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The Relationship between Lecturer Feedback about Academic Performance and Academic Progress of Students

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Abstract

The aim of the study is to investigate the relationships between the lecturer feedback about academic performance and academic progress of students, as well as the influence of lecturer feedback in academic progress. The mixed methods research is the approach used in the study. The cluster random sample of respondents, the structured questionnaires, and semi-structured interviews were selected to be used in the study. The main conclusion of the research is that academic progress of students has been explained strongly by lecturer feedback about academic performance.

Keywords: lecturer feedback, academic performance, academic progress

Introduction & literature review

Lecturer feedback about academic performance is supposed to be the important variable that the academic progress of students. The aim of the study is to investigate the relationships between the lecturer feedback about academic performance and academic progress of students, as well as the influence of lecturer feedback about academic performance in the academic progress of students. The *research questions* include: (1) Is there a significant difference in the mean students' academic progress of students scores for males and females? (2) Is there a relationship between lecturer feedback about academic performance academic progress of students? Does academic progress of students increase with lecturer feedback? (4) How much of the variance in the academic progress of students scores can be explained by the lecturer feedback?

Conceptual framework

Progressivism viewed the school as a miniature democratic society (Dewey, 1934). Constructivism treats the individual as actively involved in thinking and learning (Howe and Berv, 2000). In constructivism, learners participate in generating understanding (Brooks & Brooks 1993). Progressivism and constructivism theories were used to conceptualize a research framework for this study. The framework was developed from an extensive review of existing evidence through Sage, and EBSCO about lecturer feedback and academic progress of students. Figure 1, summarizing the framework resulting from the review, proposes a set of relationships among two constructs; lecturer feedback as independent variable influence academic progress of students as the dependent variable.

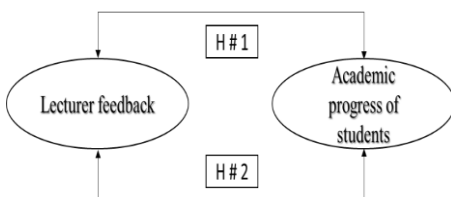


Figure 1: Conceptual framework

There are many variables related to lecturer feedback that enhance academic progress of students. The negative expectations, student emotion, challenges from students and lack of control (Hartney, 2007), and the resources that lecturers and students have to accomplish this, the active role that students play (Tyagunova and Greiffenhagen, 2017) were related to feedback tutorials. The individualized feedback is effective in improving student engagement behavior (Xu, 2010), and student satisfaction and learning (Mandal, 2018); but Gibbs and Taylor (2016) found that there was no influence in learning, nor in student, satisfaction explained by individualized instructor feedback. McCarthy (2017) found that enhancing students work is related to online and in-class formative assessment feedback models; meanwhile, Stanton (1979) found that student feedback, lecturer-student-advisor co-operation, and improved teaching techniques offer one possible way of improving the standard of tertiary teaching.

The relationships between lecturer feedback and academic progress of students involve many other teaching and learning variables. Hansen and Mendzheritskaya (2017) found that the interplay of cultural-educational and situational contexts can affect the way students respond to the emotions a university lecturer displays, and those emotions can shape students' learning behavior. Flowerdew and Miller (1992) indicate that students' perceptions of the lecture experience, their problems, and the strategies they use to try to overcome these problems are related to motivating students to study. Blair, Curtis, and Goodwin (2013) indicate that academics regularly complain that students do not engage with feedback by citing uncollected coursework, students repeatedly protest about the timeliness and quality of feedback, citing illegible, overly critical and a lack of verbal feedback. Team-based learning approach improved oral communication and creative thinking skills more than the lecture students (Huggins and Stamatel, 2015); and there is a clear preference for returning lecturer supervisions approach, mostly because of reduced stress (Ussher and Cars, 2014). Mousavi, Mares, and Stonham (2015) concluded that by deploying the appropriate data acquisition mechanisms at appropriate intervals, the teaching and knowledge delivery process can be adopted to achieve the desired learning objectives.

The type of lecturer feedback that the academic progress of students varies from one author to another. Morris and Chikwa (2016) established that the type of feedback received did not impact students' grades in the subsequent assignment. In addition, while students were broadly positive about audio feedback, they indicated a strong preference for written feedback in future assignments. From the other point of view, Pokorny and Pickford (2010) suggest that written feedback is often not the most effective tool for helping students to improve their learning. Marking and providing feedback face-to-face compound staff and student perspectives (Chalmers, Mowat and Chapman, 2018); participation in a detailed review of feedback with the supervisor greatly increased the perceived impact of that feedback on current assignments (O'siochru, 2011). But, Ali, Ahmed, and Rose (2017) found that the only significant predictor of students' relationship with feedback variable was the year of study of the course. Blair (2017) provide a mixed picture, whereby academic workload and content are in line with students' expectations about engagement, assessment, and feedback; meanwhile Myllymaki (2012) found that the 'feed-forward', self-managed learning and personalized guidance framework enhance the student experience and aid understanding of the complex processes associated with providing written assessment feedback. Soares and Lopes (2017) found a positive impact of lecturer authentic leadership and psychological safety on the academic performance of students, but Penny and Coe (2004) indicated that the various approaches to the consultation are not equally effective for students achievements.

The content of lecturer feedback seemed to be important according to different researchers. Adams and McNab (2013) indicate that teachers in the arts and humanities should focus on ensuring that students understand goals and standards, particularly by giving feedback often and in time for the application to other learning activities and assignments. Pitts (2005) indicates that challenges in developing feedback practice apply even where changes sought are far from radical, and conclusions are drawn which suggest ways forward for practice and research in giving feedback. Mutch (2003) identified a conversational form of feedback with a focus on 'implied development' and placed in the context of Bernstein's notion of an 'invisible pedagogy'. Such a focus may disadvantage students and the importance of reflection on feedback in the context of knowledge. Hulme and Forshaw (2009) suggest that written feedback is not ideal and that the two-way dialogue intended is not always effective. Burton, Ma, and Grayson (2017) found that students who attended live lectures rated the course and its components higher than students who only viewed the video or used both methods. From the other point of view, Dong, Hwang, and Shadiev (2017) showed that students' willingness to engage via the technology was because they found it difficult to remember or understand the lecture content. Yuan and Kim (2015) found that technologies can be used to enhance the effectiveness of feedback in online courses and that effective feedback design was constructed to maximize the affordances of each technology that foster feedback dialogues, help to bring feedback from multiple sources, and encourage students to follow up with feedback. Demirbilek (2015) suggest that students benefited while engaging in the

peer feedback process on both Wiki and Facebook and that the incorporation of Wiki and Facebook as a peer feedback tool improved critical thinking skills and improvement of material produced.

The other variables of curriculum, teaching, and learning seemed to be related to lecturer feedback that from the other side influence the academic progress of students. Orr and Bloxham (2013) suggest that lecturers in the study employed three macro conceptions of quality to support the judgment process, the demonstration of significant learning over time, the demonstration of effective studentship and the presentation of meaningful art/design work. Ginns and Barrie (2009) found the suitability of the survey for gathering confidential student feedback on lecturing effectiveness, and Smith and Wight (1988) found that students were enthusiastic in their assessment of the Friedman's (1987) immediate feedback and believed that it facilitated their learning. Evans (2013) suggests that the concept of the feedback landscape, informed by sociocultural and socio-critical perspectives, is developed and presented as a valuable framework for moving the research agenda into assessment feedback in higher education forward. Huxham (2010) found that different cues produce different notes, and lecturers should consider the effects of their lecturing cues on the notes their students will record. Academics should satisfy students' needs for feedback, not least the inclusion of questions about feedback (Jones and Gorra, 2013); and student ratings of the instructor's control of classroom correlated positively with their achievements (Braskamp, Caulley, and Costin, 1979). Durham, Russell and Van Horne (2017) indicated that the revised curriculum affected students' engagement in the course positively, contributing to students' learning outcomes. Gallo and Hillsborough (2009) suggest that although many students may prefer intensive courses or compressed schedules that minimize the time they spend on campus, these scheduling options may not be optimal for learning. As a conclusion of literature review, the relationships between lecturer feedback about academic performance and academic progress of students are important. Therefore, it is hypothesized that:

H # 1: There is a positive linear relationship between lecturer feedback about academic performance and academic progress of students

H# 2: Academic progress of students have been explained by lecturer feedback about academic performance

Methodology

Method

The mixed approach is the method used in the study, compounded by quantitative and qualitative instruments and techniques. Lecturer feedback about academic performance is an independent quantitative variable, and academic progress of students is dependent quantitative continuous variable.

Instruments

The structured questionnaire was used to collect the primary quantitative data of independent and dependent variables from students. Semi-structured interviews were used to collect the primary qualitative data from lecturers. Structured questionnaires are based on (Sage 2017; OECD 2017), and are adapted, piloted and applied by the researcher. Semi-structured interviews are designed, piloted and applied by the researcher.

Participants

The cluster random sample of students (N= 214), as shown in the table of descriptive statistics, and a convenient lecturer's sample (N= 13) were selected to be used in the study. From the cluster random sample of students, there are 150 females (70.1 percent) and 64 males (29.9 percent), and from the convenient lecturer's sample, there are 9 females (69.2 percent) and 4 males (30.8 percent).

Procedure

An independent-samples t-test was conducted to compare the students' academic success scores for females and males. Linear multiple regression was used to assess the skills of one control measure to predict the academic progress of students levels by lecturer feedback about academic performance. Preliminary assumption testing was conducted to check for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, with no violations noted.

Results and discussion

Descriptive analysis

Lecturer feedback about academic performance'

Table 1: Lecturer feedback about academic performance' frequencies

Lecturer feedback about academic performance				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	73	34.1	34.1
	2 Occasionally	108	50.5	84.6
	3 Neutral	19	8.9	93.5
	5 Very often	14	6.5	100.0
	Total	214	100.0	100.0

As shown in table 1, 34.1% of students never percept lecturer feedback; 50.5% of students occasionally; and 6.5% very often, meanwhile 8.9% are neutral. Referring descriptive statistics, 214 respondents ranging in levels from 1 to 5, with a mean of 1.94 and standard deviation of 1.01. This result means that approximately half of the students perceived lecturer feedback about academic performance. This value may be considered as a lack of lecturer feedback, and lecturers themselves should reflect and improve it. Lecturer feedback may support students, and as an important variable may influence the academic progress of students.

Academic progress of students

Table 2: Academic progress of students' frequencies

Academic progress of students				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very little	14	6.5	6.5
	2 Little	39	18.2	24.8
	3 Some	20	9.3	34.1
	4 Quite a bit	97	45.3	79.4
	5 Very much	44	20.6	100.0
Total	214	100.0	100.0	

As shown in table 2, 24.7% of students percept very little or little academic progress; 54.6% of students some or quite a bit; and 20.6% very much. Referring descriptive statistics, 214 respondents ranging in levels from 1 to 5, with a mean of 3.55 and standard deviation of 1.19. This result means that approximately more than half of the students are made academic progress.

This value may be considered a low level of academic progress, and lecturers themselves should reflect on this value in order to find out the causes and to influence them. Lecturers reflection and work may support academic progress of students.

Inferential statistics

Table 3: Independent-samples t-test outputs

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic progress of students	1 Female	150	3.65	1.154	.094
	2 Male	64	3.33	1.261	.158

As shown in table 3, there was no significant difference in academic progress of students scores for females ($M = 4.65$, $SD = 1.154$) and males ($M = 3.33$, $SD = 1.261$), and $t(214) = 1.798$, $p = .074$, two-tailed). The magnitude of the differences in the means (mean difference = .319, 95% CI: -.031 to .668) was small (eta squared = .015). This indicates there are not big differences between females and male students relating to academic progress. Meanwhile, the mean differences for females compared to males indicate that female students achieve greater academic progress than males.

Test of hypothesis # 1

Table 4: Pearson correlation outputs between lecturer feedback about academic performance, and academic progress of students

Correlations		Lecturer feedback about academic performance	Academic progress of students
Lecturer feedback about academic performance	Pearson Correlation	1	-.609**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	217.327	-156.383
	Covariance	1.020	-.734
	N	214	214
	Pearson Correlation	-.609**	1
Academic progress of students	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	-156.383	302.935
	Covariance	-.734	1.422
	N	214	214

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

As shown in Table 4, there is a high negative correlation between lecturer feedback about academic performance and academic progress of students variables, $r = -.609$, $n = 214$, $p < .005$, with high levels of lecturer feedback associated with low levels of academic progress. The result was not consistent with next following reported works, (Gibbs and Taylor, 2016; Stanton, 1979; Braskamp, Caulley and Costin, 1979), who argued that there is a significant positive relationship between lecturer feedback and academic progress of students. The result was consistent with following reported works (Hartney, 2007; Tyagunova and Greiffenhagen, 2017; McCarthy, 2017), who argued that there is not a significant positive relationship between lecturer feedback and academic progress of students. In conclusion *hypothesis # 1: There is a positive linear correlation between individual study work and students' academic success*, is been rejected. Therefore, lecturer feedback about academic performance does not influence the academic progress of students at all, even lecturer feedback worsen academic progress surprisingly.

Test of hypothesis # 2

Table 5: Regression outputs between lecturer feedback about academic performance, and academic progress of students

Model Summary									
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Change Statistics				
					R Change	Square F Change	df1	df2	Sig. F Change
1	.609 ^a	.371	.368	.948	.371	125.292	1	212	.000

a. Predictors: (Constant), Lecturer feedback about academic performance

As shown in Table 5, total variance of academic progress of students levels explained by lecturer feedback about academic performance (the model) is 37.1%, $F(1, 125.292)$, $p < .005$, the other variance may be explained by other variables. In the model, lecturer feedback: $beta = -.609$; $p < .005$. This indicates that lecturer feedback about the academic performance influence strongly academic progress of students. The result was consistent with previously reported works, who argued

that lecturer feedback influences academic progress of students (Xu, 2010; Flowerdew and Miller, 1992; Ussher and Carss, 2014; O'siochru, 2011; Soares and Lopes, 2017; Ginns and Barrie, 2009; Smith and Wight, 1988). In conclusion *hypothesis # 2: Academic progress of students has been explained by lecturer feedback about academic performance*, is been supported. Therefore, lecturer feedback about academic performance influence strongly, but negatively (Pearson Correlation values) academic progress of students.

Qualitative results

The results of the qualitative analysis are based on outputs of semi-structured interviews constructed to interview lecturers. The majority of lecturers (77%) stated that in general there are no differences between females and male students relating to academic progress. The 65% of lecturers stated they support students during the teaching sessions and beyond them, but their interest is low. The most of lecturers (69%) stated that academic progress of students is not at the required standards. The majority of respondents (79%) stated that the lecturer feedback about the academic performance influence strongly academic progress of students. Therefore, in conclusion, qualitative results support quantitative results.

Conclusions and implications

Several limitations of the study should be acknowledged as part of conclusions. First, the measurement of lecturer feedback and academic progress of students variables is been made based on self- reported instruments. Second, the results of the research may generalize as a case of European University of Tirana, Albania. The aim of the study was to investigate the relationships between the lecturer feedback about academic performance and academic progress of students, as well as the influence of lecturer feedback in academic progress. The prior assumption was that lecturer feedback influence academic progress of students.

The results show that there are no differences between females and male students relating to academic progress. The study shows, that approximately half of the students perceived lecturer feedback about academic performance. The study found that approximately more than half of the students are made academic progress. It is found that there is a high negative correlation between lecturer feedback about academic performance and academic progress of students variables, with high levels of lecturer feedback associated with low levels of academic progress. It is found that total variance of academic success of students levels explained by lecturer feedback is relatively a high percentage. This result indicates that lecturer feedback about the academic performance influence strongly academic progress of students. Therefore, faculties and departments, as well as lecturers themselves should reflect on kind of feedback they use in order to support more the students to achieve their academic progress.

The results of the study, supported by other researchers about the influence of lecturer feedback on the academic progress of students have important implications for future research. Such research should investigate the influence of lecturer feedback on the academic progress of students in similar populations. Future research should also investigate the influence of other variables on the academic progress of students. Results of this study also have important implications for practice. The important programs should be designed to develop and to support lecturers for kind of feedback they should use in order to influence positively academic progress because it is confirmed by this study that lecturer feedback influence strongly academic progress of students. Overall the findings of this study enhanced theoretical and practical understanding as lecturer feedback is an important variable that influences the academic progress of students.

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Servant Leadership as a Predictive Factor of Teachers' Job Satisfaction

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Abstract

The purpose of this study is to determine the degree of application of the servant leadership principles as well as the degree of job satisfaction as perceived by school teachers and, to examine the correlation between these two variables. The servant leadership is a form of leadership that is linked to high percentages of teachers' job satisfaction; however, it has not received the researchers' attention and lacks adequate empirical foundation. In Greece, only few studies have analysed this leadership style and, this study is the first to be conducted in a primary education environment. More specifically, the sample of the research consisted of 141 teachers from 20 public primary schools in the prefecture of Trikala in central Greece and as a measurement tool we used the OLA questionnaire (Laub, 1999 - edition for educational units), which we adjusted to the needs of the present research. The results revealed a positive trend towards the degree of perception of the characteristics of servant leadership by the majority of sample teachers. It has also been found that sample teachers receive an amount of a lot to a great deal of satisfaction from their work. Moreover, the research has shown a statistically significant powerful positive relationship between job satisfaction and the perceived application of the principles of servant leadership, and that the perceived application of the principles of servant leadership could be a predictive factor of teachers' job satisfaction. The above results demonstrate the positive contribution of servant leadership to teachers' job satisfaction, which is linked to the efficiency of the educational work of schools.

Keywords: servant leadership, job satisfaction, primary education, educational leadership

Introduction

Research reveals that, Greece occupies the last posts among the states of the European Union regarding the performance of Greek pupils and lags behind in the educational novelty and innovation, being in the final ranks in the modernization of the educational systems (European Commission, 2016).

Undoubtly, within the educational unit, teachers have a complex and particularly important role, and, their effectiveness seems to be considerably correlated with the levels of their job satisfaction as well as with the meaning they attribute *in* and *at* their work (Matsaggouras & Makri-Mpotsari, 2003; Zembylas & Papanastasiou, 2004; Papaloi, 2017).

An alternative way of leadership, with a positive impact both on the functioning of schools and on the teachers themselves as well as on the quality of education provided and the efficiency of schools, is the servant leadership (Hebert, 2004; Irving, 2004; Laub, 1999; Thompson, 2002).

With this paper, we look forward to shed light in the educational reality by analyzing the dimensions of servant leadership and its impact on teachers' job satisfaction. From a practical point of view, our research is expected to provide useful

information on the practices of school principals and the degree to which this form of leadership influences the orderly functioning, effectiveness and quality of the educational work.

Servant leadership

The concept of leadership is one of the most important and more complex concepts in the science of management, being a determinant factor for the efficient functioning of organizations (Brauckman & Pasiardis, 2008, p. 216). The different conceptual approach that has been attempted by scholars, for decades, demonstrates precisely this complexity and the breadth of the concept. According to Laub (2004) leadership *"is an intentional change process through which leaders and followers, joined by a shared purpose, initiate action to pursue a common vision"* (p. 5). Leadership, as a process of change, is of great importance for the functioning, effectiveness and quality of education provided by schools, which in a constantly changing environment should be forward looking and not attached to the present and much worse to the past.

