. In this study, the results between the two conditions was found to be similar on most of the CATLM DV's.

2. Objective

Thereby, the study aimed to test if humor aids or harms learning in CATLM. To do so, humor will be used as an IV to incite most of the DVs mentioned in the CATLM model, such as cognitive load, academic emotion, motivation, learning, and (for the first time in cognitive multimedia learning) metacognition. The importance of these DVs and their relationship are depicted in Figure 1.

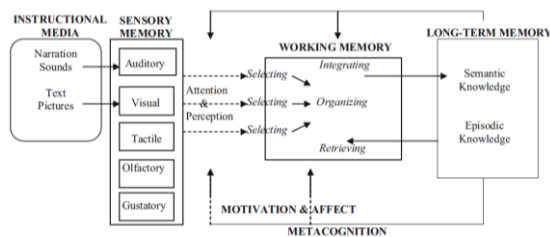


Figure 1. The cognitive-affective theory of learning with media
Source: Moreno and Mayer (2007).

3. Method

The IH will be designed by having the benign violation (McGraw & Warren, 2010) and CATLM (Moreno & Mayer, 2007) theories in mind. Designing IH by the previously mentioned theories meant that the participants' both medium, as well as topic-related mental representations (MRs) had to be violated so as to provide a narration that aids learning in CATLM. Thus, the author had to initially know the participants' MRs.

This study used the mind-map method to gain access to the participants MRs (Ludden et al., 2012). In this study, the bigger circle in the middle of the paper had the words "Brain Cells" written within it, while the smaller circles that surrounded it were left empty. The participants were asked to free associate whatever comes to their mind related to "Brain Cells," thus revealing both medium as well as close MRs related to the chosen instructional topic.

The generated similar MRs of the participants related to the "Brain Cells" topic were grouped into four categories, such as: a) accurate and relevant, b) accurate and irrelevant, c) inaccurate and relevant, and d) inaccurate and irrelevant.

Of the above, inaccurate and relevant/misconceptions were chosen to be benignly violated because they are related to the topic, which would result in adaptive and educationally "appropriate" humor (Suzuki & Heath, 2014; Wanzer et al., 2010). Lastly, the benefits of loading the learners limited working

memory capacities with topic-related adaptive humor may outweigh the risks, since it could result in intrinsic (and not extrinsic) load, which in turn may not harm learning with the seductive detail effect (Park et al., 2015). One example of IH is presented in Figure 2.

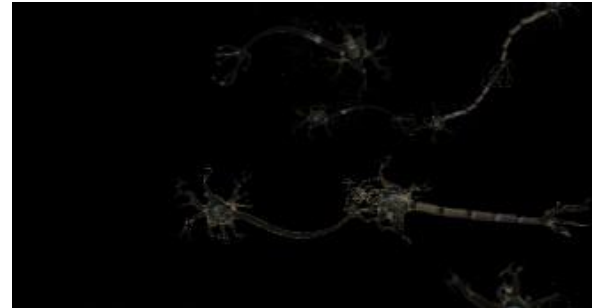


Figure 2. The multimedia stimuli for both nonhumorous and humorous conditions.

Source: Dorambari (2018).

This image is a sample of a cropped screenshot depicting neural activity during the multimedia video presentations. The non-humorous (NH) condition had 21 video sequences, while the humorous (IHCALM) condition had 30 video sequences (to account for both instruction and humor). The IHCALM condition narration during this video sequence was: "Anyway, the 'beauty' of brain cells while they communicate by receiving, processing, and transmitting signals is so enormous, that they say that it has even inspired Leonardo Da Vinci to paint Mona Lisa!" The NH condition narration was: "Brain cells communicate by receiving, processing, and transmitting signals."

Stimuli were computer generated 3D video imageries designed by me that depicted neural activity. This image is a sample of a cropped screenshot depicting neural activity during the multimedia video presentations.

Finally, the IH narration was added a high pitched tone for two reasons. Firstly, it was important (as per CATLM principles) to have shorter video sequences so as not to cognitively overload the participants limited working memory units (Mayer, 2008). Secondly, the high pitched tone of the IH narration helped avoid potential patronizing multimedia voice-related perceptions from the participants.

3.1. Design

Alas, there were two study conditions: 1) The experimental condition that had IH narration in a 3D video depicting brain cells (the IHCALM condition), and 2) the control condition that had just instruction narration about brain cells (without IH) in the same 3D video depicting brain cells (the NH condition). This

produced two forms of multimedia—IHCALM and NH—that were compared for differences with CATLM DVs (see example narration in Figure 2). If IH is a seductive detail, then the mean should significantly be different in favor of the NH condition for all the CATLM DVs.

Since there was only one IV of IH, while there were many CATLM DVs, then a classic experiment with two independent samples was designed in OpenSesame (Mathôt et al., 2012). The participants choose to go through all of cognitive load ($n = 5$), humor ($n = 2$), academic emotions ($n = 20$), motivation ($n = 1$), learning ($n = 2$), and metacognition ($n = 2$) CATLM DVs ($N = 30$).

3.2. Procedure

The participants were approached in the University cafes or when they were found standing idle, relaxing, inside unused classrooms. After being orally briefed about the study, the interested participants went together with the author to the computer hall, which was a walking distance from the university. The computers had cameras and (sound interfering) headsets installed. Those same headsets now also came to be useful for blocking potential audible interferences from other participants during the experiment.

In addition, the hall had cubicles that separated each other participants physically. The cubicles helped block potential tactile or visual interferences from other participants. Lastly, other than this study's participants, no one else entered during the exclusive reservation hours of the hall booked for this experiment.

When the participants came to the experiment, the computers were mostly ready for use in the experiment. The participants were randomly assigned to a computer, which had OpenSesame with either the IHCALM or the NH conditions. After being seated, the ethical procedures followed.

Upon issuing the briefing sheets and quickly orally re-briefing the participants, OpenSesame presented a consent form to each participant. The consent form in OpenSesame asked the participants whether they understood the information in the previously issued briefing form, which was related to voluntary participation and data confidentiality (participants could choose to click "OK"). OpenSesame would only start the experiment after participants consented to the experiment by clicking the "OK" button on the screen. After providing consent, the webcam began recording the participant's potential mirth.

While the camera recorded, the participants were informed through OpenSesame that they will take part in an initial practice session before engaging with the real experiment. The practice session included the appearance of the four random digits on a black screen. The four random digits were presented to preload the participants' working memory before issuing a multimedia video sequence. The participants were instructed to remember the numbers and press any button to watch the practice session video sequence.

There were five video sequences in total (duration of up to 1 min and 30 s approximately) for the practice session of the experiment for both the IHCALM and the NH conditions. The video sequences were the same, while the narration differed between the stimuli conditions. The IHCALM condition consisted of humor unrelated to the topic, while the narration for the NH multimedia condition consisted of abstract concepts related to brain cell activity. After viewing the corresponding video sequence, the participants were asked to type the four preloaded random digits.

Thus, participants practiced preloading their working memories with random numbers that measured cognitive load. After they typed the random numbers, a page appeared that asked the participants to either repeat the same video sequence or to move on to the next one. Intrinsic cognitive load was measured at this point.

The practice session ended after five such video sequences. The practice session of the experiment lasted up to 2 min (approximately) per participant. After the practice session, OpenSesame informed the participants that the experimental session would now commence.

During the experimental session, the participants were informed that (unlike during the practice session) the content of the video now mattered, as they would be tested on the content at a later stage. They were again preloaded with four random digits, watched a video sequence, typed the preloaded random digits, and clicked whether they wished to repeat the same video sequence again or not (just like in the practice session). The experimental multimedia video sequences were presented to the participants in an order that depended on their randomly assigned condition (experimental/IHCALM or control/NH) groups. After all the video sequences ended, the experiment was briefly stopped to shut down the camera recorder (post-multimedia potential mirth was not important for this research).

Upon stopping the camera recorder, the video recording application Camtasia processed the recording material and

formatted it into a viewable video format for later coding. While Camtasia was working in parallel, the participants were placed back to their assigned experimental conditions. At this point, the experiment moved on to its subsequent sessions.

In the next session, OpenSesame briefed the participants that questions regarding humor, academic emotions, and motivation were to follow. The monotonic humorous scale, which asked the participants to rate the humor in the multimedia content, was issued. Following the humor scale, the twenty PANAS questions related to how the participants felt at the current moment followed. Lastly, the four BAS questions (which measured drive) were issued to participants, and at this point, the experiment moved on to its last session (duration of this session lasted 10–20 min approximately).

During the last session, OpenSesame informed the participants that the tests would now commence. The test consisted of questions ($N = 30$) that measured retention with five multiple-choice answers, followed by a binary question that asked whether the student was certain of their previously chosen answer or not. The participants were informed that they had 2 min to answer each question; the test could technically possibly last only up to 120 min (although most of them took anywhere between 10 and 40 min approximately).

After they completed the test, the participants were thanked and debriefed. At the same time, the Camtasia application (that was working in parallel all along) processed the recordings into videos. The videos together with the OpenSesame data were copied and deleted away from the computers. The entire experiment lasted from 20 to 50 min approximately.

3.3. Participants

The sample was taken during the beginning of the winter semester 2016/2017. Concurrent with the previous CATLM research, the study population consisted of higher education students (aged 18 – 25 approximately). Therefore, the study population consisted of undergraduate students who either had (or were going to have) a class related to the biological basis of behavior in a psychology (or otherwise a brain activity-related) course. As such, the population consists of a convenience sample made up of young students mostly from the psychology department, followed by students from the childcare, nursing, and criminology departments.

Students from the psychology department comprised the largest representation from a single school of study ($N = 48$, IHCALM = 24, NH = 24). Second largest was followed by students from the school of nursing ($N = 25$, IHCALM = 12, NH = 13), while the

third was from the school of criminology ($N = 26$, IHCALM = 15, NH = 11). After dropout, the total number of participants resulted to 96 (IHCALM = 48, NH = 48), where 66 participants were female and 28 were male.

3.4. Measures

3.4.1. Stimuli

The 3D animations about “Brain Cells” depicted sub-topics related to action potentials, myelin versus non-myelin neural cells, and neurotransmitter spatial summation. Since the sub-topics differed in narration (IHCALM had both IH and instruction, while NH had only instruction), then this resulted in a difference in terms of the quantity of the video sequences. Particularly, the IHCALM ($N = 30$) and the NH ($N = 21$) conditions differed by nine additional video sequences for the former. Lastly, there was also a small difference of 36 s in duration between IHCALM (7 min and 19 s) and NH (6 min and 43 s) conditions.

3.4.2. Cognitive load

The cognitive load of multimedia instruction was measured with preload (Brunken et al., 2002). The preload method issues random digits to participants prior to watching stimuli. The digits reliably load the phonological loop of participants’ working memory (Pearson’s $r = 0.80$ – 0.91 [Schuler et al., 2011]). A similar approach was used in the Cocchini et al. (2002) and Kruley et al. (1994) studies.

The preload instrument generated four variables that measured cognitive load (with values of zero and above), such as: 1) error (when students typed the wrong digits), 2) misplaced digits (when students wrote the correct numbers, yet placed them in the wrong places), 3) missing values (when students recalled no [or only partial] numbers from the four random digits), and 4) repeated similar values (when students wrote the correct four digits; however, the written digits were from a previous video sequence preload).

3.4.3. Video sequence repeats

Since the IHCALM condition had both IH and instruction, then this amounted to more video sequences and duration, which also should result in more intrinsic cognitive load. Sequencing is proposed as a solution to multimedia instruction that may have a high intrinsic cognitive load (Mayer, 2008). Therefore, depending on their pace, OpenSesame was programmed to make the option available for participants to review the same multimedia video sequence as many times as they required to ease intrinsic load. This programming generated the video sequence repeats variable, which was a one-item instrument that measured how many times

(i.e., zero and above) the participants had viewed a particular video sequence, which indicated intrinsic load.

3.4.4. Humorous scale

A one-item monotonic scale with four responses measured the participants' self-reported degree of humor that they might have experienced during the experiment. The question was, "How funny did you find the previously viewed multimedia presentation?" to which the participants could answer from "not funny at all," "somewhat funny," "funny," and "funny to a great extent." This variable generated values ranging from zero ("not funny at all") to three ("funny to a great extent").

3.4.5. Mirth

One method to measure mirth is by recording the participants' responses to humor and making use of the facial activation coding system expert (FACS, Ruch et al., 2009). However, since there were imposed limitations in resources, the researcher had to rely on the non-FACS expertise of the former students that volunteered to take the role of independent coders. It was assumed that the student coders would code the participants' mirth naturally just like non-FACS coders did in previous research (Falk & Hill, 1992).

The independent coders were instructed to observe and code participant responses based on findings of Ruch (1993), such as: a) if no mirth is observed, then move on, b) if there is a smile (with or without laughter) shorter than 2/3 of a second, then ignore and move on, c) if there is a smile (with or without laughter) longer than 2/3 of a second, then measure the entire response duration as a "mirth."

3.4.6. Academic emotions

Academic emotions were measured with the positive affect and negative affect scale (PANAS; Watson et al., 1988). Considering that both PAEs and NAEs help with motivation and learning (Pekrun & Stephens, 2012: Ch. 1), as well as considering that both might be incited with IH in the IHCALM condition, then the author decided to use all academic emotions for the first time in CATLM research. The reliability of the PAEs is somewhat higher (Cronbach's $\alpha = 0.89$) than for the NAEs (Cronbach's $\alpha = 0.85$, Watson et al., 1988). The PANAS points could range from 0 to 80.

3.4.7. Behavioral activation system

The behavioral inhibition and behavioral activation scales (Carver & White, 1994) were used to measure the dissonance reduction motivation, which is innately found in any humour (Harmon-Jones and Harmon-Jones, 2007). In addition, both the

mirth reward motivation, as well as learning motivation was also of interest to be measured. Although the instrument was useful to measure motivation from various angles, it also incorporated various scales.

As the purpose of this study was to measure various types of attraction (rather than inhibition), then, only the BAS scale (and not the BIS scale) was used. The BAS element of the instrument was further divided into BAS Reward Responsiveness (Cronbach's $\alpha = 0.73$), BAS Drive (Cronbach's $\alpha = 0.76$), and BAS Fun Seeking (Cronbach's $\alpha = 0.66$). Of the three, the BAS Drive instrument alone was selected for use in this study because of its highest degree of reliability (Carver & White, 1994), as well as to lessen the number overall variables in the study following academic emotions.

3.4.8. Learning

Retention was measured with 30 questions in total, which were related to the multimedia video presentations viewed earlier. Each question had five multiple answers and was presented in a page named "A". The participants could earn a point if they selected the correct answer (among the five) within 2 min. The duration was set to 2 min (rather than unlimited time) to control for the possibility that prolonged duration (rather than the stimuli conditions) may influence the participant's responses.

Therefore, if the participant did not answer (or when the time was up), the question was left unanswered (measured with Missing Answers) and a new question was issued; this produced two variables of Correct Answers and Missing Answers. The total score of these variables could range from 0 to 30 (a similar instrument was used to measure learning in previous CATLM studies, e.g., Um et al., 2011). There was no baseline as prior-knowledge was not measured in this study (unlike in Mayer & Estrella, 2014), and the inter-item reliability measured with Cronbach's alpha was low ($\alpha = 0.46$).

3.4.9. Metacognition

Lastly, metacognition was measured for the first time in CATLM research by how confident the participants were of their previously chosen answer. For each retention question on page "A," a metacognitive question followed and was placed on page "B." The metacognitive question simply asked, "Do you think that your answer to the previous Question A was correct?" – to which the participants had to answer with a binary "Yes" or "No." The interaction between retention on page "A" ("Correct" or "Incorrect") and metacognition on page "B" ("Yes" or "No") produced four outcomes of true positive, true negative, false positive, and false negative (Dienes & Seth, 2010; Fleming & Lau, 2014; Maniscalco & Lau, 2012).

The true positive and negative scores were summed and then divided by the total number of questions to reveal a metacognitive confidence accuracy ratio. The metacognitive confidence accuracy ratio was multiplied with 100 to reveal a metacognitive confidence percent (Dienes & Seth, 2010). This measurement produced two variables of Metacognitive Percent and (since this variable also had a time duration of two minutes) Missing Metacognitive Values that had values from zero to hundred.

The reliability of these metacognitive measures was accounted for with the receiver operator characteristic (ROC) analysis that produced the area under the curve (AUC) value. The NH condition was slightly more reliable in detecting overall sensitivity (AUC = .98, $p < .01$) compared to the IHCALM condition (AUC = .96, $p < .01$).

3.5. Data Analysis

The null-hypothesis significance testing (NHST) was analysed with SPSS, while the Bayesian factor (BF) test was analysed in JASP. If the IHCALM condition is not another type of seductive detail, then the mean of the IHCALM condition should not be significantly different from the NH condition (i.e., $p > .05$). However, since absence of evidence is not evidence of absence, then only the NHST analysis would not suffice. Therefore, to find the evidence that the NH condition is similar to the IHCALM condition the Bayesian analysis was also included, which should also tell how much there is evidence that the two outcomes yield similar results (i.e., “Evidence for the H_0 ” outcome).

Using both analyses could also better inform the reader of the outcomes of the results, which is why it is proposed that the two values should be placed side by side in a table (Quintana & Williams, 2018; Wagenmakers et al., 2018). Since for the NHST analysis what matters by convention is whether the p value is less than .05, while for the BF analysis what matters is a higher ratio number (e.g., >3), then both analyses could reveal four general combinations of outcomes. Those outcomes are presented below in Table 1.

Table 1. Four general outcomes between the null hypothesis testing (NHST) and the Bayesian factor (BF) test

	NHST ($p < .05$)	NHST ($p > .05$)
BF (<3)	Evidence for the H_1	No power, or insensitive instrument
BF (>3)	Humorous or N/A	Evidence for the H_0

The first in the upper left corner on the table could be called the “Evidence for the H_1 ” outcome. This applies when both the

means are significantly different in favour of the alternative hypothesis and there is no evidence for the null hypothesis (NHST: $p < .05$, $BF_{01} = 0 - 1$). This is the best result if the alternative hypothesis is the desired outcome, since both analyses point to the same direction that the results are in favor of the alternative (and not the null) hypothesis.

The second in the lower right could be called the “Evidence for the H_0 ” outcome. This applies when both the means are not significantly different in favor of the alternative hypothesis and there is evidence for the null hypothesis (NHST: $p > .05$, $BF_{01} > 3$). Since the absence of evidence does not mean evidence of absence, then just because NHST results came up as non-significant does not automatically mean that there is evidence for the null hypothesis. Rather than leave it at that, in such cases, the BF analyses could be used as evidence in favor of the null (and not the alternative) hypothesis.

The third in the upper right corner could be called the “insensitive instrument,” or the “no power” outcome. This outcome applies when both the means are not significantly different in favour of the alternative hypothesis and there is no evidence for the null hypothesis neither (NHST: $p > .05$, $BF_{01} = 0 - 1$). Since the outcome is neither, then the reader may conclude that the instrument was not sensitive enough to measure anything outstanding or worthy to see for that DV.

The fourth in the lower left is mentioned here largely to complement the combinations of the outcomes mentioned above. This last one could be called as the “N/A” or “humorous” outcome, and it would apply when both the means are significantly different in favor of the alternative hypothesis and there is evidence for the null hypothesis just as well (NHST: $p < .05$, $BF_{01} > 3$). This outcome may leave the researcher initially in a dissonant state as to why did these results occur, only to realize that it was probably a miscalculation, whereupon the previous dissonance tension is then released in exhilaration. As entertaining as this outcome may be, it was not found in this, or any other study that I have read thus far.

4. Results

All participants were randomly assigned to either the IHCALM or the NH condition and their data were gathered with the OpenSesame program. There are no side or adverse effects to report. Lastly, since this was a preliminary study about IH in CATLM, then the two conditions were just analyzed for similarities and differences based on Outcomes mentioned in Table 1.

The **Table 2** below presents descriptive statistics and parametric tests for the CATLM dependent variables. Standard deviations

are shown below the means in brackets. The distribution was normal for most dependent variables (K-S, $p > .05$).

Table 2. The mean, standard deviation, F-values, Bayesian Factors, and effect sizes for humor, cognitive load, academic emotions, motivation, learning, and metacognition variables.

Dependent	NH	IHCALM			
Variables	M (SD)	M (SD)	F	BF^{01}_a	Cohen's <i>d</i>
Mirth	2.92 (6.26)	8.63 (17.03)	4.75* _b	0.58	0.45
Humorous scale	0.17 (0.6)	1.52 (0.95)	70.54*** _b	0.01	1.51
Cognitive load error	13.85 (7.01)	18.33 (17.6)	1.61	2.29	0.21
Cognitive load misplaced digits	4.06 (4.32)	6.54 (6.37)	4.97*	0.53	0.4
Cognitive load missing values	3.69 (9.39)	3.81 (6.04)	0.01	4.65	0.01
Cognitive load similar repeating values	0.52 (1.94)	0.94 (2.75)	0.74	3.36	0.15
Video sequence repeats	1.9 (4.22)	1.65 (3.8)	0.09	4.47	0.05
Interest	2.15 (1.5)	2.44 (1.52)	0.90	3.13	0.16
Excitement	3.42 (1.33)	3.4 (1.38)	0.01	4.65	0.01
Strong	3 (1.27)	2.71 (1.24)	1.30	2.63	0.19
Enthusiasm	2.83 (1.31)	2.81 (1.42)	0.01	4.65	0.01
Proud	2.6 (1.28)	2.67 (1.24)	0.06	4.54	0.05
Alert	3.38 (1.1)	3.6 (1.27)	0.89	3.14	0.15
Inspired	3.23 (1.33)	3.06 (1.52)	0.33	4	0.1
Determined	2.83 (1.21)	2.85 (1.2)	0.01	4.64	0.01
Attentive	3.73 (1.04)	3.6 (1.33)	0.26	4.15	0.09
Active	3.27 (1.28)	3.46 (1.22)	0.54	3.67	0.12

Ashamed	1.42 (0.74)	1.71 (1.13)	2.24 ^b	1.73	0.27
Nervous	1.46 (0.87)	1.79 (1.44)	1.87 ^b	2	0.25
Distress	1.75 (1.23)	2.15 (1.3)	2.34	1.66	0.26
Upset	1.9 (1.15)	1.81 (1.21)	0.17	4.42	0.06
Guilty	1.25 (0.86)	1.52 (0.92)	2.21	1.76	0.25
Scared	1.4 (0.82)	1.46 (0.94)	0.12	4.42	0.06
Hostile	1.48 (1.03)	1.65 (1.14)	0.56	3.63	0.13
Irritated	1.52 (1.01)	1.88 (1.12)	2.64	1.46	0.28
Jittery	2.02 (1)	2.23 (1.13)	0.91	3.11	0.16
Afraid	1.44 (0.92)	1.33 (0.86)	0.33	4.03	0.1
BAS	0.07 (2.54)	0.89 (3.5)	2.28	1.32	0.31
Correct answers	12.08 (3.2)	11.35 (3.35)	1.19	2.76	0.18
Missing answers	0.25 (0.56)	0.27 (0.94)	0.02	4.62	0.02
Metacognitive percent	51.73 (11.4)	44.44 (12.91)	8.60**	0.11	0.5
Metacognitive missing values	0.23 (0.69)	0.52 (0.92)	3.07 _b	1.21	0.31

a BF01 Bayesian factor analysis results. b The variances were nonhomogeneous ($p < .05$), thereby Robust Welch analysis of variance was used for these dependent variables.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Since the humour variables did not meet the parametric assumptions, the robust Welch analysis of variance (ANOVA) was used. The analysis revealed that the variable humourous scale as well as mirth favoured the “Evidence for the H1” outcome. This was so because firstly, the means for both humour variables were significantly different and in favor of the IHCALM condition. Secondly, the Bayesian Factor (BF) analysis provides near-zero evidence that the conditions are similar (see Tables 1 & 2).

Following the manipulation check, the first hypothesis to be tested was whether there was any difference in cognitive load. As

there was only one IV of the stimulus conditions and there were 5 DVs of cognitive load that met the parametric assumptions (see Table 2), then the MANOVA was used. However, the multivariate statistic revealed no significant differences in the cognitive load variables, $F(5, 90) = 1.178$, $p = .326$.

In the follow up ANOVA and BF analysis, it was revealed that the data favoured the “Evidence for the H0” outcome. To reiterate, the “Evidence for the H0” outcome applies when the author both fails to reject the null hypothesis and BF analysis indicates similarity between conditions with a high ratio number, which was the case for most of the cognitive load DVs. Thus,

participants did not experience higher cognitive load, despite larger narration in the IHCALM condition.

The next hypothesis to be tested was for academic emotions. Initially, all academic emotions ($N = 20$) were halved into PAE ($n = 10$) and NAE ($n = 10$) subgroups. Preliminary analysis revealed the variables ashamed and nervous did not meet the parametric tests (Table 2). Thereby, the PAE and most NAE subgroups were analyzed with MANOVA; ashamed and nervous variables were analyzed with the robust Welch ANOVA. Finally, all academic emotions also underwent BF analysis.

The analysis again favoured the “Evidence for the H0” outcome for the majority of academic emotions. The MANOVA was neither significant for PAE, $F(10, 85) = 0.623$, $p = .790$, nor for NAE $F(8, 87) = 0.930$, $p = .496$ subgroups (see Table 2 for ashamed and nervous NAEs analyzed in Welch ANOVA). Based on the data from the follow up ANOVA and BF analysis, the author both fails to reject the null hypothesis and finds evidence that the conditions are similar for academic emotions also, indicating that the data favor the “Evidence for the H0” outcome. The next hypothesis to be tested was about motivation. However, the ANOVA again favoured the “Evidence for the H0” outcome (see Table 2). With this outcome, the author both fails to reject the null hypothesis and finds evidence that the conditions are similar for motivation.

The remaining critical (apart from the manipulation) variables that were going to be tested relate to learning. As the correct and missing answers variables met the parametric assumptions, then ANOVA and BF analysis was carried out. The analysis was again in favour of the “Evidence for the H0” outcome for both correct answers and missing answers DVs (see Table 2). Again, with this outcome the author both fails to reject the null hypothesis and finds evidence that the conditions are similar for learning as well

The last remaining variable to be tested was the metacognitive percent variable, which measured the certainty of the participants’ previously chosen answer. As the variable metacognitive percent met the requirements of the parametric tests, it was analyzed with ANOVA. Since the metacognitive missing values had nonhomogeneous variances, then the robust Welch ANOVA was used instead (see Table 2). Lastly, and similarly to the previous analysis, both DVs were also analyzed with BF to check for similarities between conditions.

This time, the one-way ANOVA and BF analysis for metacognitive percent favoured the “Evidence for the H1” outcome for a change, but (ironically, and contrary to expectations) the outcome was found to be in favour for the NH

condition instead. Although the missing metacognitive values variable was near significantly higher for the IHCALM condition ($p = .08$), it was conventionally non-significant. Thereby, the author both rejects the null hypothesis and finds evidence that the conditions are not similar for metacognition; the data favour “Evidence for the H1” where metacognition values were both significantly different and higher in the NH condition, compared to the IHCALM condition.

5. Discussion

Since the data point to the “Evidence for H1” outcome for the humorous scale and mirth variables, then this meant that the manipulation was successful and that students did find the IHCALM condition to be more humorous than the NH condition. Thus, the findings in this study demonstrated that benignly violating the students’ misconceptions resulted in IH, which caused significantly different multimedia experiences with more exhilaration for the IHCALM condition.

Despite IH, the data point to the “Evidence for the H0” outcome for academic emotions, motivation, as well as most learning variables. If IH harmed learning via seductive detail, then the “Evidence for the H1” would have resulted in favor of the NH condition. Since this is not the case, then the data indicate that IH in the IHCALM condition does not harm learning and is not a seductive detail type for most measured CATLM DVs in this research, except metacognition.

A contrary to expectation outcome was found for the other learning variable, metacognitive percent. The data analysis favoured the “Evidence for the H1” outcome in favour of the NH condition, despite the condition only coding pure instruction without humour (i.e., lesser sources to gather data from LTM during retrieval). However, the participants under the IHCALM condition (17 out of 48, 35.42%) did not report their certainty of the previously chosen answers compared to the NH condition (7 out of 48, 14.58%) to a considerable degree. Since more data in the metacognitive missing values variable means fewer data in the metacognitive percent variable, then the lack of enough data for the metacognitive percent variable may have shadowed the true difference between the stimuli conditions.

5.1. Empirical Contributions

The data presented in this paper challenge previous findings on intrinsic cognitive load, the effect of academic emotion on motivation and their effect in turn on learning outcomes. Perhaps a future study with a larger sample may shed more light into this matter.

5.2. Practical and Theoretical Implications

Even so, this study demonstrated that the mind-map method could be used to design a class specific IH and present a CATLM video that does not harm learning. As such, the study also presents a new theory of learning with IHCALM, which is found not to be another seductive detail effect. As such, IHCALM can be used in education.

5.3. Limitations and future directions

A future study may do better by increasing the sensitivity and specificity of the instrument that measured academic emotions. Since the NHST was always non-significant for these variables, while the BF analysis ranged from 1.46 – 4.65, then the outcome also ranged from “insensitive instrument” (or “no power”) to “Evidence for H0” outcomes per individual academic emotion variables (Tables 1 and 2). Since there is evidence that the instrument was insensitive for some academic emotions in this study, then a more sensitive and specific measurement may be sought in future studies.

Individual differences that should be attended in future studies are cognitive covariates such as prior knowledge, working memory capacity (Lusk et al., 2009), or even humor predisposition. Without accounting for the covariates, it could be stated that it may be the contribution of the covariates that have resulted in the “Evidence for the H1” outcome in favour of the IHCALM condition during the manipulation check. For example, the participants in the IHCALM condition may have had personalities with order needs (Ruch & Hehl, 1993), were tough/tender-minded, or were the sensation-seeking type (Ruch, 1988), which renders them more sensitive to humor. Thereby, it could be stated that in such an instance that the “Evidence for the H1” outcome in favour of the IHCALM condition may have been due to the participants and not the IV (hence, covariates should be controlled in future research).

6. Conclusion

Based on the data gathered above, some conclusions can now be drawn. Since the majority of CATLM DVs were both not significant and the Bayesian factor analysis ratio was around 3 approximately, then this demonstrates that the results are similar between the IHCALM and NH conditions (i.e., “Evidence for the H0” outcome). Thereby, this study indicates that IHCALM is not harmful in CATLM because otherwise most of the DVs would be both statistically significant and in favor of the NH condition (i.e., the “Evidence for H1” outcome).

Thus, it can be concluded that IHCALM is not another type of seductive detail that harms learning, unlike emotionally appealing adjuncts, spectacular videos, or soothing background music (Harp

& Mayer, 1998; Park et al., 2015). When an IHCALM multimedia presentation is designed to target the average misconceptions of participants, then the participants were rewarded with humorous mirth, which helped students learn much like in the NH condition despite having more words, video duration, and more video sequences. It can be further added that IHCALM should be used in multimedia presentations because both it is not another type of a seductive detail effect and (being similar with the NH condition) makes the former a priori more advantageous because of humour, which is linked with added psychological, physiological, and social benefits (Morrison & Quest, 2012; Wilkins & Eisenbraun, 2009).

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ATTITUDES TOWARD ELDERLY INMATES IN CORRECTIONAL FACILITIES



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Abstract

Psychological well-being and mental health of elderly inmates are investigated by the international organizations, committees, and researchers. One of the main factors that influence their quality of life, daily mood, and well-being is interpersonal relationship. Numerous empirical data confirm the importance of interpersonal relationship, and attitudes toward aging. A definition of attitude item can be explained as an evaluation of a stimulus as reflected in our cognitive, emotional and behavioral responses to the problem (Fiske & Taylor, 1991). In the field of geriatric psychology, research has focused on the problem of interpersonal relationship between elderly people and workers in prison environments. Prison officers are in interpersonal relationship with inmates and have responsibility for the safety, and security of the prison facility, and also for managing organizational demands (Schaufeli & Peeters, 2000). Some researchers have shown that the health, and wellbeing of prison officers remain poor, and risk of being affected by different mental health problems, as depression, post-traumatic stress disorder (Viotti, 2016).

A systematic review of research and policy papers, articles that published on interpersonal relationship between elderly inmates and officers in correctional facilities, also effective programs outcomes were conducted. The main symptoms of the problem were measured with a special checklist and questionnaires. The quality of life was measured QOL survey that was made based on WHO (World Health Organization) QOL questionnaire. 200 elderly prisoners have been involved in the research from different prison regimes of Azerbaijan correctional facilities between 2019-2020.

A systematic approach in psychological work with elderly prisoners, also officers allows for the transition from a symptomatic to a personality-oriented level of psychological impact. Psychological emotional support can renew their hope on life, influence positive outcomes of the support program. According to the results of repeated psychological research, the patient's condition was characterized by positive dynamics: the level of psychological distress and the intensity of psychological distress significantly decreased, the general internality of the personality increased, as well as the subjective assessment of personal well-being.

It is necessary to focus the attention of specialists on the advisability of using psycho-educational programs in a prison environment, providing information about the aging dynamically. Such programs, used at the initial stages of work with patients, contribute to the creation of motivation for personal psychotherapy and significantly increase its effectiveness.

“An age-friendly world is possible and will be built by all of us - community by community, city by city, and region by region” –WHO (World Health Organization)

1. Introduction

Giving and receiving social support is one of the important issues of the individual and community lives. Such support is often exchanged within families, learning and working environment, communities, between colleagues and other relationships. Researchers and policy-makers think that offenders need help and support from family, relatives, friends, also formal institutions-criminal justice agencies, correctional facilities, prison officers, social welfare services. Especially elderly inmates are the vulnerable group members who need more care and attention. The International Committee Red Crescent (ICRC) explained older prisoners legal, physical and mental state, and highlighted that older population experience multiple chronic physical and mental health conditions and physical disabilities at relatively young prisoners (ICRC, 2016). They also have suffered stress, or trauma over their lifetimes, have a previous experience of drug using and addiction, homelessness, and limited access to social welfare programs and education (Ron H.Aday, 2003).

Isolation in the prisons and fewer visits can affect their mental health and daily mood. Compared to younger prisoners, older inmates have fewer regular visitors and fewer connections and interpersonal relationships (B.A.Williams et al., 2010). Correctional officers meet this population every day, and they are part of this interpersonal relationship, too. In this situation health and well-being of prison officers remain poor. This fact was examined by Armstrong, Griffin, and other authors. They mentioned that between 30 to 50 percent of prison officers suffer

moderate to high levels of workplace stress (Armstrong& Griffin, 2004; Butler et al., 2019; Kinman et al., 2016; Lambert & Hogan, 2018; Steiner & Wooldredge, 2015). Their mental health problem, as burnout, post-traumatic stress disorder, alcohol use are more than other workers in the general population (Boudouka et al.,2013, Gould et al.,2013, Jaegers et al.,2019, Bieri, 2012). Furthermore, they experience poor physical health, decreased life and work satisfaction (Finney et al. 2013).

In this article, the interpersonal relationship problem between officers and elderly inmates was examined via literature analysis and survey results.

Firstly, the problem was explored based on previous literature materials, then the survey questions were used by inmates and officers. Based on statistics and figures those got from survey procedures, conclusion part of the paper was prepared, and concluded by discussing what kind of social-emotional support techniques officers can use to build effective relationships with older inmates.

2. Literature Review

The previous findings mentioned the weak mental and physical health, poor well-being of elderly inmates. House of Common Justice Committee's V report of session 2013-2014 considered older prisoners. Based on that material, and authors examines the following table (Table 1) was used:

Table 1. Proportion of prisoners over 60 with most prominent chronic physical health disorders.

	Fazel, et al: 2001	Hayes, et al: 2012	
Disorders		60-64	65-69
Cardiovascular	35%	51%	55%
Musculoskeletal	24%	51%	66%
Respiratory	15%	27%	36%
Psychiatric Disorders	45%	54%	39%

Data source: Older prisoner, V report of session 2013-2014, House of Common Justice Committee, 2013.

Older adults experience psychological trauma directly related to their imprisonment. Crawley E. mentioned elderly prisoners' anxious, depressed, or psychologically traumatized emotional state by incarceration (Crawley E., Sparks A., 2006). Lack of social support, family members and relative's fewer visits and poor communication increase their depressed mood, fatigue, worrying, and uncertainty about the future.

Indicators of aging attitudes are affective, cognitive, and behavioral components.

Cullen's concept of social support (1994) was used in this research. That concept consists of three main dimensions in the social support definition: the community, the social network, and intimate and confiding associations (Cullen, 1994). The author differentiated instrumental and expressive support. Instrumental support refers to food, money, housing, and services; while expressive support means emotional side of the problem as giving attention, listening, sharing ideas, discussing problems (Cullen, Colvin, et al., 2002).

Since Cullen (1994) mentioned the importance of social support for criminal justice, some researchers have begun to investigate

interpersonal relationships in prisons (Youngki W.et al.,2015). Meanwhile, this problem - relationship between family ties and inmate behavior has long been examined by researchers (Bales & Mears, 2008; Cochran & Mears, 2013). Visits, receiving calls, and letters by family members and relatives can be differed as an expressive support tool. Bales and colleagues (2008) mentioned that lack of interpersonal support, frequent visitation, while incarcerated, can be reason of some future problems, as recidivism upon release.

Different researches on inmates lend insight to social support problem in prisons. Inmates report the need for safety, support, giving attention, empathy, social stimulation, activity, and other issues (Youngki W.et al.,2015). They often desire “support and structure” (instrumental support), “emotional feedback” (expressive support) within the correctional facilities, too (Youngki W.et al.,2015).

Cognitive component of attitudes means ideas, beliefs, thoughts, attributes, and perceptions about older adults and the aging process. There is a gap between attitudes, some beliefs are negative when some of them are positive. For example, aging might be explained with growth or maintenance some aspects, also wisdom (Handbook of the psychology of aging, 2006). Today our world is becoming “age-friendly”. WHO mentioned the importance of this problem and care to older population? The organization calls the countries, different levels of the governments to join this community.

Negative attitudes are also reflected in behaviors toward older adults. Finding from literature analyzing mentioned stereotypes, also younger adults’ patronizing talk with older individuals. Such patronizing talk is characterized by demeaning emotional tone, clarification strategies, controlling or disapproving messages (Handbook of the psychology of aging, 2006).

Behavioral components can be different due to cultural moments. Religion and moral values can be determined people’s attitude, care and support.

The concept of stereotype threat was invoked by Steele and colleagues (2002) that explain the effects of negative stereotypes on performance. Authors mentioned that situational cues activate these thoughts, which may negatively impact performance due to some issues, including anxiety, arousal, and decreased effort.

Owen (1983) in the USA explored prison culture and relationship with 35 prison officers, Liebling and colleagues (1999) in England studied this problem with 17 prison officers using semi-structured interviews, Cianchi in Australia explored investigated

the same problem in 2009, Lemmergard and Muhr (2012) focused on emotional labor and professional identity problem of correctional officers in Denmark, Ibsen (2013) chose an ethnography to get information about informal favors as social control by prison officers in Norway, Worley (2016) used auto-ethnography in the two prisons of the USA, Ricciardelli, and Perry (2016) used semi-structured interviews with 42 officers in Canada, Halsey and Deegan (2017) explored this problem in Australia.

Exploratory research that realized in Italy, differentiating factors that negatively affect the psychological well-being of correctional officers (Viotti, 2016). The author stressed prison officer’s job stressful, and explained it from different aspects. Relationships with prisoners, solving their daily problems, and needs were the part of the officers’ responsibility. Work content factors, as daily routine duties, schedule, dangers, role conflicts worsened officers’ job satisfaction (Viotti, 2016). So this study brought to light interpersonal relationship problem of Italian penitentiary system. Author mentioned that on average 10 officers who work in prison have committed suicide per year, according to Prati and Boldrin (Viotti, 2016). The high level of responsibility wasn’t the unique cause of the negative attitude. Negative social image by the people influence the officers’ job satisfaction, too. Hygiene, health risk, being contacted with detained who are carriers, attack by inmates, lack of motivation, intellectual and personal development, conflict of values, and other issues were elucidated effectively.

Dodge and colleagues, Trounson & Pfeifer, Davinia R. searched prison officers’ wellbeing, by multiple inter and intrapersonal factors, concerning social factors, describing elements of stressful events (Dodge et al., 2012; Trounson & Pfeifer, 2016; Davinia R., 2021).

Carnevale and colleagues (2018) strongly emphasized that different aspects of the prison environment lead to a lack of job satisfaction (Testoni I. et al., 2021).

The literature reports that prisoners’ mental health affects the mental health of prison staff. Role conflicts, environmental conditions, lack of family and relatives support, stressful events put elderly inmates’ mental health at risk, meanwhile, the officers are faced with these difficulties in their daily lives.

3. Method

regimes of Azerbaijan correctional facilities between 2019-2020. Elderly inmates were asked a survey questionnaire and measurement tool to rate their quality of life domains using a 5-point Likert type scale (from 0-not at all to 5-very much).

Officers were experienced to rate their social-emotional skills, and stress coping reactions using questionnaires in August 2021. The statistical issues, regression, also a correlation between variables, were analyzed by using SPSS program versions.

Each of them was asked their permission to participate in the survey based on ethical codes. Using these methods, the main hypothesis and the research questions were investigated:

H0: There isn't any correlation between the social support inmates have and their quality of life

H1: The more social support correlates the higher level of inmates' quality of life.

4. Results

To examine the quality of life of elderly prisoners and their attitude to this problem began with the elucidation of the definitions.

Definition of QOL (quality of life). Individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, as defined by WHO.

Definition of interpersonal relationship. Individual's interactions with other people: family members, relatives, other inmates, prison workers, etc. in different social situations, in positive and negative aspects.

During the research the items that influenced an individual's perception of the quality of life were gathered as independent variables: age, prison experience, family support (short and long term visits, telephone calls), and prison environment factors, as an officers and inmate's attitude.

Age of the prisoners was defined $63,6 \pm 4,22$ (Mean:63,60; Std. Deviation:4,22; median:63; Min.55; Max.84; Skewness 1,512; Kurtosis 5,025).

Prison experience: The majority of the participants didn't have any previous prison experience, it was their first arrest, respectively 119 (59,5%) and 81(40,5%).

The first question about family members' connection was "how often do you get family support?". More than 75% of participants declare getting family and relatives' support regularly. The next questions were about short and long-term visits and observed with fluctuation. When 58,5% of them state regularly short-term visits, only 10% of the elderly inmates' family members visited them for a long term (3days).

The officers' and inmates' attitude and their influence on to interpersonal relationship were determined as independent variables.

These figures were described in the following tables (Table 2& 3):

Table 2. Family and relatives support

Get family support	Regularly	151	75,5%	Total
	Sometimes	47	23,5%	
	Never	2	1,0%	
Short term visits	Regularly	117	58,5%	100%
	Sometimes	80	40,0%	
	Never	3	1,5%	
Long term visits	Regularly	20	10,0%	100%
	Sometimes	127	63,5%	
	Never	53	26,5%	

Table 3. Officers and inmate's attitude

Consider Your Age	Sometimes	125	62,5%	Total
	Never	75	37,5%	
Officers' Attitude	High	120	60,0%	100%
	Normal	78	39,0%	

	low	2	1,0%	100%
Inmates' attitude	high	129	64,5%	
	normal	71	35,5%	
	low	-	-	100%

Independent variable: QOL (quality of life) indicators.

Quality of life indicators were measured QOL questionnaire that was made based on WHO QOL measurement scale. The table 4. presents the answers' distribution about quality of life.

Table 4. Answer distribution (%)

How would you rate your quality of life?	Valid percent (%)	Cumulative percent (%)
Very poor	2,0%	2,0%
poor	81,5%	83,5%
Neither poor nor good	14%	97,5%
good	2,5%	100%
Very good	-	

Majority of the participant (81,5%) rate their QOL poor, only 2,5% of them mentioned their quality of life well, while 14% of them didn't have any idea about it, they assessed neither good or poor (Mean 2,17; Median 2; Std.deviation 0,482; variance 0.232; min.1; max.4; skewness 1,789; kurtosis 4,346). Test of normality (Kolmogrov-Smirnov) values were 0,473; df=200; p<0,005.

One-sample test values (considering test value=4) t= -53,700; df=199; p<0,005; d=t/√N= 3,79. This figure let us continue discussion, because of normal distribution (Kolmogrov-Smirnov), and d values.

4.1. The Effect of Increasing Age and Quality of Life

Considering the age factor, we can divide the participants into 2 groups: >60, <60 years.

H0: there isn't any correlation between aging and quality of life indicators.

H1: the increasing age factor has an impact on the quality of life of prisoners.

Independent t-test for equality of variance and means (F=24,322; df=198, t=-5,808; p<0,005), so we can mention that H0 rejected. The increasing age factor has an impact on elderly inmates' quality of life indicators. The correlation between two factors was detected by the Pearson correlation test (r=-0,359**, p<0,01).

There is a negative correlation between these factors, and it is a statistically significant figure.

To measure the reason and conclusion between increasing age and QOL, had chosen the Durbin-Watson regression test (r square= 0,129; adjusted r square= 0,125, Durbin Watson coefficient was 1,128). The r square and adjusted r square were close to each other's, and the Durbin Watson coefficient was low than { 1,5 - 2,5 } so the regression between them was statistically significant (F=29,3; p<0,005).

4.2. The Effect of Prison Experience and Quality of Life

The participants were divided into two groups, those who had previous prison experience, had been arrested before, and the second group members whose imprisonment was the first time. The quality of life indicators between them wasn't statistically significant, so H0 (the previous imprisonment has an impact on QOL of elderly inmates) wasn't rejected (t=0,37; df=198; p=0,714). Based on ANOVA test results, sum of squares between groups was 0,031; total 46,22; η^2 =0,0006 (F=0,135; p=0,714). The figures let us say that having any previous prison experience doesn't influence elderly inmates' current comprehension quality of life.

4.3. The Family Support and Quality of Life

The survey items about interpersonal relationships with family members and relatives, let us mention that more than 75% of participants got family members and relatives support, more than 50% of them regularly had short term visits, but only 10% had long term visits with their family. If divide them into 3 groups, and compare their QOL indicators, there wasn't any statistically significant coefficient ($\chi^2= 2,724$; $df=2$; $p=0.256$). In this situation, H_0 wasn't rejected, so it was failed to reject. Also, Spearman's correlation coefficient was ($r=-0,116$; $p=0,10$); these figures let us say that there aren't any correlations between these factors.

This coefficient was detected between short-term visits frequency and QOL indicators ($\chi^2= 5,509$; $df=2$; $p=0.064$). Also, Spearman's correlation coefficient was negative ($r=-0,139$; $p=0,050$); these figures let us say that there are weak correlations between these factors.

4.4. Correctional Facilities Environmental Factor and QOL

The next independent variables that influence elderly prisoners' QOL are correctional facility accommodation, officers, and other prisoners' attitudes. So the survey items that assess officers' and administration's attitudes to them were determined.

H0: the correctional environmental factor and personal relationship in the prison doesn't have an impact on the elderly inmates' QOL

H1: the correctional environmental factor and personal relationship in the prison have an impact on the elderly inmates' QOL

The statistical figures let us to continue this discussion and determine relationship between these factors ($\chi^2= 13,857$; $df=1$; $p=0.000$). Spearman's correlation coefficient was positive, and this figure was statistically significant ($r=0,264^{**}$; $p<0,01$).

The next question (how you rate workers' attitude) about a relationship in prison and QOL of inmates was measured by Kruskal Wallis Test ($\chi^2= 18,167$; $df=2$; $p=0.000$), and Spearman's correlation coefficient was positive, and this figure was statistically significant ($r=0,301^{**}$; $p<0,01$)

The other prisoners' attitudes and its impact on elderly prisoners' QOL was measured by Kruskal Wallis Test ($\chi^2= 3,185$; $df=1$; $p=0.074$), and Spearman's correlation coefficient was positive, and this figure wasn't statistically significant ($r=0,127$; $p=0.074$). Based on this statistical measurement H_0 was rejected and H_1 (the correctional environmental factor and personal relationship

in the prison have an impact on the elderly inmates' QOL) was approved. However, this is appropriate for officers' approach, this hypothesis wasn't proved statistically for prisoners' attitude factor.

Considering the officers' impact on the aging population in the prison, the next step of the study was to check the officers' social-emotional skills.

On August 20-21, 2021, a seminar training on "Development of social and emotional skills, creation of a supportive environment" was organized with 21 young officers who started their new service in the Penitentiary Service. At the same seminar, officers conducted a "Social-Emotional Skills Self-Assessment Questionnaire". The questionnaire consists of 5 sections: self-awareness, self-regulation, social awareness, social management, and responsible decision-making, 5 questions for each section, a total of 25 questions.

Self-awareness ($12,62\pm 3,2$; min.0, max.15), self-regulation ($12,43\pm 2,7$; min.4, max.15), social-awareness ($10,76\pm 2,07$; min.4, max.15), social management ($12,43\pm 3,1$; min.2, max.15), and responsible decision-making ($12,19\pm 3,5$; min.1, max.15) scores fluctuated between 0-15.

A strong positive correlation was determined between questionnaire sections, and it was a statistically significant result.

*Self-awareness and self-regulation ($r=0,71^{**}$; $p<0,01$);*

*Self-awareness and social-awareness ($r=0,71^{**}$; $p<0,01$);*

*Self-awareness and social management ($r=0,81^{**}$; $p<0,01$);*

*Self-awareness and responsible decision-making ($r=0,69^{**}$; $p<0,01$);*

*Self-regulation and social management ($r=0,76^{**}$; $p<0,01$);*

*Self-regulation and responsible decision-making ($r=0,77^{**}$; $p<0,01$);*

The aging process has an impact on elderly inmates' QOL, although they don't have any previous prison experience, their QOL indicators changed negatively. The relationship and communication have an impact on the aging prison population, however, the interpersonal relationship in the prison influenced their daily mood and quality of life more than personal relationships with family members, and relatives. Officers' attitude and their approach were one of the strong influential factors on elderly offenders. At the same time, officers' self-awareness, self-regulation, social management, and responsible decision-making skills were interrelated with each other.

5. Limitation of the study

The attendance at the study was voluntary, so some of the officers and the elderly prisoners didn't want to participate in interviews. This is the first limitation, due to numbers, and there wasn't other culture's member. So the results can be valid and reliable only for that population.

Another limitation is due to variables; during the research limited numbers of variables were chosen and checked the correlation between these factors. Based on these data, in the future, the qualitative study could be realized related to the subjective attitude of participants. In addition, we could pay attention to socio-demographic and professional information about participants to hypothesis correlations with the categories that are identified by this research.

The next limitation of this work's due to gender, so only male prisoners were involved, for future female elderly inmates' need to take into account, too.

Considering this project as a first local experiment, in the future, the study can be focused to other prisons of regions with more participants, and different point of view.

6. Conclusion and Recommendation

The main purpose of the research intended to illustrate the aging prison population's psychological well-being, and the role of institutional and family factors in their perception of quality of life.

The literature analyzing elderly inmates lends insight to the importance of social support in prisons. Inmates report the need for safety, structure, support, emotional feedback, social stimulation, activity, and other issues (Youngki W.et al.,2015).

Some of the authors note that visits, furloughs, receiving calls, and letters by family members and relatives can be kind of expressive support tools. Also, the frequent meeting factor is related to the reduction of recidivism after release (Bales and colleagues 2008).