Servant leadership is an alternative way of leadership, which has a positive impact both on the functioning of schools and on the teachers themselves (Laub, 2004). In 1970, Greenleaf with his essay *"The Servant as Leader"* presented the term servant leadership for the first time (Lanctot & Irving, 2007, p. 5) and created the basis of the theoretical approach of servant leadership, which according to him is a way of living and not just a management style. The coexistence of the two seemingly different concepts, the leader and the servant in the same person, initially created the feeling of a paradoxical and oxymoron schema, since both these concepts are considered opposite and it is difficult for somebody to understand their coexistence within the same person (Spears, 2005, p. 1). However, these two concepts coexist creatively in servant leadership, having a dynamic and conceptual relationship among them and operating alternatively and in addition to the practices proposed by Greenleaf for a different way of leadership (Sendjaya & Sarros, 2002).

In practice, implementing the philosophy of offering service in exercising power means that leaders perceiving their roles as servants, offer service to others through leadership (Laub, 1999, p. 14). In fact, Van Dierendonck (2010) claims: *"being a servant allows a person to lead; being a leader implies a person serves"* (p. 4). According to Greenleaf (2007), servant leadership aims at the personal development of the employees, so the best way but difficult one as well is to monitor servant leadership by giving answers to questions such as: *"Do those served grow as persons? Do they, while being served become healthier, wiser, freer, more autonomous, more likely themselves to become servants?"* (p. 83).

Nevertheless, Laub (2004) points out that the theory of servant leadership suffers from the absence of a clear conceptual definition and generally of a conceptual confusion regarding the use of the terms used. He proposes the following definition of servant leadership, which we adopt for the needs of this research: *"Servant leadership is an understanding and practice of leadership that places the good of those led over the self-interest of the leader"* (Laub, 1999, p. 81). This definition was further enriched with relative descriptive framework according to which, *"servant leadership promotes the valuing and development of people, the building of community the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization"* (Laub, 1999, p. 81). Interestingly, in the above definition, six key characteristics are revealed, which are the main structures for describing the servant leadership as an act. In particular, Laub (2004, p. 8) states that servant leadership is a model that shapes the understanding and practice of leadership, which requires a different focus on the priorities given. The servant leader being fully aware of the organizational needs of the institution and his own power puts over his own desires even the interests of the organization for the benefit of the employees without ignoring the above crucial issues. Hence, he gives priority to and focuses on his followers, believing that in this way other critical issues such as productivity, teamwork and customer service will have more positive results by maximizing the potential of each employee in the organization. Finally, ethics is a focal point of servant leadership, on the basis of which substantial changes are being made to reform and transform the organization with a view to resolve difficult situations at every level (Parolini, 2004; Russell, 2001; Spears, 2010).

Despite its great interest, the effectiveness of this leadership model has received strong criticism. In particular, it is criticized as been utopian and rather unrealistic and overly idealistic, because the humility model it puts forward is impossible for people to follow (Wong and Davey, 2007, p. 4). Moreover, it is difficult to be applied to consumer societies in which individualism and non authenticity in behavior prevails because people will try to take advantage of the peculiarity and distinct behaviour of the servant leader which they will regard as a weakness and not as a moral pattern of behaviour, which they will have to adopt (Pfeffer, 2015, as cited in Ribeiro, 2016). In any case, studies have shown the positive contribution of servant leadership, both to organizations and employees (Al-Mahdy, Al-Harthi, & Salah, 2016; Anderson,

2005; Barbuto & Wheeler, 2006; Bovee, 2012; Cerit, 2009; Hebert, 2004; Irving, 2004; Laub, 1999; Miers, 2004; Mpantouna, 2011; Patsis, 2016; Taylor, Martin, Hutchinson & Jinks, 2007; Thompson, 2002; Van Dierendonck, 2011).

In the field of education, this theory has not received the attention of the researchers and lacks adequate empirical foundations (Heskett, 2013; Laub, 2004). In particular, research analyzing servant leadership in educational environments is internationally extremely limited (Al-Mahdy, Al-Harhi, & Salah El-Din, 2016; Alonderiene & Majauskaite, 2016; Anderson, 2005; Bovee, 2012; Cerit, 2009; Chambliss, 2013; Drury, 2004; Güngör, 2016; Hebert, 2004; Inbarasu, 2008; Irving, 2004; Laub, 1999; Mayera, Bardes & Piccolo, 2008; Thompson, 2002) and almost non-existent in Greek literature.

Job satisfaction and its importance in educational contexts

Job satisfaction is a multidimensional conceptual construction that lacks a commonly accepted conceptual and functional definition (Evans, 1997, p. 832; Matsagouras & Makri-Mpotsari, 2003, p. 158; Weiss, 2002). However, scholars seem to agree on the existence of an overall satisfaction, which depicts employee's satisfaction from the different aspects of his work (Koustelios & Kousteliou, 2001; Locke, 1969; Matsagouras & Makri-Mpotsari, 2003).

To be more specific, personal, organizational and environmental factors such as the very nature of the teachers' work, i.e. teaching, leadership style, infrastructure, resources and, school's relationship with the local community appear to have a considerable impact on the way job satisfaction is perceived by teachers (Dinham & Scott, 1998, 2000).

Moreover, research data demonstrate the importance of job satisfaction for both employees and the organization itself. Doherty (1998, op. cit. in Koustelios, Theodorakis, & Goulimaris, 2004) points out that "*job satisfaction is a determinant of human resource effectiveness and of wider organizational effectiveness*" (p.91). This assumption is confirmed by a recent study carried by Murtedjo & Suharningsih (2016), which showed a significant positive correlation of job satisfaction and performance of primary school teachers. Employees' job satisfaction is associated with the organizational commitment and behavior of employees in the organization (Nguni, Slegers, & Denessen, 2006, p. 153) whereas, it has positive and stabilizing effects on organizational functioning such as low rate of absenteeism, adoption of positive working attitudes, low mobility rates (Hatton et al., 1999) and reduced employees' willingness to leave their jobs (Kantas, 1998, p. 107).

As for the positive contribution of job satisfaction on a personal level, it is linked to employees' mental health (Kantas, 1998, p. 107) and constitutes a predictor of professional burnout (Spector, 1997, p. 66). Finally, job satisfaction is related to the person's overall satisfaction with his life, since the person can also convey the pleasure and dissatisfaction he has experienced during his working hours outside of his schedule too (Judge & Watanabe, 1993, op.cit. in Saiti & Papadopoulos, 2015, p. 74).

As far as educational institutions are concerned, teachers' job satisfaction is correlated with the efficiency and the quality of our educational system (Kantas, 1998; Zembylas & Papanastasiou, 2004). More specifically, teachers' job satisfaction is positively correlated with the progress of the pupils (Wright & Custer, 1998) and especially with their performance, through the procedures adopted by the teachers in their class (Cerit, 2010). In other words, teachers' job satisfaction has a positive effect on enthusiasm, attitude, energy and more generally on teachers trying to improve the performance of their students (Nguni et al., 2006; Cerit, 2010). Thus, it contributes to school efficiency, but also to teachers' devotion to their profession (Shann, 1998).

Greek educational system and levels of autonomy of the school leader

In spite of the strong centralized context in which Greek schools operate and the centralized nature of the Greek educational system (Antreou & Papakonstantinou, 1994; European Commission, 2015, p. 6.; Katsaros, 2008; Koutouzis, 2008; Koutouzis, 2012; Papakonstantinou, 2007; Yfanti & Vazaitis, 2005)., "*conditions of increased relative autonomy of the educational units and prerequisites of its effective utilization*" (Koutouzis, 2012, p. 214) have been created according to the needs and capabilities of each school unit. Obviously, an essential prerequisite for pursuing such an internal education policy is the general change of mentality and culture, both of school leaders and teachers.

Law 2986/2002 (Official Government Gazette 24 A), with the subsequent amendments (Government Gazette issue 1180/2010, Government Gazette 1340/2002, Government Gazette 820/2014), created a new framework which enables school principals to take on more substantial roles and to operate not only as agents of central education policy, but as scientific pedagogues, by setting high goals for their schools, by being oriented towards the creation of a democratic, creative, pleasant, effective school, and, by putting emphasis on creating the appropriate climate and the conditions for

achieving their goals. Hence, the role of the school principal is to guide, help, inspire, work with school teachers and coordinate their work. In addition, the school principal undertakes educational and pedagogical initiatives with the aim of: providing a high level of education, opening the school to society and strengthening communication with both parents and the wider local community. Moreover, he also cultivates a spirit of solidarity and strengthens the consistency of the Teachers' Association and, strives to mitigate contradictions and encourage initiatives, providing positive incentives to school teachers.

Servant Leadership and teachers' job satisfaction

The principles of servant leadership have been found to have a positive impact on teachers' job satisfaction when they are implemented by the school principals on day-to-day school practices (Al-Mahdy, Y. F., Hal-Harhi, A. S., & Salah El-Din, N. S. 2016; Mayera, Bardes, & Piccolo, 2008.). More specifically, servant leadership positively correlates with effective leadership, which is one of the main factors in teachers' job satisfaction (Taylor, Martin, Hutchinson, & Jinks, 2007). Furthermore, it seems that there is a positive influence of leadership in the efficiency and effectiveness of the team, which also acts as an element of teachers' job satisfaction (Hebert, 2004; Irving, 2004; Laub, 1999; Thompson, 2002).

Research objective and research questions

The purpose of this study is to determine the degree of application of servant leadership principles in the school environment as well as the degree of job satisfaction as perceived by school teachers and, to examine the correlation between these two variables.

The following research questions are formulated based on the purpose of this research.

According to the views of the sample teachers:

Do the principals of public elementary schools in the prefecture of Trikala apply and to what extent the practices of servant leadership?

What are its main characteristics?

To what extent are the teachers of public elementary schools experiencing job satisfaction?

To what extent does the application of principles of servant leadership constitute and correlate to a predictive factor of teachers' job satisfaction?

What is the positive contribution of servant leadership to the proper functioning and effectiveness of the school?

Methodological data collection framework

In order to answer the above research questions, we conducted a quantitative survey, with a sample of 141 teachers from 20 public primary schools in the prefecture of Trikala in central Greece, which emerged using the stratified sampling method.

As a research tool, we used the OLA (Organizational Leadership Assessment) version of Laub (1999), a publication for training units, which reflects the degree of implementation of the leadership principles served by school unit principals, as well as the level of work of teachers in a school organization.

Laub developed the specific questionnaire using Delphi's technique which identified 60 servant leader attributes and grouped into 6 groups that formed the 6 sub-scales of the questionnaire and, according to Laub (1999), outlined the key characteristics of servant leadership. Finally, Laub (1999) added an additional separate tool of six proposals to this questionnaire so as to assess the degree of teachers' job satisfaction so as to be continued with the servant leadership framework. In addition, this questionnaire enables the assessment of the organizational health level of an educational organization based on the six levels of health, as Laub (2003) himself categorized, based on the APS (Autocratic-Paternalistic-Servant) model, according to which there are three patterns of leadership: the authoritarian, the paternalistic, and the servant-leader, which represent the different ways leaders perceive the development of the organization and change.

With regard to the validity and reliability of the OLA tool, the internal consistency of the questionnaire was verified by the Cronbach Alpha coefficient and found to be $\alpha=0.98$ (Laub, 1999, p. 23). In particular, the Cronbach Alpha coefficient of the

six sub-scales ranged from $\alpha=0.90$ to $\alpha=0.93$ Laub (1999, p. 20) and the occupational satisfaction scale was found to have a Cronbach Alpha coefficient, $\alpha=0.81$ (Laub, 1999). In addition, the correlation between the proposals of the total OLA scale ranged from $r=0.41$ to $r=0.79$, demonstrating a strong correlation of all the questionnaire proposals (Laub, 1999, p.19). In addition, a statistically significant positive relationship was found between the overall OLA scale and the occupational satisfaction $r=0.635$ (Laub, 1999, p. 22).

Research process

As far as the research process is concerned, we have obtained the necessary licenses and followed undivided and standardized procedures, thus avoiding bias in research (Creswell, 2011, p. 207).

Data analysis

The data analysis started with the completion of the questionnaire collection and took place using the statistical program IBM SPSS statistics 24. Initially, we applied descriptive statistic, then checked for a normal or not distribution of the values of the scales and sub-scales measuring tool, both with frequency diagrams and with the Kolmogorov-Smirnov normality test, demonstrating their abnormal distribution, using non-parametric induction statistics.

In particular, statistical controls include: a) non-parametric Spearman tests to test the relationship between the "OLA total scale" and "professional satisfaction scale" as well as among the six OLA sub-scales with "the job satisfaction scale" and b) single and multiple regression analysis to check whether and how the sample teachers' perception of the existence of certain attributes of servant leadership in their school's leading figure contributes significantly in the prediction of the level of their job satisfaction (Creswell, 2011).

Internal Reliability (Cronbach Alpha)

Internal reliability was measured by using Cronbach Alfa coefficient resulting in $\alpha= 0.89$ for job satisfaction to $\alpha= 0.99$ for total servant leadership (OLA) (see Table 1). The present study's finding confirmed the reliability of OLA subscales. According to the result, the OLA instrument is a reliable instrument for measuring servant leadership and for measuring teachers' job satisfaction as well.

Table 1- *Reliability Scores on Job Satisfaction, Total Servant Leadership (OLA) and six OLA Subscales*

Scales and Subscales	Cronbach's Alpha of this study	Cronbach's Alpha Laub (1999)	N of Items
Total Servant leadership (OLA)	0.99	0.98	60
Values People	0.90	0.91	10
Develops People	0.96	0.90	9
Builds Community	0.92	0.90	10
Displays Authenticity	0.94	0.93	12
Provides Leadership	0.93	0.91	9
Shares Leadership	0.96	0.93	10
Job Satisfaction	0.88	0.81	6

Results

Degree of implementation of Servant Leadership principles

We first calculated the mean of the scale, the standard deviation; the variance and the range of values (see Table 2). The average of the total OLA ($M = 3.87$, $S.D. = 0.75$), which was above the midpoint of 3.0 on the rating scale, classifies the leadership of school principals of the sample, according to Laub (2003), at the paternalistic level of leadership and not at the level of servant leadership.

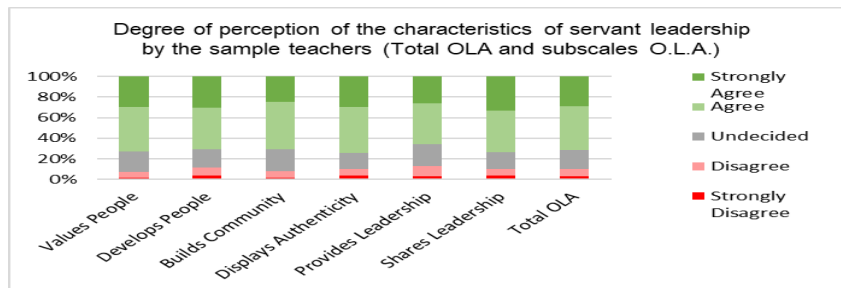
Table 2- *Descriptive statistics for Total OLA end for subscales OLA*

	N			S.D.	Variance	Range
	Valid	Missing	M			

Total servant leadership (OLA)	141	0	3.87	0.75	0.56	3.38
Values People	141	0	3.93	0.65	0.42	3.10
Develops People	141	0	3.86	0.88	0.78	3.78
Builds Community	141	0	3.79	0.70	0.49	3.40
Displays Authenticity	141	0	3.91	0.79	0.63	3.50
Provides Leadership	141	0	3.76	0.80	0.64	3.78
Shares Leadership	141	0	3.93	0.88	0.78	3.80

Then we estimated the degree of perception of the characteristics of the servant leadership, categorizing the values of 60 questions in the scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree, depending on the degree they received (positive: Agree + Strongly Agree, moderate: Undecided, negative: Disagree + Strongly Disagree), as to the degree of perception of the characteristics of servant leadership, from the sample teachers in the schools they serve. From the above, a positive trend (71.46%) of the perception of the leadership characteristics of the sample teachers (see Figure 1) was clearly obvious.

Figure 1. Degree of perception of the characteristics of servant leadership by the sample teachers



Characteristics of servant leadership (Subscales OLA)

Initially, we calculated the average values of each sub-scale separately (see Table 2). The highest average was taken by the sub-scales "gives value to people" ($M = 3.93$, $SD = 0.65$) and "provides opportunities for leadership" ($M = 3.93$, $S.D. = 0.88$), whereas the sub-scale "take on leading roles" ($M = 3.76$, $S.D. = 0.80$) received a lower average.

In more detail, the highest average concentration out of the ten proposals (queries) of the sub-scale was compiled by the sentence "I feel appreciated by my principal for what I contribute" ($M=4.31$, $S.D.=0.87$), which the majority of the sample perceives to a great extent.

In the sub-scale "Provides opportunities for exercising power", out of the ten statements, the one with the highest average is: "Do not seek after special status or the "perks" of leadership" $M=4.09$, $S.D.=1.07$), which is understood by the 82.98% of the sample to a great or big enough extent, whereas the lowest average was comprised of the sentence: "People at school are encouraged by their supervisors to share in making important decisions" ($M=3.72$, $S.D.=0.98$), which however is perceived by the 63.83% of the sample to a good or great extent. Also, a great deal of perception was made by the proposals: "The principal allows teachers to help determine where the school is headed" ($M=4.03$, $S.D.=0.963$), (78.01%) and "Uses persuasion to influence others instead of coercion or force" ($M=3.97$, $S.D.=0.971$), (73.76%).

The highest average out of the twelve proposals in the sub-scale, was the statement "I trust the leadership of this school" ($M=4.13$, $S.D.=1.06$), which 81.6% of the sample perceives a great deal. Also, the highest level of acceptance was apparent in the sentence: "My principal is accountable and responsible to others" ($M=4.07$, $S.D.=1.012$), (82.3%).

The highest average out of nine proposals in the sub-scale "Helping to improve people" is found in the statement: "I receive encouragement and affirmation from those above me in the school" ($M=4.09$, $S.D.=0.93$), which is perceived by the 78% of the sample to a great extent. Also, high levels of acceptance noted the statements: "Provide the support and resources needed to help teachers/staff meet their professional goals" ($M=3.9$, $S.D.=1.05$), (73.76%). "Build people up through encouragement and affirmation" ($M=3.91$, $S.D.=1.03$), (73.05%) and "Provide opportunities for all teachers/staff to develop to their full potential" ($M=3.96$, $S.D.=1.02$), (73.05%).

The highest average out of the ten statements in the sub-scale "Forms a sense of community" is developed in the sentence: "The principal works in collaboration with teachers/staff, not separate from them" ($M=4.03$, $S.D.=1.06$), which is perceived highly by 76.6% of the sample, whereas the least average is found in the sentence: "People within this school, work well together in teams" ($M=3.62$, $S.D.=0.883$), which is understood though by the 57% of the sample.

Finally, the highest average out of the nine statements of the sub-scale "Take on leadership roles" is evident in the sentence "The principal provides the support and resources needed to help teachers/staff meet their professional goals" ($M=4.03$, $S.D.=1.04$), which is understood by the 77.3% of the sample to the most. Also, a great deal of acceptance took place with the statement: "My principal takes appropriate action when it is needed" ($M=4.04$, $S.D.=1.024$), (79.4%) as well as with the sentence "Encourages people to take risks even if they may fail" ($M=3.67$, $S.D.=1.073$), (62.4%).