Finding from the literature analysis mentioned prison environment factors as different attitudes, stereotypes, also younger adults' patronizing talk with older individuals. Aging-related attitudes also influence other important social contexts. So that issue had been differentiated as one of the independent variables and included in the survey.

Another side of this interpersonal relationship is focused on officers' attitudes. Although the different studies have been

realized in other countries about prison officers' behavior, (Owen (1983) Liebling and colleagues (1999), Lemmergard and Muhr (2012), Ibsen (2013) Ricciardelli and Perry (2016) Halsey and Deegan (2017)) but this research is the first in our country.

Based on the statistical operation the following significant figures were summarized:

- There is a negative correlation between increasing age factor and elderly inmates' subjective assessment of the quality of life indicators ($r=-0,359^{**}$, $p<0,01$);
- Older inmates' (who participate in the research) any previous prison experience doesn't have an impact on their current comprehension quality of life;
- There is a weak correlation between regularly visits by family members and their quality of life indicators ($r=-0,139^{*}$; $p=0,050$);
- There is a positive correlation between officers' attitude and quality of life factors of elderly inmates ($r=0,301^{*}$; $p<0,05$);
- The correctional environmental factor and personal relationship in the prison have an impact on the elderly inmates' QOL ($\chi^2=13,857$; $df=1$; $p=0.000$; $r=0,264^{*}$; $p<0,05$);
- The strong positive correlations were determined between Social Emotional Skills Self-Assessment Questionnaire items, Self-awareness and self-regulation, social-awareness, social management, responsible decision-making ($r=0,71^{**}$; $p<0,01$; $r=0,71^{**}$; $p<0,01$; $r=0,81^{**}$; $p<0,01$; $r=0,69^{**}$; $p<0,01$); also self-regulation and social management, responsible decision-making skills of officers ($r=0,76^{**}$; $p<0,01$; $r=0,77^{**}$; $p<0,01$).

Recommendation

- Enlightenment about geriatric syndromes (frequent falls, cognitive impairment, dementia, incontinence, sensory impairment, and polypharmacy) should be realized among prisoners and staff personnel. People aging in prisons should receive periodic medical and psychological care to identify new geriatric syndromes as they arise. It was emphasized in the International Review of the Red Cross in 2016.

- Prison staff should be informed about risk factors and warning signs on the risk of self-harm, depression symptoms, and future effects. This can be the main topic of the seminar with officers.

- Psychologists should involve elderly inmates in group therapy to prevent social isolation and make connections with relatives. Social isolation can lead to diminished functional capacity or may be exacerbated by it, putting older adults at a risk for subsequent loneliness and other diseases (Perissinotto, C. M, et al. 2012).

-Prisons can be staffed in part by prisoners-volunteers, who may receive extensive training and mentored experience in hospice

practices as in other countries (Human Rights Watch, Heath C., et al 2011).

- Job satisfaction of the officers need to be learned more detailed and make special program consists of social-emotional skills. The problem has been highlighted in other research, too (Carnevale and colleagues (2018)).

Despite the limitations of the study, it is one of the first steps to our understanding of the aging male prisoners and factors that influence their QOL (quality of life). This research gives literature analysis about elderly inmates, their QOL, interpersonal relationship with family members and relatives, also with the workers and officers in the correctional facilities. The statistical part of the study testifies dependent and independent variables, correlation and regression between them, also social-emotional skills of officers. For future directions, considering the limitation of the study the other variables need to be measured, and support program details could be explored.

Conflicts of Interest: The authors declare that there is no conflict of interest.

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THE IMPACT OF THE PANDEMIC ON THE GROWTH OF ONLINE PURCHASES



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Abstract

The paper presents information about consumer behavior and is concerned with collecting and analyzing data on consumer behavior versus online shopping. The whole focus is on how much online shopping has increased since the pandemic to understand how businesses are operating with online sales and whether consumers are satisfied with their services.

This paper uses the descriptive methodology and concluded that people make online purchases in our market and from selected businesses. In this place, respondents make the most purchases is Giraffe. We also analyzed the questionnaire's data and compared it with the information extracted, where the result is that: people are greatly influenced by word of mouth on the Internet (e-Wom). So read the experiences of others before buying products.

Also analyzed the demographic data, where we concluded that the most cooperative age group for online shopping is 18-23 and the highest participation in the research is female.

1. Introduction

Covid-19 was declared global remorse in 2020, and thus this virus has overturned societies and dramatically changed daily life across the globe, and led to a dramatic loss of human life, posing a challenge unprecedented for public health, food systems, routine, the world of work, etc. The pandemic has created an economic and social disruption. In addition, the pandemic has had a positive impact on several other aspects. Special attention is paid to e-commerce, which has experienced a considerable increase during covid-19. This has changed consumer behavior and developed online commerce, thus raising awareness and enhancing the online shopping experience. Businesses also benefited from this; wherein the impossibility of physical presence, this field of business was developed and they had great benefits. It also made life easier for people, especially those afraid of online shopping, who removed the barrier and created a good relationship between them and online shopping.

This means that global blockade, social distancing and other measures introduced to limit the spread of the COVID-19 pandemic have prompted consumers to buy more in online markets. As a result, the business landscape underwent rapid

transformations during the quarantine period. Ultimately, the corona crisis accelerated the development of e-commerce. Globally, a new digitally immersed consumer has emerged, a more selective consumer with financial difficulties. In addition, revenue losses, limited transportation opportunities, and pandemic mitigation measures that have reduced supplier activities have forced manufacturers and retailers to reduce production and marketing costs, find new suppliers both at home and abroad, and speed up decision-making.

While visits to physical stores were limited and many were running out of money, consumers went online to shop, causing online shopping to grow more and more, and COVID-19 accelerated things in that direction. This research aims to test the proposed approach to evaluating online consumer buying behavior, which can contribute to identifying trends and patterns of online shopping. The structure of the study includes an introduction, a literature review showing the growing scientific interest in e-commerce issues during the pandemic. This methodology describes the proposed approach, the results, their discussion and conclusions.

2. Literature Review

Online shopping is the act of purchasing a product or service through any online store with the help of any website or app. Shopping through online channels is actively thriving due to the opportunity to save time and effort (Alharthey, 2020). The term e-commerce refers to a business model that allows companies and individuals to buy and sell goods and services online. Ecommerce operates in four major market segments and can be conducted through computers, tablets, smartphones and other smart devices. Almost every product and service imaginable is available through e-commerce transactions, including books, music, airline tickets, and financial services such as equity investing and online banking. As such it is considered a highly disruptive technology (Bloomenthal et.al., 2021).

The COVID-19 pandemic has forever changed online shopping behaviors. It is essential to study e-commerce consumption during the COVID-19 crisis for three reasons. First, we assume that pandemic-related circumstances will affect consumer behavior in the long run and that e-commerce companies need to fully understand consumer behavior patterns during this time to maintain a competitive advantage. Therefore, the role of determined incentives of e-commerce shopping behavior during a global crisis such as the COVID-19 pandemic needs to be clarified. Second, there is a lively public debate on addressing the pandemic globally, nationally and individually. Third, measures of social distancing, such as quarantine, need to be investigated to understand how they affect behavior patterns (Koch, Frommeyer, & Schewe, 2020). The COVID-19 pandemic forced everyone to change the way they shop. Grocery store shelves were quickly emptied of toilet paper and cleaning supplies as everyone struggled to reserve amid the global stalemate. As the blockade continued, supply chains tightened, cleaning supplies became increasingly complex, and everyone was trying to find food items and necessities (Nielsen, 2020).

There is a high awareness that digitalization is vital for business; however, there are setbacks in designing and implementing digital strategies. The private sector is aware that digitalization can help it perform better in the future. Still, companies face barriers to the transformation, such as a lack of digital skills in the workforce, a lack of technical knowledge to move the digitalization process forward, and a lack of / access to finance. In the digital sense, the Kosovo industry is divided depending on the work and the operating sector. Among other things, it has been noticed that the management of Kosovar companies on which the burden of digitalization falls invests more in digital solutions but not in IT security (Jashari, 2020). During the pandemic, consumers have moved dramatically towards online channels, and companies have responded similarly. The Covid-19

pandemic has created a new narrative of how to do business considering the changes caused to companies of all sectors (Crosta et.al., 2021). The potential of digital transformation for companies has been highlighted, especially after the outbreak of the Covid-19 virus pandemic and due to the imposition of restrictive measures to prevent its spread. Whether small, medium or corporate, Kosovar businesses have faced many changes in the way of doing business and have found themselves in an unprecedented situation that necessarily requires reaction and change (Kosovo Chamber of Commerce, 2020).

E-commerce has been prevalent during the COVID-19 pandemic, and retailers have made great efforts in building, improving, and promoting their online stores (Despin, 2020). Some small retailers that did not manage online stores before closure developed temporary solutions to sell their products online, e.g., by posting products on social media sites and offering product pick-up or delivery services. Others have offered discounts for their online channels and started promotional campaigns on social media. To ensure that these efforts succeed, it is important to investigate the motives of online consumer purchases during this pandemic (Koch, Frommeyer, & Schewe, 2020). With vaccines now being administered and the economy reopening, several post-pandemic shopping trends are emerging: there has been a steady increase in sales of hand sanitizers, trips to see family and friends take precedence over international travel, home cooking yes benefits from grocery stores, consumers are being shown to be selective about retail spending, there is a growing demand for e-commerce and payments without physical contact (Tymkiw, 2021).

Vendors need to develop the right strategies to satisfy their customers regarding the online sector. Previous studies of (Zhang, 2015) and (Ariffin, Yusof, & Putit, 2016) contributed to the literature that customer satisfaction is important in retaining a customer. This research has also suggested that customer satisfaction plays a vital role in maintaining them. Moreover, online shoppers offer the fastest WOM distribution for the exemplary product/service. Second, consumers need to feel valued and committed to sellers.

To be successful, e-commerce companies need to understand new trends in pandemic-stimulated consumer shopping behavior. What pushes customers is different from what it was. Thinking about the end-to-end e-commerce shopping experience, what do consumers expect now? Moreover, what can retailers do to meet the new expectations brought about by this rapid and drastic change in e-commerce? This means that, before examining recent trends in e-commerce and how to meet consumer demands, it is important to understand consumer behavior online. This new era

of retail is marked by the transition of the customer's shopping experience from brick and mortar purchases to online purchases. And this happened much faster and on a much larger scale than ever predicted (Wenzl, 2021).

Some of the online consumer behaviors after the covid-19 pandemic are these (Rao et.al., 2021):

- Convenience - is a top priority because most consumers value comfort as one of their top priorities.
- Easy access to all devices means that when shopping online, no problems occur because consumers do not have much patience if there are system outages.
- The simplicity of payment options - pushes consumers to make faster purchasing decisions.
- Fast delivery - is also an advantage because customers also do not have much patience and prefer not to have shipping delays.

Customer frustration is a negative response to a product or service. Anger is the negative emotion that the consumer experiences when he buys something entirely against his demands. In addition, when the buyer's perception is violated, such behaviors occur. As a result, they are involved in communicating their anger through e-WOM. Outraged consumers actively harm the firm or brand from which it hurts (Goyette et.al.,2010). Consumers provide online e-WOM reviews to reduce negative emotions from consumer experiences and restore a calm mental state to equilibrium. Thus, such consumers tend to give negative comments about the brand or product, which fails to meet their expectations. E-WOM (electronic oral marketing) has been characterized as negative evaluations shared between people or interpersonal communication between buyers about their experiences with a particular brand or service provider (Durante & Laran, 2020).

3. Research Methodology

This paper was realized with secondary data from various literatures as well as with primary data which were collected through a questionnaire. The questionnaire was distributed electronically, where 81 respondents from Kosovo cities were part of the survey. The platform used to process the questionnaire is 'Survey monkey', an online platform that facilitates the construction of questionnaires.

The questionnaire was divided into two parts; it initially started with demographic questions (gender, age, place of residence, income level). Meanwhile, the second part of the questionnaire

contains questions about online shopping and customer experiences with online shopping. It started with general questions about online shopping frequency, followed by concrete questions about research variables. Data collection lasted a total of 10 days.

The statistical program SPSS did the processing of primary data deriving from this questionnaire, and in the following chapter, we will present descriptive statistics of variables.

Hypothesis:

H1: After the covid-19 pandemic, people are more inclined to buy online.

H2: People are used to online shopping culture and do not hesitate to choose this channel of shopping.

H3: Online shopping causes a high degree of insecurity among people.

H4: Online shopping depends heavily on 'word of mouth online.

H5: The impact of the pandemic is assessed as positive by e-commerce.

H6: The impact of the pandemic is assessed as positive because people save time while shopping online.

Three research questions:

1. Has the covid-19 pandemic affected e-commerce?
2. How has consumer behavior towards e-commerce changed?
3. Is the impact of the covid-19 pandemic on online commerce assessed as positive or negative?

4. Research Analyzes

In the survey questionnaire, we compiled a total of 17 questions. We used the funnel method (first the most general questions, then the concrete questions) in the questionnaire.

The number of respondents is a total of 81 and we have collected their responses to look at consumer behavior for online shopping as well as the growth of online shopping during the covid-19 pandemic and also some divisions and comparisons have been made between variables which we have selected them as suitable for comparison.

Below are the results in which we were most interested in explaining clear conclusions. The first questions of the questionnaire are related to demographic variables, then the questions that we have assessed as the most appropriate to reach the findings of consumer behavior, which results are presented as follows:

Table 1. Participation of age groups

		Valid			
		Frequency	Percentages %	Percentage	Cumulative percentage %
Age-group	18-23	46	56.8	56.8	56.8
	24-30	22	27.2	27.2	84.0
	31-40	6	7.4	7.4	91.4
	41-50	4	4.9	4.9	96.3
	over 50	3	3.7	3.7	100.0
	Total	81	100.0	100.0	

From the table above, we look at one of the demographic questions to understand the age of the research participants. Here we see that more than half of the respondents belong to 18-23, while another significant part is 24-30 age group.

The participants with the lowest percentage in the research are the age group over 50 and this for the reason that this, this age group is much more difficult to be educated for online shopping.

Table 2. Gender of respondents

		Frequency	Percentages	Valid percentage	Cumulative percentage
Gender:	Female	49	60.5	60.5	60.5
	Male	32	39.5	39.5	100.0
	Total	81	100.0	100.0	

The results show that, out of 81 respondents, more than half of the respondents (+ 60%) are female, while the rest belong to the male gender.

Table 3. Income level

		Frequency	Percentages	Valid percentage	Cumulative percentage
Income:	Under 100 Euro	23	28.4	28.4	28.4
	100 - 300 Euro	27	33.3	33.3	61.7
	300 - 500 Euro	18	22.2	22.2	84.0
	500 - 800 Euro	6	7.4	7.4	91.4
	800 - 1000 Euro	2	2.5	2.5	93.8
	Over - 1000 Euro	5	6.2	6.2	100.0
	Total	81	100.0	100.0	

Income level is critical to understanding the economy after the covid-19 pandemic. The table above shows that many respondents do not have high enough incomes to make multiple online purchases.

Over 33% of respondents have an income level between 100 - and 300 euros, which means they do not have many opportunities for online shopping.

The smallest part of the respondents, of 2.5%, have an income level of 800 to 1000, and so on.

Table 4. Visits to shopping malls

	Frequency	Percentages	Valid percentage	Cumulative percentage
Every day	21	25.9	25.9	25.9
Every week	35	43.2	43.2	69.1
Every month	16	19.8	19.8	88.9
Once in a few months	9	11.1	11.1	100.0
Total	81	100.0	100.0	

Given that shopping malls are a place frequented by everyone, there is no question about it. This is evidenced by the result of respondents, where almost half of respondents go to shopping malls every week. At the same time, a considerable part of them

visit every day. This means that businesses belonging to shopping malls, from the numerous visits of customers, also have high profits.

Table 5. Frequency of online shopping

	Frequency	Percentages	Valid percentage	Cumulative percentage
Every week	5	6.2	6.2	6.2
Every month	16	19.8	19.8	25.9
Once in a few months	60	74.1	74.1	100.0
Total	81	100.0	100.0	

Online shopping is a phenomenon which is growing every day more and more, thanks to digitalization. From the table above, we see how often online purchases are made. Out of 81 respondents, over 74% of them make online purchases once every few months. Then about 20% of respondents make online purchases every month and the rest make purchases every week. The latter should be targeted at businesses operating online due to the frequency of

purchases. With these results, it turns out that Hypothesis 5 presented above turns out to be correct, which is as follows:

H2: People are used to online shopping culture and do not hesitate to choose this channel of shopping.

Table 6. Increase in online shopping during the pandemic

	Frequency	Percentages	Valid percentage	Cumulative percentage
Yes	33	40.7	40.7	40.7
No	48	59.3	59.3	100.0
Total	81	100.0	100.0	

The pandemic has changed us for many things! One of them is the awareness of consumers about online shopping. The table above describes whether online shopping has increased since the pandemic, where it turns out that, in more than half of the respondents, the pandemic has not affected the growth of online

shopping. In contrast, the rest has increased online shopping, where the hypothesis raised does not turn out to be correct:

H6: The impact of the pandemic is assessed as positive because people save time while shopping online.

Table 7. Buy Online Stores

	Frequency	Percentages	Valid percentage	Cumulative percentage
Gjiraffa	42	51.9	51.9	51.9
Ali Express	20	24.7	24.7	76.5
BejTani	4	4.9	4.9	81.5
Neptune (online)	15	18.5	18.5	100.0

Total	81	100.0	100.0
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Table 7 looks at the online stores that respondents most frequent. Over 51% of respondents make online purchases in Gjirafa, over

24% before purchasing on Ali Express, over 18% make purchases on Neptune, while the rest make purchases on BuyNow.

Table 8. Price reasonableness of online products

	Frequency	Percentages	Valid percentage	Cumulative percentage
Strongly agree	16	19.8	19.8	19.8
Agree	26	32.1	32.1	51.9
Neutral	29	35.8	35.8	87.7
Disagree	9	11.1	11.1	98.8
Strongly disagree	1	1.2	1.2	100.0
Total	81	100.0	100.0	

Above are the respondents' answers regarding the online products and whether those products have a reasonable price. It turns out that over 51% of respondents justify the price with the value of

the products they buy online. Another result is that about 36% are neutral about the cost of the product and its value.

Table 9. Perception of uncertainty (Online shopping involves a high degree of uncertainty)

	Frequency	Percentages	Valid percentage	Cumulative percentage
Strongly agree	19	23.5	23.5	23.5
Agree	30	37.0	37.0	60.5
Neutral	22	27.2	27.2	87.7
Disagree	9	11.1	11.1	98.8
Strongly disagree	1	1.2	1.2	100.0
Total	81	100.0	100.0	

Let's say that the pandemic has affected consumers' awareness about online shopping. The table above shows us that the citizens of Kosovo are still not safe with online shopping. Apart from the neutral respondents regarding this issue, another significant part, or 60% of them, thinks that online shopping is highly uncertain.

This means that businesses operating online need to consider this part of influencing consumers' beliefs about online shopping. Of course, this should be proven only with quality goods / services offered by them.

Table 10. Risk perception (Product may not be the same)

	Frequency	Percentages	Valid percentage	Cumulative percentage
Strongly agree	37	45.7	45.7	45.7
Agree	24	29.6	29.6	75.3
Neutral	14	17.3	17.3	92.6
Disagree	5	6.2	6.2	98.8
Strongly disagree	1	1.2	1.2	100.0
Total	81	100.0	100.0	

The biggest fear of online shoppers is if their product is different from what they think. The table shows that over 75% of respondents are insecure about online shopping and fear that the product may not be the same. This is also a concern that online

retailers need to consider and prove otherwise and thus also contribute to consumer awareness.

Table 11. Customer Satisfaction with Online Shopping

	Frequency	Percentages	Valid percentage	Cumulative percentage
Strongly agree	9	11.1	11.1	11.1
Agree	22	27.2	27.2	38.3
Neutral	36	44.4	44.4	82.7
Disagree	11	13.6	13.6	96.3
Strongly disagree	3	3.7	3.7	100.0
Total	81	100.0	100.0	

After every purchase, both online and physically, the main thing for both consumers and businesses is customer satisfaction. In this way, you gain trust in companies and online shopping. The data show that 38% of respondents are satisfied with online

shopping, then neutrality varies, and a small proportion of respondents have negative responses regarding consumer satisfaction during online shopping.

Table 12. The impact of 'word of mouth' on the Internet

	Frequency	Percentages	Valid percentages	Cumulative percentages
Strongly agree	25	30.9	30.9	30.9
Agree	37	45.7	45.7	76.5
Neutral	12	14.8	14.8	91.4
Disagree	7	8.6	8.6	100.0
Total	81	100.0	100.0	

Word of mouth is the most reliable method of 'marketing'. According to other studies, it turns out that word of mouth is many times more reliable than marketing that companies do for themselves. From table 12, we see that word of mouth has a lot of impact on online shopping. Over 76% of respondents read the recommendations online before making online purchases, which best shows how important they are.

Companies need to pay special attention to the delivery of their goods or services because if customers are satisfied, they always speak well, which affects sales growth. Therefore, the hypothesis raised is correct:

H4: Online shopping depends heavily on 'word of mouth online'.

As mentioned in the second table, 60% of respondents are female, and 53% buy in the online store Gjirafa. The same result is for males, where 50% of them also make purchases in the online store Gjirafa.

5. Conclusions

Undoubtedly, the Covid-19 pandemic has accelerated the digital transformation process of companies. The Covid-19 pandemic has impacted companies treating digitalization not only as an opportunity but as a realistic solution to business survival. Considering digitalization as survival in business, consumers

should also get used to this sales channel and be maximally aware of the advantages of online shopping.

From the data presented in the previous chapter, we presented the results of the primary data from the questionnaire, including demographic and analytical data, using the Likert-5 system. The size of the research sample is 81 respondents. The research shows that most of the respondents (33%) do not have very high incomes, starting from 100 - 300 euros and this means that there is a stagnation in online shopping due to financial impossibility even though there has been an evolution in bringing consumers online for online shopping and this evolution is as a result of the covid-19 pandemic. On the other hand, an important feature is that people are satisfied with their online purchases. Still, the downside is a high degree of risk of online purchases due to data dissemination. Also, the favorite place for online shopping turns out to be Gjirafa.

Let's compare with the research of (Rao et.al., 2021), where it turns out that online shopping has flourished during the pandemic in our research. But, of course, it is not that the pandemic has greatly affected online shopping. But the same conclusions turn out to be in consumer satisfaction, where it is emphasized that the experience and satisfaction of buyers play an important role in survival in the market and that consumers are greatly influenced by the 'word of mouth online' before making purchases.

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PROMOTING YOUTH EMPOWERMENT THROUGH BUSINESS MENTORSHIP IN SOUTH AFRICA



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Abstract

One of the setbacks in youth entrepreneurship is the unavailability of proper business knowledge and mentorship. In rural municipalities of South Africa, the absence of youth mentorship has widened the inequality gap and triggered deep youth poverty. This article reinforces the importance of youth mentoring in crucial business aspects such as writing business plans for entrepreneurial success. This study is premised on a positivist paradigm that uses a quantitative research design. The researchers administered twenty questionnaires to youth entrepreneurs in Buffalo City Metropolitan Municipality (BCMM) in the Eastern Cape Province of South Africa to examine whether mentoring the writing of business plans plays an essential role in their entrepreneurial ventures. The results for this article reveal that most youth entrepreneurs do not receive mentoring to boost their entrepreneurial ventures, even though mentoring has been identified as necessary. The report recommends that youth entrepreneurs be mentored to promote their businesses, which will create youth economic development and employment creation in BCMM.

1. Introduction

Mentorship is not a new phenomenon in entrepreneurship and has been regarded as a panacea to mitigating challenges encountered by start-up entrepreneurs (Srivastava, 2013). Maluleke (2016) describes mentoring as an effective way of efficiently keeping entrepreneurs at the top. A mentor plays a critical role in an individual's entrepreneurial development in this process. The mentor guides entrepreneurs from the start of their business to product development and expansion (Memon, Rozan, Ismail, Uddin & Daud, 2015). Mentors in entrepreneurial ventures act as a 'sounding board' as most have been through emerging entrepreneurs' experiences (Maluleke, 2016). Therefore, there is little doubt that good mentors are almost indispensable for an entrepreneur's business success. The benefit of mentorship is that it allows one to develop and grow as an independent entrepreneur (Xiao & North, 2017). In light of this, St Jean & Audet (2012)

emphasize the importance of mentorship in the development of young entrepreneurs and thus put:

mentored youth develop high self-esteem, self-confidence, improved abilities for goal achievement, problem-solving skills, learning, dealing with change and doing business, enhanced contact network and knowledge and opportunity recognition, and entrepreneurial self-efficacy.

This assertion shows the importance of mentoring the youth in their entrepreneurial ventures to achieve entrepreneurship growth. The Strength, Weaknesses, Opportunities, Threats (SWOT) analysis, as advocated by several authors (Co, Groenewald et al. 2018; Ehlers & Lazenby, 2019), is crucial for identifying personal and career goals that help improve the visibility of the youth in various organizational situations.

Further, SWOT can assist the youth in organizations to engage, reflect, self-evaluate towards understanding the basic entrepreneurial knowledge crucial to driving their businesses.

Globally, mentorship in entrepreneurship receives high appreciation since it is a critical instrument and a driver of long-term economic growth through career advancement and employment creation (Ekpe, Razak, Ismail & Abdullah, 2016; Light & Bhachu, 2017). Global research (Ngatse-Ipangui & Dassah, 2019), highlights the importance of entrepreneurial mentorship and its role among youths (Oni, Agbobli & Iwu, 2019). The studies yield that this is predominant in Africa, where the continent's population continues to get younger while struggling to find employment opportunities. In South Africa, youth unemployment accounts for 73 percent of the total unemployment rate or 63.5 percent of the youth unemployment rate (StatsSA 2018). Youth unemployment in South Africa is a burden on the government's budget that is already constrained (Motala, 2020). Owing to high unemployment South Africa, youth entrepreneurship development plays a critical role in formulating government policy (Shava & Maramura, 2017).

According to the 2014-2015 Global Entrepreneurship Monitor (GEM), South African youth entrepreneurship propensity is the lowest in Africa, at 23.3%, compared to 55.2% in Malawi and 55.4% in Uganda. In addition, the GEM Report also highlights that South African youth entrepreneurship participation is the lowest in the African continent, with only 12.8% compared to other African countries. Even though the South African Government is committed to creating a favorable environment to nurture and support young entrepreneurs in the country, recent studies confirm that young entrepreneurs continue to face various challenges in establishing long-term business ventures (Din, Anuar, & Usman, 2016; Kickul, Griffiths, Bacq & Garud, 2018). Therefore, mentorship has positive benefits; these benefits can be linked to successful youth entrepreneurship.

Herrington & Kew (2015-2016) noted that South Africa's economy is not growing compared to other Sub-Saharan countries due to different societal challenges such as poverty, high unemployment, and income inequality, among others. As stated by Nwajiuba et al. (2020), South Africa still ranks very low on start-ups when compared to other emerging market economies. Yet, as pointed out by several authors (Bamford & Bruton, 2019; Barringer & Ireland, 2019; Botha, 2021; Chimucheka, Chinyamurindi & Dodd, 2019), entrepreneurial activities have a favorable impact on economic growth.

The data extracted from the 2015-2016 GEM report revealed that South Africa's continually low level of Total Entrepreneurial

Activity (TEA) rated at 9.2%, which is half the regional average of Africa (Li, Isidor, Dau & Kabst, 2018; Du & O'Connor, 2018). It is vital to foster youth entrepreneurship because they are a vulnerable population group highly affected by unemployment (Herrington & Kew, 2015). Therefore, to solve the problem of escalating unemployment among youth, South Africa has since the late 1990s invested significant resources into growing the entrepreneurial capacities of its citizens, alongside understanding what is required to create an enabling environment for entrepreneurs (Development Bank of South Africa (DBSA), 2011). As noted by Lam, Leibbrandt & Mlatsheni (2008), South African policymakers have attempted to tackle youth unemployment through several mentorship interventions in the past decade. Shava & Chamisa (2018) affirm the various plights of youth entrepreneurs, including not being taken seriously, lack of enterprise culture, lack of access to finance/start-up, and lack of business connections. Despite legal frameworks such as the National Development Plan vision 2030, youth in South Africa still experience youth poverty and inequalities that threaten youth economic development. The absence of a vital mentoring institution negatively impacts youth; hence this study examines how mentoring in BCMM helps achieve youth growth in entrepreneurship. The article responds to the following questions: What is the purpose of mentoring? Do youth entrepreneurs in Buffalo City require mentoring in their entrepreneurial ventures? How does mentoring contribute to the effective entrepreneurial goals of youth entrepreneurs in Buffalo City?

The article is structured as follows. The following section presents the theoretical framework followed by data and methodology. Section four presents the results, followed by a discussion. Finally, the conclusions, limitations and future guidelines are outlined.

2. Theoretical Framework

2.1. Mentor Relationship Theory

The research employs the Mentor Relationship Theory, developed based on ground-breaking research by Kram (1983, 1985, 1996), who defined two types of mentor functions: professional and psychosocial. Mentoring was clarified thanks to this classification of mentor functions, which distinguished it from other types of interpersonal learning interactions.

Career functions are operationalized as mentor behaviors that foster protégés' career development and advancement, for example; sponsoring, coaching, enhancing visibility and exposure, protecting, and providing challenging assignments (Scandura & Pellegrini, 2007). Career functions help protégés learn organizational rules and culture and assist with planning, networking; and job searching mentors who perform career

functions with protégés; typically, model, coach and give feedback.

Psycho-social functions are intended to foster protégés' psychological and social development. Mentors perform psycho-social functions when they interact with protégés personally to enhance their self-efficacy, sense of identity and overall job comfort through emotional support (Johnson, 2014). In fulfilling psycho-social functions, mentors may model, counsel, show acceptance and provide confirmation (Ragins & Cotton, 1999); and they may actively listen, criticize constructively and encourage development (Nora & Crisp, 2008). Psycho-social functions are less well-explored than career functions; thus, their potential to support protégés' development remains unrealized. But psychosocial processes are hypothesised to be essential for protégés' career development (Clark, Harden & Johnson, 2000). Researchers (Ragins & Cotton, 1999; Ragins & Kram, 2007) have validated the distinction between career and psycho-social functions and their relevance to positive mentoring relationships and desirable protégé outcomes (e.g., self-efficacy, personal development, job knowledge). Other conceptualizations construe mentoring functions somewhat differently, but these perspectives are united in stressing the importance of functions. Scandura (1992), for example, modified Kram's (1985) theory to emphasize protégés aspirations to become more like their mentors and identified role modeling as a third mentoring function. Kram's (1985) premise that protégés benefit from mentoring when mentors take professional and psychosocial duties seriously and do them well, is widely supported by research (Scandura & Pellegrini, 2007). The authors also employed the Social Cognitive Theory (SCT) propounded by Albert Bandura. The theory is critically discussed below.

2.2. Social Cognitive Theory

Although many theories relate to mentorship (Haggard, Dougherty, Turban & Wilbanks, 2011), the Social Cognitive Theory situates behavior within a model of interaction and personal (cognitive; affective) behavioral and social or environmental factors. This model emphasizes the importance of proactively shaping one's thoughts, actions, and environments to achieve desired outcomes. This appears to be a dynamic process highly applicable to entrepreneurship mentoring, where practical skills and attitudes are required to effectively manage business ventures (Rasheed & Rasheed, 2004).

Bandura (1986) postulated three aspects of self-regulation: self-observations, self-judgments, and self-reactions. Key self-regulation processes are goal setting, self-evaluations of progress, and self-efficacy, or beliefs about one's perceived capabilities to learn or perform actions at designated levels (Bandura, 1997).

Individuals enter achievement situations with learning goals and a sense of self-efficacy for attaining them. Bisk (2002) supports these viewpoints by providing the factors that influence the learning process and business development skills - Self-worth, personal advice, value systems, and interpersonal relationships. According to Sullivan (2000), the latter aspect includes friendship, support and acceptance

Although social cognitive theory stresses the social context of learning, researchers in this tradition have concentrated more on individual learning than how group members coordinate their self-regulated learning. The expanding educational emphasis on collaborative and peer learning aligns well with self-regulated group learning (Rohrbeck, Ginsburg-Block, Fantuzzo & Miller, 2003), mentoring theory and practice (Fletcher & Mullen, 2012). Most importantly, social cognitive theory explains different entrepreneurial behaviour situations based on Ajzen's (1991) theory of planned behaviour. Thus, according to this theory, individuals will show their entrepreneurial potential if they have confidence, ability, and social support. Therefore, it is required for society as a whole, and institutions in particular, to have positive views toward such an endeavor, for academics to believe they are capable of doing so, and for academic personnel to believe it is innately rewarding.

2.2.1. Key Imperatives in Coaching and Mentoring

Coaching overlaps with mentoring and this not only make it difficult to draw a clear distinction between the two, it leads to a wide-spread misunderstanding and debate surrounding the terms mentoring as well as to definitional confusion regarding the definition of mentoring (Clutterbuck, 2012; Nel, Werner, Du Plessis, Ngalo, Poisat, Sono, Van Hoek & Botha, 2017; Van der Merwe, 2016). Some people use the two interchangeably and refer to coaching and mentoring as one process (Van der Merwe, 2016). Despite the reality that there is not only one definition for mentoring, but it has also been compared with other relational processes such as coaching, counselling, advising, and teaching. Van der Merwe (2016) emphasizes that understanding that the two processes are very different and complimentary. Where mentoring provides the mentee with a guide and advisor to look up to, coaching provides a platform for the individual to unlock their potential (Van der Merwe, 2016). Coaching, therefore, is not the same as mentoring (Kram, 1985). In defining the difference between mentoring and coaching, Clutterbuck (2008) believes that coaching deals with personal development while mentoring is associated with the mentee's much broader holistic career advancement.

3. Data and Methodology

This study adopted a quantitative research method. The researchers opted for group-administered questionnaires by following the guidance of Denscombe (2017). This ensured a very high response, but the researchers could also explain the study's purpose, relevance, and importance and clarify any respondents' questions (Denscombe, 2017). Since there are no hard and fast rules in designing questionnaires (Wild & Diggines, 2015), this study used a 12-step model adapted from Masha (2014), who modified questionnaire design steps from different authors.

Noting that researchers use relevant literature to plan and construct questionnaires (Johnson & Christensen, 2020), all questions in the administered questionnaire were linked to relevant literature of this study. Data were analyzed using the eight stages of data analysis proposed by Wild and Diggines (2015). The statistical information in this study was generated and tabulated visually using graphic representations, namely, bar charts. Simple descriptive statistics translated the raw data, giving significant insights (Wild & Diggines, 2015). To present findings, the text was used to explain the data since the reader has significance in conveying possible meaning (Du Plooy-Cilliers et al., 2019).

3.1. Sampling

The researchers sampled respondents using a census sampling technique to acquire data from every member of the targeted population (Johnson & Christensen, 2020). By gathering data from the niche group of respondents, we achieved a satisfactory

response rate whereby there was the allowance of a confidence level of 95% with a margin of error = 5%.

3.2. Ethical Considerations

After securing ethical clearance for this study, we secured informed consent from all the respondents before data collection could commence. We identified all risks and, through the principle of non-maleficence, did not harm the participants (Bartley & Hashemi, 2021). Since we dealt with people's personal information, the Protection of Personal Information (POPI) (Act no 4 of 2013) required such information to be treated with respect and ethically. Still on the principle of non-maleficence, we assured all participants of their confidentiality and anonymity in the research study (Babbie, 2021).

4. Results and Discussion

4.1. The need for mentoring

A Likert Scale was used in the questionnaire to establish the purpose of mentoring. According to Zikmund, Babin, Carr & Griffin (2019), with the Likert Scale, respondents indicate their attitudes by checking how strongly they agree or disagree with carefully constructed sentences, ranging from very negative to very positive attitudes towards some object. Therefore, to indicate their level of agreement or disagreement with the following statements regarding the need for a mentoring programme for the success of entrepreneurial ventures, respondents were requested to respond by putting an 'X' on the appropriate number on a scale of 1-5; 5 strongly agree, 4 agree, 3 neutrals, 2 disagree, and 1 strongly disagree. The results are seen below.

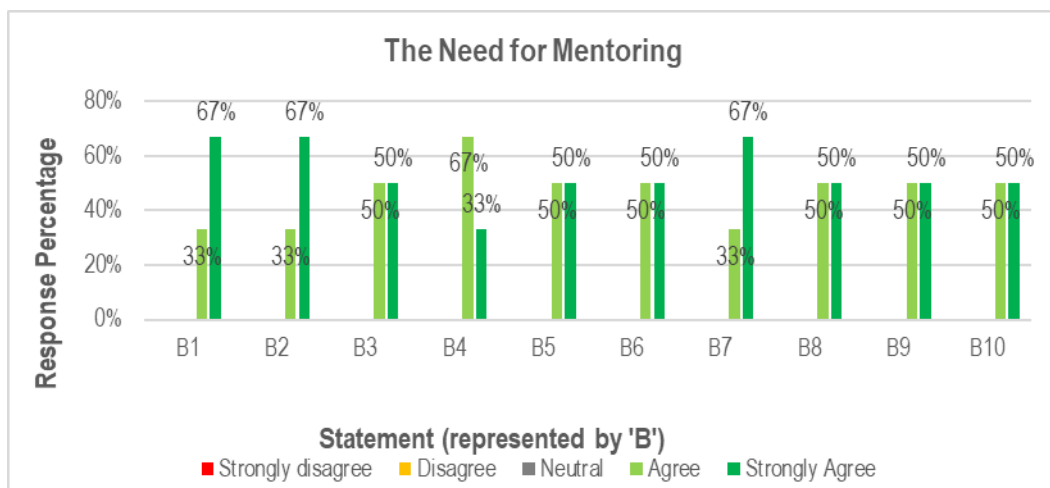


Figure 1. Results from the need for mentoring

Figure 1 above shows that all (100%) of the participants agree (agree + strongly agree on each questionnaire item) on the need for mentoring. They all agree that mentoring: has a place in the success of entrepreneurial ventures; is different from coaching;

enhances the satisfaction and commitment of entrepreneurs; provides entrepreneurs with a sense of belonging and engagement; increases entrepreneurs' sense of empowerment; increases one's sense of business satisfaction and personal

effectiveness; provides both learning and socio-emotional learning to the mentor-mentee relationship; offers role-modelling, confirmation, and friendship, which help the mentee develop a sense of business identity and competence; provides advice, business career planning and instruction in social-technical and management skills; provides mentees with business career-enhancing functions, exposure, and visibility; all which help the mentees to establish a role, learn the ropes and prepare for advancement.

Closed-ended questionnaires are meant to analyses the results to yield only numbers in the form of percentages. However, respondents in closed-ended questionnaires cannot add their opinions about a particular issue raised by a question or item. Accordingly, this study's questionnaire incorporated a few open-ended questions to gain additional insights. Results from both

closed-ended and open-ended questions show that entrepreneurs are aware of the importance of mentoring and require mentoring.

4.2. Achieving Success in Youth Entrepreneurship

This section aimed to test the quality of the features for successful youth entrepreneurship among respondents. According to Zikmund et al. (2019), a summated ratings Likert scale using poor, fair, neutral, good and excellent is used in such instances to measure quality. Therefore, to indicate their level of agreement or disagreement regarding their assessment of the quality of the features for successful youth entrepreneurship, respondents were requested to darken the circle with the appropriate number, on a scale of 1-5, 5 being excellent, 4 good, 3 average, 2 fair and 1 poor. The results are seen in figure 2 below.

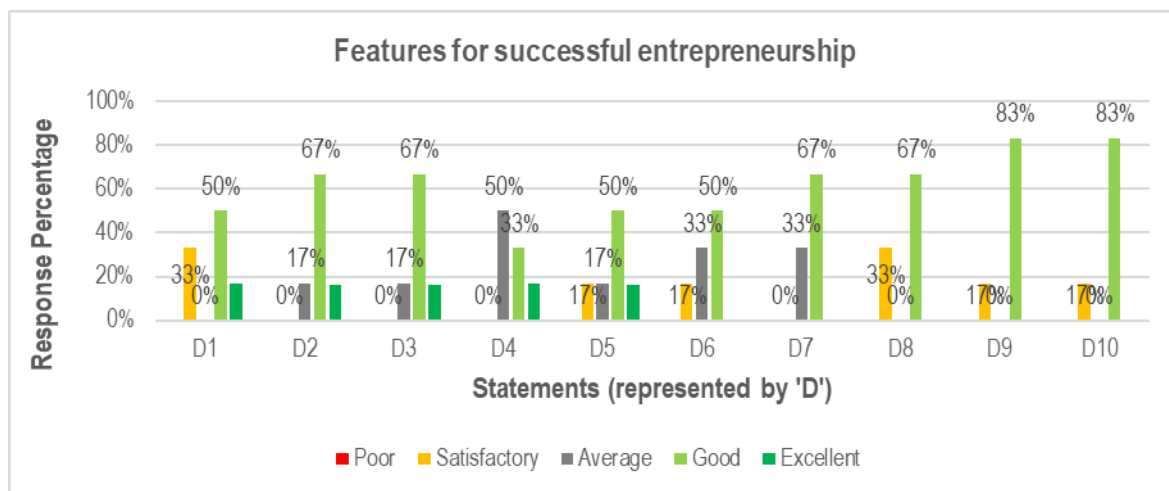


Figure 2. Successful youth entrepreneurship

Figure 2 above shows that the majority (83%) of respondents have good features for successful youth entrepreneurship in the following areas: competencies, characteristics, personality, attitude, creativity, passion and customer care, while 33% of the participants have satisfactory features for successful youth entrepreneurship. The implications of the participants' ratings on the above points are that respondents seem to be good in terms of the elements for successful youth entrepreneurship.

4.3. Mentoring on Requirements of Entrepreneurial Ventures

In this section, the aim was to test the frequency at which entrepreneurs receive mentoring on the requirements of

entrepreneurial ventures. According to Zikmund et al. (2019), a summated ratings Likert Scale; never used, rarely, sometimes (neutral), often, and very often; is used to measure the frequency of such occurrences. Therefore, to indicate their level of agreement or disagreement with the following statements regarding the frequency of mentoring on running entrepreneurial ventures, youth entrepreneurs were requested to please tick (□) the items below on a scale of 1-5; 5 being never, 4 rarely, 3 sometimes (neutral), 2 often and 1 very often. The results are seen in Figure 3 below.

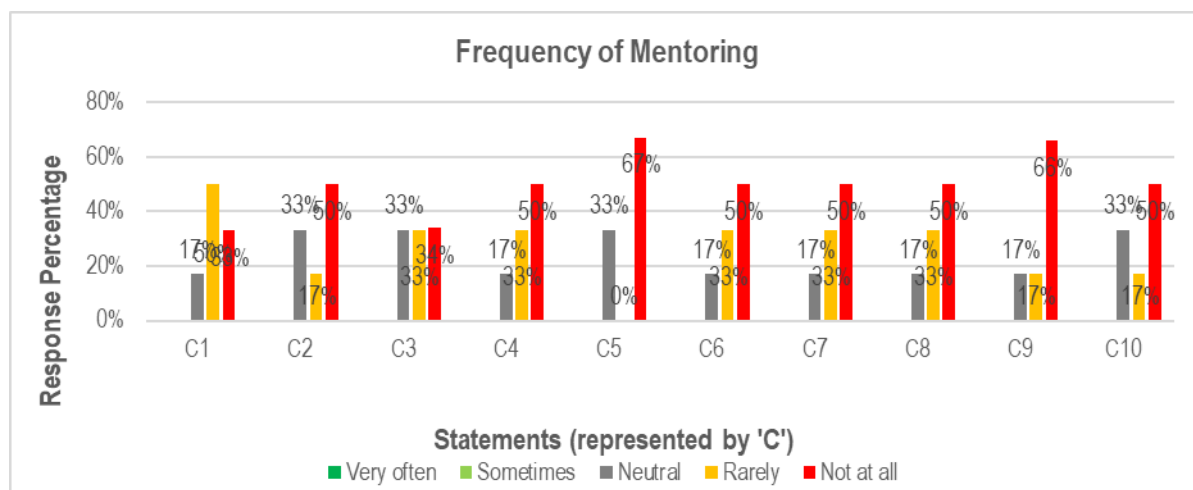


Figure 3. Results from the frequency of mentoring

Figure 3 shows that the majority (83%) of the participants disagree (rarely + not at all) that they receive mentoring on requirements of entrepreneurial ventures, which include; business plans, business start-ups for youth entrepreneurial ventures, resource requirements, and legal aspects of an enterprise (Sole proprietor, partnership, companies, close corporations, and informal entrepreneurship). There was a strong emphasis on mentoring in writing business plans.

4.4. Discussion

The study has found a strong need for entrepreneurial mentoring among the youth in BCCM, as it guides new entrepreneurs to start and develop their businesses. The mentoring process is critical for achieving Bandura's (1986) essential aspects of social learning: self-regulation, self-observations, self-judgments, and self-reactions. These aspects are goal setting, self-evaluations of progress, and self-efficacy or beliefs about one's perceived capabilities to learn or perform actions at designated levels (Bandura, 1997). Laukhuf & Malone (2015) support the above, providing the factors influencing the learning process and business development skills. These factors include: self-worth, personal advice, value systems and interpersonal relationships. Thus, these aspects are fundamental in developing and empowering the mentees toward their business goals.

The study has also shown that the respondents have good features for successful youth entrepreneurship in the following areas: competencies, characteristics, personality, attitude, creativity, passion and customer care. These features are addressed by the Mentor Relationship Theory, which identifies two broad classes of mentor functions which are career and psycho-social (Kram, 1983, 1985, 1996). According to researchers such as Newman, Obschonka, Schwarz, Cohen & Nielsen (2019) and Baluku, Matagi & Otto (2020), these two mentor functions positively link

positive mentoring relationships to desirable outcomes as personal development, self-efficacy and job development.

The survey found a high level of interest in mentoring for entrepreneurial venture requirements such as business plans, company start-ups for junior entrepreneurs, resource requirements, and legal aspects of an enterprise. According to Nabi, Walmsley & Akhtar (2021), youth mentorship fosters knowledge development and socio-emotional functions such as entrepreneurial career development, specialist business knowledge, role model presence, and emotional support. As a result, St Jean and Audet (2012) underline the importance of mentorship in the growth of young entrepreneurs since it fosters self-confidence, self-esteem, goal attainment, enhanced abilities, and measures for dealing with business changes. Therefore, mentorship is essential for nurturing and developing youth interested in business.

5. Conclusions

This research aimed to extend the knowledge on mentorship in youth in a metropolitan municipality. The results of the study indicate many factors affecting youth entrepreneurship in BCMM. These factors relate to the absence of business knowledge, low education levels, and limited platforms to expose youth to entrepreneurial skills and knowledge required to drive innovative ventures. The other question this study sought to respond to relates to mentoring and its usefulness in meeting the entrepreneurial goals of youth entrepreneurs in BCMM. The researchers found that many youths could become entrepreneurs if they had the proper guidance and funding to kick-start their businesses.

The study found it imperative to develop entrepreneurial knowledge among the youth and entrepreneurial programs that link up youngsters with other business organizations such as the

Chamber of Commerce, South African United Business Confederation (SAUBC) and the Global Business Round Table to boost confidence and inspire youth to engage in various entrepreneurial ventures. These interactions also allow youth to experience first-hand the challenges successful entrepreneurs face. Thus, this research contributes to understanding mentoring and coaching as determinants for spearheading youth entrepreneurship in South African municipalities.

5.1. Managerial and Policy Making Directions

This study was quantitative and premised on the Mentor Relationship Theory and Social Cognitive Theories. The analyses of the findings have shown a massive gap in skills mentoring for youth in Buffalo City Municipality. Mentoring youth in entrepreneurship was reiterated as the key to eradicating youth poverty and improving youth empowerment. Ensuring that youth acquire skills to write business plans and understand resource requirements and legal aspects is crucial to sustaining youth empowerment in Buffalo City. The findings of the study point to vital insights for local government officials and policymakers. Given the high unemployment in South Africa, supporting youth entrepreneurship remains a strategic and innovative method for promoting youth development and growth. The study has noted the eagerness of youth in BCMM to indulge in entrepreneurship; however, hindrances that emanate from limited business knowledge start-up capital, among others, adversely affect them. Policymakers are enlightened by a plethora of literature and evaluation reports on how they can help establish government institutions that offer start-up capital to youth. However, criteria must be set to determine those who deserve state support. Furthermore, policymakers would understand the need to promote enabling policies that foster youth entrepreneurship and growth as part of youth empowerment.

5.2. Limitations and Direction for Further Studies

The study was limited by the reliance on surveys which could have left out some critical aspects in examining youth entrepreneurship. Therefore, the findings are generalizable to youth in BCMM who are confronted with challenges such as lack of business mentorship. However, other municipalities experiencing similar challenges can tap into the study recommendations. Therefore, future research on youth entrepreneurship can be qualitative, which is crucial for exploring detailed insights into the feelings of youth regarding mentorship in youth projects as part of poverty alleviation and empowerment.

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SECONDARY ENGLISH TEACHING PROGRAMS IN TURKEY AND KOSOVO: A COMPARISON IN TERMS OF THE ITEMS OF THE CURRICULUM¹



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Abstract

The study was carried out in order to compare the sixth grade English curriculum in Turkey and Kosovo in terms of similar and different aspects. The research is a case study from qualitative research designs. The English course curriculum taken from the web pages of the Ministries of National Education of Turkey and Kosovo were analyzed in detail and interpreted by comparing the objectives, content, teaching learning process and evaluation. According to the findings obtained; It has been seen that most of the objectives in the curriculum of both countries are cognitive whereas affective objectives are limited in number. On the other hand, there are more practical objectives in the curriculum implemented in Kosovo. When the teaching programs of both countries are considered according to the units, it is noteworthy that the selected topics are similar in that they contain information that can be used in daily life and are chosen to develop the imagination of the students. When the curriculum is analyzed in the context of teaching-learning process; It can be said that teaching methods such as student-centered and fun learning through games, motivating students and active use of audio-visual media tools are similar for both countries. It is also similar to the fact that there are activities and alternative evaluation methods that encourage formative assessment instead of summative evaluation in case of testing in the curriculum. On the other hand, different from Kosovo, it has been observed that detailed information about the testing situation is given to teachers in the English language curriculum in Turkey, and there are some recommendations in this context with effective assessment and evaluation techniques.

1. Introduction

The learning process for human beings needs to be planned, organized and monitored very well. Because human is an entity that can think, assign meaning to what they think and organize what they learn. In addition, continues to learn at every stage of her life, voluntarily or involuntarily, throughout her life (Author & Karataş, 2018, 3). In fact, learning is the occurrence of some changes in behavior as a result of interaction with the

environment (Senemoğlu, 2012, 4), and therefore learning is the accumulation of our own lives and past experiences. The need for learning begins with life and continues in different dimensions. In our age, the social and economic conditions surrounding the individual are changing rapidly and create the need for more learning. Therefore, the search for formulas for lifelong learning has begun. Along with environmental factors, rapid changes in the global scale are effective on the increase in the need for

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learning. In order to keep up with the developing technology and to follow the current information and developments, inter-communal communication and interaction has increased, and this process has brought 'global communication' with it. English, which is the global communication language of our age, has thus gained a universal dimension and learning this language has become one of the important needs today. The English language appears in all areas of life. For example; technological devices we use, cars, movies we watch, music we listen to, social media, etc., it is used in every field. In addition, English has become the universal language of publication and science. According to Ammon, English is the most widely learned foreign language in the world. In addition, the English language is spoken in more than a hundred countries and spread over a wide geography. The fact that English is the first language in the list of the most learned foreign language clearly shows the global dimension this language has reached (Noack & Gamio, 2015). Therefore, the way and success of countries in teaching English to children is important both in terms of competition and sustainable development.