Degree of Job Satisfaction

We estimated the average of the scale, the standard deviation, the variance and the range of prices (see Table 3) in order to reflect the level of sample teachers' job satisfaction. In more detail, it was found that the sample teachers gained too much or too great satisfaction from their work ($M = 4.13$, $S.D. = 0.59$).

Table 3- Descriptive statistics for job satisfaction scale

	N		M.	S.D.	Variance	Range
	Valid	Missing				
Scale job satisfaction	141	0	4.13	0.589	0.347	2.67

Of the six proposals on the scale, the highest average was the "I feel happy with my contribution to school" ($M = 4.21$, $SD= 0.70$), and "I have the ability to be creative in my work" ($M = 4.21$, $S.D. = 0.75$) (see Table 4).

Table 4- Descriptive statistics for job satisfaction scale (items job satisfaction)

scale: Job satisfaction						
Items job satisfaction	N		M.	S.D.	Variance	Range
	Valid	Missing				
I am working at a high level of productivity	141	0	4.03	0.676	0.456	3
I feel good about my contribution to the school	141	0	4.21	0.702	0.493	3
My job is important to the success of this school	141	0	4.18	0.581	0.337	2
I enjoy working in this school	141	0	4.06	0.927	0.860	4
I am able to be creative in my job	141	0	4.21	0.745	0.554	3
I am able to use my best gifts and abilities in my job	141	0	4.08	0.793	0.630	3

Correlations between total leadership (OLA) and job satisfaction

A Spearman's correlation was run to determine the relationship between servant leadership (total OLA) and job satisfaction. There was a strong, positive correlation between total OLA and job satisfaction ($r_s = 0.73, p < 0.001$) (see Table 5 and Figure 2).

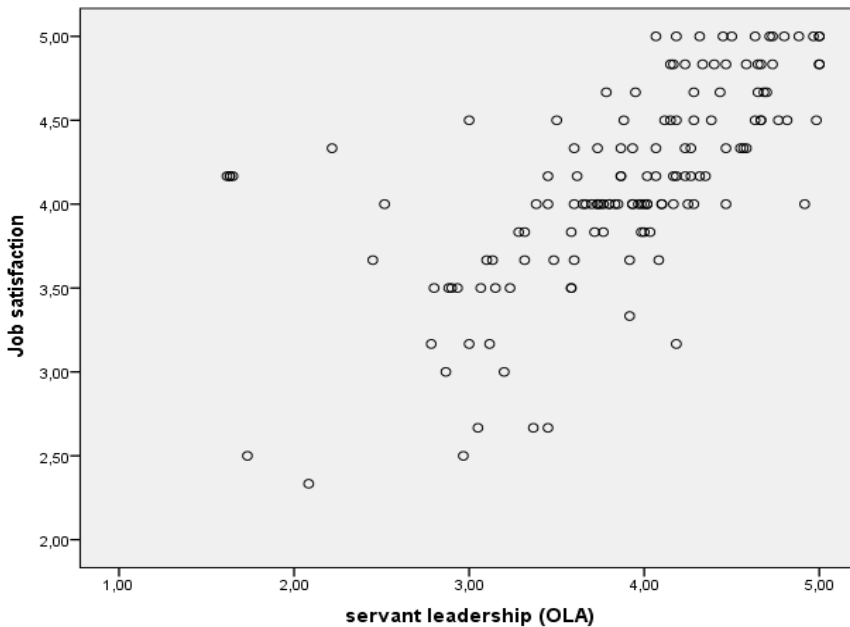
Table 5- Correlations (Spearman's rho r_s) between six servant leadership characteristics and job satisfaction

Variables	1.	2.
Total servant leadership (OLA)	1.00	
Job satisfaction	0.73***	1.00

Note: ***. $P < 0.001$.

5.1

5.2 Figure 2. - Scatter plot: Total servant leadership (OLA) with job satisfaction



5.3

5.4 Correlations between job satisfaction and six subscales leadership (OLA)

A Spearman's correlation was run to determine the relationship between six servant leadership characteristics and job satisfaction. There was a strong, positive correlation between six servant leadership characteristics and job satisfaction (ranging from $r_s = 0.63$ to $r_s = 0.72, p < 0.001$) (see Table 6 and Figure 3).

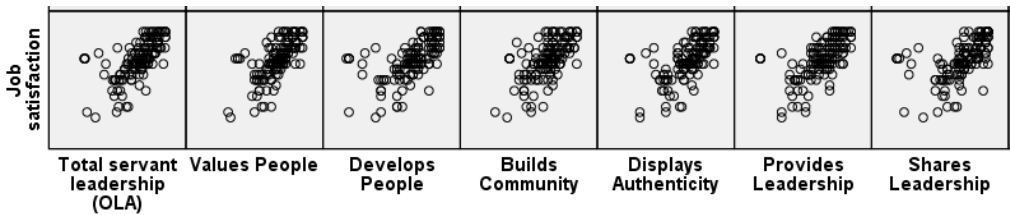
Table 6- Correlations (Spearman's rho r_s) between six servant leadership characteristics and job satisfaction

Variables	1.	2.	3.	4.	5.	6.	7.
1. Job satisfaction	1.000						
2. Values People	.724***	1.000					
3. Develops People	.716***	.856***	1.000				

4. Builds Community	.625***	.900***	.824***	1.000			
5. Displays Authenticity	.693***	.888***	.928***	.891***	1.000		
6. Provides Leadership	.677***	.858***	.904***	.852***	.895***	1.000	
7. Shares Leadership	.702***	.802***	.939***	.783***	.907***	.865***	1.000

Notes: ***. $P < 0.001$.

Figure 3.- Scatter plot: six servant leadership characteristics (subscales OLA) with job satisfaction



Regression analysis of total servant leadership (OLA) on job satisfaction

Simple linear regression was used to test if servant leadership (total OLA) significantly predicted teachers' job satisfaction (see Table 7). The results of the regression indicated that servant leadership explained 41% of the variance ($R^2 = .41$, $F(1, 139) = 96.73$, $p < 0.001$). It was found that servant leadership significantly predicted teachers' job satisfaction ($B = 0.50$, $t = 9.84$, $p < 0.001$).

Table 7- Regression analysis of total servant leadership (OLA) on job satisfaction (N=141)

Predictor: (Constant)	B	SE B	Beta
Total servant leadership (OLA)	0.50	0.05	0.64***

Notes: *** $p < 0.001$. Dependent variable: Job satisfaction (Method Enter). $R^2 = 0.41$, $F(1, 139) = 96.73$, $p < 0.001$.

Regression analysis of six servant leadership characteristics on job satisfaction

Multiple regression analysis was used to test if the six servant leadership characteristics significantly predicted job satisfaction of teachers (see Table 8). The results of the regression analysis indicated that the six predictors explained 46% of the variance ($R^2 = .48$, $F(6, 134) = 20.50$, $p < 0.001$). It was found that the characteristic "Values People" significantly predicted teachers' job satisfaction ($B = 0.66$, $t = 3.67$, $p < 0.001$).

Table 8- Multiple regression analysis of six servant leadership characteristics (subscales servant leadership OLA) on teachers' job satisfaction (N=141)

Predictor: (Constant)	B	SE B	Beta
Values People	0.66	0.18	0.73***
Develops People	0.35	0.19	0.53
Builds Community	0.03	0.15	0.04
Displays Authenticity	-0.24	0.20	-0.32
Provides Leadership	0.01	0.14	0.01
Shares Leadership	-0.21	0.17	-0.31

Notes: *** $p < 0.001$. Dependent variable: Job satisfaction (Method Enter). $R^2 = 0.48$, $F(6, 134) = 20.50$, $p < 0.001$.

Conclusions-Discussion

Scholars argue that, school leaders with their complex role and authority may form a culture of efficiency, change and innovation at school (Chatzipanagiotou, 2008, p. 223). Interestingly, servant leadership consists a leadership model which, when it is implemented by school principals, has a positive impact on teachers' job satisfaction which is advantageously related to the effectiveness and quality of the education provided (Al-Mahdy, Y. F., Hal-Harhi, A. S., & Salah El-Din, N. S. 2016; Mayera, Bardes, & Piccolo, 2008).

According to the findings of this research, the majority of the sample teachers agree that leadership applied in their schools in the prefecture of Trikala has the characteristics of servant leadership. The above findings are in agreement with previous similar research, both in Greece and abroad as well as Laub's ascertainment (2003, pp. 3-4) that the majority of organizations operate with the paternalistic leadership model. However our research differs from the Anderson (2005) survey, which demonstrated a higher average perceived application of the servant leadership principles employed in its sample schools and Gügnor (2016) which showed low perceptions of implementation of the servant leadership, a result that may have to do with the different cultural environment in which the research is conducted.

As for the characteristics, the sample teachers perceive all the six characteristics of servant leadership, of which the highest rate was observed in the following: it gives value to the people, the leadership for the good of those who lead, allotment of the authority, the implementation of the authenticity, and then all the rest come next: it contributes to the improvement and development of the people, the sense of community and shares leadership, a finding that has an accord to previous similar studies of Anderson, (2005); Bovee, (2012); Cerit, (2009); Chambliss, (2013); Drury, (2004); Inbarasu, (2008); Mpantouna, (2011); Patsis, (2011).

Based on the results of this survey, the sample teachers appear to be experiencing a great deal of satisfaction from their work. In particular, they say they are happy with their contribution to school, they believe the work they offer is important to their success and finally that they have the freedom to be creative in their workplace. The above findings confirm once again that teachers' job satisfaction is linked to the "nature of the work itself", i.e. teaching and its results. The results of this research show the decisive role of the school principal, who may, depending on how he chooses to lead his school, contributes or not to teachers' job satisfaction. Servant leadership, when it is implemented by the school principals, seems to contribute positively to school teachers' job satisfaction.

Interestingly, our research revealed that the majority of the principals operate on the principles of servant leadership, without, however, knowing it. It appears that the principals of the primary schools in the prefecture of Trikala are generally considered to apply a model of leadership that largely incorporates harmoniously the basic characteristics of the servant leadership and, positively contribute to teachers' job satisfaction.

Correlation analysis has statistically demonstrated a strong positive relationship between the perceived teachers' job satisfaction and the perceived application of the principles of servant leadership. It has also statistically demonstrated a strong positive relationship between each of the six perceived characteristics of servant leadership and the perceived job satisfaction of the sample teachers. Finally, the regression analysis demonstrated the implementation of servant leadership as a predictive factor of job satisfaction, as well as the significant contribution of the leadership characteristic serving "attaching value to people" in the prediction of teacher's job satisfaction. The above findings are related to previous researches, both in Greece and abroad (Mpantouna, 2011; Patsis, 2016; Cerit, 2009), however, they contradict with Gügnor's results (2016), whose research has shown that the servant leadership contributes negatively to predicting teachers' job satisfaction. One possible explanation for the above differentiation has to do probably with different cultural research environments, but also with the use of different measuring and pre-measuring tools.

The findings of this research clearly reveal the positive contribution of servant leadership to school's smooth functioning and effectiveness. More specifically, according to the perceptions of the sample teachers, the principals of the elementary schools in the prefecture of Trikala, exercise leadership by relying not on command, control and enforcement, but on respect and confidence they have gained by their school teachers, without self pro-claiming and requiring special recognition of "privileges" of leadership, being aware of their personal limits and mistakes, which they admit, making themselves accountable for their actions. The majority of school principals of the elementary schools in the prefecture of Trikala are perceived to clearly communicate their vision towards a future oriented school, showing an articulate orientation towards

the teachers as human beings and encouraging them to participate in both making important decisions and shaping the school's objectives and what is more, urging them on taking leadership initiatives whenever this is required.

In addition, they provide teachers with support in order to fulfill their professional goals and to maximize the professional potential through continuous encouragement and confirmation. It is also noteworthy that sample teachers feel they are encouraged by their principal to risk, even if they are likely to fail. Finally, the school principals are perceived as servant leaders who contribute with their example in shaping a school culture, they are characterized by ethics, integrity, respect and honesty, they foster and encourage open communication, positive organizational behavior, collaboration among teachers, the sense of community and, they reduce competitiveness, contributing to shaping a learning environment that encourages learning.

Concluding, taking into account our findings regarding positive effects and correlations of servant leadership with job satisfaction, organizational effectiveness and innovation, we suggest that servant leadership should receive more attention not only by the scientific community, but also by senior education practitioners and teachers' trainers.

Limitations- Future research

Although a lot of effort has been made to ensure credibility and validity of the present research, we must say that asking teachers to evaluate their principal raises questions about the sincerity/objectivity of our sample's answers.

Moreover, we suggest that it would be interesting to examine the degree of perception of applying the principles of servant leadership in a more extended sample throughout Greece. Lastly, a research in both public and private schools would reveal possible differences in the perceived degree of implementation of the principles of servant leadership and would give us some interesting ideas for school improvement and efficiency.

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Entrepreneurship Education and Learning Systems: Developing a Holistic Approach to Entrepreneurial Universities and their Ecosystems

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Abstract

This paper explores critically the phenomenon of campus entrepreneurship ecosystems of higher education institutions and their impact on entrepreneurship education and learning. The paper draws on empirical evidence to propose a conceptual model for the effective evaluation of the capacity and capabilities for creating an institutional, internal ecosystem to support an innovative, multidisciplinary form of entrepreneurship education and creative learning. Following Miller and Acs (2017), the paper first employs the Turnerian trinity (Turner, 2008) model of available assets, liberty and diversity to formulate a capacity approach to an understanding of the ecosystem. The authors then draw on Amartya Sen's capabilities approach (Sen, 1989; 1984) to augment Turner's thesis and connect the substance and meaning of entrepreneurship education and learning systems to the entrepreneurial ecosystem in the context of two research universities in two very different economic and social environments: 1) Hanyang University in South Korea, and 2) University of Essex in the UK. The paper examines five propositions and address two conceptual challenges: a) understanding higher education institutions as entrepreneurial campus ecosystems (internal ecosystem) and b) taking entrepreneurship to mean more than new business creation, helping to develop creative new mind sets for effecting change and innovation in learning and practice for dissemination and interaction in the wider environment (external ecosystem).

Keywords: Entrepreneurship education, campus entrepreneurship ecosystems, capacity, capabilities

Introduction

Both entrepreneurial activity and entrepreneurship education are seen by researchers, policy makers, and the media as two important societal necessities which are indispensable to economic growth and development, social cohesion, job creation and increased standards of living in the knowledge economy. While commentators, thinkers and practitioners have weighed in on these two fields in growing numbers, policies intended to spur entrepreneurship and improve higher education output continue to be difficult to validate (Miller and Acs, 2017). In many of the studies, the agents (entrepreneurs) and their interactions with institutions and other agents are keys to the successful functioning of the ecosystem in which they operate. These agents can be found in both entrepreneurial campuses and outside. Together they form part of an ecosystem. Numerous studies (Stam, 2015; Mason and Brown, 2014; Isenberg, 2014; Audretsch and Thurik, 2000) have made clear arguments about entrepreneurial ecosystems forming a crucial line of inquiry given that we live in an entrepreneurial economy, but less is known of the dynamics of the internal university campus ecosystem that enable institutions to evolve as entrepreneurial campuses in a wider entrepreneurial ecosystem.

What would be the purpose of an entrepreneurial campus? And what entrepreneurial activities can be deemed legitimate in these campuses? We contend that in exploring entrepreneurial activity in an entrepreneurial campus, adopting an ecosystem approach could be useful because the ways in which the university interacts with different stakeholders to advance learning and knowledge creation could have implications for the entrepreneurial activities of the university. Making

links with external stakeholders requires universities to have the *capacity* for such connections and also the *capability* in terms of knowledge creation, sharing and absorption. Given the diversity of the academic and intellectual base of the university and the historical trajectory of developing knowledge in specific arenas of knowledge, institutions have also developed their own internal ecosystems. Exploring how these internal ecosystems are used and managed as part of an entrepreneurial campus and how they connect with the wider, external ecosystems could be important for answering the two questions raised above.

The *capacity* for ecosystem-based entrepreneurial activity in universities means the assets, the liberal culture and diversity of the institution (Miller and Acs, 2017). The term *capabilities* refers to the fulfilment of aspirations for knowledge acquisition, knowledge creation and self-fulfillment of individuals (student and staff) by means of cross-departmental and cross-curricula entrepreneurship research, education and other extra-curricular programmes in institutions of higher education. In this paper the focus is on how these capabilities and capacities obtain within the internal ecosystem of campus entrepreneurship in higher education institutions.

The findings show that the entrepreneurial ecosystem is dependent on the Turnerian trinity of available assets, liberty and diversity (Turner, 2008). These characteristics provide the basis of governance of the campus as an entrepreneurial ecosystem and the necessary capacity for the output produced by that campus ecosystem. It is also noted that using the capacity to create capabilities is possible when the decentralized governance structures underpin organic developments in the campus. The entrepreneurial campus ecosystem fosters opportunities for the creation of new ventures together with a higher education platform for mind-set change, critical thinking, problem solving .indeed, the compendium of capabilities vital for entrepreneurial value creation in different environments.

Mixing available assets, diversity and liberty with stakeholder engagement and economic, social, cultural and personal value creation, allows universities to foster opportunity development for both regional and global impact. The paper argues that while enabling socialization with external agents can be useful for student entrepreneurs, the establishment of an internal ecosystem which fosters liberty, diversity and makes available the institutions assets is critical for the campus to foster entrepreneurial capability. This internal aspect of the ecosystem of an institution has largely been ignored in the literature.

While entrepreneurship research, education, training and enterprise creation activities proliferate across universities worldwide, neither their utilitarian value (new ventures, new product, service, new forms of organization or job creation) nor their intrinsic education value (mind set change, new content creation or pedagogic experimentation, embedded entrepreneurial learning across the curriculum or value creation) find necessary purchase in the development of an entrepreneurial ecosystem at the level of a region or any other external unit of ecosystem assessment. Equally, a ritualistic engagement with the non-campus world does not necessarily create an entrepreneurial university (Mitra, 2017). Systematic support for organic, decentralized and novel combinations of resources and capabilities can be considered to be a better option. Such support can yield entrepreneurial people who can either start new ventures or manage innovative organisations in private and public spheres, and contribute to society and the wider environment as entrepreneurial citizens. The university's emergence or evolution as an entrepreneurial campus is, therefore, a function of its capacity to generate entrepreneurial capabilities across the board. In other words an entrepreneurial campus is not simply an aggregate of multiple spin-offs, student enterprise, knowledge transfer, and other new, self-sufficient initiatives. Rather, and in keeping with a Humboldtian vision of higher education, it is in its ability to use its capacity to realise the different capabilities of individuals and the cross-fertilisation of knowledge to generate new opportunities, appropriate to its context, that a university can lay claim to being an entrepreneurial campus.

By campus entrepreneurs reference is made to all students or staff engaged in creative ways to develop new ideas and implement them in the form of new venture creation by mobilising resources in novel ways. This interpretation stretches the meaning of campus entrepreneurship to beyond starting up new ventures (utilitarian value creation) to include the entrepreneurial education experience (intrinsic education value creation). Frederick Jackson Turner's "Frontier Thesis of the United States" (Turner, 2008) model of available assets, liberty and diversity is used to construct a framework for understanding the university campus as an entrepreneurial ecosystem. The paper identifies commonalities and distinctive features of the two different campuses of Hanyang and Essex universities in South Korea and the UK without necessarily trying to construct an ideal model based on a simplistic comparison of the two institutions. These empirical reference points are used to develop our conceptual framework for an ecosystem approach to entrepreneurship education in entrepreneurial campuses.