Communicating with other people from past to present, getting to know them, trading etc. For many reasons, getting together has been both a necessity and a matter of great desire and curiosity. Therefore, the need to learn the other person's language arose and these were sometimes local and sometimes international languages. Learning and teaching the languages of communication used globally has also gained importance (Altan, 2017). Even today, learning a foreign language has naturally become a necessity rather than a need. The desire to learn a foreign language is increasing day by day. Especially in recent years, English lessons in public and private institutions are among the courses that are given great importance by both students and parents. With the changes in the education system from the past to the present, innovations have been made in English education. For example, since the 1997-1998 academic year, foreign language courses have been made compulsory starting from the fourth grade of primary education. With the English curriculum introduced in Turkey in 2006, it is aimed to build English teaching on more contemporary foundations. With the changes made with the transition to the (4+4+4) education system in 2012, English lessons have been made compulsory since the second grade of primary school. With the emergence of new, contemporary approaches and techniques in foreign language education, the English course curriculum was updated in this direction in 2013 (Demirtaş & Erdem, 2015). In addition, the English course curriculum was updated again in 2017 and 2018, taking into account the opinions, suggestions and contributions of the stakeholders and the public. On the other hand, changes in curriculum continue by focusing on social studies, mathematics,

science and modern languages. However, all countries are now making radical changes in their secondary education programs (Türkoğlu, 2012, 3). Because the curriculum includes all the activities related to the teaching of a lesson that are thought to be taught to students inside or outside the school (Demirel, 2015, 6). On the other hand, education systems are undoubtedly affected by changes in politics, economy, culture and social areas. At the same time, in this age where science and technology are changing rapidly, with the effect of social demands, countries seek solutions to their problems in their education systems and conduct many researches. Especially after the second world war, the changes in the international dimension brought some new problems with it. Some organizations have been established for the solution of similar and different problems in countries, international cooperation, consensus of views and ideas, and planning of the common future. In this context, the United Nations and its subsidiaries UNESCO, UNICEF, WHO, Council of Europe, Geneva International Education Office, OECD and many other organizations have started to work together to find solutions to economic and social problems in the world. Through international congresses and conferences held every year, scientists and teachers go to different countries to exchange ideas and participate in various discussions to find solutions to common problems. In addition, international organizations prepare and publish documents that analyze the differences and similarities between countries in detail. For this reason, studies based on comparison between countries have great importance. Of course, it is seen that comparative education studies will help to produce solutions for national education systems by focusing on the international dimensions of education (Türkoğlu, 2012, 4).

Comparative education facilitates the comparison of education systems in a particular society and region or within different regions and societies in terms of specific focal points. It also enables the evaluation of education systems in terms of common criteria, and the determination of similar and different elements, strengths and weaknesses between them (Ergün, 1985). For example, according to the "English Proficiency Index" report published by "Education First" in 2019, when we look at the studies in the field of English language, Turkey ranks 79th among 100 countries participating in the research. In addition, Turkey ranks 32nd among 33 European countries. In the first five of the research, respectively; Netherlands, Sweden, Norway, Denmark and Singapore. The last country in the index is Libya. Estonia, Latvia, Kosovo, Moldova and Armenia are not included in the research index (Education First, 2019). Cause-effect relationships and solution-oriented studies to be established based on this can make a difference. In addition, it is observed that comparisons of English proficiency levels between countries are rare and young countries such as Kosovo are still not sufficiently included in the

studies. In this study, the curricula of both Turkey and Kosovo were compared, taking into account the elements. It is thought that the obtained results will be a source for similar researches to be done in the field and also be an example for new studies to be done with different countries.

2. Aim

The research was carried out in order to compare the similar and different aspects of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) in Turkey and Kosovo.

1. What are the features of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) in Turkey?
2. What are the characteristics of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) applied in Kosovo?
3. What are the similarities and differences of the 6th grade English curriculum elements applied in Turkey and Kosovo in terms of their general characteristics?

3. Method

The research is a qualitative study and document analysis has been done. In qualitative research, different data collection methods such as interview, observation and document analysis are used for the solution of a problem (Seale, 1999). In comparative education studies, the horizontal approach technique is mostly preferred (Erdoğan, 2015, 38) and it was also used in this study. Because in the horizontal approach, the elements of different education systems are examined separately but in parallel and at the same time holistically. In the horizontal approach, all parameters are brought side by side and the differences are tried to be determined (Aynal, 2012, 217). In this context, the curricula of both countries were analyzed and interpreted with their general characteristics.

4. Data Collection

The document analysis method, which is frequently used in qualitative research, is also used as a stand-alone data collection method in cases where direct use of data collection methods such as observation and interview is not possible. Document analysis includes a detailed examination of written documents containing information about the event or phenomena discussed in the research and the creation of a new integrity from the information obtained (Creswell, 2002, 180). In the research, Turkey and Kosovo were examined in terms of 6th grade English course

curriculum elements and findings were created. The steps followed in this process are as follows:

1. Accessing documents,
2. Checking the originality of documents,
3. Making sense of documents,
4. Analyzing data,
5. Use of data (Yıldırım & Şimşek, 2018, 194).

The documents examined in the research are the sixth grade English language teaching programs implemented in Turkey and Kosovo and taken from the official web pages of the Ministries of National Education of both countries.

5. Analysis of Data

Content analysis was performed for the data obtained in the research. Because it is desired to classify the document content by placing it in appropriate categories, to analyze the data obtained objectively, and to create concepts and connections that will explain these data. While performing content analysis, first data sets are created and codes created from frequently repeated and emphasized facts and events are processed here. Categories are created from these codes and themes are created from categories. Then, the codes created from the data determined to be similar and related are combined and interpreted within the framework of certain categories and themes (Bengtsson, 2016). The same steps were followed for the analysis of this research data. For the created data set, first a literature review was made and then expert opinion was taken. Research reliability is related to the fact that the research gives the same or similar results when it is repeated in the same way by a different researcher (Yıldırım & Şimşek, 2018, 272). In this context, the analyzes were controlled separately by two researchers and compared again at different times.

5.1. Findings

The findings of the research conducted in order to compare the features of the sixth grade English curriculum elements in Turkey and Kosovo with respect to similar and different aspects are given below, respectively.

1. **‘What are the characteristics of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) in Turkey?’** Findings for the question are shared in Table 1 and Table 2.

Table 1. Objectives and topics in the Turkish sixth grade English curriculum

UNITS	OBJECTIVES	CONTENT
1- Life	Students will be able to recognize phrases, words, and expressions related to repeated actions. Students will be able to talk about repeated actions. Students will be able to use a series of phrases and simple expressions to express their repeated actions. Students will be able to tell the time and dates. Students will be able to understand short and simple texts, such as personal narratives about repeated actions. (5 Cognitive objectives)	Describing what people do regularly (Making simple inquiries), Telling the time and dates
2- Yummy Breakfast	Students will be able to identify the names of different food in an oral text. Students will be able to ask people about their food preferences. Students will be able to express their opinions about the food they like and don't like. Students will be able to understand short and simple texts about food and preferences. (4 Cognitive and 1 Affective objective)	Accepting and refusing, Describing what people do regularly, Expressing likes and dislikes
3- Downtown	Students will be able to identify expressions and phrases related to present events. Students will be able to pick up the expressions in a dialogue comparing things. Students will be able to ask people questions about what they are doing at the moment. Students will be able to ask people to compare things. Students will be able to describe people doing different actions. Students will be able to make comparisons between two things. Students will be able to understand visually supported, short and simple texts. (5 Cognitive and 2 Affective objectives)	Describing places, Describing what people are doing now (Making simple inquiries)
4- Weather and Emotions	Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Students will be able to ask people about the weather. Students will be able to talk about the weather and their emotions in a simple way. Students will be able to understand short and simple texts about the weather, weather conditions and emotions. (3 Cognitive and 1 Affective objective)	Describing the weather, Making simple inquiries Expressing emotions
5- At the Fair	Students will be able to recognize the words related to the expression of emotions. Students will be able to talk about and express the feelings and personal opinions about places and things. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. Students will be able to read specific information on a poster about a certain place. (5 Cognitive objectives)	Describing places, Expressing feelings, Expressing likes and dislikes Stating personal opinions
6- Occupations	Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. Students will be able to understand the time, days and dates. Students will be able to talk about occupations. Students will be able to ask personal questions. Students will be able to state the dates. Students will be able to understand familiar words and simple sentences about occupations and the dates. Students will	Talking about occupations, Asking personal questions, Telling the time, days and dates

	be able to produce a piece of writing about occupations and the dates. (6 Cognitive and 1 Affective objective)	
7- Holidays	Students will be able to spot the activities about holidays in oral texts. Students will be able to talk about their holidays. Students will be able to describe past activities and personal experiences. Students will be able to understand short, simple sentences and expressions related to past activities. Students will be able to write short and simple pieces in various forms about holidays. (5 Cognitive objective)	Talking about past events (Making simple inquiries)
8- Bookworms	Students will be able to listen to the instructions and locate things. Students will be able to understand past events in oral texts. Students will be able to talk about the locations of people and things. Students will be able to talk about past events with definite time. Students will be able to describe the locations of people and things. Students will be able to describe past events with definite time. Students will be able to understand short, simple sentences and expressions about past events with definite time. Students will be able to write about past events with definite time. Students will be able to write about the locations of people and things. (9 Cognitive objective)	Talking about locations of things and people Talking about past events
9- Saving the planet	Students will be able to recognize appropriate attitudes to save energy and to protect the environment. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Students will be able to give each other suggestions about the protection of the environment. Students will be able to talk to people about the protection of the environment. Students will be able to understand the texts about the protection of the environment. Students will be able to follow short, simple written instructions. Students will be able to write simple pieces about the protection of the environment. (6 Cognitive and 1 Affective objective)	Giving and responding to simple suggestions
10- Democracy	Students will be able to recognize some key features related to the concept of democracy. Students will be able to talk about the stages of classroom president polls. Students will be able to give short descriptions of past and present events. Students will be able to talk about the concept of democracy. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Students will be able to write simple pieces about concepts related to democracy. (5 Cognitive 1 Affective objective)	Talking about stages of a procedure Making simple inquiries Talking about past events

When the English course curriculum is examined; It is seen that there are six objectives in Bookworms 9, Occupations, Saving the Planet and Democracy units. There are five objectives in Life, Downtown, At the Fair, Holiday, 4 in Yummy Breakfast, and 3 in Weather and Emotions. Accordingly, it is seen that there are a total of 60 objectives in the units, the majority of which are cognitive and six of them are affective. When the curriculum is

examined in terms of content, there are 10 units in total. Topics; daily activities, delicious breakfast, food and drink, life, fair, emotions, holidays, protecting the planet, democracy, etc. dispersed in the form. These include information that students can use in their daily lives and draw attention in terms of improving their imagination.

Table 2. Teaching learning process and evaluation of the sixth grade English curriculum in Turkey

UNITS	TEACHING LEARNING PROCESS	EVALUATION
1- Life	Chants and Songs, Drama (Role Play, Simulation, Pantomime), Games, Information Transfer, Labeling, Matching, Questions and Answers, Reordering, True/False/No information	Self-assessment (self - evaluation), Group assessment (group evaluation), Individual assessment (evaluation), Combination of group and individual assessment, The use of work samples, portfolios and projects. Rubric, Peer assessment, Performance task
2- Yummy Breakfast	Games, Drama (Role Play, Simulation, Pantomime), Information Transfer, Labeling, Questions and Answers, True/False/No information	It repeats with the first unit.
3- Downtown	Drama (Role Play, Simulation, Pantomime), Information/Opinion Gap, Information Transfer, Games, Labeling, Matching, Question and Answers, True/False/No information	It repeats with the first unit.
4- Weather and Emotions	Drama (Role Play, Simulation, Pantomime), Find Someone Who ..., Games, Information/ Opinion Gap, Information Transfer, Labeling, Matching, Question and Answers, True/False/No information	It repeats with the first unit.
5- At the Fair	Chants and Songs, Drama (Role Play, Simulation, Pantomime), Find Someone Who... Games, Information/ Opinion Gap, Information Transfer, Labeling, Matching, Question and Answers, True/False/No information	It repeats with the first unit.
6- Occupations	Drama (Role Play, Simulation, Pantomime), Find Someone Who. Games, Information/Opinion Gap, Information Transfer, Matching, Labeling, Questions and Answers, Reordering, Storytelling, True/False/ No information	It repeats with the first unit.
7- Holidays	It repeats the same with the sixth unit.*Making Puppets (different)	It repeats with the first unit.
8- Bookworms	Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games, Information/ Opinion Gap, Information Transfer, Matching, Labeling, Questions and Answers, Reordering, Storytelling, True/False/No information	It repeats with the first unit.
9- Saving the planet	It repeats the same with the eighth unit.	It repeats with the first unit.
10- Democracy	It repeats the same with the ninth unit.	It repeats with the first unit.

When Table 2 is examined, it is seen that there are many methods and techniques in the curriculum and these are repeated in each unit. Differently, there are 'Chants and Songs' in the Life and at the Fair units, and 'Making Puppets' in the Holidays unit; Except for the first three units, the game 'Find Someone Who?' is seen in the program. In general, many methods such as songs, drama, games, information transfer, matching, labeling, question-answer, rearrangement and true-false are suggested and thus many alternatives are offered to teachers. In addition, it is noteworthy that more students are tried to be kept active in these methods and techniques. On the other hand, there are stories,

paintings, short poems, nursery rhymes, posters, dialogues, songs, cartoons, cartoons, postcards, short messages and notes etc. in the curriculum. When the evaluation of the English lesson curriculum is examined; It was found that assessment methods such as summative and formative assessment techniques, self-assessment, group assessment, peer assessment, portfolio, performance task, rubric, and written exams were predominant.

2. **What are the features of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) implemented in**

Kosovo? Findings related to the question are shown in Table 3 and Table 4.

Table 3. Objectives and topics in the Kosovo sixth grade English curriculum

UNITS	OBJECTIVES	CONTENT
1-All About Me	Understands simple yes/no and wh-questions and responds to simple yes/no wh-questions with a simple response. Explores structures and vocabulary used in describing people (present simple tense, adjectives) and practices their use in context. Produces short texts of description of a person's appearance and character using appropriate vocabulary and structures. Expresses present activities and notes the difference between present simple and continuous. Express likes and dislikes on a variety of everyday topics. (5 Cognitive objectives)	Asking for and giving personal information Vocab. field-countries Food and cooking In, on, at How do you live? Positives and negatives
2-Having Fun	Asks and answers about the way they live including clothes, activities, free time and people. Identifies and uses count and non-count nouns and common quantifiers. Gives and receives information about quantities, numbers, prices etc. Identifies the types of foods found in grocery stores. Identifies and classifies foods in each group. Listens about food and discusses information regarding health, diet, recipe and countries. (6 Cognitive objectives)	Countable and uncountable Expressions of quantity Offering food and drink Food around the world Being healthy
3-Past Times	Produces short texts of description of a person's physical appearance and character's using appropriate vocabulary and structures. Demonstrates awareness of connections, similarities and differences between people and reacts in positive ways. Discusses with peers and teacher regarding travel and transport. Understands short simple descriptions of known people including how they met, place and time. Gets information about things around them. Uses words that signal differences between present and past in simple statements related to common activities. Identifies the correct form of a verb to convey the meaning of a completed past event. Applies the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities. (8 Cognitive objectives)	A famous movie star Hobbies and interests An exciting journey A famous inventor Past actions
4-It's a Musical World	Express likes and dislikes on a variety of everyday topics. Completes most forms related to personal information on daily routines. Asks questions to clarify when information is not making sense. Composes clear and coherent sentences using appropriate grammatical structures: aspects of verbs. Asks questions to clarify or provide further understanding on the topic. Makes suggestions about places to go. Understands short simple descriptions of people and places and reflect on them. Recognizes basic prepositions in contextualized speech. Composes clear and coherent sentences using appropriate grammatical structures: prepositions. (7 Cognitive and 2 Affective objectives)	At home At school Question words Travelling In, on, at
	Responds to simple conversation in familiar contexts with familiar vocabulary. Gives purposes about activities. Completes	Sports and equipment Giving a purpose Travelling around the world

5-Things I Like	most forms related to people's personal information. Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others. Uses a particular kind of sentence for a specific purpose and audience - expressing opinions, emotions, preferences. Writes short, simple informal notes or messages about themselves, stores, eating, shopping, preferences, likes and dislikes. Explores structures and vocabulary used in describing people (present simple, adjectives) and practices their use in context. Identify adjectives and use correctly in their writing. Discuss family members using a variety of adjectives to describe personality. (9 Cognitive objectives)	An exciting journey A wonderful world The place where I live Where I would like to go Describing words
6-Day by Day	Uses quantifying expressions (much / many, a lot of, too, not enough) to talk about quantity. Expresses obligations and responsibilities using have to. Asks and answers about obligations and responsibilities at home and school. Asks and answers about the way they live including clothes, activities, free time and people. Describes activities using adjectives. Understands short simple descriptions of people and places and the relationship with them. Gets information about things and buy something in a shop. (5 Cognitive and 2 Affective objectives)	Expressions of quantity Expressing obligation (have to) How do you live Positives and negatives Describing activities Working together Shopping
7-Out and About	Asks and answers questions using the present, past and future tenses. Uses going to/present continuous to express future plans and fixed future arrangements. Takes part in discussions to express inevitable events in the future. (2 Cognitive and 1 Affective objective)	Future plans Expressing voluntary actions will Relaxing activities
8-Happy Holidays	Uses going to/present continuous to express future plans and fixed future arrangements. Explores differences in words that represent people, places and things (nouns including pronouns), happenings and states (verbs) qualities (adjectives) and details such as when, where and how (adverbs). Explores structures and vocabulary used in describing people (present simple tense, adjectives and possessive nouns) and practices their use in context. Express likes and dislikes on a variety of everyday topics. Expresses ideas and feelings and understands and respects the perspectives of others. Uses vocabulary related to holiday and vacation. (6 Cognitive objectives)	Future plans Expressing possession Opposites (big-small) Describing people and their relations Describing feelings and things Vocabulary field holidays and travelling Feelings

Table 3 shows that there are 8 units in the sixth grade English curriculum in Kosovo. In the distribution of the objectives according to the units; There are nine objectives in the units 'Things I Like and It's a Musical World'. There are 8 objectives in the 'Past times' unit. There are 7 objectives in the 'Day by Day' and 'Happy Holidays' units. There are 6 objectives in the 'Having

Fun' unit and 5 in the 'All About Me' unit. The least objective is in the 'Out and About' unit. It was found that there are 53 objectives in total in the English curriculum units, and only 6 of them are affective and the remaining majority are cognitive objectives, and the practical objectives are noteworthy.

Table 4. Teaching learning process and evaluation in Kosovo sixth grade English curriculum

UNITS	TEACHING LEARNING PROCESS	EVALUATION
1-All About Me	Matching, Memory games, filling in crosswords, grids, and diagrams. Problems and puzzles, Drilling, Open dialogues, Substitution tables, Guided writing. Drama activities, Projects, Quizzes	Self-assessment (self – evaluation), Group assessment (group - evaluation), Individual assessment (evaluation), Combination of group and individual assessment, The use of work samples, portfolios and projects, Checklist
2-Having Fun	* It repeats with the first unit.	It repeats with the first unit.
3-Past Times	It repeats with the first unit.	It repeats with the first unit.
4-It's a Musical World	It repeats with the first unit.	It repeats with the first unit.
5-Things I Like	It repeats with the first unit.	It repeats with the first unit.
6-Day by Day	It repeats with the first unit.	It repeats with the first unit.
7-Out and About	It repeats with the first unit.	It repeats with the first unit.
8-Happy Holidays	It repeats with the first unit.	It repeats with the first unit.

There are 8 units in the 6th grade English curriculum in Kosovo and when the distribution is considered according to the topics; students learn about communication skills such as interpreting, expressing, negotiating meaning, and patterns of ideas, behaviors, cultural artifacts and symbols, sounds, vocabulary, grammar, cognitive, socio-emotional and meta-cognitive etc. acquire skills such as In the case of testing the curriculum; It is seen that there are techniques and methods such as matching, memory games, puzzles, repetition, dialogue, writing, drama, project and quiz in the units. In addition, it is seen that alternative evaluation methods such as self-assessment and process evaluation are emphasized. Self-assessment, group evaluation, portfolio, project and checklist etc. Evaluation methods such as these are applied for all units.

3. **What are the similarities and differences of the 6th grade English curriculum elements applied in Turkey and Kosovo in terms of their general characteristics?** Findings for the question are presented below.

It is seen that cognitive objectives are predominant and affective objectives are limited in 6th grade English curriculums in Turkey and Kosovo. Achievements determined according to an action-oriented teaching model; It aims to enable students to express themselves and their thoughts with the necessary simple and useful language functions in everyday language. While the objectives in the English curriculum in Turkey are given by emphasizing the four basic language skills (Listening, speaking, reading, writing); Separate chapters have not been opened in Kosovo. In addition, listening and speaking skills are defined as primary skills in Turkey.

Table 5. Units in the English Curriculum of the Countries of Turkey and Kosovo

Turkey (Units)	Kosovo (Units)
Unit 1 – Life	Unit 1 – All About Me
Unit 2 – Yummy Breakfast	Unit 2 – Having Fun
Unit 3 – Downtown	Unit 3 – Past Times
Unit 4 – Weather and Emotions	Unit 4 – It's a Musical World
Unit 5 – At the Fair	Unit 5 – Things I Like
Unit 6 – Occupations	Unit 6 – Day by Day
Unit 7 – Holidays	Unit 7 – Out and About
Unit 8 – Bookworms	Unit 8 – Happy Holidays
Unit 9 – Saving the planet	
Unit 10 – Democracy	

When Table 5 is examined, it is seen that there are 10 units in the 6th grade English curriculum in Turkey and 8 units in the Kosovo curriculum, and the unit names are similar. For example, there is a 'Holidays' unit in Turkey's curriculum and a 'Happy Holidays'

in Kosovo. Looking at the topics in the units; Students are expected to learn about the past and present, such as occupations, food, personal tastes, daily life, emotions, telling the time, dates, ordinals and weather. In addition to all these, it is aimed to raise

students as responsible individuals towards the environment and society in which they live, with the themes of environment and democracy. In addition, a short word list is given at the end of each unit/theme in Turkey. In Kosovo, similarly, there are topics such as food, personal tastes, daily lives, emotions. Different from

the curriculum of the two countries; In Kosovo, there are antonyms, future tense, prepositions of time, countable and uncountable nouns.

Table 6. Comparison of Turkey and Kosovo English Curriculum Teaching Learning Process

Turkey (<i>Units 1-10</i>)	Kosovo (<i>Units 1-8</i>)
Chants and Songs; Drama; (Role Play, Simulation, Pantomime); Find Someone Who; Games; Information/Opinion Gap; Information Transfer; Matching; Labeling; Questions and Answers; Reordering; Storytelling; True/False/No information; Making Puppets.	Matching; Memory games; filling in crosswords, grids, and diagram; Problems and puzzles; Drilling; Open dialogues; Substitution tables; Guided writing; Drama activities; Projects; Quizzes.

When Table 6 is examined, it is seen that there are similar methods related to English language teaching in the curriculum of both countries and very similar techniques are used. However,

there are more listening and speaking activities in the curriculum in Turkey.

Table 7. Comparison of Turkey and Kosovo English Curriculum Evaluation Process

Turkey (<i>Units 1-10</i>)	Kosovo (<i>Units 1-8</i>)
* which is different	
Rubric	Checklist
Peer assessment	
Performance task	
* similar to	
Self-assessment (self – evaluation)	Self-assessment (self – evaluation)
Group assessment (group - evaluation)	Group assessment (group - evaluation)
Individual assessment (evaluation)	Individual assessment (evaluation)
Combination of group and individual assessment	Combination of group and individual assessment
The use of work samples, portfolios and projects	The use of work samples, portfolios and projects

There are evaluation methods such as product and process evaluation, self-assessment, group evaluation, portfolio and written exams in the curricula of the two countries. Differently, performance task, rubric and peer assessment are applied in the English curriculum in Turkey. There is also a checklist in the Kosovo English curriculum.

6. Conclusion, Discussion and Suggestions

1. Results regarding the objectives of Turkish and Kosovo English curriculum:

In both countries, it is seen that the curriculum objectives are predominantly in the cognitive field. According to Bloom (1956), cognitive steps are classified as high-level analysis, evaluation and creation, and low-level recall, understanding and application (p.35). The main difference between high-level and low-level cognitive stages is that high-level cognitive stages are more generalizable cognitive processes and include all types of knowledge. Therefore, high-level cognitive steps can be used to facilitate learning in low-level cognitive steps (Anderson et al.

2001) and structuring information is possible with the acquisition of higher-order thinking skills (Çiftçi, 2010). In order for learning to take place effectively, the objectives should vary according to grade levels and subject areas. The fact that the achievements in the curricula are at low level also causes teachers to provide education at a low level cognitive level (Gökler, Aypay, & Arı, 2012). According to Demir (2008)'s research, it is necessary to make significant changes in the content of English textbooks taught in primary education classes to improve high-level thinking skills. When the two countries are considered in terms of affective objective steps, it is seen that there are a total of 6 affective objectives. In addition, the objectives in the 6th grade English curriculum applied in Kosovo include more than one action. This is thought to be due to time constraints. Çıray, Küçükylmaz, and Güven (2015) state that there are teachers' opinions in their studies that the objectives contain uncertainties. The objectives of the Turkish English curriculum are presented by emphasizing four basic language skills. The affective objectives of the Turkish and Kosovo English curriculum have been limited. Because it is difficult to evaluate affective goals at

the end of teaching (Tahiroğlu & Çetin, 2019). Listening and speaking skills are defined as primary skills in the curriculum in Turkey, and there is no such definition in Kosovo. However, researches show that the main purpose of language learning is communication skills; emphasizes that verbal communication skills such as listening and speaking are at the core of communication (Efe, Demiröz, & Akdemir, 2011). The listener can understand and speak long and complex sentences spoken. All these constitute the relationship between speaking and listening (Aldyab, 2017). Haznedar and Uysal (2010) emphasize that priority should be given to listening and speaking skills and that the main focus in teaching should be on meaning rather than form. In addition, they draw attention to the importance of exemplifying the use of language by using visual sources, objects, movements or mimics, and that it is necessary to try as much as possible to carry out the lessons in a foreign language (p.7). In his study, Yılmaz (2005) reveals the necessity of giving importance to communicative skills such as speaking and listening in English learning and teaching planning. Speech as a means of communication is very important in terms of communication. Kaçar and Zengin (2009) also reveal that speaking skill should be the primary target skill in language learning. In line with this information, it is possible to deduce that speaking skill is a very important part in English education. Yıldırım and Doğan (2010) state that speaking a language is the biggest indicator of mastery of that language. One of the points to be considered while learning the mother tongue is to ensure the development of listening, in other words, the production, that is, speaking, along with comprehension in the first place. Because this process is also a normal function of the human brain and this order must be preserved in the language teaching process (Taşer, 1996, p.61). İşisağ and Demirel (2010) emphasize the importance of learning language and developing speaking skills in order to communicate. Rosio (2012) states that speaking and listening skills in a language different from the mother tongue are complex and need to be specially developed. According to Robertson (2008), the connection between listening skill and degree of success is stronger than the connection between the degree of success and intelligence level of a person (p.51). Students who have developed their listening skills facilitate their learning and can keep the information they have learned in their memories for a long time. The duration of the course is equal to at least three course hours and may vary according to the content of the course (Uluğ, 1996, p.70). Most of the educator's state that listening skill is of critical importance in foreign language learning, especially for children (Rost, 2014). It is stated that it is important for students to acquire speaking skills at an early age, as well as listening skills, so that they can acquire the pronunciation of the language more effectively and easily (Flege, Munro, & Mackay, 1995). Therefore, it is supported by related studies that defining

listening and speaking skills as primary skills in the 6th grade English curriculum implemented in Turkey contributes to language learning at an early age.

2. Results regarding the content of Turkish and Kosovo English course curriculum:

There are a total of 10 units in the English curriculum in Turkey, and the topics are covered as themes to develop students' imaginations. Cameron (2001) states that theme-oriented teaching is suitable for students' natural learning process and also contributes to students' meaningful learning and motivation (p.191). Scott and Ytreberg (1990) state that theme-based instruction improves students' critical thinking skills. In addition, they state that theme-oriented teaching helps to establish a relationship between the learned words, structures and situations and the learned theme, and therefore enables students to store and recall information more easily (p.85). There are 8 units in the English curriculum in Kosovo. The Kosovo English curriculum combines topics such as culture, art, history, geography, media literacy, personal education and topics directly related to them (EBTB, 2018). In language teaching, determining the most used and necessary words of the language to be taught is an important factor in the success of language teaching. In order to determine the most necessary words for the learner, studies based on frequency counts are carried out (Aksan, 2009, p.17). In the curriculum, plans are made to enable students to communicate using their language skills on subjects such as daily life, emotions, personal tastes, professions, weather, dates, time information, food, numbers. In addition, with the themes of environment and democracy, it is aimed to educate students as individuals who are responsible for their environment and society (MEB, 2018). Similar to Turkey, also in Kosovo there are topics such as food, personal tastes, daily life, emotions. Different from Turkey is that, in Kosovo there are antonyms, future tense, prepositions of time, countable and uncountable nouns. Units related to the environment and democracy are not included. The programs implemented in both countries are prepared in a way that allows for a spiral content arrangement approach and are used separately for each class and together with the theme-subject heading.

3. Results regarding the teaching learning process of Turkish and Kosovo English curriculum:

In the Turkish English course curriculum, texts that children in this age group can come across frequently in daily life are suggested, such as stories, paintings, short poems, nursery rhymes, posters, dialogues, songs, cartoons, postcards, text messages and notes. There are activities in which students actively participate, share their ideas and participate actively in the learning process. Mayer and Harris (2010) state that the use

of activities such as playing games while learning a foreign language contributes positively to the classroom environment, and that games also provide significant benefits in teaching the subject in terms of enriching the subject content (p.11). In the Kosovo English course curriculum, it is aimed to provide students with the necessary qualifications and equipment, and to achieve the planned goals and achievements, by encouraging new approaches and improvements in language teaching and learning. The reason why the learning-centered approach is preferred over traditional approaches is that it encourages goal-oriented and project-based learning, adopts communicative approaches to develop student creativity and autonomy, and most importantly facilitates student cooperation and interaction (EBTB, 2018). Kosovo 6th grade English curriculum includes methods such as matching, memory games, puzzles, repetition, dialogue, writing, drama, projects and quizzes. The curricula of the two countries are similar in terms of student-centered learning through play, high motivation, and the use of audio-visual media tools.

However, Seçkin (2011) concluded from his study that teachers are not sufficiently informed and guided about teaching techniques and methods, when, where and how to use them. However, in order to be successful in language teaching, there is a need for methods that not only provide information about the language, but also aim to provide understandable and rich input to the student, and adopt the language as a learning and communication tool (Krashen, 2000). Therefore, the most important aspect of the program is its targeting of active participation of students in learning and teaching processes (Seçkin, 2011).

4. Results regarding the evaluation process of Turkish and Kosovo English curriculum:

The explicit philosophy of the Turkish English curriculum for testing includes the implicit evaluation of both product-oriented and process-oriented assessment tests and all other test methods, as well as four language skills (reading, writing, speaking, listening) and language components (MEB, 2018). However, it is important to diversify the teaching methods in the curriculum as much as possible and to offer various and multiple assessment opportunities in which students can present their knowledge and skills within the scope of measurement and evaluation (MEB, 2006). Evaluation methods such as self-assessment, group evaluation, peer evaluation, portfolio, performance task, rubric, written exams are applied in Turkey. Evaluation methods such as self-assessment, group evaluation, portfolio and project are applied in Kosovo. Curriculum include activities and alternative evaluation methods that encourage process evaluation rather than product-oriented evaluation. Differently, performance task, rubric and peer assessment are applied in the 6th grade English

curriculum applied in Turkey. The most widely used measurement tool in performance evaluation is the rubric assessment. With its structure consisting of performance levels and criteria, rubric assessment provides the opportunity to provide more accurate and detailed information about students' performance by minimizing the biases that may occur in the scoring process. An effectively defined rubric assessment can prevent reliability problems that may occur in scoring (Parlak & Doğan, 2014). With peer and group evaluations, active participation of students in the evaluation process can be ensured and students can be informed that their opinions are considered important. In addition, peer and group assessments allow students to interact with their peers and contribute to the development of students' cognitive skills as well as their social aspects (Öztürk & Şahin, 2014). Knowing students' thoughts, experiences, attitudes and answers about assessment is important for understanding students (Brown & Wang, 2011). A checklist is used in the assessment field in the Kosovo curriculum. While it is seen that Turkey includes very detailed measurement techniques and recommendations on evaluation, it has not been seen in Kosovo. In addition, alternative evaluation is also included in both programs as well as classical evaluation approaches. According to Wiggins (1993), alternative assessment does not aim to reach a conclusion at the end of the teaching process, but to provide versatile and rapid feedback for the development of the stakeholders of the system within the learning process (p.11).

With this aspect, it is stated that alternative assessment completes learning, which is one of the main purposes of education, and contributes to learning action (Broadfoot & Black, 2004). Alternative assessment practice is characterized by student-centered educational approaches. Because it provides feedback to the system by addressing students' previous knowledge, experiences, individual differences and needs, different learning styles, cultural and language differences (Hammond, 1994). Examples of alternative assessment techniques are performance-oriented assessment, self-assessment, peer and group assessment practices, as well as portfolios and diaries. In the alternative assessment technique, it is aimed that the learners feel the responsibility of learning by ensuring that they take an active role in the learning process. In line with this purpose, active participation of students is ensured in areas such as creating rubrics, self- and peer-assessment, and in reaching the goals of measurement and evaluation practices and determining their characteristics (Smith, 2000, p.59). Özdemir (2010) states that the alternative assessment technique highlights the high-level cognitive skills, problem-solving skills and creativity of the learners, and also draws attention to the evaluation of the process along with the result. In a study conducted on teachers, it is seen that the majority of teachers rate their own levels as partially

sufficient in planning, preparing and applying alternative assessment and evaluation techniques (Kanatlı, 2008). In a study conducted in Turkey, it is seen that most of the active teachers have not reached the desired level and equipment regarding alternative assessment and evaluation techniques (Çakan, 2004). The elements that show similarities in the assessment and evaluation approaches of the curricula of the two countries are the use of evaluation methods such as product evaluation, process evaluation, self and group evaluation, portfolio and written exams. Fer (2015) states that process assessment, known as formative assessment, facilitates, improves and makes teaching more effective, and also contributes to taking necessary precautions (p.240).

The recommendations developed in line with the research findings are as follows:

- The English course curriculum of Turkey and Kosovo countries can be updated by considering both the higher levels of the cognitive domain and the steps of the affective domain.
- Curriculums of countries can be described according to different levels and courses, and various comparisons can be made.
- By using different research designs and data collection tools, new studies related to the curricula of the courses can be designed.
- Up-to-date information on language learning and teaching can be discussed by organizing various seminars, work-shops or activities for teachers who are practitioners of the curriculum.

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RESTORATION OF RELATIONS BETWEEN THE VICTIM AND THE PERPETRATOR, A REALITY OR UTOPIA



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Abstract

Restorative justice theory and programs have emerged over the past 35 years as an increasingly influential opportunity worldwide to practice criminal justice, based on the principles of restorative justice that, Crime causes harm and justice seeks to repair that harm; People who have been harmed must be able to take part in resolving it. The responsibility of the state is to preserve society to build peace.

The fact of committing a certain criminal offense presupposes the mobilization of various legal mechanisms which are undertaken by certain competent bodies which must prove the fact whether we are really dealing with a criminal offense, the victim, its perpetrator and other issues that are directly related within these legal mechanisms, which is the purpose of research or study of the problem.

The possibility of reconstructing the relations between the victim and the perpetrator in this paper is treated in the mediation procedure, the procedure on admission of guilt and compensation in damages in post-criminal proceedings according to the hypothesis of what are the possibilities of reconstructing relations between the victim and the perpetrator as current at the national, regional and international level, in a plane with the historical method and the normative method and presents the basic design of the research (study).

The hypothesis with the results of the research has been tested that the reconstruction of relations between the victim and the perpetrator in the mediation procedure reaches the highest possible level, as opposed to a decrease in the level of reconstruction of relations between the victim and the perpetrator in the agreement of guilty plea, as well as the decrease in the lower degree of the possibility of reconstruction of relations in the post-criminal phase.

Finally, the possibility of reconstructing the relations between the victim and the perpetrator is higher in the minor criminal offenses because the damage caused is smaller and presents a real possibility, while in serious criminal offenses such as murder, the reconstruction of relations it is simply utopia.

1. Introduction

The topic that is elaborated herein has a natural practical and theoretical significance since the correct approach in direction to analysis and their prospective referring to the possibilities of the issue of elaborating the restoration of relation (rebuilding trust), is of the basic importance.

The elaboration of this topic can be noticed in different aspects, be it in the historical aspect, the positive aspect, the comparative aspect, the methodology of work, etc., thus by analyzing them, by dividing them in chapters, subchapters, etc., always based on legal solutions, to treat the subject all fundamental elements are taken into consideration.

The term "*restorative justice*" was first used by the American psychologist Alber Eglash in his 1959 article, "Creative Return: Its Roots in Psychiatry, Religion, and Law," which was later compared and contrasted in his 1977 article "*Beyond Restitution: Creative Restitution*" with Perspectives on retributive justice and rehabilitative justice.

Restorative justice takes into account both the main victims (directly harmed by the perpetrator) and the secondary victims (the families of the main victims and society at large). The main victims can suffer bodily injuries, financial losses, as well as emotional suffering, which can last a lifetime. Perpetrators are encouraged to understand the harmful consequences of their behavior, to admit their guilt, and to take responsibility for correcting it in terms of rebuilding the relationship between the victim and the perpetrator.

Examples of restorative justice outcomes include returns, public service, and victim-perpetrator reconciliation. In return, the best way for the perpetrators to be held accountable for the damage they have caused is for them to make reparations to the victims. Another way of restorative justice is the service in the public interest, as a means of repairing the damage caused to society is the court order that the perpetrator perform a certain number of free working hours as an alternative to serving a prison sentence. Victim-perpetrator reconciliation is another important part of restorative justice, through a licensed mediator victim and perpetrator discuss the offense and the damage caused by allowing the perpetrator to correct the error (damage) caused by the offense (Heath, 2018).

The following topic requires a more serious approach, especially due to the fact the position of the injured party in the proceedings. The following position with all its right content, which the injured party stand against and the rights and liabilities of the defendant towards the injured party, depending on the aforementioned circumstances, the following possibility of rapprochement as well as their right in proceedings, however, consists of an adequate rapprochement, according to my opinion in the existence of relations that depending on the determinant factors can be approximate, coordinated or divided among them.

In dealing with the following topic, all the determining factors are interrelated, which define the position of the rapprochement, not between the defendant and the injured party in proceeding.

2. About the Participants in the Procedure

As we well know the criminal procedure necessarily presumes the existence of the participants in the procedure that depending on their position we can divide into:

- A compulsory participant;
- A casual participant;
- An eventual participant.

1.1. A compulsory participant would be the representative of the indictment (the prosecutor); the perpetrator and his barrister, as well as the court that are the essential subjects of the criminal procedure.

The fact that the injured party is the person who has suffered some kind of damage or some of his right provided by the material legal provisions was violated for the protection of his rights and interests, the representative of the indictment (prosecutor) as well as his proxy (the lawyer or some other authorized person) deal with it.

In these circumstances, the position of the injured party constitutes a basic position of the compulsory participant or of the other participants in the criminal procedure (Sahiti & Murati, 2013).

Depending on the type of the criminal offense, respectively the good that is stricken as a result of the actions of the perpetrator in certain circumstances, other participants appear in the procedure as well that can be qualified as casual participants or eventual participants.

1.2. The casual participants come into consideration in the circumstances when the nature of the matter requires additional actions that other persons should undertake whose presence or actions can help in shedding light on the matter, which in the criminal procedure are known as the third persons in the criminal procedure (witnesses, experts, professionals, etc.) (Sahiti & Murati, 2013).

1.3. In situations when the nature of the criminal matter requires deciding or requires the undertaking of actions by certain persons, in the procedure they are known as eventual participants or procedural assistants (translator, interpreter, record keeper, camera operator, stenographer, etc.) (Sahiti & Murati, 2013).

3. The Injured Party, His Position

3.1. A general view

As we know all legislations in the positive as well the historical aspect and also linking the comparative part, the position of the injured party in the procedure is significant as well.

Seeing his position as an essential position in the procedure, all the legislations in a specific way dedicate even chapters to the entire position of the injured party in the procedure, to his rights

and his other rights after the criminal procedure, i.e. when the procedure is concluded by a final decision.

The injured party is qualified this way by all legislations in legal solutions, while the other theoretical aspects go even further by qualifying the injured party as a victim.

“The Injured party or the victim is a person whose personal or material benefit rights are violated or endangered by the criminal offense” (KPPRK, 2012).

“The victim – a person who was subjected to domestic violence” (LMDHF, 2010).

“Victims are persons who, individually or collectively, have suffered harm, including physical or mental injury, emotional suffering, economic loss or substantial impairment of their fundamental rights, through acts or omissions that are in violation of criminal laws operative within Member States, including those laws proscribing criminal abuse of power” (OHCHR, 1996).

“A person may be considered a victim, under this Declaration, regardless of whether the perpetrator is identified, apprehended, prosecuted or convicted and regardless of the familial relationship between the perpetrator and the victim” (OHCHR, 1996).

“The term “victim” also includes, where appropriate, the immediate family or dependents of the direct victim and persons who have suffered harm in intervening to assist victims in distress or to prevent victimization” (OHCHR, 1996).

I think that the use of the term “Victim” for the injured party in the procedure mainly has to do with the criminal offenses against life and body when the injured party dies.

Based on legal solutions in these circumstances he would be more denominated an injured party (injury parts) than for the less grave offenses for which the injured party could be qualified as a victim. The term victim is usually used for more serious criminal offenses when as a result of the actions of the perpetrator the injured party deceases (murders, traffic endangering with consequences, etc.) In these situations, the other persons come forward as injured persons – the relatives of the deceased who by law are called in the capacity of the injured party. For the other offenses, I think that there are no technical possibilities for the injured party to be called a victim except for the legal denomination as an injured party since he/she directly undertakes actions in the procedure,

despite the fact that he/she has been injured by some unlawful action.

Halili (2011) is right when he says: “The notion victim might not correspond to the notion “the injured party” in the criminal procedure, because there, in the capacity of victims or of the injured parties, only the person when the perpetrator of the criminal offense is identified and the criminal procedure is conducted against is considered an injured party or a victim, while in victimology all the people that were injured by a criminal activity regardless of the fact if the perpetrator of that criminal activity is identified or not are considered victims”.

To perceive the possibility of achieving the rights of the injured party in the procedure, the issue of the *possibility of restoration of relations between the victim and the perpetrator in the procedure is considered.*

4. The Possibility of Restoration of Relations Between the Parties in Proceedings – Possibilities, Challenges

The existence of the criminal offense in the actual case presumes also the undertaking of the procedural actions by the participants in the procedure towards the decision of the criminal issue which constitutes the subject of the criminal procedure which is solved by a meritorious decision of the competent court.

The decision about the criminal matter by imposing it as the essential part expect for considering and deciding about it based on the free conviction of the competent court authority, a part of this decision refers to the position of the injured party itself in the procedure in the form of the instruction about the use of his/her rights whatever they might be.

The Criminal Procedure Code of the Republic of Kosovo (KPPRK, 2012), amended and supplemented, supports the protection of human rights and the efficiency of the criminal procedure with a multitude of solutions that have strengthened the accusing character of the criminal procedure during all the stages in the procedure. Therefore, considering the significance of the alternative procedures in solving the criminal matters this is regulated by CPCRK in force (KPPRK, 2013), by the state prosecutor reviewing and using alternative procedures (the mediating procedure, guilty plea agreement, etc.) (Sahiti & Murati, 2013).

To better and clearly perceive the possibility of restoration of relations between the defendant and the injured party in the procedure, we should directly rely on several other determinant factors that have to do with the nature and the type of the

committed criminal offense, the nature of the damaged caused to the injured party, etc.

Within this, we can distinguish three basic stages within which we can determine the possibility of restoration of the relations between them such as restoration of relations in the restorative justice; *restoration with the act of admission of guilt by the perpetrator; and the restoration of the relations at the first post-criminal stage through the civil lawsuit.*

4.1. Restoration of the relations with a special viewpoint on Kosovo, Albania, and North Macedonia

4.1.1. Restoration of relations in restorative justice in the Republic of Kosovo

The possibility of restoration of the relations between the injured party and the defendant is mostly emphasized in the so-called restorative justice related to the less grave criminal offenses for which the punishment does not exceed more than three years' imprisonment.

"The restorative justice is unimaginable and inapplicable without the prior consent of the victim and the perpetrator" (Halili, 2011). In the above perceived analysis of Halili (2011), we can observe that three basic conditions should be met cumulatively so that the restorative justice could be considered:

1. That the certain criminal offense is not punishable with over three years;
2. That the defendant agrees with the factual situation in the case file;
3. That the injured party agrees to mediation.

According to Sahiti (2017) in the Comments on the criminal procedure rightly points out that: "The effectiveness of the reached agreement avoids the clash of the parties in the court, where each party persistently holds to its own position, and the court decision unavoidably satisfies one party and punishes the other thus potentially leaving an open course for a potential conflict."

This practice has been emphasized in the most advanced criminal legislatures almost in the entire world like in USA etc., meanwhile such a thing also is present in our legislation where the Criminal Procedure Code (KPPRK, 2012), expressively anticipates the possibility of the decision on the criminal matter by instructing the defendant and the injured party to go a mediation procedure.

"Mediation implies an out-court agreement procedure for the solution of contests and misunderstandings between the subjects of the law in accordance with the conditions anticipated by this law" (LN, 2018).

The procedure of mediation between the victim and the perpetrator is performed not only by out-court practices but also within the system of the criminal law. Related to mediation a priori are considered the recommendations of the United Nations and the European Institutions like: "Basic principles of the United Nations related to the use of the programs of the Restorative Justice in criminal matters" and the "Recommendations of the Committee of Ministers of the European Council (99)10" related to the mediation in criminal matters (KPRK, 2014).

About the mediation institution, the Supreme Court of the Republic of Kosovo, on 23.04.2014 took a juridical stand emphasizing: "The court has the right to address the matter to mediation after the indictment act was submitted to the court even without the consent of the prosecutor" (GJS, 2014).

"The state prosecutor can file a criminal report for a criminal offense punishable by fine or up to three years' imprisonment for mediation" (KPPRK, 2013).

By this kind of solution, i.e. of decision regarding the criminal matter, the injured party can more closely enjoy a satisfaction mainly of moral nature, and this is the best way to avoid the consequences created as a result of the criminal offense committed by the perpetrator.

The following mediation procedure is conducted by the authorized body. In this case both parties, the defendant and the injured party achieve their aims and when the criminal procedure against the defendant is discharged, while the injured party, as a result of the consolidation of the relations with the defendant, experiences and feels some kind of a satisfaction so that by this act he/she concludes this criminal case by abdication to his/her rights, guaranteed by law.

Note: There are criminal offenses that by nature are less aggravated, i.e. of the less social gravity but that even though the punishment is not anticipated over three years of imprisonment, the mediation procedure is not permitted as it is the case with the criminal offenses of domestic violence.

4.1.1.1. The consequences of mediation accomplishment

At the moment when the parties in procedure enter into the agreement of mediation and when the conditions for this are met,

the mediation agreement is formally signed. In this case, each party is aware about the consequences of signing this agreement by also specifying the points in it of filing the motion on compensation of damage and expenses, etc., or the party declares that it doesn't demand any compensation. The party, may require other conditions of the material character which the defendant can accept (not visiting certain shops, keeping the distance).

In the situations when the parties agree between them and by the act of signing the agreement, the agreement is submitted to the judge of the case who by decision approves the agreement concluded between the parties and right after he makes a decision regarding the core issue – the criminal case, in which case the procedure against the defendant is terminated.

In the concrete case each party in the procedure by agreeing, by withdrawing from some of the eventual demands, reach the point when each of them wins or loses something, but in essence, the concluded agreement is considered an act of reconciliation of the willpower of both parties, therefore the agreement in questions is considered lawful.

In the actual case, the disputed parties have agreed that pursuant to the provisions of CPCK this criminal case is terminated by the mediation agreement with the proposal of the disputed parties, in which case both the defendant and the injured party have benefited. The injured party experiences a moral or material satisfaction, while the criminal procedure against the defendant is terminated regarding the criminal offense he was indicted for (Aktvendim, 2018).

By the act of the court decision the criminal procedure regarding this criminal case due to the fact that a mediation agreement was reached, is considered terminated.

4.1.2. Restoration of relations in the restorative justice in the Republic of Albania

“In Albania, the term mediation is an out-court activity in which the parties seek the solution of a misunderstanding through a third neutral person (mediator), in order to reach an acceptable solution of the misunderstanding which is not in averse to the law. The mediators do not have the right to order or force the parties to accept the solution of the misunderstanding” (LNZM, 2013).

Mediation in the criminal area is applied for misunderstandings reviewed by the court based on the charges of the injured party or based on a complaint of the injured party, pursuant to articles 59 and 284 of the Criminal Procedure Code and on every occasion when the law permits it. In case of a misunderstanding in the

criminal area, when the criminal procedure has commenced, the court must call the parties for the solution of the misunderstanding by mediation provided in item 3 of this article (LNZM, 2013).

“The injured party who is a victim of one of them is called the incriminating injured party because he has the right of filing a private indictment against the committer of the criminal offense and takes part in the trial as a party” (KLNZM, 2012).

Criminal justice exercises the mediation pursuant to article 59 (KPPRSH, 2017), the injured party of the criminal offense has the right to file a request to the court and to take part in the trial as a party to confirm the indictment and to seek damage compensation, only in the case of the criminal offenses anticipated in CC as follows:

- Other intentional harm,
- Serious injury due to negligence,
- Non-serious injury due to negligence,
- Breaking and entering into someone's house,
- Insulting,
- Insulting due to racist or xenophobic motives through the computer system,
- Libel,
- Intruding into someone's privacy,
- Spreading personal secrets,
- Denial of support,
- Taking the child unlawfully,
- Publication in someone's own name of the work of another person,
- Infringing the inviolability of residence. (KPPRSH, 2014)

The cases where mediation can be applied to some types of criminal offenses, when the appeal of the injured party from the criminal offense is a condition for starting criminal prosecution according to the cases defined in article 284 (KPPRSH, 2017), are as follows:

- Non-serious intentional injury,
- Sexual assault by use of force with mature/adult women,
- Sexual or homosexual activity by abuse of official position,
- Sexual or homosexual activity with consanguine persons and persons in the position of trust,
- Coercion or obstruction of cohabitating,
- Concluding or dissolving a marriage,
- Insulting because of duty,

- Defamation because of duty,
- Defamation towards the President of the Republic,
- Assaulting family members of a person exercising a state duty,
- Obligation to participate or not to participate in a strike,
- Malevolence use of phone calls, and
- Insulting a judge. (KPRSH, 2014)

In the situations when dealing with criminal offenses pursuant to article 59 of CPC, we deal with criminal offenses of lesser social risks that persecution can be conducted based on the principle of availability of the party. While, in criminal offenses anticipated by article 284 of CPC, the nature of the offenses coincided with a greater social risks then the criminal prosecution can be conducted ex officio and the disputed parties decide themselves if they will enter the mediation procedure for the solution of the misunderstandings.