Drawing on the capabilities approach developed by Amartya Sen, 1989; 1984; and others (Nussbaum, 2011) enables augmentation of Turner's frontier thesis to develop a replicative framework for obtaining insights into the setting of multiple objectives for campus-based opportunity development, entrepreneurship and innovation.

The rest of the paper provides an overview of the literature on ecosystems, Turner's frontier thesis and the capabilities approach to present a conceptual model for understanding campus ecosystems. The review of the literature is used to develop five propositions that are the building blocks for the conceptual model. This is followed by a brief explanation of the secondary material and case study methods used for the study before proceeding to the findings. The paper ends with an analysis of the findings and a discussion including some observations for future research and policy development.

Overview of the Literature and Propositions

Entrepreneurial Ecosystems

James Moore's (1993) influential article in Harvard Business Review claimed that businesses do not evolve in a 'vacuum' but that the relationally and socially embedded nature of firms imply interactions with suppliers, customers and financiers. Since then numerous writers have drawn our attention to the idea of 'entrepreneurial ecosystems' (Zacharakis et al., 2003; Isenberg, 2010 Napier and Hansen, 2011; Malecki, 2011; Kantis and Federico, 2012; Feld, 2012). Ecosystems are born out of the mix of localized cultural outlooks, social networks, investment capital, universities, and focused economic policies that create environments supportive of entrepreneurial ventures. Their various guises are found within and shaped by the academic literature (Acs et al., 2014; Feldman et al., 2005), policy outlines (Isenberg, 2010; World Economic Forum, 2013), and also the popular business literature (Feld, 2012; Hwang and Horowitz, 2012). It is argued that in dynamic ecosystems new firms have better opportunities to grow, and create employment, compared with firms created in other locations (Rosted, 2012).

Stam (2015) states, that at its most basic, an entrepreneurial ecosystem is an independent set of actors that is governed in such a way that it enables entrepreneurial action (p. 1). Feld (2012) and others go much deeper in developing these concepts, but at its core, an entrepreneurial ecosystem and its output relies on a core of large established businesses, (including some that have been entrepreneur-led); "entrepreneurial recycling"(which involves previously successful entrepreneurs reinvesting their money, acumen and time in promoting new entrepreneurial activity); an information-rich environment in which this information is relatively easily accessible and shared within the community, culture and institutions for absorptive capacity for innovation and new firm creation, start-up and growth finance, universities and service providers (Mason and Brown, 2014). There is a reliance on a variety of voluntary relationships among independent agents with some form of agreed upon and acceptable but implicit (therefore, potentially dysfunctional) governance structure.

The entrepreneurial ecosystem approach supports Schumpeter's (1942) claim that entrepreneurs are change-makers in capitalist economies, and that their actions and ability to create new combinations of economic assets are what lead to improved standards of living.

External and Internal Ecosystems

There remain critical analytical problems with ecosystem models especially in terms of their application to campus entrepreneurship and entrepreneurship education. There is the problem of governance of the ecosystem. Ecosystems are evolutionary, complex, self-directed, loose systems where each organisation carves out its own rules of conduct. Entrepreneurial universities with their global reach in terms of research, education and outreach activities are not entirely dependent on these localized systems even though they could use them for specific purposes. This raises the question of there being the need to recognize a firm/organizational level ecosystem which provides a basis for absorbing externalities of regional ecosystem and the wider global environment.

While ecosystem studies have proliferated, insufficient attention has been paid to the idea of different ecosystems that need sustaining at both the macro level of the environment (the ecosystem) and at the micro level of the organization (the internal ecosystem). In much the same way that that relationships between markets and firms thrive on their mutual interdependence, the wider network of the 'external ecosystem' made up of multiple organisations is dependent on the effectiveness of the 'internal ecosystem of each of those organisations. This is especially significant when we reflect on the role of the larger stakeholding organisations of the ecosystem. While larger firms can replicate market behaviour and

structures within the firm, there are differences in those very structures and behaviours as organisations seek levels of efficiency and consolidation of economic activity not available in the market. The differences can be accounted for in terms of permeability and openness. While markets are 'open' for any player they are not permeable in relation to individual organizational interests. The internal ecosystem of an organization compensates for this opaqueness in the market place by creating its own environment. These arguments here lead to a consideration of two propositions (P1 and P2).

P1: *Entrepreneurial ecosystems are social, networking systems achieving entrepreneurial outcomes for different types of organisations and the wider economy.*

P2: *Entrepreneurial ecosystems consist of interrelated external and internal ecosystems, at the level of the wider economy and at the level of the organization.*

The University Campus and its Internal Ecosystem

A basic assumption in an effective ecosystem is the incorporation of the idea of diversity. Such diversity is expressed in terms of the race, class and gender of actors, the multiple institutional agencies, the cross-section of sectors or value chain agglomeration, and key inputs of talent and technologies (Miller and Acs, 2017). These, taken together with the human capital of institutions (its staff and students) constitute a range of assets that complement the physical ones of property and finance. The "spontaneous order" in which this diverse set of assets are brought together evokes Hayek's (2010) idea of liberty as much as it does Turner's (2008) capture of this essential value of freedom uncorralled by path-dependent systems and institutional antecedents. A combination of these features of diversity, assets and freedom of spontaneous liberty create a capacity for institutions and networks to be part of an effective ecosystem.

Turner's Frontier Attributes

Turner argued that the United States of America's past and especially its 400 years of frontier experience (till 1890) had an outsized impact on developing American democracy, culture and economy, and as a place of change and renewal, with a dynamic, hybridized, innovating people creating a new kind of nation with a new kind of citizen, breaking away from Europe (Miller and Acs, 2017). This frontier was marked first by considerable economic opportunities and available assets (fertile lands, rivers, timber, fur and mineral resources). The second enabling factor, liberty that is associated with distance from establishment institutions, values and culture coupled with a desire to question those establishment principles. This sometimes meant adaptation and adoption of the old set of values to create hybridized institutions. (Turner, 1894; 1920) The third critical attribute is the diversity of people who settled in the American frontier. This diversity which was a function of large scale but varied immigration, helped create a unique national identity, supported the development of hybrid institutions and enabled an evolving political and economic structure that deviated from European norms (Miller and Acs, 2017). The distinctive flow of immigration over the centuries has led now to the territorial uniqueness of innovation and enterprise in numerous parts of the country, although much was achieved via the brutalization of indigenous people and the egregiousness of slavery.

Miller and Acs (2017) have shown how the innovative American frontier that closed at the end of the twentieth century has reemerged in the entrepreneurial economy on the U.S. campus. The characteristics of Turner's frontier: assets, liberty and diversity can now be found in the tangible and intangible assets in the campus, liberty which is the cornerstone of university research and education, and the diversity of its people. They are the 'frontier' catalysts for creating opportunity, and fostering entrepreneurship and innovation. Their appropriate mix and the linkages between them create the campus ecosystem. Their deployment and utilisation have created campuses which are asset-rich environments: students with disposable cash (often from loans, scholarships, and grants), advanced research and technologies, talented people (academic staff, alumni, etc.), and extensive extracurricular and co-curricular options. Given the growing interest in entrepreneurship as a subject of study in universities across the world, is it possible to find entrepreneurial ecosystems with these critical features of assets, liberty and diversity in different ecosystems? The frontier model is adapted for the purpose of analyzing two institutions outside the USA to examine how the frontier model can apply in different contexts.

The internal ecosystem of the campus is of particular significance because of the tendency of academic departments to operate in subject or discipline-based silos. So even if sociologists explore social relations in an entrepreneurial context, economists make the case for optimizing resource allocation among entrepreneurs, psychologists discover different characteristics or behavioural patterns, technologists test algorithms for forecasting entrepreneurial deal-making, and business schools are busy domain hopping, they do so in silos. The incorporation of courses modules and electives in non-

business departments tend to be items gathered from Business School shelves for cursory deployment in various academic departments. However, when attention is given to activities such as research collaborations, public lectures, art galleries and museums, student and staff exchanges and transfers, recognition can be given to universities as open institutions (Miller and Acs, 2017). This internal ecosystem interacts with the wider, non-campus ecosystem stakeholders but the differences are noted in the boundaries within and around the campus. As Figure 1 below shows, the filled lines of the non-campus represent the lack of permeability and openness in off-campus institutions in the region or the city in which those universities are located.

Insert Figure 1 here

Crucially, while the idea or the reality of an ecosystem is mooted, limited attention is paid to how best can the institution obtain value from ecosystem membership. Equally, absent from discussions of entrepreneurial campuses and entrepreneurial ecosystems is the consideration of the capabilities necessary for both the institution and its students and staff to realise their different aspirations, which may or may not have purchase in local ecosystems.

Entrepreneurship and the Capabilities Approach Complementing Frontier Assets.

The capabilities approach can be traced back to, among others, Aristotle, Adam Smith, and Karl Marx but its most prominent, modern form has been pioneered by the economist and philosopher Amartya Sen (1984, 1989, 1999), followed by some significant development of the ideas by the philosopher Martha Nussbaum (2011) and others such as Deneluin and Shahani (2009). Although it has been tested in a wide range of fields, in particular in development studies, welfare economics, social policy and political philosophy, it has by and large been ignored in the innovation and entrepreneurship literature.

Sen's capabilities approach deals with well-being issues as 'functionings' at the wider economic and societal levels (Sen, 1999, 1989, 1984; Robeyns, 2005). The argument in this paper is that 'functionings', such as autonomy, environmental mastery, personal growth, self-acceptance, creativity, freedom to grow, training and development, are what people (both student and staff) want to achieve in their universities. When people are able to select from an option of functions they acquire "achieved functionings". A set of 'functionings' constitutes entrepreneurial well-being; with people being able to choose their functionings based on their own understanding of well-being.

Allowing for the necessary freedoms individuals can have to pursue their own learning, improve their self-efficacy and sharpen their perceptions about what they could achieve, would be important considerations for entrepreneurs, managers of organisations, and an informed citizenry. The focus here is less on personal utility, the acquisition of specific assets, reputation or wealth, overcoming restrictions to rights, and more on the capability to function or the turning of capability to "functionings". The distinction between functionings and capabilities is between "the realised and the effectively possible; in other words, between achievements on the one hand, and freedoms or valuable options from which one can choose on the other". Figure 2 below provides a diagrammatic interpretation of Sen's Capability Approach model.

Insert Figure 2 here

One of the entrepreneur's 'functioning' is being entrepreneurial (to start a new venture) (Gries and Naude, 2011; Naude, 2013; Naude et al, 2008; Baumol, 1990) and having the means to do so. The other 'functionings' referred to above are also regarded as characteristics of entrepreneurs. These other 'functionings' when realized are also the basis for informing innovative organizational activities through entrepreneurial managers, and creative citizens.

The modern entrepreneurial environment is characterised by capabilities for collaboration, engagement, discovery-driven learning and integrative decision making. They help to achieve both individual and organisational 'functionings'. The development of an entrepreneurial campus which responds to societal and organisational change is made possible by the application of the frontier assets of the institution. In the entrepreneurial campus, ensuring that students and staff can have the space to choose to function innovatively is critical to entrepreneurial outcomes. Supporting innovative people in their effective opportunities to undertake the actions and activities that they want to engage in, and be whom they want to be on an entrepreneurial platform, need to be factored into institutional policy and practice. Removing barriers in their work so that they have more freedom to function creatively to deploy their skills, to generate new ideas and to fulfil objectives (their own and those of the university) so that they have a reason to value what they do and can do, is part of the evaluation process. The end objective of an innovation outcome and the recycling of the innovation process have intrinsic importance.

In reality ends and means may blur because some ends are simultaneously also means to other ends (for example the capability of being technologically savvy could be an end in itself but it may also be a means to achieve the capability for innovation practice) (Mitra, 2017). The freedom to choose what 'functionings' they wish to achieve indicates that they have the 'capability' (Sen, 2008; Robeyns, 2005). This also means that they have access to the assets, and the liberty to enhance their human capital; and agency (Sen, 1999; Robeyns, 2005), in a diverse environment.

The breaking down of silos and collaborative learning and doing through a variety of entrepreneurial learning projects help to develop capabilities among students and staff to achieve their aspirations or what Sen refers to as 'functionings'. The creative combination of capacity and capability within an institution helps to establish an internal campus ecosystem, which suggests a third proposition (P3) stated below.

P3: *The creative combination of a capacity for entrepreneurial activity with the capabilities for achieving aspirations for entrepreneurial individual and organizational outcomes, helps to establish an internal, entrepreneurial campus ecosystem.*

The entrepreneurial campus is not simply a spawning ground for start-ups. Many are called to the idea of entrepreneurship but only a few actually become the high impact entrepreneurs of modern folk lore. What is germane to the entrepreneurial ecosystem is the "collective effervescence" (Durkheim, 1912) of a range of entrepreneurial activities, from boot camps to business plan competitions, crowd funding and investments, short electives courses on business and social enterprise, to fully-fledged education and doctoral programmes on entrepreneurship.

There is as much entrepreneurship in the creation of new business or social ventures, as in serious research, and cross-disciplinary programmes of study designed to help students achieve entrepreneurial capabilities and mind set change. There is entrepreneurial endeavour in new forms of pedagogy development combining multidisciplinary experiential learning, the mobilization of resources for social change and outreach community engagement. Crucially, there is entrepreneurship in the ability of graduates emerging from universities as engaged employees or entrepreneurs and as citizens who can make a contribution to social change. The entrepreneurial ecosystem evolves through this holistic approach to entrepreneurship which fosters learning for achieving capabilities.

The assets at disposal in the campus, the liberty enshrined in free thinking, and the diversity of the varied user-producer groups, have ecosystem purchase only when the capabilities represent the set of aspirations that have desired outcomes for the nodes of individuals in the ecosystem. Not all outcomes are guaranteed but the systematic practice of innovation through a focus on capabilities in universities can at least provide pathways for desired ends. All students can, therefore, have a go at working towards achieving entrepreneurial well-being, a view that supports the fourth proposition (P4):

P4: *Entrepreneurial universities provide for frontier assets, liberty and diversity to enable multiple entrepreneurial outcomes for its students, including new firm formation, entrepreneurial career development and entrepreneurial citizenship.*

The use of the Capability lens in conjunction with the Turnerian themes enables the exploration of the entrepreneurial campus beyond what human capital and institutional theories allow. A reliance on Human capital theory may limit insights to formal and informal forms of learning and the trade offs between nurturing them locally or as a public good. Dynamic capabilities (Teece, 2012) emerging from an interplay of routines in and entrepreneurial action by an organisation, are essentially acquired attributes of the organisation. The capability approach recognizes the agency function of the individuals in the organization in terms of their ability to use and benefit from the capacity of the organization.

This mix of frontier characteristics with the approach to capability development plays out well in the making of a research university campus's entrepreneurial ecosystem, as Figure 2 below shows. It also allows for a consideration of a fifth proposition (P5):

P5: *Achieving the capability for being entrepreneurial in a variety of environments is a function of the use of assets, liberty and diversity in the campus.*

Figure 3 below encapsulates the use of the capacity and capability concepts as part of a conceptual model for our arguments.

Insert Figure 3 here

Methods

The paper is conceptual in scope but has empirical reference points in the form of two case studies. Although reference is made to secondary empirical data, the paper is conceptual in scope and purpose. The case studies provide illustrative material but, in this paper no attempt is made to validate or triangulate any data through other empirical devices generally associated with case studies. The objective was to find illustrative reference points for the building of a conceptual approach to the study of entrepreneurial campuses and entrepreneurship education.

Frederick Jackson Turner's "Frontier Thesis of the United States" (Turner, 2008) is used to construct a framework for understanding the university campus as an entrepreneurial ecosystem particularly at Hanyang but also at Essex. Both commonalities and distinctive features of the two different campuses are identified before drawing on the capabilities approach (Nussbaum, 2011; Sen, 1989; 1984) theory to augment Turner's thesis in the context of research universities. The five propositions above are examined through the two case studies to address the two conceptual challenges referred to above. Secondary material is used to sketch the entrepreneurial university ecosystems of the two universities.

Epistemologically, the approach is constructivist in that use is made of inductive reasoning to build the analytical models for studying entrepreneurial campuses. In doing so qualitative research is carried out following Yin's (2009) rationale for using case studies to understand complex, social but bounded phenomena (Gerring, 2004) or the application of new social constructs in unfamiliar settings. This helps to identify characteristics and patterns of evolving phenomenon that yield ideas, data, and interpretation with which to elucidate features of potentially a larger unit of similar phenomenon.

The entrepreneurial campus of the two universities constitutes the primary unit of analysis so that various features of this contemporary experience may be explored (Miller and Acs, 2016). The selection of the two universities is based on the specific excellence in experiential entrepreneurial knowledge creation (South Korea) and the social science driven excellence (Essex) in developing an entrepreneurship curriculum. The locations of the 2 institutions are markedly, different. Hanyang boasts of a thriving urban presence in the heart of Seoul, the capital of South Korea, a city known for its bustling economic prowess, while Essex is located in primarily rural environment in the east of England, not known for its entrepreneurial excellence. Essex has a diverse, internationally-oriented people-profile, while Hanyang's essential Korean identity defines its organization. These differences provide for different capacities and capabilities. We account for both the commonalities and the differences but do not evaluate them against a common set of pre-ordained metrics to determine any possible hierarchy of entrepreneurial campus capacity or capability. Rather we offer them as illustrations to develop an analytical, internal ecosystem model with which to examine critically, different types of entrepreneurial campuses.

The Two National Contexts

South Korea

In the early 1960s, Korea pushed ahead with export oriented economic development plans. US support may have helped with the formulation of economic policy and exchange of know-how and strategy, but the growth of the Chaebols and the sharp focus on technological advancement in Korea, are, essentially, part of the country's own endeavours in economic advancement. We have a different formulation of assets, the granting of liberty and diversity, which is primarily locally driven. The focus on export-oriented policies led to the sharp growth of the Korean economy from the early 1960s to the late 1980s. Gross Domestic Product (GDP) increased by an average of more than eight per cent per year, from US\$2.7 billion in 1962 to US\$230 billion in 1989. Per capita GDP increased from US\$103.88 to US\$5,438.24 in the same period. This rapid growth of the Korean economy led to the country being called one of the 'Asian Tigers', along with Taiwan, Singapore and Hong Kong (KCIS, 2015). At present, the country has a number of industries that boast solid international competitiveness, such as shipbuilding, iron/steel and chemical industries. Hanyang University played an important role in the economic development of Korea by educating engineers focusing on technological innovation and technology transfer (Cho, 1994; Jones and Il, 1980). Moreover, it was the first university in Korea to establish the *Industry-University Cooperation Foundation*, an organized program for cooperative research with industrial partners, in 2003. The foundation has built up a one-stop total incubating system from education, training, networking, incubating and investment, and research and cooperation to provide comprehensive and systematic support for startups Figure 4 below shows the different components of the Foundation's activities.