4.1.3. Restoration of relations in the restorative justice in the Republic of North Macedonia

The procedure of mediation in the Republic of North Macedonia is regulated by articles 491 – 496 of the Law on Criminal Procedure, by being classified in the group of accelerated procedures, as well as by the Law on Mediation (LMRNM, 2013) by which the procedure of mediation, establishment, and organization, the functioning of mediation and the rights and responsibilities of mediators are regulated.

The individual judge competent for the criminal offenses that are prosecuted pursuant to the private prosecution at the hearing session can propose to the parties to agree to submit the criminal case for the mediation procedure (CPLRNM, 2012).

The defendant, his defense lawyer, the injured party, and his proxy are parties in the mediation procedure, while the condition for mediation is the approval of the defendant and the injured party. The approval can be given in writing, by minutes, jointly or each party separately, to the individual judge, within three days from when submission for mediation was proposed. Then the individual judge makes the ruling instructing the parties for the mediation procedure, and the parties in three days chose one or more mediators from the list of mediators and inform the individual judge. The mediation procedure lasts 45 days. The mediator decides about the schedule of the mediation meeting, in agreement with the parties. The mediator communicates separately or together with the parties, but their presence at the mediation is compulsory, and he is obliged to inform the parties

about the principles, rules, and procedure costs (CPLRNM, 2012). The written statement, information, or ruling, approved by the mediator, the statement of withdrawal of the parties respectively, is submitted to the individual judge who schedules the main trial according to the provisions of the summary procedure (article 495) (Sahiti & Zejneli, 2017).

4.2. Restoration by The Act of Admission of Guilt by The Perpetrator

The institution of the guilty plea is the situation when the proposal for negotiation of reaching the agreement for the guilty plea is made to the case prosecutor and the act of guilty plea to the case judge from the initial hearing session to the termination of the criminal case.

By the act of signing the agreement on a guilty plea with the prosecutor and the act itself of the guilty plea with the trial judge, it is possible to restore the relations between the victim and the defendant, but on a slighter scale of recuperation unlike the procedure related to the aforementioned mediation.

According to Sahiti and Murati (2013): *“The guilty plea agreement pursuant to article 233 (CPCK, 2013) paragraphs 1 and 3 means negotiating agreement conditions in writing about the guilty plea between the state prosecutor and the defendant, based on which the defendant and the state prosecutor agree about the charges in the indictment, and the defendant agrees to a guilty plea in exchange for the agreement of the state prosecutor to recommend to the court a milder punishment, pursuant to the law or to consider other situations in the interest of the law”*.

Even in this situation, the restoration of relations can be considered as much as the guilty plea by the defendant by which act the defendant repents for the illegal action, he apologizes, he promises that he will not commit the same or a similar offense again so that an impression is created that a moral or material satisfaction is achieved by the injured party, thus a restoration of relations can be achieved on a certain level, depending on other factors in the concrete case.

The guilty plea agreement is an institution of the American criminal procedure by which most of the criminal cases are solved: “ The guilty plea is an agreement between the parties based on which on one hand the State prosecutor is forced to mitigate the indictment by making a milder legal qualification of the criminal offense or withdraws from several counts, i.e. he suggests to the court imposition of a milder punishment while on the other hand, the defendant must plead guilty for the criminal offense by withdrawing from the main trial before the

court. The withdrawal of the defendant from the main trial leads to a quicker and more efficient resolution of the criminal case. This is the main reason why the countries of continental Europe accept this institution with different modalities” (KKPPRK, 2014).

This restoration of relations can be regulated during all the stages with the statement of the defendant himself who can also be positioned regarding the type and level of satisfaction toward the injured party, while the injured party based on his conviction estimates if the proposed satisfaction is adequate or not with the nature of the offense, its dangerousness, the level of responsibility, etc.

Given the lawful solutions, this guilty plea in different legislations is eventually considered for some types of criminal offenses (for criminal offenses punishable to 5 years’ imprisonment – Republic of North Macedonia (LCPRNM, 2017) or criminal offenses punishable to 7 years’ imprisonment – Republic of Albania) (KKPPRS, 2017) or all the criminal offenses (USA, Kosovo, Bosnia, Croatia).

4.2.1. The consequences of a guilty plea with instruction on civil procedure

In comparison to mediation procedure, the restoration of the relations between the victim and the perpetrator can also be achieved in other forms. One of the forms is when the defendant pleads guilty for the committed offense by feeling sorry and expressing penitence, etc., the injured party can achieve some moral satisfaction for the fact that by pleading guilty, the factual situation, the situations in which the offense was committed as described in the enacting clause of the indictment, by not altering anything, this situation signifies relief to the injured party.

The rendered court decision also creates the space for the restoration of relations between them to be performed in another procedure, in situations when the injured party has filed a property claim, and in a civil procedure, he can send the damage compensation whatever it might be.

In situations when a guilty plea, repentance, and an apology are achieved, as well as material compensation, then it is directly implied that the injured party has succeeded to recover the consequences caused by the act of committing that criminal offense by the perpetrator.

In this court decision, the criminal case was solved by a guilty plea of the defendant in which case the act of pleading guilty comprises an essential situation based on which the court when imposing the punishment has decided to impose a milder

punishment. In this case, the act of pleading guilty by her for the injured party in itself represents a satisfaction as the guilty plea, repentance, and promise represent preconditions to create a conviction that the interests of the injured party have been met while the defendant by the imposition of a milder punishment against her has also benefited. (Judgment P.nr.1274/19, 2020).

In this case recuperation of relations between them comes into consideration as the injured party can eventually reduce or mitigate eventual requests that he/she might have against the defendant in the future.

The level of restoration of the relations between the parties in dispute when pleading guilty is of a lesser intensity compared to the mediation procedure in which instance the restoration of the relations was more emphasized.

4.3. Restoration of Relations in The Post-Criminal Stage by The Civil Litigation

In the circumstances when the decision about the criminal case is concluded by the final decision of the competent court authority, the possibility of the restoration of the relations between the victim – the injured party and the defendant is frailer for the fact that the defendant did not express the willingness to restore this relation before the criminal case is resolved or eventually due to the nature of the criminal case since such a thing is not permissible by law such as RNM and RA.

In these circumstances, it may come to some kind of rapprochement between them even after the conclusion of the criminal procedure when the injured party is instructed to realize his rights and interests in another procedure - by a civil procedure when in the claim the injured party files his claims regarding the satisfaction be it moral or material in the concrete case.

Even in these situations when the defendant expresses willingness that he can compensate the injured party notwithstanding the allegations of the injured party, the injured party in a way can gain satisfaction from the amount and type of the damage caused by that offense and I think that at this stage it may come to the restoration of relations in the post-criminal stage between them. For example, by the claim the injured party alleges the type and the amount of compensation while the defendant expresses his desire to compensate over the alleged amount, then the injured party eventually can coordinate activities with the defendant in this type of procedure as well.

4.3.1. Consequences of restoration of relations at the post-criminal stage by civil litigation

In situations when the perpetrator does not plead guilty, the possibility of restoring the relations between the victim and the perpetrator is less accentuated, but in accordance with the material provisions, the injured party has the right to his claims in order to restore the damage caused as a result of the committed criminal offense, to achieve this in another procedure, by a damage compensation claim.

Regarding the damage compensation claim, the restoration of relations between the parties in dispute can be considered in the situation when the defendant punished by a final decision and by the power of law is constrained to compensate the claimant, the former injured party, to the extent alleged in the claim eventually by an out-court or a court agreement reached between them (CFD, 2022).

By the act of execution of this agreement *ipso facto* the claimant – the injured party is compensated and a new form of mediation is achieved especially in circumstances when an out court or a court agreement has been reached between them.

In these circumstances, I believe that in this case as well the relations between the parties in dispute can already be recuperated by another procedure anticipated by criminal provisions directly related to the civil-legal provisions.

In this case, the intensity of recuperation of relations is frailer compared to the two first cases, but anyway it is believed that in these circumstances as well these relations can be rearranged between them but with a lower degree of reregulation.

5. Conclusions

Pursuant to the consulted literature, on perceptions from practical examples, and the experience, I have come to the conclusion that the possibility of restoration of relations between the disputed parties may be derived depending on the procedural stages under which this restoration of relations is concretely requested with the intensity and the scale required in the actual case.

According to these aforementioned perceptions, considered that the possibility of restoration of intensive relations, i.e. on the highest scale, comes into consideration with the act of mediation procedure, by decreasing in intensity with the act of signing the agreement of guilty plea or the act itself of admitting guilt, by finally decreasing to the lowest intensity by the act of filing the damage compensation claim in the post-criminal procedure.

It is an undeniable fact that the restoration of relations between the parties in the procedure comes into consideration in the procedure of direct mediation so that both parties by coordinating the reciprocal activity meet their whatever needs they are but maximally avoiding the consequences caused as a result of the criminal offense committed by the perpetrator in that course so that in the meantime both parties benefit; one by the act of satisfaction whatever it may be (the injured party) while the other one with the act of termination of the criminal procedure (the defendant). In the concrete case, the possibility of restoration of relations in a graph presentation is expressed by the highest possible intensity accomplished between them.

In the following circumstances, when we are dealing with the fact of signing the guilty plea agreement before the case prosecutor and the fact of pleading guilty before the trial judge, this possibility of restoring the relations is more complicated. Shall be more complicated due to the fact that the injured party can personally achieve a moral satisfaction in the form of an inward satisfaction that he experiences by this act of the guilty plea while the experience of the material satisfaction coincides with another procedure - the post-criminal procedure and aggravates the position of the injured party until he obtains the material satisfaction by this type of procedure. In these circumstances, the intensity of the possibility of restoration of the relations between them decreases precisely due to the other procedure that for our circumstances is very complicated and needs time due to a vast number of the civil cases.

It is an evident fact that the intensity of the possibility of restoration of the relations at the post-criminal stage is logical to decline to the lowest level of the possibility of coordination of these relations between the parties in dispute. But in the situation when the injured party at this post-criminal stage manages through the claim to realize the property claim then we have a possibility of restoration of these relations but unfortunately based on the graveness this intensity can be considered very low. Eventually, the increased level of this intensity under a certain level can be achieved by an eventual out-court or court agreement, whichever desirable.

Finally, the stage, i.e. the intensity of the rapprochement of the possibility of restoring relations, except in the stages presented, is interlinked with other determinant factors that through the aforementioned stages affect the growth or decrease of these relations in the concrete case. I apologize in advance for any shortfalls that might be eventually observed during the elaboration of this subject.

Despite all the objective legal possibilities, the possibility of restoring relations would be more emphasized when dealing with less serious criminal offenses and due to the less damage caused so that these relations could exist to be restored which is a real possibility for their restoration.

In the situation when we are dealing with grave criminal offenses, resulting with the death of a person, restoration of relations is aggravated so that the material or moral compensation would not have the equivalence of the life of a person so that in this situation, the restoration of relations is simply a utopia.

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POSITIONING AFRICAN WOMEN FOR THE FOURTH INDUSTRIAL REVOLUTION (4IR) ERA: INSIGHTS FOR WOMEN STUDENTS



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Abstract

This conceptual research paper seeks to understand how African women can be empowered for relevance in the fourth industrial revolution (4IR) era. It is fastened on a scoping review which served as data and the empowerment theory that served as the lens – theoretical framework. The insights of the paper for women students infer that STEM skills are critical for anyone to be relevant in the 4IR era and women students are underrepresented in that field, however, they should be hopeful if they are studying courses relevant to decision making science and humanities which 4IR era benefits from. Further to this, it reveals that learnings about the 4IR instil the consciousness of hope and fear in women about the opportunities the era brings. In conclusion, the paper emphasis that the views of 4IR critics of it promoting or widening inequalities and unemployment in the 4IR should not be taken for granted and for that reason empowering women with education especially the type of education that addresses the future is a necessity.

1. Introduction

Women are the under-researched dimension of the Fourth Industrial Revolution (4IR) debate. This conceptual research paper awakens our thinking about the positioning of women particularly African women for the 4IR era and insights that can be gained for the good of women students especially those in higher education institutions. The rationale and assumptions that warranted this paper are three namely: (1) Every industrial revolution stage comes with its unique focus and goals (Schwab, 2016). (2) Skills required for the 4IR are not necessarily the same with the previous era (Reaves, 2019). (3) Women risk being left behind in the 4IR era (Adams, 2019; Mahlatsi, 2020).

For many researchers across the world, the 'new normal' ideology that is made popular by COVID-19 is an eye opener to expectations of the fourth industrial revolution era – an era that many are yet to know much about perhaps accept. The fourth industrial revolution is indeed the 'new normal' – without it, the new normal itself is impossible. The new normal which include on-line teaching through Zoom, MS Teams and other medium, increase in number of people working from home and emergence of different work careers to mention a few are important focus for

critical thinking for the sake of improved opportunities for women particularly for African women including those studying in higher education.

Critics of the fourth industrial revolution argue that the era is likely to worsen global unemployment and inequality (World Economic Forum, 2018). So, my consideration in this paper would be related to evidence or scholarship that points to positioning African women for the fourth industrial revolution era and then my question would be how can they be equipped for relevance for the 4IR era specifically to avoid them been left behind or deepen inequality?

2. Background

Industrial revolution is described as event(s) that transform human lives and history (Dean & Spoehr, 2018). Every emergence of a new stage of industrial revolution signals the arrival of a new future. Currently, we talk of the fourth industrial revolution. Meaning that the first, second, and third industrial revolutions have come and gone. But are they really gone? No, because they are still in one form or the other part of the fourth industrial revolution and our lives.

History have it that industrial revolution started in the late 18th century when science and technology advanced to improved people's standard of living. Advanced science and technology come with numerous benefits for mankind. With it, is the decrease in death rate following improved medical science and facilities. By extension, it paved way for rapid population growth. On the contrary, its demerits include hazardous changes it brought upon the environment. As Balliester and Elsheikhi (2018) proclaim, these are proponents of change, such as climate change and demographic change, which will affect the number of jobs available and opportunities in the future.

Some experts in their analysis argue that the first industrial revolution is just the first of four events that have taken the world by storm in a similar way. The transformation of the second industry (second industrial revolution) took place with the advent of conventional lines and the transition from steam to electricity about a century ago. The turning point of the third industry (third industrial revolution) was the advent of personal computers and the internet. Anderson (2018) makes clear that the 4IR is basically about the introduction of physical and digital systems, as well as advances in intelligence and machine learning.

The 4IR steers at us because global debates around it seems to be heating up like never. This is warranted by its noticeable impact and effects on different aspects of the human live. Its presence for instance is predicted to change job landscape and dimension for different sectors. Moreso, as Schwab (2016), Twinomurinzi and Ismail (2018) and Corfe (2018) put it, the 4IR will free more time for humans to spend with family and for leisure to address workloads and activities that does not afford majority of the workforce time for family. Karr, Loh and Andres (2020) policy brief suggests that 4IR will lead to job loss for many people due to automation. Already in the USA, jobs are quickly lost and automated, leaving many people without the opportunity to work in their chosen field (Frey & Osborne, 2017). In their work, Burns and Church (2019) identified the mining sector as one of the most vulnerable to 4IR. Precisely, they argued that coal mining is no longer a robust industry employing hundreds of thousands of people; instead, self-driving trucks are being programmed to autonomously extract the resource with greater efficiency.

3. Problem Statement and Research Question

It is well established that 4IR like other stages of industrial revolution can improve life, health, safety, and connection for everyone (see Ndung'u & Signé 2020). However, according to Madgavkar, Manyika, Krishnan, Ellingrud, Yee, Woetzel, Chui, Hunt and Balakrishnan (2019), women are more likely to perform

unskilled tasks that are automated. Consequentially, they are likely to be the majority with job losses, that is, without jobs.

The worst scenario should be expected for women in Africa region or context where biased culture and religion towards them negatively impact on their work lives, job and educational opportunities. Equally so, is the situation of women residing in hi-tech places and countries because they are under-represented in Science, Technology, Engineering and Mathematics (STEM) – academic fields or studies that significantly power the 4IR. Munoz-Boudet and Revenga (2017) whose study was conducted in the USA underpin that there are only 35% of women undergraduates earning a degree in STEM. Statistical data from their study shows that only one in seven women with a STEM degree is working in the field of STEM. With these issues or challenges that women are faced with, it becomes imperative to think of how women particularly the African woman who is confronted with multiple challenges can be positioned perhaps equipped to be relevant in the 4IR era. To this end, this paper seeks to answer two questions: (1) How can African women students be empowered for relevance in the 4IR era? (2) What are the insights for women students from the positioning of women for the 4IR era?

4. Methodology

My world view for this paper is the interpretive paradigm – “a philosophical stance that concentrates on investigating and exploring the social world to gain a better understanding of a phenomena” (Gray, 2014). With the paradigm, I was able to unravel the reality of the circumstances within a particular contextual environment (Babbie, 2017) and made sense of the 4IR particularly in understanding of how African women/ African women students can be positioned or empowered for relevance in the 4IR era.

This paper is inclined on/to conceptual research methodology. Consultores (2020) describes conceptual research as a process where research is conducted by reviewing and analysing current information on a given topic. Thus, the analysis of an idea does not involve conducting any experimental analysis, and therefore, it is associated with an idea. Further to this, it allowed me to explore a new and complex phenomenon – the 4IR with limited available information (see Blumberg, Cooper & Schindler, 2014). Conceptual research methodology relies mainly on secondary data. In other word, it is a non-empirical paper. For this reason, and with the use of scoping review, literature centered on the 4IR and skills for 4IR was focused on to generate required reviews that served as data. In short, the data collection approach used was a scoping review.

Colquhoun, Levac, O'Brien, Straus, Tricco, Perrier, Kastner and Moher, (2014) describe a scoping review as a type of knowledge synthesis that addresses an exploratory research question directed at mapping main ideas or concepts, research findings and gaps linked to a specified field or subject area through the systematic search, selection, and synthesis of current state of knowledge. Like in some recent studies (e.g., Wessels, 2020; Fan, Tscheng, Hamilton, Hyland, Reding & Trbovich, 2019), scoping review is used in this paper to gain a comprehensive understanding of the 4IR which agrees with the assertions of Arksey and O'Malley (2005) and Levac, Colquhoun, and O'Brien (2010). They argue that scoping review helps in providing an overview of an emerging phenomenon, defining concepts, and addressing broad research question(s).

As required of researchers who intend to use scoping reviews, I embarked on a comprehensive and structured review of literature to extract appropriate information, provide reproducible results, and minimize potential harm or bias through improper implementation (see Sucharew & Macaluso, 2019).

5. Theoretical framework

In framing my understanding of the phenomenon and to be able to make a concluding remark which, serve as response(s) to research question declared at the onset, I relied on the empowerment theory. The theory describes "the psychological concept of people feeling a sense of control and independence" (Kalso, 2019, p. 1). Empowerment is necessary to break many dichotomies affecting women: personally, in the family, and in the body; they can also be social, ideological, collective (Fetterman & Wandersman, 2007). Change and power are two concepts or terms that are fundamental to empowerment theory. In other word, amongst several issues that empowerment is concerned with and thus promote, are directing and redirecting change and power for the overall good of person(s), groups and institutions. Cattaneo and Chapman (2010) note that empowerment is a way of acquiring power. They were assertive that "an increase in power is an increase in one's influence in social relations at any level of human interaction, from dyadic interactions to the interaction between a person and a system" (Cattaneo & Chapman, 2010).

The main target of empowerment must be women, mostly low-income adult women, in a climate of justice and social change despair. (Segale, 1999). Empowered women should be able to stop unwanted activities, change ongoing activities, and create new perspectives and future (Stromquist, 1995) and at least they should provide solutions to their problems because only them can set their goals and agenda. (Nnaemeka, 2005). Given that, this paper concerns itself with women and the 4IR, Balkar's (2015)

underpinning of empowerment being an important response to the rapid developments and changes in technology and knowledge is worthy of note. This concurs with Moran's (2015) writing which points to empowerment as something that gives people and professionals ideas of responsibility and therefore help them to make a meaningful contribution to their organisations or at their place of work.

6. Literature Review

6.1. Women and the 4IR

Women make up over half of the population of the world. Approximately, two-thirds of the 175 million illiterate youth are women. Sub-Saharan Africa is one of the two regions in the world with the highest population density and many who are women participate in the labor force (Bonnet, Vanek, & Chen, 2019). Statistically, about 40% of women in Africa countries, for example Ethiopia, Malawi, Niger, Nigeria, Tanzania and Uganda are usually found in some sorts of agriculture work – unskilled positions in the lower rungs of the economy (Christiaense & Demery, 2018). The peculiarity and association of African women more to illiteracy and unskilled jobs over the years have been identified as gender injustice and social injustice (Chiweshe, 2019). Recognizing these facts as we enter the 4IR era are necessary and important for the right steps towards the positioning of women for relevance in the 4IR era. To achieve this, the issues that promote gender inequalities must be addressed.

Having understood education as a powerful tool required for women in the 4IR era, Walker, Pearce, Boe and Lawson (2019) suggest that we need to be proactive in tackling the root causes of gender inequity and to deal with the different barriers that keep females and women out of school. By so doing, the platform, terrain and atmosphere that can inspire them for the world of school and work is made better and for their good especially when one takes into consideration that some fields are traditionally male dominated. According to Mascherini, Bisello and Leston (2016) and Balliester and Elsheikhi (2018), if the educational barriers facing women are overcome and they make inroad or progress in their numbers in male dominated fields, then we can expect them to reap from the benefits of the future and the 4IR.

Despite the male dominance of certain fields such as sciences and digitisation – the cores of the 4IR, the support for the presence of women in the labour market in general observed throughout the 20th Century shows encouraging numbers and trends (Andrade & Carvalho-Neto, 2015). Increase in women involvement in the labour market is propelled by the mechanisms of self-esteem, self-efficacy, purpose, and sense of belongingness which further aid their competitiveness in work environment (Spinelli-De-Sa,

Lemos, & Cavazotte, 2017). Importantly, certain policies and situations in countries have led to their increase in workplace. A good example is the structural adjustment policy and programmers in Nigeria in the 1980s. The Affirmative policy in South Africa is also helpful in increasing the number of women in workplace. In spite, of these increases, women are still under-represented in almost every sector of the economy except for designated domestic fields that are traditionally regarded or set aside for women. With these scenarios, it is apparent that most women are yet to attain their potentials.

According to Ndlovu (2019), if women do not achieve their full economic potential, the global economy will worsen, and half of its population will contribute less than half of its productivity. To this end, Ndlovu stresses that as Africa navigates the shifts that 4IR convey, we will see equal opportunities following digital change, which will as well articulate how we can enhance access to ensure that women and girls are empowered to participate in the coming transformation which is here already. According to Hirschi (2018), we are already seeing the emergence of 4IR effects, most notably is job disappearing at workplaces due to automation. This is the case of the banking sector and garment/clothing making industry in South Africa. Thousands of people, women especially lost their jobs between 2019 and 2020. COVID -19 further exacerbated the situation. This should not be surprising as earlier study of International Labour Organization (2016) conducted in Asia predicted that more than 80% of garment, textile and apparel manufacturing jobs in the continent will be lost because ‘sewbots’ are replacing humans in factories. In short, digitization and automation will lead to significant changes in the world of work and the way we operate in the next few decades (Brynjolfsson & McAfee, 2014; De Stefano, 2016). To be abreast with the change, the need to develop skilled workers to enable them to stay in their jobs and add value to their organizations is recommended (Ndlovu, 2019).

Based on the understanding that women are more involved in low-value tasks that require unskilled labour, implies that they can be easily replaced with automation, thus, making them the vulnerable group to loss of jobs in the 4IR era. In Hirschi’s (2018) analysis of Frey and Osborne (2013) popular report, he notes that many jobs in sales, service, office and administrative support, and production might be automated in the nearer future. So, the fear is not limited to unskilled jobs. Solace can be drawn from Autor’s (2015) view which alienates jobs from total automation. Accordingly, jobs have many tasks, many of which may not be easy to automate. As a result, automation often affects some functions, but not others, and is unlikely to eliminate all functions and jobs (Hirschi, 2018).

The panic signal about job loss that comes with the 4IR must be put to halt because ever since the first industrial revolution, there has been worries that technological advancement will result to unemployment and underemployment (Mokyr, Vickers, & Ziebarth, 2015). Such fears have however failed to materialize because people often elect to underrate the emergence and prospect for new jobs following the creation of new occupations and industries (Mokyr et al. 2015). Dynamic reaction of labour markets to technological advancement and changing needs and providing workers with diverse expertise which of course determine the economic need for automated operation is important for note (Hirschi, 2018). In sum, the 4IR, creates structural changes in the world of work, which leads to increase job polarization (Autor & Dorn, 2013; Goos, Manning, & Salomons, 2009).

As Hirsch (2018) notes, “Job polarization describes the phenomenon where middle-skilled jobs are hollowed out, whereas lower-skilled service jobs and high-skilled jobs increase disproportionately”. This, accordingly, is due to the fact that many middle-skilled jobs (e.g., office administration, machine operation) consist of cognitive or manual tasks that can easily be automated with recent technology because they follow precise and predictable procedures (Hirsch, 2018). In contrast, small-scale services (e.g., personal care, cleaning, security) involve many tasks that are easy for people to perform, but are difficult to automate with current technology. On the other hand, professional services (e.g., professional experts, educators, managers) frequently combine and solve creative and complex social interactions that are also difficult to manage. To avoid the consequences that come with this, increasing skills through lifelong learning and further education becomes inevitable (Frey & Osborne, 2013).