Insert Figure 4 here

The United Kingdom

Europe, and in particular, the United Kingdom, cannot boast of a similar frontier evolution to that of the USA. However, the exact opposite can be found in Great Britain's 'Britannia' experience in the colonies. In moving out to the colonies, the English forged new identities through that experience even when the values of the establishment hierarchy carved out a position of enforced superiority over the colonized in Africa, Asia, the Caribbean and the Americas. Assets were plundered and looted, but access to land, spices, fabrics, minerals, gold and commodities, enabled creative combinations and economic opportunity development. None of this development could have occurred without the experience of the diversity of people, the environment, and the different sources of knowledge and technology that was obtained in the colonies. The UK's unique experience has attracted in return the flow of talented migrants and creative organisations which dominate the landscape today. Britain's academic entrepreneurial endeavours have been less spectacular with notable exceptions such as the Durham University spin-out, Applied Graphene Materials, Circassia Enterprise from Imperial College, and Fermavir, in Cardiff the company set up to commercialise the laboratory's work on shingles treatment. Here too can be found an alternative formulation of assets, diversity and liberty, forged by a sustained effort at maintaining global connectivity, even if part of that involved egregious empire building and appropriation of the assets of others.

Illustrative Case Studies

A Sketch of the Entrepreneurial Ecosystem at Hanyang University, South Korea

Capacity Building

Hanyang University is a private research university in South Korea (hereafter Korea). The university began as 'Donga Engineering Institute', which was founded by Kim Lyun Joon in 1939, whose intention was to produce science and technology experts for the nation. The Institute expanded and was later renamed 'Hanyang Engineering College' in 1948, with the objective of contributing toward rebuilding the nation through practical education and technological expertise. The College continued to develop and was transformed into 'Hanyang University' in 1959, offering comprehensive education and training in various fields. Its main campus is in Seoul, and the second one, the Education Research Industry Cluster at Ansan (ERICA) campus, is located in Ansan, lies about 30 km southwest of Seoul. As of the end of 2017 33,065 students - 24,536 undergraduate and 8,529 graduate students in 2017- are registered under 24 colleges and 105 departments in two campuses. In 2015, it was ranked 1st for the number of CEO alumni of venture companies¹ and it won the 'Best Practice Prize' in start-up support² in 2016. In 2017, QS ranked Hanyang University 155th in '2017 QS World University Rankings'³.

Entrepreneurial Capacity

Since Hanyang Industry-University Cooperation Foundation introduced major in entrepreneurship in 2015, its subject offering spread to twenty one practice focused start-up lectures, as described in Annex 1, and seven compulsory tech-major startup courses particularly organized for engineering college students. In addition, it organizes Hanyang Start-up Academy, Hanyang Tech Ventures, and Venture Business CEO Academy once a year. The education of Hanyang is designed to instill students' startup drive and cultivate their competence by running a practical program such as start-up competitions, entrepreneurship camp, 3D printing education, idea realization and business development support, start-up festivals and company visits that students can participate in directly. Moreover, the university regularly offers networking and mentoring opportunities with successful entrepreneurs and the experts of diverse industries. It organizes every quarter Entrepreneur Forums, Mentoring Café and Alumni-Students Mentorship Program. The institute also provides venturing space for startup preparation and incubation which is sponsored by alumni and open to venture companies, startup clubs, and student entrepreneurs. Exchange and joint program with the entrepreneurship centers at home and abroad⁴ is also arranged to foster research and development of practice entrepreneurship. In sum, Hanyang University supports the students by offering practice based incubating system, regardless of their major. This practice oriented approach consisting of five elements - education, training, networking, incubating and investment, and research and cooperation - has enabled students to access a broad pool of innovation and entrepreneurship programs across diverse disciplines in line with a

¹ Korea Economic Daily <http://news.hankyung.com/article/2016102537611> (Oct/26/2015)

² Dong-A Daily <http://news.donga.com/3/all/20160711/79125298/1> (July/12/2016)

³ QS World University Rankings <https://www.topuniversities.com/qs-world-university-rankings> (Dec/13/2017)

⁴ (U.S.) Silicon Valley · New York · Las Vegas, (China) Shanghai · Beijing, (Indonesia) Jakarta · Bali, (Vietnam) Hanoi · Ho Chi Minh, (Canada) Ottawa.

holistic approach to entrepreneurship education (Mitra, 2013: 216), expanding assets, together with the freedom to pursue those assets.

The university established an open platform “Hanyang Startup Lounge” which provides easy access to shared information about startup support education, related programs, and mentor-mentee connection in 2009. In addition, it also provides business start-up support which is comprised of Global Entrepreneur Center, Entrepreneurial Lab and Technology Holdings Company.

The Global Entrepreneurship center has been established in 2009 by initiative of the alumni entrepreneurs and government support. The center aims at fostering not only prospective entrepreneurs, but also supporting established and students. In particular, the center provides Hanyang Tech Venture Program (HTVP) which directly support the entire cycle of startup, from the development to the commercialization of a new business model that combines the university technologies of next generation growth engine and unused ideas of large companies, as shown in figure 5 below.

Insert Figure 5 here

By doing so, it contributes to stable business development, securing intellectual property rights for startup items and enables startups to create a new business model combining university-owned technology and the unused ideas of large companies. Furthermore, startups have free access to entrepreneurial lab in where they can develop university-industry collaboration through technology commercialization. Furthermore, Hanyang holds seven Technology Holdings Companies in the field of Nano biotechnology, material components, software, semiconductor, Information and communications, energy and education, involved more than 30 % of the capital investment of the holding companies. It allows technology holding companies to commercialize the university’s technology and research, and to facilitate the formation of spinouts. Superb technology thus can be commercialized through the Technology Holdings Companies and direct investment.

Capability Development

Overall, Hanyang enjoys its urban settings in two campuses and strong alumni ties with financial supports on startup support systems. Their technology-oriented support systems and commitment to lecture freedoms promote wide-ranging entrepreneurship to students and entrepreneurs of early startups, and foster ‘prepared technical startup entrepreneurs’ trained with the live on-site experiences and practical insight of entrepreneurs.

Although Hanyang University has established diverse centers and organizational bodies to excavate alumni entrepreneurs and nurture the university’s entrepreneurial ecosystem, its capability (Sen, 2008; Robeyns, 2005) can be characterized as a *top-down* approach embedded in Korean industrial culture. To understand this point we first need to acknowledge the Korean *Chaebol* (large, family-owned Korean conglomerates) system which has had a certain influence on capability by investment especially in the assets and diversity of institutions. For instance, Chung Mong Koo (Chairman of Hyundai Motor Group, Graduated Industrial Engineering in 1967) is an alumnus of Hanyang University, and he invested 14 million USD and established “Chung Mong-Koo Automotive Research Center” in 2015. A basic idea is that ‘investment in universities → Securing source technology for future industry development → securing excellent manpower in basic technology research’. The research center is expected to be used as a space for cultivating technical experts who can design technology for future cars such as green cars and smart cars. However, the research center mainly supports selected startups in the field of mechanical engineering, electrical and electronics and IT software sectors. Second, the organization of Center for Global Entrepreneurship acts as the “*control tower*” for specific types of startup support operating as a closed control mechanism rather than as an open organization enabling different types of startups to emerge organically. Third, the Center for Global Entrepreneurship provides pre-defined goals and visions. For instance, the center aims to foster 30,000 startups generating 15 percent of GDP by 2030, without considering changes in external factors such as consumer demand, market trends and regulations.

A Sketch of the Entrepreneurial Ecosystem at the University of Essex, UK

Capacity Building

The paper’s second short case study is about a relatively small university in the UK. Established in 1963 as a public research university, the University of Essex received its Royal Charter in 1965. Its location at Wivenhoe, near Colchester in the county of Essex – a small urban oasis in a predominantly rural setting- does not reflect a presence in an environment of dynamic, innovative organisations (its smaller Southend campus is, however, is in an urban environment).. The

university's entrepreneurial antecedents can be found in other forms of innovative and creative endeavour. Its international and diverse identity was forged in the smithy of radical thought and action in the 1960s as exemplified in the work of leading academic intellectuals in the fields of politics, economics, sociology and the diverse body of the student community. Together they created a rich, research-led resource environment of knowledge creation with a particular, but not exclusive, focus on the social sciences, and a dynamic action-oriented presence wedded to the values of diversity, freedom of thought and internationalization.

The 1970s saw the development of larger departments and relationship with local businesses, allowing it attract substantial research grants which eventually led to the location of the British Household Panel Survey headquarters at the University in the 1990s and the Data Archive of the Economic and Social Research Council of the United Kingdom. The University is considered to be one of the top 2% of universities in the world by Times Higher Education World University Rankings with a particular track record as a provider of excellent research and teaching for over fifty years (THE, 2017). The University of Essex was rated in the top 20 in the UK in the Research Excellence Framework (REF 2014)

Entrepreneurial Capacity

The University established its first School of Entrepreneurship and Business (SEB) at its new Southend campus in 2004-5, with its first Professor of Business Enterprise and Innovation, marking another radical departure from tradition in higher education in the UK. The idea of an entire new school dedicated to entrepreneurship and innovation in business was a novel concept in the country, made possible by the prevailing vision of the university leadership for contributing directly to the region and the local community while establishing international links. A range of different programmes were developed to address a range of issues about entrepreneurship in different contexts, working as it were towards creating a new discipline

The primary objective was to establish programmes which were thematically and sectorally focused and functionally oriented. The programmes reflected the messages obtained from market intelligence about the topics and themes. For example, 2005-6 was a critical point at which the creative industries were gaining ground in the UK economy. Similarly, international business activities were marked by highly entrepreneurial developments in the orientation, strategies and methods of operation of externally focused businesses with the rapid spread of globalization. This compendium of courses was offered to local and international students for the first time at Essex in the academic year 2005-6. Their key learning features included the critical resolution of organisational and environmental problems, coupled with resolution of personal development issues, with particular reference to new venture opportunities. Students could complete the programmes with either a research-based business plan for an organisation or a traditional dissertation. Underpinning the content, the processes, pedagogies and the assessment structures are three distinctive drivers. These drivers are the interpretation of entrepreneurship as value creation, the systemic or holistic approach to entrepreneurship education based on the idea that it is for all who sup at the table of creativity, endeavor and newness, and the mix of different pedagogies and tools with which to impart entrepreneurship education (Mitra, 2017)

Starting with three postgraduate Masters programmes on theories and practice of entrepreneurship and innovation, entrepreneurship in the public sector and creative industry innovation, the portfolio developed rapidly to cover diverse areas such as Marketing, International Business, Human Resources, Social Ventures and Small Business Management, all with an entrepreneurial twist. The SEB established the first PhD in Entrepreneurship Programme in 2005-6. Innovations continued with the creation of the University's first ever Centre for Entrepreneurship Research in the same year, which has mutated into the Venture Academy, with its focus on applied R&D and action-research oriented projects with local and international ventures. The Centre attracted the first ever investment from a major Chinese medical devices company to explore innovative market entry strategies for Europe. The direct involvement of graduate students in these projects ensured the embedding of some of the project-based learning components in the academic programmes.]

An early proliferation of programmes led over time to their inevitable consolidation coinciding with the merger of the SEB with the School for Accounting, Finance and Management in 2008 to form the new Essex Business School. The idea was to avoid possible duplication and redundant provision especially where content and methods could be integrated. The MSc programmes for the Creative Industry and Small Businesses were subsumed in the overarching MSc in Entrepreneurship and Innovation, together with the MSc in Entrepreneurship and Regional Development. What was lost in breadth was more than compensated by the reworking and the new richness of key programmes. Furthermore, new routes were explored with the introduction of entrepreneurship and innovation modules in the MBA programme leading to the its revision as an

Entrepreneurial MBA in 2013-14 highlighting the importance of the topic to modern day managers along with sustainability and internationalization.

Capability Development

While consolidation at the departmental level met departmental organizational priorities, proliferation of entrepreneurship education and extra-curricular activities has marked the University's motivation to support students and staff with alternative opportunities. These opportunities enable students to articulate and crystallize their learning gain through business plan competitions, participation in boot camps, counselling sessions, organized by the Employability Office. They sit alongside an entrepreneurship concentration through a Postgraduate Certificate programme in 'Creating and Growing a New Venture' for all graduates of the University, offered by the Business School. Bio and Computing Science Masters students are able to opt for an elective on a similar but technologically biased course that allows them to develop entrepreneurial capabilities to complement their technological prowess. A separate initiative based on crowd sourcing and crowd funding enables any student to mobilise resources to develop and implement entrepreneurial projects of their choice and complement their graduate studies. The establishment of a new Innovation Centre together with an Incubation Centre enables the presence of new firms by students, staff and entrepreneurs from outside the University.

What we see emerging here is a new entrepreneurial ecosystem in the campus. Underpinning this development is the progressive integration of assets, freedom and diversity with the emerging capabilities of the students. A growing number of faculties (approximately 8) across the campuses are complemented by entrepreneurial colleagues from other departments and support staff from professional services. An increase in the involvement of guest lectures and visits is contributing to the forming of the necessary building blocks to help facilitate the achievement of capabilities. The holistic approach to entrepreneurship education in an entrepreneurial campus is summarized below in Figure 6.

Insert Figure 6 here

Analysis and Discussion

It may not be possible to generalise from the case studies but they offer insights into the types of agents, institutions, cultures, and resources that are contained in an entrepreneurial ecosystem, thus confirming the value of Proposition 1 (P1). More specifically they provide an understanding of what it takes to develop an 'internal ecosystem' that utilizes the capacity for entrepreneurial endeavor by developing capabilities for their realization, which suggests that Proposition 2 (P2) could be used for further critical examination of entrepreneurial campus ecosystems..

The assets are made up of the infrastructure, the people, the courses and the projects, but it also includes diverse governance structures enabling entrepreneurship to develop across the campus in different forms. The liberty and freedom is characterized in the openness, and decentralization of activities that have played a role in supporting entrepreneurial learning (multiple courses, concentrations, electives) and a strong sense of entrepreneurial value creation (entrepreneurial outcomes. They complement capabilities for research and teaching excellence) across the curricula and through sustainable resource mobilisation opportunities (dedicated institutional start-up funding at Hanyang and a crowd funding platform for entrepreneurial activities beyond business start-ups at Essex), enabling the realization of aspirations for entrepreneurial thought and action. Proposition 3 (P3) is, therefore, a viable consideration for developing entrepreneurial campus ecosystems.

Crucially, using this ecosystem approach helps with the realization of two very distinctive insights. First, the combination of capacity and capabilities help generate a range of activities across the campus, thus reinforcing the point about entrepreneurial campuses being defined by a clear entrepreneurial focus. Second, the ecosystem approach, allows us for the consideration of a holistic approach to entrepreneurship education which derives its meaning from multiple forms of provision enabling the realization of different sets of aspirations of its students and staff. The utilization of this ecosystem approach does, however, vary with the context.

In both institutions there has been a rapid escalation of entrepreneurial initiatives both organically as a direct manifestation of interest in entrepreneurship. In Hanyang in particular, the school's leadership capitalized on a national start-up agenda to bolster its strong engineering and technology base, thus enabling a clear focus on technology-based entrepreneurship. The direction of travel for entrepreneurship here was to meet specific targets of the nation and the institution. To do that it

developed its capacity in terms of infrastructure, courses, funding, alumni support and pronounced government support to help their students to fulfill their aspirations for becoming technology entrepreneurs.

The case of Hanyang University offers insights into the types of agents, institutions, programs, and (internal and external) resources that are contained in an entrepreneurial ecosystem, thus confirming the value of Proposition 1 (P1). In addition to, it enhances an understanding of the 'internal ecosystem' by illustrating how Hanyang Industry-University Cooperation Foundation coordinates startup supports programs with the help of critical assets and the setting up of diverse agents across internal and external ecosystems, which is framed as Proposition 2 (P2). While technology-based entrepreneurship is a strategic choice of the university, the openness and range of entrepreneurial support measures centred round technology commercialization, bears testimony to a sense of liberty with key Korean characteristics. It is a form of functional liberty informed by the national economic agenda which is striving to redirect Korean's economic future towards high technology entrepreneurship through start-ups from its previous reliance on Chaebol largesse and protection. The "functionings" of students and staff are moderated by this functional approach. Where, there is a correspondence between the technology and start-up -oriented "functionings" of individuals and the directed policy agenda for start-ups, there are significant opportunities for "achieved functionings" or capabilities. We could, therefore, argue that the Korean case does not fully support Proposition 3 (P3).

Hanyang University established a Korean-type of entrepreneurship education system, starting from startup practice courses, incubation, attracting investment, entering the global market and launched own education systems in Silicon Valley, New York, Shanghai, Beijing and Hanoi. In addition, it set up a Department Business Incubation and Integration in undergraduate and graduate school aiming at providing customized education particularly for the engineering college. Together with alumni entrepreneurs and government support, Hanyang university proactively supports entrepreneurs both inside and outside of campuses by offering them a wide range of opportunities to identify and achieve their 'functionings'. Hence, the Hanyang case well demonstrates the potential value of Propositions 4 (P4) and 5 (P5) as it applies in a specific context.

Essex's entrepreneurial campus development has a more organic trajectory. Its predominantly social science driven research and education profile raises questions about what entrepreneurship means and how it works from a critical perspective. However, the concentration of entrepreneurship education and knowledge exchange programmes in the Business School and in the Computing and Bio Science departments have also provided for platforms with a more practical agenda. The mix probably, contains more of the hues of critical social science thinking with students learning about the extensive range of possibilities that lie in pursuing entrepreneurship as a subject of study. To be able to do this alongside typical social science majors, or as part of more traditional business subjects and science education, opens up opportunities for realizing a diverse set of "functionings". Unlike Hanyang, Essex is not driven directly by a national policy agenda for start-ups. The encouragement for entrepreneurial activities remains a secondary objective finding articulation in the form of various policy exhortations about knowledge exchange, impact drawn from research (limited to the influence of research on practice but not the generation of practice from research).

It remains to be seen how the university 'internal ecosystem' evolves over time and space, and interacts with 'external ecosystem'. Political regulation changes should be also considered in Korea, as the Moon Jae-In administration recognizes the importance of the roles of universities, relaxing some regulations and introducing new initiatives aimed at university startups (Forbes 2017).

Essex has a relatively low base of physical assets compared to Hanyang, but its asset base is wide with "soft" connotations in that attempts have been made to introduce entrepreneurship programmes and electives for non-business students. Its "soft" asset base is also diverse in that it has allowed for an approach to entrepreneurship which is as much about business start-ups and growth or technology- centred incubation, as it is about the creation of new ventures to address social ventures, the development of new pedagogies based on entrepreneurial outcomes to enhance learning, and entrepreneurial social projects that complement the study of traditional social science subjects. The entrepreneurial outcome is manifest in the development of new creative mind sets through the range of innovative, integrative, problem-solving, analytical, learning, and adaptive skills sets.

Hanyang and Essex are of course very different institutions as noted above. Their regional and national contexts and the systems of higher education are all relatively important to the making of entrepreneurial ecosystems. Hanyang's well-established engineering and technology focused internal ecosystem owes its success to many years of engagement with

state policies and economic agendas, coupled with significant levels of involvement with the business and alumni community. It has carved out a unique regional national position in entrepreneurial campus history in Korea. It appears to have established a balanced portfolio of excellence in teaching and outreach (start-up building) supported by applied research, acknowledging the importance of entrepreneurship as both a systemic necessity and a form of institutional achievement. By combining different sub-disciplinary and stakeholder interests oriented around the making and selling of high technology products and services the entrepreneurship ecosystem, has benefited students and staff in creating new combinations of capacity and capability specific to its needs. Essex is carving out its approach to creating its own ecosystem as a much younger institution through staged developments. Starting first with the success of its academic programmes in entrepreneurship it is now expanding both its capacity and its capabilities for a unique campus, entrepreneurial ecosystem. It faces challenges in the enforced national structures of the Research Excellence Framework (REF) and the putative Teaching Excellence Framework (TEF) which do not recognize the varied outcomes afforded by an entrepreneurial ecosystem.

A summary of the findings from the analysis above is provided in Table 2 below:

Insert Table 2 here

Concluding Observations

The holistic approach for the creation of a fountain head for entrepreneurial learning prevails at different levels and various contexts in both institutions. This is made possible through strategies for developing internal ecosystems. In doing so both universities have addressed the two challenges posed at the beginning of this paper: a) an understanding the higher education campus as an entrepreneurial campus ecosystem (an internal ecosystem) within which entrepreneurial activities, find their role; and b) taking entrepreneurship to mean more than new business creation, helping to develop new mind sets for effecting change in work and as citizens. In providing for the key assets, encouraging liberty of thought and expression and promoting diversity of people, ideas and practice, both universities enable capabilities for economic, social, cultural and personal value creation. Figure 7 below attempts to capture diagrammatically the essence of our arguments about the links between capacity and capabilities for the development of a conceptual framework for ecosystems based entrepreneurial campus.

Insert Figure 7 here

What differentiates the two institutions is the focus on Hanyang's contribution as an incubator for Korea's start-up agenda, or a policy driven agenda to create a distinctive entrepreneurial campus, and the organic evolution of entrepreneurship education and learning contributing to a particular type of entrepreneurial campus, at Essex. While the former harnesses technological capacity to generate entrepreneurial capabilities, Essex, enables potential mind set change using its learning capacity to create entrepreneurial possibilities.

The model for an internal ecosystem closely linked to an external ecosystem should be useful for universities to determine how entrepreneurial thinking and action can help create entrepreneurial campuses. Rather than an exclusive focus on new business creation through specific, and often isolated instruments, the idea is to examine the whole campus as an entrepreneurial unit of analysis. Such a holistic approach to entrepreneurship breaks down silos of research, teaching and knowledge exchange by augmenting it with the equally strong outcome of entrepreneurial endeavor. This could also support university management in creating new pathways to the enterprise of learning, decentralized administrative structures and openness to capacity and capability building. The application of this approach could accommodate the harnessing of very specific capabilities such as those for technology-based start-ups, as in Hanyang, or an organic, mind set development approach leading to many different manifestations of entrepreneurship in society.

Researchers could use the five propositions in this paper to test empirically new combinations that create entrepreneurial campuses through capacity and capability building identifying what is relevant and appropriate in different contexts. The paper opens up possibilities for further new research on entrepreneurial universities and their impact on learning, institutional change and opportunity development. A direct contribution is made in this paper by way of the augmentation of entrepreneurship education and development in the campus through the advocacy of an internal ecosystem approach to both campus development and entrepreneurship education with a close, symbiotic link between the two.

Finally, both education and economic policy could provide for better solutions to growth and development through the use of the ecosystem framework and the novel approach to campus entrepreneurship. Rather than be hamstrung with notions of increased capital and revenue spending for greater impact with shrinking resources, and limited appreciation of accelerating changes to the ways we learn and think in the digital age, policy makers could open up opportunities for universities to redefine themselves in terms of both the Humboldtian vision of all around education together with experiential learning, fostering the diversity of knowledge assets with which to make a real impact on the wider economy.

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Annex 1. Tables

Table 1: Startup Lectures

Subject Name	Unit Credit	Lecture Hours	Practicum Hours	Category	Year (Recommended)	Offered Semester	Department
Social Center for Global Entrepreneurship	2	2	0	Core Foundation	All years	Semester 1	Center for Global Entrepreneurship
Startup Talk Concert	2	2	0	Core Foundation	All years	All semesters	Center for Global Entrepreneurship
Startup Basic: Understanding and utilizing of 3D Printing	3	3	0	Core Foundation /Major Intensive	Second year	All semesters	Center for Global Entrepreneurship
Startup Basic: Understanding of Culture and Art Industry	3	3	0	Core Foundation /Major Intensive	Second year	All semesters	Center for Global Entrepreneurship

Startup Basic: Startup and Center for Global Entrepreneurship	3	3	0	Core Foundation /Major Requirement	Second year	Semester 1	Center for Global Entrepreneurship
Advanced Practice: Actual Startup Workshops	3	3	0	Core Foundation /Major Requirement	Second year	Semester 1	Center for Global Entrepreneurship
Startup Practice 2	3	0	3	Core Foundation /Major Intensive	Second year	Semester 2	Center for Global Entrepreneurship
Advanced Startup: Global Startup Seminar	3	3	0	Core Foundation /Major Intensive	Third year	All semesters	Center for Global Entrepreneurship
Advanced Startup: Startup A to Z3		3	0	Core Foundation /Major Requirement	Third year	Semester 1	Center for Global Entrepreneurship
Startup Practice: Strategy of Financing and Investment	3	3	0	Core Foundation /Major Intensive	Third year	All semesters	Center for Global Entrepreneurship
Techno-Business Administration (Startup Capstone Design)	3	3	0	Required Foundation	Second, Third year	Semester 1	Center for Global Entrepreneurship
Startup Basic: Design Thinking	3	3	0	Core Foundation /Major Requirement	Second year	Semester 1	Center for Global Entrepreneurship
Advanced Startup: Finance and Law for Startups	3	3	0	Core Foundation /Major Requirement	Third year	Semester 1	Center for Global Entrepreneurship
Advanced Startup: Patents and Creative Business Strategy	3	3	0	Core Foundation /Major Requirement	Third year	Semester 1	Center for Global Entrepreneurship
Startup Practice: Campus CEO	3	3	0	Core Foundation /Major Intensive	Second year	Semester 1	Center for Global Entrepreneurship
Startup Practice 1	3	3	0	Core Foundation /Major Intensive	Second year	Semester 1	Center for Global Entrepreneurship
Startup Practice: Capstone Design	3	3	0	Core Foundation /Major Requirement	Second year	Semester 1	Center for Global Entrepreneurship
Startup Basic: Business Strategies of Successful Korean Entrepreneurs	3	3	0	Core Foundation /Major Intensive	Second year	Semester 1	Center for Global Entrepreneurship
Advanced Startup: Cooperatives and Startup	3	3	0	Core Foundation /Major	Third years	Semester 1	Center for Global Entrepreneurship

Intensive

Students who have not applied for major in Center for Global Entrepreneurship can also take classes as their core courses.

Table 2: Comparison of Internal Ecosystems of Hanyang and Essex Universities

Ecosystem Constituents	Essex	Hanyang
Assets	Social Science base; Research base with new knowledge exchange base;	Technology & Engineering base; Experiential knowledge baseline; technology infrastructure; start up courses; strong government & alumni support
Liberty	Entrepreneurship as Social Science; Research driven agenda; dispersed decision making	Entrepreneurship as experiential knowledge; Centralised with functional branches
Diversity	International Community; large race & gender diversity	Largely local & aimed at local start-up capability; gender diversity
Capabilities as Achieved Functionings	Entrepreneurship as embedded in social learning system; open ended	Entrepreneurship as start up capability; policy impetus

Annex 2: Figures

Figure 1: The Entrepreneurial Ecosystem of Research Universities: The Internal and External Ecosystem Interface:

Source: partly adapted from Miller (2016) cited in Miller and Acs (2017)

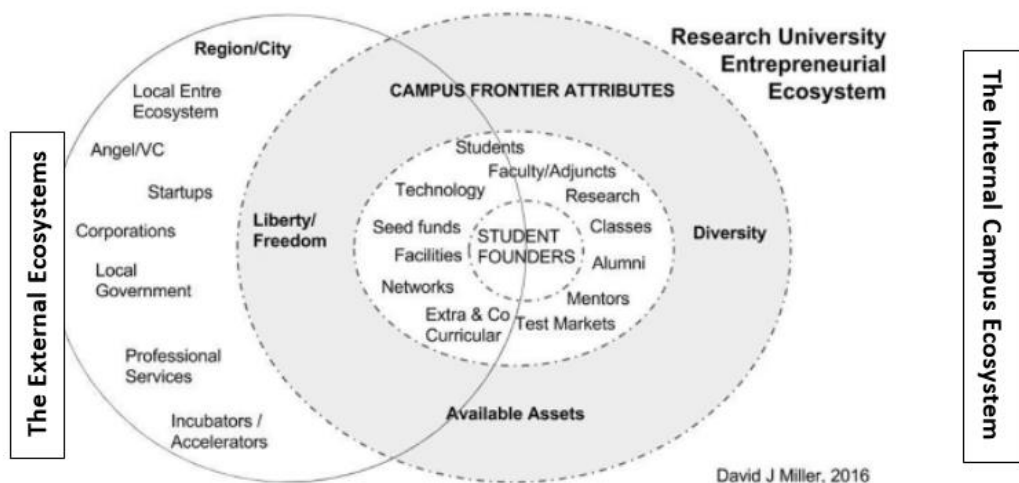
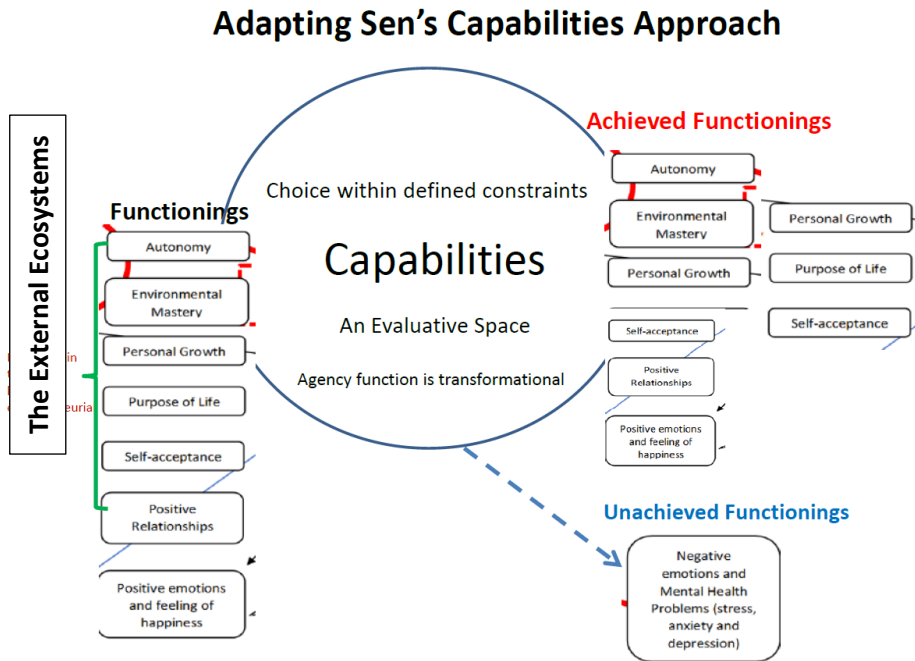
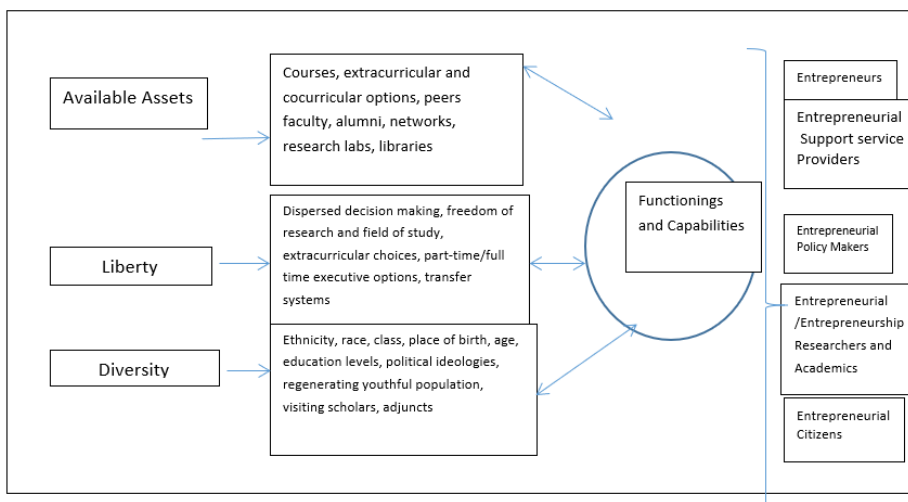


Figure 2: The Capability Approach: An Interpretation



Source: Authors

Figure 3: The Frontier Campus and its Internal, Entrepreneurial Ecosystem



Source Authors

Figure 4: The Industry-University Cooperation Foundation and its linked Activities.



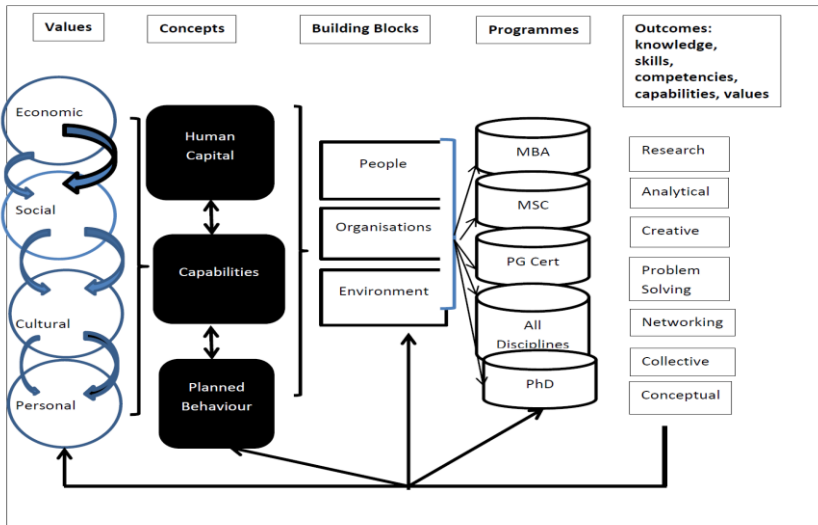
Source: Authors

Figure 5: Business start-up support, Hanyang University: One Stop Incubation System



Source: Authors

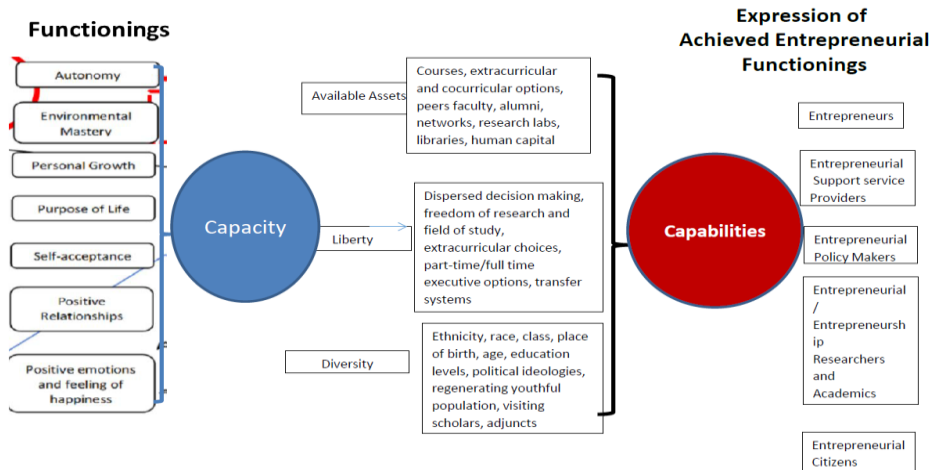
Figure 6: A Holistic Framework for Developing an Entrepreneurial Campus through Entrepreneurship Education



Source: Mitra (2017)

Figure 7: Towards a Conceptual Model of an Ecosystem Model for the Entrepreneurial Campus

A Capacity and Capability Model for Campus Ecosystems



Source: Authors

Reading Ability as a Learning Experience and Meaning Making in Class: the Case of Greek Primary Schools

Smaragda Papadopoulou

Stamatis Goumas

Abstract

The purpose of the research is to study students' performance in the field of reading literacy. Overall, 155 pupils aged between 11 and 12 were involved in the research study. The collection of the sample was done by Greek public primary schools in urban and semi-urban areas. According to the results, there are statistically significant differences in pupils' performance in terms of gender and age, while statistically insignificant is the difference in the level of geographical deviations. A significant proportion of the sample showed that students are unable to approach the performance base, facing serious difficulties in recovering information. Especially, their difficulty in interpreting and correlating information to make a decision about the content of reading is clear in our data. Based on the results of the statistical analysis, the students' attitudes towards reading, the reading strategies and their views on the role of school in reading capacity and application of reading skills are positively related, but reading skills in comprehension level of the content and meaning making is not related to the above factors.

Keywords: reading, text comprehension, language semantics, school, child

Introduction

Reading and reading literacy as we focus at this research, is a function of the general term Literacy as we know it the last two decades, (Kress (1997, 2003).

Reading literacy in terms of the International Student Assessment (PISA) understands, uses, and reflects on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. This option may be partly different of the modes and functions of the well-known linguist Halliday in understanding what language is in terms of reading capacity, (Halliday. M.A.K., & Hasan, R. (1989).

Kress (1997, 2003) describes significant differences between the words and images as long as society changes in a rather visually concentrated education and society,

Reading differences are dependent on the way modes are processed and how particular modes activate a meaning-making process for the reader. In multimodal texts, compared with print-based texts, the reader will use various senses (sight, hearing, tactile, kinesthetic) to respond to other modes (Bates1976). Organizations such as PISA reflect empirical knowledge and assume to what extent adolescents are able to understand and integrate texts they are confronted with in their everyday lives. This opportunity as a research with children as a indicative process gave us a challenge to search the data in reading with children at Greek schools. Criteria such as reading speed take a back seat in our case. PISA measures the following dimensions:

- a. Retrieve texts and access them
- b. Interpret and integrate texts
- c. Reflect and evaluate texts

Critical communication of reading materials focuses deeper than the cognitive components of reading, the decoding of words and the perception of the meaning of the text. It is therefore intended to approach issues dealing with motivation and participation in written material "(Eurydice, 2011: 7). In short, understanding the text (reading literacy) is "... the ability to extract meaning from the written text for some purpose", (Vellutino, 2003: 51). Moreover, in PIRLS research (Mullis, Martin,

Gonzalez, & Kennedy, 2003: 33), reading literacy is the ability to understand and use those written forms of language required by society and / or valued by the individual. Young readers can make meaning from a variety of texts. They read so that they learn, participate in reading communities and enjoy this dimension of human communication. These purposes refer to the self-realization of the individual, both as a person and as a member of society (Mullis, et al., 2003).

According to the aforementioned definitions, the individual, during the reading of the text is not limited to the decoding of the written discourse, but seeks to interpret the content, reflect on it and ultimately understand it, with the goal of using it in a pragmatic rather than theoretical background. This can be considered as a methodological approach of language acquisition.

Memory plays an important role regarding the reading comprehension process, on the part of the reader (Papadopoulou Sm., 2004). This is a classical opinion in the area. In the Borella and de Ribaupierre research (2014) it was observed that working memory, wherein information coding processes are usually conducted explains a significant part of the performance variation in understanding the text, regardless of any age influence.

Another important factor is reading strategies. Reading strategies highlight both strategies that readers manage their interaction with the text and their potential ability to understand the text. When conceptual knowledge is inadequate or when text literacy is low, reading strategies play a major role in reading literacy, (McNamara, 2004).