6.2. Skills and the 4IR

The previous section suggests that different kinds of skills are required for the 4IR era. Understandably so because the era itself is new and the future, therefore, the skills are most likely not to be totally the same as in the past – the 20th century. The question to be asked will then be what are the skills for the 4IR era? In other words, what are the 4IR skills?

The 4IR skills are those needed for future workplaces and businesses to be effective and efficiently successful. The works of Chaka (2020), Cotterill (2015), and Butler-Adam (2018) describe the 4IR skills as global, imperative, and most important future skills that equip workplaces and people.

In Chaka Chaka’s work title skills, competencies and literacies attributed to 4IR/Industry 4.0: Scoping review, the competencies

and skills ascribed to 4IR are generic soft skills such as creativity and problem solving, communication, and hard skills which include programming skills. Aside these identified skills, Chaka mentions information literacy as a skill of the 4IR but under-represented and under-cited (Chaka, 2020). 4IR skills can be categorized into four namely: intellectual, social, and coping abilities, and adequate academic and discipline knowledge (Cotterill, 2015). Accordingly, intellectual skills or abilities include problem solving skills like critical and creative thinking to cope with undefined issues.

Deloitte's (2018) study which determined the skills necessary for students to participate and succeed in a 4IR workplace notes that youths must familiarize themselves with the 4IR world. Further to this, Deloitte discloses that 54% of youth had not heard of 4IR, and 39% testified that their schools did not equip them with 4IR skills. Grand-Clément's (2017) study of youth aged between 10 and 18 years, categorized the 4IR skills into "digital navigation skills" and "digital skills". In a different study, the 4IR skills are categorized into four categories namely "ways of thinking, ways of working, tools for working and skills for living in the world" (Schleicher, 2012). Naidoo (2021) beautifully used what she called a web or multiple interactions – word cloud to illustrate 4IR skills as below:



Figure 1. Word cloud illustrating 4IR skills

Source: (Naidoo, 2021, p. 11)

Even with the few writings about the 4IR, the future remains uncertain and for that reason skills which display versatility will be profitable and relevant. Therefore, the future workforce needs to create self-monitoring abilities, such as time administration, self-discipline, setting goals, efficient life and work balance, and constant learning abilities (Cotterill, 2015). Given the fact that 4IR is largely technology inclined, it is thus, logical to think of innovation and creativity as aspects that skills must be linked to.

To this end, we must acknowledge that as the world economy progresses towards the extensive implementation of artificial intelligence alternatives, rivalry and demand will increase for a workforce with the scarce abilities necessary to execute, handle, and operate alongside the latest technological enhancements (Butler-Adam, 2018). In addition to the already mentioned skills, Hariharasudan and Kot (2018) cited in Wessel (2020) postulate that intercultural knowledge, advanced technological literacy, and real-life skills will become more and more important in the future workplace.

As Eberhard, Podio, Alonso, Radovica, Avotina, Peiseniece, and Solé-Pla (2017) note, knowing about new technological developments is not sufficient: using them correctly and meaningfully is crucial. Same can be said of the 4IR skills. In view of this, Reaves (2019) advocates for skills and methodologies as an integrated program that are still rare to be taught by specialists. In his provided examples, it is more common and proper for design thinking to be taught in a design department; for systems thinking to be taught in biology; for entrepreneurship to reside in the business course list instead of a generic approach where some irrelevant courses are taught in some departments. Nonetheless, he encouraged cross-disciplinary learning where some essential skills are taught regardless the specialization. These essential skills according to Reaves (2019) are needed by nearly everyone in a society because they are profoundly affected by change, including people employed in any field, as well as those who are un-, under-, or pre-employed (e.g., students).

7. Discussion

As a reminder, reviewed literature served as data for this paper. Evidently, data for this paper indicates that women comprise over half of the total population of the world. It is, therefore, logical to stress that the future which does not take into account the empowerment of women and their optimal participation in terms of what the future require – the 4IR will be catastrophic. In the light of this, everything ranging from policy to practice must be done to empower African women for the new future (4IR) because the highest share of women in the workforce globally is found in Africa. Previous studies, for example, Labour and Economic Development Research Institute of Zimbabwe. (2017) and Dahir (2017) establish that 52.8% of African women make up the labour force. These women accordingly are found more in the informal sector and employment. Examples of women in informal employment was given as those in Nigeria who are involved in parcel and money transfer businesses in some rural Nigerian communities (World bank, 2007; UN, 2020). More Zimbabwe women according to Labour and Economic Development Research Institute of Zimbabwe. (2017) and Matsai

(2019) are involved in “low hanging fruit” opportunities, which come with quick returns. Accordingly, this has seen more women venturing into buying and selling, and less into manufacturing activities which at times require significant start-up capital; resulting in concentration of women in activities that require less capital investment in the informal sector or economy. In Ghana, women constitute about 90% of the labour force in the informal economy (Ghana Statistical Service [GSS], 2013). Most African women in the informal sector are sole proprietors who started their businesses or trade following their hobbies for example cooking, cleaning, care giving etc (Peprah, Buor, & Forkuor, 2019). Women tend to be more focused on informal employment, so supporting them is a keyway to reduce women's poverty and gender inequality. With empowerment, they can do their business and work more effectively and efficiently (Cornwall, 2016), which obviously will be in line with 4IR trend(s).

The fourth industrial revolution promotes globalisation which invariably reduce rurality and increase urbanisation. So, sticking to the informal setting with the view of doing business with only the locals and few people may not be the ideal thing for women to do otherwise they may be irrelevant to the fourth industrial revolution era. It is clear from the data – reviewed literature and the lens (theoretical framework) used in this paper that empowering women is both profiting to them and the society. With empowerment, African women will be made to believe more in themselves because it makes them see possibilities in different options other than the ones that they are used to. With empowerment, they would be able to do same thing or different things differently and in line with current practices and ways.

Different ways are spelt out or indicated for women relevancy in the fourth industrial revolution era. These ways mainly include education and recalibrating policies. The kind of education for women that defile traditional disciplines for them should be encouraged for them to be relevant in the era of 4IR. Failure to pursue and promote this agenda will most likely deepen inequality between men and women because more men in comparison to women are found in formal business and in occupations that are more inclined and aligned to the fourth industrial revolution era. Through the right kind of education, upskilling and reskilling which data in this paper underline and identify relevant for 4IR is possible.

Recalibrating policies (policy change) for the good of women in the 4IR era must address barriers that influence women access to finance or capital because it determines the number of women who can start their own business and as well grow the business (see, Labour and Economic Development Research Institute of Zimbabwe, 2017). Accordingly, most women remain in informal

businesses with no possibility of growth of the businesses because of inadequate capital. In addition, recalibrated policies must also touch on employment of women because there are cases of women with the relevant qualifications and experience, yet they are not employed. Munoz-Boudet and Revenga (2017) beautifully captured this when they noted that despite some women having degree in STEM, they are still not employed in that field.

8. Insights for Women Students

The insights for women student as this section reflects, help to answer the question: how can women students be empowered for relevance in the 4IR era?

In this paper, empowerment of women is exposed as the main vehicle for positioning women for relevance in the 4IR era. One major insight of this paper for women students is the revelation of their underrepresentation in engineering and technology and the importance of STEM for the 4IR. This implies that women students must encourage themselves and be encouraged by others including government and institutions to pursue courses and career in STEM because it is clear in this paper that STEM skills are required to be relevant in the 4IR era. However, I wish to stress that STEM courses and skills must not be seen as the only discipline or field of study women students must consider and concentrate on to be relevant.

No matter how we try to encourage or motivate women students to enrol and pursue career in STEM, some will still not enrol due to different reasons. The reasons may include lack of interest in STEM, incapacitation or lack of ability following their education background, and the kind of institutions and facilities available in their schools etc. For such category of students, they should be hopeful not fearful of missing out in the 4IR because it is apparent in this paper that emotional intelligence and related/soft skills are as well useful and for that reason women students who pursue courses and skills in emotional intelligence, leadership, management, and education to mention a few will also be relevant for the 4IR era because of their relevancy to decision making science and humanities which 4IR era benefits from.

This paper underpins policy change as a vital instrument that can be used to involve and motivate women to participate in the 4IR era. Before the advent of the 4IR era, women and men are known for gender stereotype jobs. This thus suggest that the first, second and the third industrial revolution eras promoted perhaps did not deal with gender stereotype which invariably created or widen gender inequality. On account of that, policy change would be necessary in the new industrial revolution era – 4IR. By policy change, I mean formulation and implementation of new kinds of

policy that support women relevance and participation in the 4IR era. With this, women should be included in such policy formulation and implementation. A good example is the integration of women into politics and the ICT revolution by Rwanda (Nsengimana, 2020). With policy change, courageous culture and spaces would be provided. Policy change formulation and implementation must involve women. For women to participate in policy change, they must question policy for it is only through that medium that policy change which this paper portrays as one vehicle for the display of their relevance for the 4IR can be fertile. Questioning policy in my view is a good means by which the change of mentality needed by women to be relevant for the 4IR as Naidoo and Potokri (2021) advocated can be achieved. Change of mentality require women to be mentally brave to believe in themselves of capable of doing what men can do at workplaces and in any other kind of enterprise including setting up their own businesses. On the part of men, when women question policy especially the ones that concerns their empowerment and for the eradication of gender and social injustices, they must not be seen or regarded as arrogant.

This paper points to adaptive attitude/innovative attitude, upskilling and reskilling, and lifelong learning as important concerns and insights for women students. If women including the ones studying are to be relevant for the 4IR era, they must be prepared to adapt to the changes created by 4IR. Adapting to change for humans can be very difficult and problematic for many. However, it is important for unlocking the challenges associated with the 4IR. Adaptive attitude can be enhanced through upskilling and reskilling which the right type/kind of education can provide. The right kind of education would be cross-disciplinary learning where some essential skills are taught regardless the specialisation because they are needed by nearly everyone in a society (see Reaves, 2019).

In instances where women students are studying courses that may not be 4IR aligned, they should consider enrolling for elective courses that are 4IR aligned. Before the advent of the 4IR, employment opportunities have been dwindling and favour men in comparison with women. In other words, the rate of unemployment shows a continuous increase in Africa. This paper shows that acquisition of 4IR skills can make women relevant and as such pave ways for them to do their own businesses because many of them are found in the informal sector. Therefore, women students must be hopeful that with the 4IR skills, they can become job creators not job seekers. In sum, when women students are empowered, the narrative is most likely to change to what women can do for the 4IR rather than what 4IR can do for women which places women at the mercy of the 4IR era.

9. Conclusions

Hopefully, this paper proves useful to readers to accept the 4IR as an era that has so much to offer to women. However, the views of critics of it promoting or widening inequalities and unemployment in an era of unprecedented global wealth should not be taken for granted and for that reason empowering women with education especially the type of education that addresses the future is a necessity. The kind of education for women that will make them relevant is that which fits well in terms of skills development and acquisition for the new era and aligns well with emerging jobs or careers not the traditional ones such as secretaries, retail salespersons, waitresses, receptionists, and subsistent farmers that women are identified with or known for. If this is achieved, inequalities gap and women world crashing can be revived and put on the right trajectories.

Learnings about the 4IR instil the consciousness of hope and fear in women about the opportunities the era brings. Hope from 4IR connotes the opportunities that come with the era. This hope will free more time for humans to spend with family and for leisure to address workloads pressures. Fear from 4IR presents change in job landscape and dimension for different sectors which will lead to some new kind of jobs created and some kinds of jobs disappearance, thereby, leading to job losses. Evidently, in this paper, widen inequalities and unemployment rate increase for women in the 4IR era would mean that they are left behind.

Based on my interpretive paradigm, data in the form of literature as used in this paper suggest that women must begin to urgently think more about their future within the frame of hope not fear because only then will they be able to accelerate their preparedness and relevance for the era otherwise inequalities which the first, second, and third industrial revolution was unable to satisfactorily address will be further widened.

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TRANSPARENCY OF FINANCIAL REPORTS OF COMPANIES IN THE REPUBLIC OF KOSOVO



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Abstract

The financial reporting of any business entity wherever it operates is essential for the efficient management of that entity. Financial reporting in accordance with IFRS, international best practices and EU directives helps to create a more transparent business environment and enhances the credibility of other stakeholders. The financial reporting of companies in the Republic of Kosovo is important for a well-functioning market economy and provides some of the basic elements for a proper and sound financial system in Kosovo.

The purpose of this research is to analyze whether the financial statements of companies in Kosovo are transparent, and each interested party can find their financial statements and other necessary information, as well as how they are prepared in accordance with IFRS/IAS requirements.

Providing quality financial reporting helps users of that information to make important economic decisions. Financial information published and available to stakeholders in most cases to companies in Kosovo is considered not very reliable and not very transparent, as well as incomplete.

The results of this research reflect the lack of transparency of financial information from companies in Kosovo, which is easily verified through the qualifications of the opinion of the auditor's report, clicks on the website, etc.

1. Introduction

In the context of today's economic reality, information is very necessary in making the right decisions for the future. To be useful and timely, financial information must also be reliable, comparable, fully compliant with acceptable standards, and clearly transparent. In order to achieve transparency in financial reporting, high quality financial information must be prepared in full compliance with generally accepted accounting principles.

In the managerial environment of companies, their management is always faced with situations where sometimes necessary decisions must be made, for its sound future. But to make such decisions, which are nevertheless in the best interest of the company they lead, it is necessary to make fair and accurate assessments of all the information that they send with complete certainty. In order for that information to be accurate, fair and in the best interest of the company, the information must be

provided in a timely manner, it should be complete and based on either national or international accounting standards. Also, it must be in accordance with certain rules and norms drafted by state regulatory bodies or by the company itself.

The pace of internationalization of trade and investment has accelerated in recent years, so all this has been accompanied by calls for financial reports to be internationally comparable (Elliott & Elliott, 2007). So, the financial information extracted from the financial reports of a particular economic entity of a certain country can be compared freely and seamlessly with similar information of another economic entity in another part of the world. Nowadays, this has led to working more and more in regards to harmonizing the same standards in all countries and by all companies.

Accounting standards came to light as an attempt to act against subjectivity and to achieve comparability between the financial statements of different entities. These standards have been developed both nationally (in most countries) and internationally, such as IAS and IFRS.

2. Objectives of Financial Report

Financial reporting offers data that is practical in doing business and economic decisions. As a result, the overall aims of external financial reporting come from the necessity of external users that need to trust the data that managers communicate.

FASB in its conceptual framework identifies the main objectives of financial reporting. These objectives can be summarized as follows (Charles, 1993):

- A financial report should offer information that is handy to investors, creditors, and other current potential stakeholders in making rational investments, lending, or similar decision.
- Financial reporting should provide information to assist investors, creditors, and other current and potential interest groups in estimating the amounts, timing, and uncertainty of cash receipts from dividends or interest as well as returns from the sale, maturity of securities or loans.
- Financial reporting should provide information on the enterprise's economic resources, requirements for those resources (the company's obligations to transfer resources to other entities and owners' equity), and the effects of transactions, events, and circumstances that alter these resources.

The major focus of financial reporting should be providing information on earnings and their components. Earnings analysis provides knowledge on:

- management performance,
- long-term profit capabilities,
- future earnings
- the risk that are related to borrowing or investing.

So, the main objectives of financial reporting should be in terms providing information that is useful to investors, who will be able to decide whether to invest or not, creditors in order for them to make the right decisions regarding lending, and analysts, who will make a fair analysis of the probable situation in which a company is actually located. Also, this can be beneficial for other users regarding the assets owned by an entity, the sources of the flow of that asset, claims on those sources, etc.

A complete financial report, harmonized with the required local and international standards and published as such, with the greatest possible transparency, will meet not only its objectives regarding the providing of information on the financial condition and situation for a given business entity, whether it is a current situation or a state of perspective, but it will also meet the needs of different users, both those within the entity and those outside it.

Today, financial reporting in companies is no longer limited to financial statements but also includes a wide range of data and information that need to be reported, for reporting to be as complete and transparent as possible.

So, furthermore, other data should be published and made transparent, such as: disclosures of financial statements, auditors' reports, a five-year summary of key financial data, net sales or operating income, income or loss from operating operations, income or losses from ongoing operations for ordinary shares, total assets, long-term liabilities, and preferred shares as well as cash dividend per ordinary share, market data, higher and lower sales prices of ordinary shares for each quarter during the last two years, etc. (Xhafa, 2005).

3. Preparation of Financial Statements for Reporting

The financial statements show the final stage of accounting data processing and are presented as the bearer of accounting information.

The preparation of financial statements requires management to make estimates, judgments and assumptions that affect the implementation of accounting policies and the information reported regarding the assets, liabilities, income and expenses of the entity.

Financial statements that are in discrepancy with the standards may result in disagreement and inconsistencies in the basic principles and as a result, may lead to ambiguity, and all this may have an impact on true and fair financial reporting.

The IASC states that the purpose of financial statements is to provide information about the financial position, performance, etc. that is useful to different users in making economic decisions (IASB, 1989).

So, when preparing financial statements, care should be taken to disclose information such as the current financial condition or situation of a business entity, information on good or bad performance for a given period, so that this information which use

by different users, both inside and outside the entity, to influence their decisions based on this information provided by the construction of the financial statements.

The conceptual framework of the IASB presents the main qualitative characteristics that the financial statements should contain after their preparation. These features represent that information presented in the financial statements are practical and usable to many users. Four main qualitative features are:

- comprehension;
- importance;
- reliability;
- resemblance.

Also, when preparing financial statements, some basic assumptions should be considered, which are also defined by accounting standards. Thus, IAS 1 identifies some of the basic assumptions or principles such as:

- The principle of fair presentation of financial statements
- The principle of going concerned
- The principle of causality of revenues and expenditures
- The principle of a treatability (consistency)
- Ethical responsibility of financial reporting

While making preparation for the financial statements, other documents of the financial statements regarding the obligations that certain business entities have for financial reporting, in addition to having to comply with the laws, norms, rules and standards set by the country, meanwhile ethical aspects must be looked after, because the reputation of an enterprise or corporation also depends on its good image

As known, in most entities that managers have a task, that of achieving the greatest possible profits. But at the same time, the standards of modern ethics impose another task, to contribute to maintaining and increasing the values of the entity for the benefit of all those directly or indirectly involved with the entity, including the public. Large organizations are more responsible for this, always keeping in mind the impact that a large organization can have compared to small ones.

4. Financial Reporting Period

A subject is required to prepare its financial statements at least once a year. This is also set out in IAS 1 which requires entities to prepare annual financial statements.

Yearly financial statements are usually published once in three months after the end of the firm's fiscal year. (Stice et.al., 2001). In Kosovo by law, the financial statements of companies that are audited no later than April 30 of the following year, and the consolidated financial statements that are audited in accordance with ISA no later than June 30 of the following year.

A complete package of financial statements contains:

- a statement of financial position;
- a profit/loss statement;
- a statement of changes in equity;
- a statement of cash flows;
- notes (IFRS 1, paragraph 8).

In preparing the financial statements, the company's management decides on the application of certain accounting policies and evaluates their implementation.

The applied accounting policies should be disclosed:

- The measurement basis (or bases) used in the preparation of the financial statements,
- Other accounting policies are used, as required for a proper understanding and proper presentation of the financial statements.

The International Accounting Standards Committee (IASC) recognizes that not all users' information needs can be by the financial statement, still, it considers that some necessities are common to all users: in particular, they have some interests in the financial situation, performance, and suitability of the enterprise as a whole (I.A.S.C., 1989). Users of financial statements and accounting information are investors, managers, shareholders, employees, creditors, tax authorities, financial analysts and advisers, and the public.

5. Transparency of Financial Reports

Transparency refers to the principle of creating an environment where information published by the company on the current situation, such as assets, liabilities, capital, revenues, and expenditures are understandable to all users of information.

Transparency is a prerequisite for accountability, especially for lenders and borrowers, for investors, national authorities, and international financial institutions. More transparency makes the economic decisions easier to make alongside other agents in the economy. Additionally, transparency encourages greater accountability, internal discipline, better governance, higher decision-making quality, etc. (Greuning, et.al. 2011).

Providing information that is both transparent and beneficial to market players is an important prerequisite for a regular and efficient market. Greater transparency in financial markets makes them more stable and less volatile over time. Disclosure of financial information is in any case in line with the requirements of accounting standards.

Disclosure of information that will be available to other competitors, is one of the preconditions that is often reluctant to make public complete information during a financial reporting by various entities.

In the context of the disclosure, financial statements should be easy to interpret. The information available enables monitoring of the entity's financial performance. This helps to foster transparency and market discipline as two crucial aspects of good company governance. In addition to the goal being, in empowering stakeholders, transparency can be a tool to achieve more progressive governance. Adoption of internationally recognized financial reporting standards is a vital step toward greater transparency and correct financial statement interpretation.

Today, there are numerous instances that complete and transparent financial reporting can damage the financial fraud or financial evasion that occurs in many corporations whether small or large. Financial evasion are actions that intentionally misinterpret the performance of a financial statement. They range from the easiest, such as changes in accounting forecasts to the most severe, the recognition of fraudulent recognition of false income (Xhafa, 2005).

The primary responsibility in the preparation of a company's financial statement lies with the management of that company. Therefore, the preparation and presentation of these financial statements in line with IFRS is the responsibility of management.

6. Transparency of Financial Reports of Companies in Kosovo

The purpose of this research is to analyze whether the company's financial statements in Kosovo are transparent, and each interested party can find their financial statements and other necessary information, as well as how they are prepared in accordance with IFRS/IAS requirements.

To see how transparent, the financial statements of companies are, we have used the external auditor's reports for a significant number of companies as well as their websites.

As it is known, the law determines which companies, in addition to the annual financial reports, those reports should also be audited by an independent external auditor. Therefore, given that we are dealing with an objective audit of what these companies have reported, this increases the value and reliability of the information reflected in those reports, and from the final report of the independent auditor can be judged then how many companies has complied with the requirements, rules, local and international standards for financial reporting. In other words, based on the response to the report of the independent auditor, the level of transparency of those financial reports can be assessed to some extent, depending on what the external auditor thinks about the report.

According to the law in Kosovo, the annual financial statements contain:

- statement of financial position at the end of the period;
- statement of comprehensive income for the period;
- cash flow statement for the period;
- statement of changes in equity; and
- notes.

The external report of the auditor should be prepared in compliance with the ISA and give his opinion regarding the financial statement of the companies that have been audited for that period. The most common opinions that may arise from the analysis of some of the auditor's reports are:

- a) Unqualified opinion.
- b) Unqualified opinion with emphasis of matter paragraph.
- c) Qualified opinion
- d) Qualified opinion with emphasis of matter paragraph.
- e) Opposite opinion.
- f) Opposition opinion with emphasis of matter paragraph.
- g) Withdrawal from giving an opinion.

From the analysis conducted on a considerable number of companies in the Republic of Kosovo, this situation is presented in the external audit report:

Table 1. Audit opinions issued

Type of auditor's opinion	2017	2018	2019
	Number of reports	Number of reports	Number of reports
Unqualified	65	69	79
Unqualified - emphasis of matter	14	10	19
Qualified	36	34	41
Qualified - emphasis of matter	1	4	8
Opposite	0	0	0
Opposite - emphasis of matter	0	0	0
Disclaimer of opinion	4	3	3
The sample researched in this paper	120	120	150
Total reports submitted to the authority	361	361	394

Source: Data from KCFR, analyzes performed by the author

Based on table 1, it can be concluded that a considerable number of reports or about 54 percent in 2017 have an unqualified opinion of the auditor, while 46 percent are reports that have an unqualified opinion with emphasis of matter, then qualified to the point of denial of opinion.

In 2018, about 57 percent have an unqualified opinion of the auditor, while 43 percent are reports that have an unqualified opinion with emphasis on the issue, then qualified and up to the disclaimer of the opinion.

And in 2018 about 52 percent have an unqualified opinion of the auditor, while 48 percent are reports that have unqualified opinion with emphasis of matter, then qualified and up to the disclaimer of the opinion.

Therefore, from all that was pointed out in the paragraphs above, it is a situation where only a little over 50 percent of the financial reports are with an unqualified opinion by the independent audit, or that in all key areas of the company's financial status, the financial statements provide the information fairly., as well as financial performance and cash flow for year when the audit was performed and are in accordance with IFRS. Whereas almost half of the reports have an opinion with emphasis of matters, up to the disclaimer of the opinion by the external auditor.

Also, based on the information gathered from these companies' websites that are included in this study, financial data and annual reports can be found together with the audit report of only about 10 percent of them. So, mainly or over 90 percent of the financial reports with the opinion of the auditor we have found only in the supervisory authority such as KCFR, as an independent professional body and competent authority in the Republic of Kosovo which is responsible for publishing reports submitted by companies for the relevant period.

Then, if we take a look on the financial reports submitted by companies in this period 2017-2019, there is no information about the future which would help to predict the future, there is no non-financial information, there is little or no information at all on corporate governance, lack of applied accounting principles and policies, etc.

7. Conclusions

This study concludes that the transparency of financial reporting is the degree to which external users and especially investors have access to as much information as possible financially and non-financially about a company.

The main objective to be achieved during the financial reporting of companies, is to provide various stakeholders, especially investors, with at least the minimum necessary information, on

which they will rely when making investment decisions in the various company.

Through audits of the financial statements, through an assessment from a “neutral” perspective, it is assumed that the problem of agency (agency theory) between equity owners or shareholders and managers is reduced.

Also, the process of auditing financial statements reduces the costs of using financial statements by various stakeholders, making it possible, in the first place for shareholders but also other users of financial information, not to additional costs are incurred in investigating the accuracy of the information published by the company.

Finally, companies during the financial reporting process must adhere to the rules, requirements, laws, and standards for financial reporting, so that their financial reports are reliable, understandable, and especially easily comparable.

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*SCIENCE IS THE
GREAT ANTIDOTE TO
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SUPERSTITION*

Adam SMITH



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