According to Graesser (2007: 6), these are "*cognitive or behavioral actions that have been adopted under specific contextual situations to improve certain aspects of understanding.*" According to Afflerbach, Pearson and Paris (2008: 368), the reading strategies are *those specific, deliberate and goal-oriented mental processes that control and modulate the efforts of the reader to decode a text, understand its words and construct its meaning.* The results of a limited Greek study such as ours revealed moderate interrelationships between knowledge of cognitive strategies, knowledge of metacognitive strategies and reading literacy. Awareness of cognitive strategies and metacognitive strategies explained the 7.7% and 8.1% of the variance, respectively, in reading comprehension over and above the reading accuracy and reading fluency that explain together 35% of the total variance, and significant differences, in terms of the frequency of use and the type of strategies among competent and weak learners (Anastasiou & Griva, 2009, Bakhtin, MM, 1986).

Other critical factors that usually have a significant impact on pupils' reading skills are the family and environmental stimulation (Deci & Ryan, 2002), the economic and cultural status of the family (Van Voorhis, Maier, Epstein, Lloyd, & Leung, 2013), reading which is noted for pleasure as an aesthetic value (Clark & Rumbold, 2006), literacy and word recognition skills (Perfetti & Hart, 2001) as well as text issues such as vocabulary enrichment, syntax, thematic preferences, title, presence of illustration in the book which accompanies the text, as well as content development and understanding of ideological issues or episodes within the text, (Porpodas, 2002: 415).

Research part

Purpose and objectives

The purpose of the limited research is to indicate and evaluate the performance of 5th and 6th grade students in the field of reading literacy. In particular, both the descriptive and the interpretive approach to the phenomenon are sought. The choice of the particular thematic nucleus was based on the fact that in the Greek literature, research on the development of literacy as a phenomenon as well as the processes used for processing written texts is shorter compared to the international literature (Αϊδίνης 2012: 30, Παπαδοπούλου 2004).

Data collection method selection

For the collection of data and the subsequent assessment of students, a three-step questionnaire (reading, reading, schooling - linguistic activities) was set up where the answers are given on a 5-point Likert-type scale, as well as a test comprising of three texts and a total of 60 questions. The questionnaire is an easy-to-use and cost-effective means of collecting information that enables researchers to express themselves anonymously, honestly, while the data collected with it can be classified, processed and exploited with relative ease.

As far as the test questions are concerned, these are structured into three categories. Each category includes 20 questions. The first category includes the information retrieval questions. In this case, students are asked to locate in the text an explicitly mentioned piece of information or request. The second category includes interpretation questions, where students

are required to understand the meaning and explain it, in accordance with the aim of the question. In this case, students are asked to find a synonym or an antonym, to interpret a metaphor or extract the information from a section of the text. The third category includes questions related to correlating text information or asking for a decision based on information linking. Students are asked, either to draw a conclusion from different parts of the text, or to make a decision in a real environment based on the acquired information of the text or their pre-existing knowledge.

The test includes 37 closed-type multiple choice questions on the basis of international specifications, where students are asked to choose a correct answer among four options, and 23 open-ended and short-term questions. The overall student score is the percentage that results as a quotient of the total of the correct answers to the sum of the questions, while, for methodological reasons, success rates are exported for each of the categories of questions.

Sampling

The sample was selected using the stratified random sampling method. According to Robson (2010: 310), this method "involves distinguishing the population in a number of groups or strata, where members of a group share a particular feature or attributes." In this case, the specific feature sought for the survey is 5th and 6th grade students. Based on this characteristic, schools from Attica and Ioannina in Greece (Europe) were sought. The schools were coded on the basis of the list and their selection was made by being randomly drawn.

Reliability and validity

In order to assess the reliability of the questionnaire, the IBM SPSS v21 statistical program was used and the Cronbach's alpha index was utilized, with values greater than 0.7 being considered satisfactory / acceptable (Spector, 1992). The total confidence level of the questionnaire is 0.77 and is acceptable. Furthermore, with respect to the reliability and validity of the test, the biserial point correlation coefficient was used. This factor helps the investigators-educators find out, whether the question-items options are correct. Based on the result of the second table, it is noted that all sixty questions are properly adjusted, while the value of 0.93 shows an almost perfect application.

Research Questions

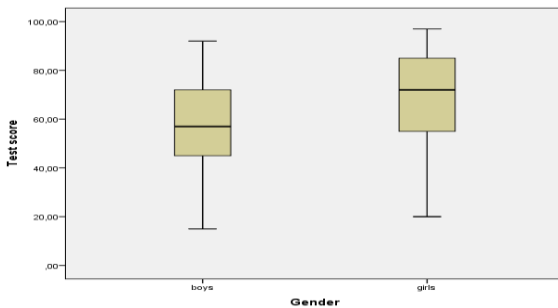
Based on the available information and the data derived from the international literature, the following working hypotheses were made:

- 1) The performance of girls is better than that of boys, as is the case with similar researches? (Elley, 1992. Mullis et. al., 2003, Mullis, Martin, Kennedy, & Foy, 2007. OECD/UNESCO Institute for Statistics, 2003. OECD, 2007. OECD, 2014. OECD, 2016)
- 2) Do sixth graders get better grades than fifth graders? (Φράγκος, 1972)
- 3) Do students residing in urban environments get better grades/scores than those in semi-urban environments? (OECD, 2007). Moreover, which of the three categories of questions and what type of text are the students expected to score better in?

In order to evaluate performance based on gender and to find a possible difference between the two categories, the t-test was used to test and compare the averages of both genders. The t-test is used to compare the averages of two sets of values that differ with respect to a particular feature. For the use of the t-test, the necessary conditions are that there are no extreme values, the dependent variable is quantitative, while the independent one is qualitative and includes two values. In this case, the students' performance is defined as the quantitative variable, while gender is defined as a two-value qualitative variable, where the boys are registered under the value 1 and the girls under the value 2. Regarding the hypotheses, they are worded as follows:

Zero Hypothesis (H₀): There is no statistically important difference observed between the averages of the two groups.

Alternative Hypothesis (H₁): There is a statistically important difference observed between the averages of the two groups.



For the control of extreme values, the above box plots were constructed. The first box plot shows the range of the boys' score/performance and the second one of the girls'.

It is observed that there are no extreme values in the sample, as far as gender is concerned. As far as boys are concerned, both the maximum and the minimum performance lack compared to those of the girls. The same is true for the average score, where girls are seen to outweigh the boys.

In the regularity test regarding the boys, control over the Shapiro-Wilk criterion (1965) suggests that the equality hypothesis cannot be dismissed at a 5% level ($p\text{-value} = 0.063 > 0.05$). In contrast, for the girls, the check indicates that the equality hypothesis must be rejected at a 5% level ($p\text{-value} = 0.000 < 0.05$). Therefore, a non-parametric control was applied, in order to control the existence of a possible statistically significant difference between the genders. In the non-parametric check, the zero hypothesis (H_0), according to which, there is no statistically important difference observed between the averages of the two groups, should be rejected. This is because the value of $p = ,000 < 0.05$. So, the alternative hypothesis (H_1), according to which there is a statistically important difference observed between the averages of the two groups, is accepted.

Results

Positive correlations were found between its three scales questionnaire, which, however, are not related to student performance, although there seems to be a clear trend towards a statistically significant outcome between the performance and the scale of attitudes towards reading. In particular, regarding the scales, it is noticed how better they are students' attitudes towards reading, when they use reading strategies more than in regular class. In addition, the better opinion they have about it proves effectiveness of the school in the cultivation of reading literacy. We also observed that pupils of the sixth grade had a better average performance compared with the fifth-grade pupils, girls scored better than boys, while most performance varies in price levels "Moderate" or "fairly good".

Results in the class/ grade-based assessment

Zero Hypothesis (H_0): There is no statistically important difference observed between the averages of the two classes/ grades.

Alternative Hypothesis (H_1): There is a statistically important difference observed between the averages of the two classes/ grades.



It is observed that there are four extreme values in the sample, as far as gender is concerned. More specifically, in the box plot representing the value range of the sixth graders, it is noted that the students' performances coded with numbers 146, 150, 153 and 154 represent extreme values. Due to their small number and due to the size of the aggregate sample, it is possible to remove them, to make possible the continuation of the process. As far as the average performance is concerned, it seems that the sixth graders' grades are significantly superior.

Regularity check

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Test score	5 th grade	,063	77	,200 [*]	,980	77	,257
	6 th grade	,147	74	,000	,933	74	,001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the regularity test, regarding the fifth grade, Shapiro-Wilk's test suggests that the equality hypothesis cannot be rejected at a 5% significance level ($p\text{-value} = 0.257 > 0.05$). On the contrary, as far as the sixth grade is concerned, the check suggests that the equality hypothesis should be rejected at a 5% significance level ($p\text{-value} = 0.001 < 0.05$). Therefore, non-parametric control was applied, in order to control the existence of a possible difference between classes/ grades.

Correlations		Test score	Attitudes towards reading	School's role	Reading strategies
Test score	Pearson Correlation	1	,149	,067	,108
	Sig. (2-tailed)		,065	,410	,181
	N	155	155	155	155
Attitudes towards reading	Pearson Correlation	,149	1	,438**	,586**
	Sig. (2-tailed)	,065		,000	,000
	N	155	155	155	155
School's role	Pearson Correlation	,067	,438**	1	,387**
	Sig. (2-tailed)	,410	,000		,000
	N	155	155	155	155
Reading strategies	Pearson Correlation	,108	,586**	,387**	1
	Sig. (2-tailed)	,181	,000	,000	
	N	155	155	155	155

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

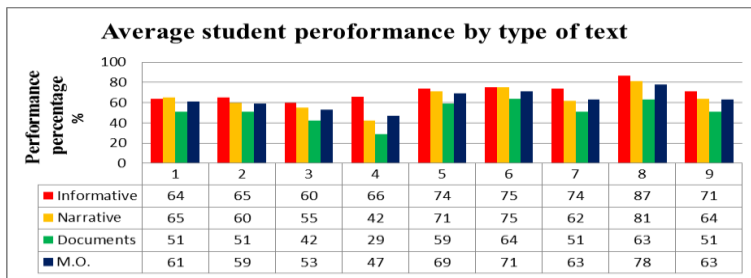
Based on the results of the table, it is observed that the correlation coefficient ($r = 0,438$ **) regarding the attitudes towards reading and the role of the school is positive, indicating a moderate connection and is statistically significant at a significance level of $p = 0.01$, whereas, regarding the attitudes towards reading and reading strategies, the correlation coefficient ($r = 0.586$ **) is positive, indicating a moderate connection, and is statistically significant at a significance level of $p = 0.01$. Moreover, the reading strategies are positively correlated with the role of the school, since the correlation coefficient is positive ($r = 0.387$ **), indicating little connection. On the contrary, in terms of test score, this is not related to a scale, although there is a clear trend observed, as far as reading attitudes are concerned, towards a statistically significant result.

Classes/ Grades averages per question category

According to our results the averages of the eight groups of the two classes/grades and to the type of question give the answer to the last research question: students achieve better performance in information retrieval questions. The average performance of the eight groups examined is 70% in the information retrieval category, 62% in the interpretation questions and 56% in the information correlation questions, while the overall average performance is 63%. Regarding the retrieval questions, it is noted that it is the question category, where students that participated in our research achieve the best performance.

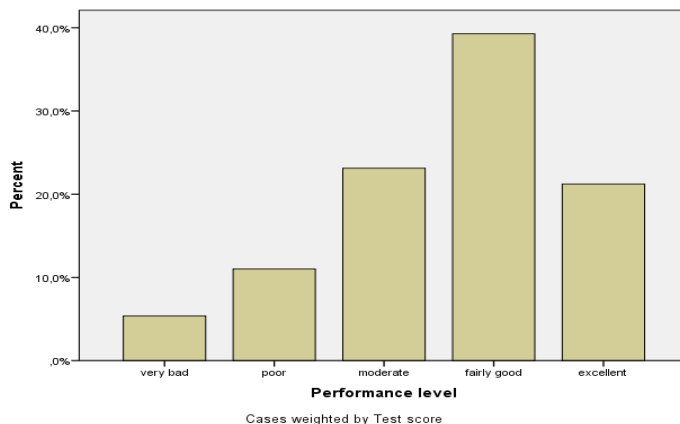
Classes/Grades averages per text category

As can be seen from the table below, students generally perform better in informative texts, with the exception of the fifth grade students in the elementary school of Ioannina, which is a smaller city in comparison with Athens and the sixth grade students of the elementary school in the area of Anatoli, Ioannina. On the contrary, the non-continuous text consisting of documents is the type of text, where students systematically score their worst performances according to the average. As the data show, the average of the classes/grades is 71% in the informative text, 64% in the narrative text and 51% in the non-continuous text with documents, tables and maps.



Students' performance classification based on test score/ performance

Based on their score/performance, students were conventionally classified into five categories. The "very bad" value includes the range of values 0-35, the "poor" one includes a range of 36-49, the "moderate" consists of a range of 50-69, while the "fairly good" has a range of 70-84 and, finally, the "excellent" performance contains a range of 85-100.



According to the table depicting performance, there appears to be an excellence of the "fairly good" performance. There are still very small differences between performances that are characterized "very bad", "poor" and "excellent". "Moderate" performances seem to appear with the second highest frequency.

It is noted that the high number of "fairly good" performances is due to the inclusion of performances that could be simply referred to as "good".

Discussion

As we already observed, the better the students' attitudes towards reading are, the more they use reading strategies. In addition, the better their opinion about the effectiveness of the school in the cultivation of reading literacy is, the more positive their attitude towards reading, while they use reading strategies more frequently.

It was observed that sixth grade students had a better average performance compared to fifth-grade ones, girls scored better than boys, while most performances ranged at "moderate" or "fairly good" values. 28.4% of students failed to reach the base, exhibiting serious weaknesses in interpreting and correlating information processes. It is noted that this percentage is almost in line with the results of the PISA surveys, as 21.3% of the Greek sample students were found under level 2 in 2009, while this figure exceeded 25% in 2015 (OECD, 2010a, OECD, 2016).

With regard to the first research question that girls' performance is expected to be better than that of boys, the finding was consistent with the findings of international surveys (Elley, 1992; Mullis et al., 2003; Mullis et al., OECD / UNESCO Institute for Statistics, 2003. OECD, 2007. OECD, 2014. OECD, 2016). Moreover, the consequence of the superiority of girl students' performance is also reflected by the fact that their averages exceeded in seven of the eight groups examined, with the difference ranging from 2% to 21%. Also, in five cases a double-digit difference between the girls' and boys' averages was observed. In particular, the average performance of the boys is 56.3%, and of the girls is 67.9%. This difference in average performance between the two genders is 11.6% and was identified as statistically significant.

The difference in average performance is interpreted by a number of factors. According to results of the PISA survey (OECD / UNESCO Institute for Statistics, 2003: 181) in comparison with our study's results the coefficient of the variable corresponding to reading out of personal pleasure is positively related to predicting a student's performance in the field of text comprehension. It can be assumed that students, who spend more time reading for pleasure as an aesthetic value of language, come in contact with a larger variety of written texts and display a more positive attitude towards reading. It is noted that these students tend to have higher scores in the field of reading literacy, even after taking into account other factors such as gender, number of siblings, economic, social and cultural situation as well as the level of wealth in the country. In the present study it was observed that girl students report a more positive attitude towards reading. In particular, girl students are found to be friendlier to reading, spend more time daily reading non-school books, and feel more joyful than boy students, when they receive a book as a gift. At the same time, their attitude to reading is also established by the frequency of their visits to book-affiliated places/ venues. In addition, the type of text affects the level of understanding and is likely to be a significant contributor to performance. Narrative texts, as reported, include stories, novels and poems (Primor et al., 2011).

Concerning the second research question, regarding the difference between the classes/ grades, there is a significant difference between the averages of the groups, which was characterized as statistically significant. Inevitably, the sixth graders, due to fact that they had more impulses and experience, exhibited better performance, although the maximum performance (97%) is the same and common for both classes/ grades. The fifth graders in this research presented a higher incidence of "very bad" and "poor" performance scores than the sixth graders, a finding that is consistent with an earlier study (Φρόγκος, 1972).

The third research question, about the performance differences between the students, regarding the area variable showed that there was no statistically significant difference. We examine here the student's performance in relation to the type of text and the type of question. The students showed better performance in the informative text (71%), followed by the narrative text (64%), while the worst performance was recorded in the non-continuous text (51%). The difference in student performance of this research between the informative text and the narrative one is not consistent with the results of the 2001 PIRLS research, where Greece participated (Mullis et al., 2003). The finding that students achieve better performance in continuous texts, compared to the non-continuous ones, is in agreement with a corresponding research in Cyprus (Vasiliadis et al., 2006). This is interpreted based on the type of questions contained in the non-continuous text, after, basically, utilized information-correlation questions. The average performance of the eight groups examined is 70% in the category of information retrieval, 62% in interpretation questions and 56% in information correlation questions. It has been argued that, as the degree of difficulty of questions increases, the degree of success of students is reduced. It is also quite possible that the difference in the types of text is due to their theme or their degree of difficulty.

As far as types of questions are concerned, the students, as mentioned, are managing, at quite a satisfactory level, to find information in the text. The recovery process involves the ability to decode the text on the part of the student. Some students' weaknesses are found mainly in questions that do not contain the elements mentioned in the text, such as the text, where the students had to reject the possible answers contained in the text.

Moreover, there is an inability of the students, to divide information based on their morphological representation at a word level, and not on their graphic representation, since in the case of the question: "How many subway lines are there on the

map, according to the memorandum?" of the third text, the students did not decode the information correctly, scoring the lowest total performance in a question in this category.

In relation to the interpretation questions, the students scored good enough, but some difficulties in specific areas were observed. Students, especially fifth-grade students, are experiencing serious difficulties in finding synonyms or antonyms, as there are questions where the percentage of students is below the average. Indicatively, in the questions, where it was asked to find synonyms for the words "otherwise, necessary, beneficial" the percentages were 57%, 47% and 54% respectively, while for finding an antonym for the word "we were turning", the percentage reached 50%. Problems are also found in the interpretation of metaphors, as shown by the examples of questions. "My professorial words escaped as if they were hieroglyphics. What is the meaning of the phrase?" (Average = 51%) and "Which hand took a tremendous sponge and made the soul an empty table? Interpret the phrase" (Average = 35%), despite the fact that the questions were formulated as a multiple choice. Finally, weaknesses are found in the field of semantic rendering of symbols and numerical data. On the questions, "Which month does the summer season include, according to the opening hours of the Acropolis Museum?" (Average = 44%), and "Morning and noon are expressed by which point of time?" (Average= 52%), where in the first case the students were asked to interpret the following symbol (-) between the months and, in the second case, to interpret the points of time of the choices, in order to select the correct answer.

Based on the current research, it was found that one in five students did not adequately correlate information to existing knowledge or use the information in everyday life. The finding that students are lacking in this category of questions is consistent with the results of another/ previous research (Elley, 1992).

Concerning the interpretation of student performance, there was no correlation with the questionnaire scales, although there is a clear trend towards a statistically significant effect of the scale of attitudes towards reading on test score/performance.

Also, it has been found that students who use reading strategies successfully when reading scientific papers, score better performance (Herman, Perkins, Hansen, & Gomez, 2010). Therefore, for the sample case, other parameters may have set the level of performance.

An important parameter is the frequency and quality of interactions between students and parents. The level of student reading literacy is significantly influenced by the interaction with their parents in pre-school age, although this effect at the age of 10 is not so significant, apart from their common and frequent visits to a library or a bookstore (Geske & Ozola, 2008). More generally, however, the overall impact of the family environment on reading literacy is high, since, according to research results, it has been found to be an important part of the overall variance of the correlation between , (Alivernini, Lucidi, Manganellia, & Di Leoa, 2011).

In addition, reading opportunities in the social environment appear to be very important. Inevitably, reduced reading opportunities potentially lead to reduced language comprehension, verbal skills, and the use of higher language skills in reading comprehension, thus increasing the knowledge base of the students with increased performance, while simultaneously lowering the corresponding lower-performance base (Stanovich, 1986). Finally, cultural practices and activities of parents with children, higher levels of social resources, the effects of the cultural and socio-economic situation of the family and pre-existing knowledge of students, all significantly affect academic performance in this field of reading performance and skills accompanied from this area, (Anderson & Cheung, Miller & Keenan, 2009).

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The Albanian “Social Education” Textbook and the Construction of Self-Concept

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Abstract

The main purpose of the study is to analyze the content of the social education textbooks of the elementary school in Albania, and to identify the principal element of self-concept construction. The main objectives are to analyze the texts content, analyze the element of self-concept and compare the finds. The principal hypothesis is that the social education textbook include the principal self-concept sources, like motivation, thoughts, feeling, and effects of other peoples' reaction, social comparison and accessibility. It will be used a desk research and literature reviews of all social education textbooks of Albanians' elementary school and the most important study of self-concept construction. From the analyze of the textbook content emerge that the principal sources of self-concept are present, except the feeling and accessibility.

Keywords: The Albanian “Social Education” Textbook and the Construction of Self-Concept

1. Introduction

The concept of self is a form of knowledge that is builds within the subject's experience through detection, organization and fixation. In memory of the information relevant to the self; once organized in the mind, these structures of knowledge perform the function of direction and behavior organization. People construct the self-concept in much the same way as they form impressions of others.

According to self-perception theory, they also look at their own behavior to infer their own characteristics. They also use thoughts and feelings and other people's reactions. However, there are differences in how we perceive ourselves and how we perceive others, producing actor–observer differences in attribution (Baumeister & Bushman 2011:71-72). Knowledge is organized around multiple self-aspects, which are not always a coherent structure, but by means of selectivity we manage to make a coherent structure of the self.

The first element that we have to highlight is the nature of the self. The self is both cognitive and social construction, which means that the particular cognitive limitations and advances at each developmental period will dictate the emerging of nuclear self, and the socialization experiences will dictate the content and the value of the self (Harte 2012: 2).

Even the "self", as a psychological concept, has undergone numerous redefinitions that have led to conceptual confusion regarding its multiple meanings. Today a multi-faceted representation makes its way, which, in line with the interpersonal, relational and intersubjective vision of the multiplicity of the self, describes the self as a complex set of emotions, memories, attitudes and impulses that constitute the personality. In this sense, the self becomes so multifaceted that it constitutes in its many facets and functions the bridge to understand the structure of personality through memories.

Self-concepts are cognitive structures that can include content, attitudes, or evaluative judgments and are used to make sense of the world. The ability to know the Self emerges when there are two conditions: the ability to produce and respond to symbols and the ability to assume the attitudes of others. Mead was the first scholars that identify the difference between "me" and "I". So, I: aware subject, able to know, take initiatives and reflect on oneself Me: how much of the Self is known by the ego (the way I see myself); Me material (the "ME" body); Social Me (others in "Me"); Me spiritual (the "Me" aware and capable of reflection).

Thus, if the self is an "I" that thinks and a "Me" that is the content of those thoughts, one important part of this "me" content involves mental concepts or ideas of who one is, was, and will become (Leary, Tangney 2012: 72-73).

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. According to Baumeister the self concept is the individual's belief about himself or herself, including the person's attributes and who and what the self is. Self Concept is an important term for both social psychology and humanism (Baumeister 1999).

Lewis (1990) suggests that development of a concept of self has two aspects: Lewis differentiates *the existential self*, which is the first to appear and allows one to feel a person distinct from others and endowed with continuity over time, from *the categorical self* or the ability to define oneself in categorical terms of age, sex and size (Eysenck 2004:550).

The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. If they are observed in a mirror, the children, to recognize themselves, can resort to contingent indications, derived from the fact that the mirror image moves precisely with its movements, or morphological indications, or stable physical characteristics such as features and the look. Obviously the first to be used are the contingent clues, already at 9 months, when the little ones show more interest in their images. From the second year of life, language becomes a source of proof of recognition, through the use of self-references such as "me" and "me"; moreover, the refusal of help and the deliberate disobedience can be interpreted as signs of self-affirmation and therefore of the presence of the organization of the self. Even the famous anthropologist Marcel Mauss argues in 1938 make a distinction between the term "persona" and "moi", when for "persona" he understand a social concept of what it means to be a person, and "moi" refers to a person's sense of being (Stevens 1996:230).

The self emerges in an implicit form already in the first months of life, through the effect of action, with which one's own behavior can influence objects and others; the self represents one of our creation, determined by personal values and preferences, it allows us to put emphasis on some aspects more than on others, leading us to a distorted image of ourselves when compared to what others have of us. The concept of self involves cognitive aspects, it is dynamic and is modified by self-observation, experience, successes and failures; childhood represents a particularly sensitive period for this purpose.

Numerous dimensions of the self-concept have been considered in social psychology, like a self-perception theory, the accessibility, the social comparison etc. A basic but useful distinction is between the content of self conceptions (identity), and self-evaluation (self-esteem). On one side, Identity relates to our basic values that dictate the choices we make. These choices reflect who we are and what we value (Heshmat, sitography). According to the Gestalts conception, a human being becomes a person and a social actor only in the context of his relations with others and with physical and institutional realities. On the other side, Self-esteem deals with the evaluative and emotional dimensions of the self-concept.

In everyday life these two aspects of the self-concept are closely interrelated: Self-evaluation is typically based on substantive aspects of self-concept, and identities typically have evaluative components. Within social psychology these two dimensions involve largely separate literature (Gecas 1982, p. 1-33). We can summarize some self-concepts' dimension:

1. The construction of the self-concept: The acquisition of self-awareness turns out to be a secondary process compared to the experience of the relationship with the other. The consciousness of others precedes the consciousness of oneself. People are able in the course of a symbolic interaction to acquire the role of the other and to adopt the attitude taken by their interlocutor in the comparison of themselves. In the course of symbolic interaction, people construct an identity, take on a role and negotiate rules and meanings.
2. Self-perception theory: The self-perception theory argues that people learn things about themselves from their own behaviors (people come to know themselves simply by observing their own behavior), and the environment forces working on the persons.
3. Motivation: Motivation is the activity that orients the behavior of the individual, a hypothetical concept that expresses the individual ability to organize one's own behavior in a particular direction following the action of some stimuli coming from outside. It is an interior predisposition - definable otherwise as a need, a drive or a desire - that sets in motion behavior directed towards specific objectives. Motivation is dictated both by intrinsic factors and by extrinsic factors to the person.
4. Accessibility: Thinking about actual or imagined behavior increases the accessibility of related personal characteristics, which leads to self-inferences.
5. Thoughts and feelings: More accurate inferences about the self are drawn from the thoughts and feelings of a person. Our thought and feelings provide other persons with valuable information about what they are like. That means that counseling your own thoughts and feelings can yield meaningful self-knowledge (Brown, 1998: 53).
6. Effects of other people's reactions: The concept of the looking glass self demonstrates that self-relation, or how one views oneself is not a solitary phenomenon, but rather includes others. Cooley theorizes that human beings possess an

inherent tendency to reach out, interact, or socialize with those people and objects that surround them (Rousseau N., 2002, sitography).

7. Social comparison: In Festinger's original theory of social comparisons, he stresses that people wish to know themselves. He postulates that people have a basic need to maintain a stable and accurate self-view. There exists, in the human organism, a drive to evaluate his opinions and his abilities, and people evaluate their opinions and abilities by comparison respectively with the opinions and abilities of others (Festinger, 1954, sitography).

2. Methodology

The main purpose of the study is to analyze the content of the social education textbooks of elementary schools in Albania, and to identify the principal elements of self-concept construction. The main objectives are to analyze the texts content, the elements of self-concept and compare the findings. It will be used a desk research and literature reviews of all social education textbooks of Albanians' elementary school and the most important study of self-concept construction.

3. Results

"Education for Society 1" addresses topics such as: Me and others, Cooperation, Rules between us (courtesy, games), Rules about us (family, school, street, park etc.), Our Families (needs and desires of our families). In Chapter 1 "Me and Others" we recognize these aspects of the formation concept of ourselves:

Tab. 1:

Category	Element of Categorical Self	Wishes	Emotions	Tasks
Girls	Self Description is present	-Reading	<i>Missing the term "emotion"</i>	- Take care of the animals - Clean the house
Boys	Self Description is present	-Driving a car -Always watching Tv or Computer	<i>Missing the term "emotion"</i>	- Clean his teeth - Put the toys in their place

Category	Being useful	The relationship with parents
Girls/Boys	It is based on gender equality and activities that take place in schools, neighborhoods or public places by boys and girls.	Tell how did your parents bring you up with care and love?

"Society for Education 2" addresses topics such as: Individual Development, Needs, Desires and Rights, Responsibility to Self, Others and the Community, Rules between Us and Rules about Us, Our Path and Community. In Chapter 1 "Individual Development, Needs, Desires, and Rights," we discern these aspects of forming the concept of ourselves.

"Society for Education 3" addresses topics such as: Individuals and Groups, Communication in Society, Rules (Classes, Games), Community Services, Roads, Health and the Environment, and Production and Distribution.

"Education for Society 4" deals with topics like: Me and others, Cooperation, Rules between us (courtesy, games), Rules about us (Family, school, street, park etc.), Our Families (needs and desires of our families). In Chapter 3 "Individual Development and Identity", we distinguish these aspects of the formation concept of ourselves:

Tab. 2:

Category	Interview your self	Emotions	To choose together	Inclusion
Girls/Boys	-what are you more tired of -what pleases you more -why do I sometimes get bored - Do you have difficulties in dealing with classmates and friends	Missing the term "emotion"	"I think not only the winners but also the others need to be evaluated" "The students noted that Mirko, the Egyptian boy, had made major changes in the classroom".	A child with special needs wants to become part of a class. The teacher tells them that they can make progress like the others. The pupil must answer what did he think about this case: "Should he/she be treated as equal to you?"

"Social education 5" treats these issues: Me and the others, Cooperating, Rules between us (courtesy, games), Rules about us (Family, school, street, park etc.), our family (needs and wishes of our family). At the Capture 1 "Me and the Others" we highlight this self-concept:

Tab. 3:

Family functions	Family responsibility
Reproduction	Love
Social	Regret
Affection	Care
Economical	Help

Tab. 4: Conclusive table

Sources of the Self-Concept	Sources of the Self-Concept present in albanian texts
The construction of the self-concept	It is present the description of themselves
Self-perception theory	-----
Motivation	1-They have the possibility to choose 2-Place students in hypothetical situations. For example, how would they choose the leader of the class, how would they vote etc.
Accessibility	-----
Thoughts and feelings	1.Missing the term "emotion" 2.Thought about themselves - what concerns you more - what pleases you more - why am I bored sometimes - Which are the difficulties in dealing with classmates and friends
Effects of other people's reactions	In relation to a child with disability the student must answer what he thinks about the situation: "Should he be treated as equal to you?"
Social Comparison	"I think that not only the winners but also the others need to be evaluated. The students noted that Mirko, an Egyptian, had made major changes in the classroom" - bias

4. Discussion

Based on these results, it is obvious that the authors' approach to the education of desires and emotions is relatively stereotyped, because girls promote reading while boys work with computers or machines. Equally, it is worth stopping in the tasks they have as children. As a result, girls take care of animals and do housework (showing they are more empathetic and hardworking than boys), while boys play jaws and put their toys in their right places (so it looks as if the boys are more efficient than girls). Many researchers have shown that in Albanian primary education textbooks there are stereotyping elements like stereotyping of parenting or gaming roles (Hodaj 2013:30-38).

In the sentence "tell how did your parents bring you up with care and love?" We noticed carelessness in two points: firstly, not all children in the classroom have parents and secondly, not all are brought up with love and care. Such a question can cause unpleasant emotional reaction such as disappointment, regret for oneself, and hate towards the characters of affection that did not stay close. Regarding the fact that "will be useful for the community" we highlighted gender equality and activities that take place in schools, neighborhoods or public spaces, both by boys and girls.

Taking about motivation, we noted that they have the possibility to choose, and the teachers put students in hypothetical situations (ex how would they choose the leader of the class, how would they vote etc.). Furthermore, we highlighted the

presence of social comparison features: "I think not only the winners but also the others need to be evaluated. The students noted that Mirko, an Egyptian boy, had made major changes in the classroom". In this case, no caution has been taken to form racial prejudice. In Albania, there have been several studies on discrimination against the Egyptian community (Komisioneri për Mbrojtjen nga Diskriminimi 2014; Të Drejtat e Romëve dhe të Komuniteteve Shtegtarenë Europë).

5. Conclusion

From the analysis of the textbooks content emerges that the principal sources of self-concept are present, except the feeling and accessibility. Education through emotions is an essential question for the formation of personality and a great challenge for the authors of the textbooks. The harmonization of emotional and intuitive thinking with the rational is one of the greatest challenges of civilization (Cunico, 2008:7). For this reason, it is very important to integrate aspects of the emotional education into the textbooks. This part of educational reality represents a challenge for the Albanian researchers who should be able to bring new studies on the subject.

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Evaluating English Module: Guidance to Help Develop Ideas for Writing

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Abstract

This study focused on the evaluation of a module developed based on the current Form Three English textbooks. The module consists of different themes from the textbooks, developed to provide guidance for both teachers and students. The aim was to help generate ideas for English writing among the Malaysian secondary school students. The subjects involved were a total of 12000 students of Form Three and Form Four students from thirty schools in Kedah identified as the low performing schools in English subject in the PT3 exam 2014. The students were first identified and categorized into two groups of different English proficiency level known as stronger students and weaker students. The module came in two sets, Set 1 (red stripe) for the stronger groups of students and Set 2 (blue stripe) for the weaker groups. Each one contained 28 writing exercises of different themes based, other than samples of expressions, phrases, idioms and common transitional words to help get the students familiarize with English writing. These sets comprised of the same contents and activities but with different methods with closer guidance for the weaker groups and challenge for the stronger ones. The main reason was to eliminate stress and encourage students' participation. Evaluation was made on the students' performance based on their assessment results. Overall, Form Three students recorded significant increase in their results, while Form Four students' performance was also encouraging with the graph showing progression from the initial TOV to Mid-year Test as well as in the final exam results.

Keywords: writing, guidance for writing, ideas for writing, writing module, English writing

1. Introduction

There has been an extensive investigation for over a decade on the low English language literacy among Malaysian learners, which has risen the question why are there still very high number of students who do not seem to be able to achieve reasonable English proficiency (Normazidah, Koo & Hazrita, 2012). In spite of the utmost commitment by the government and different agencies in addressing this issue, it is important for the authorities to observe the fundamental roles of teachers and ESL learners. One of the main problems faced by the Malaysian secondary school teachers of English as a foreign language is how to improve writing proficiency, with other components are also very much challenging. Educators at secondary schools are not only responsible for training the learners to develop English communication. They also have to make sure their students English proficient before completing school. Thus, they are dealing with not only the learners' lack of proficiency in the basic grammar, but also their reluctance to speak and write in English due to lack of motivation and low self-efficacy. Besides, although students streaming is a common practice in schools here, but students in the same class do not always have the same level of English ability. In effect, the present report is looking at the effectiveness of a module which is promoting cloze procedure method to help teachers confronting both stronger and weaker students in the same class without neglecting one or the other. This evaluation is aimed at discovering evidence that cloze procedure is a good teaching tool to teach from the basic structure of language to the more complex ones, while helping learners to become a better writer for various purposes. Not only that, educators can also stimulate reading and speaking activities in the classroom concurrently based on the content in the module.

2. Literature Review

2.1 *Learners in Mixed-ability Classroom*

In Malaysian primary and secondary schools, students streaming is an established management strategy that addresses students' ability differences (Mansor, Maniam, Hunt & Nor, 2016). Although students are categorized based on their achievement in examinations, but students in the same classroom may have different English proficiency level. These researchers (Mansor et al., 2016) stated that as this practice is giving overemphasis on exam orientation, which results in low self-esteem and lack of achievement motivation, it also increases peer pressure that hinders students to set achievable goals.

2.2 *Use of Modules as an Alternative Tool in ESL Classroom*

Previous researchers mentioned that learners are having problems not only in expressing themselves systematically and logically (Nardo & Hufana, 2014), but also in putting words in the right order, which can be credited to their unfamiliarity with the sentence structure of English language. Therefore, it is important to acknowledge that the quality of instruction received by the learners is a major determinant to improve their writing skills (Trio & Graham, 2003). Besides, it often happens that learners could not relate to the teachers' instruction mostly because they are lack of motivation to do so. Consequently, it is recognized that the students need to be provided with the necessary materials (Waquay, 2012) and the use of modules could be an alternative tool for learning and also for learners' satisfaction (Nardo & Hufana, 2014).

2.3 *Bandura's Social Cognitive Theory in Cloze Procedure Method*

Social Cognitive Theory or SCT used in psychology, education and communication mentions that parts of an individual's knowledge gain can be directly related to 'observation'. In this context, students were encouraged to 'observe English writing' and register the grammar and structure used in a cloze passage. During the 'observation', students do activities like filling in blanks with the words and phrases provided, and give meaning to each word and phrase according to the context (contextual clue). As stated in the theory (Bandura, 1977), when people observe 'a model' doing a behavior (in this case, students observe ideas and contents in a partially completed passage) and they observe 'the consequences' of that behavior (after they have filled in the blanks with the words/phrases), they should remember 'the sequence' and use the information they have gained as the guide to 'subsequent behaviors' (use of ideas and contents in English while doing other activities). Other than that, through observation of a model can also prompt the observer to 'participate in behavior they have learned' which, in this case, could be producing his/her own piece of writing based on topics related to the ones they have 'observed'.

3. Methodology

The collection of data began with a series of activities carried out within five months from May to October 2015. However, the actual result was only obtained two months after the program ended. The program began with teachers training, initiation of take-off value (TOV) based on the most recent examination results which data was obtained from the State Education Department (JPN) in Kedah. The TOV was used to set the expected target result (ETR). Teachers were then directed to begin their teaching and learning activity in schools using the module. In the effort to make sure each and every participating school adhere to the instructions and program requirements, one facilitator among the trainers was sent to perform an observation at each school, and was required to report on the use of module and students' feedback. After two months, the first result was obtained from the mid-year test for learners' performance observation purpose. Finally, the end result was gathered after the final examinations and here, again, a comparison was made against the TOV and the mid-year test.

In the five months program, 12000 students were involved with not less than 120 teachers from two districts in Kedah, Malaysia, namely Sungai Petani and Kulim/Bandar Baharu. During the visits, the facilitators conducted activities with the students involved. This was done to ensure that each school was following the plan regarding the use of module within the set period. Part of the overall findings is based on the students' performance in examinations, as shown in the graphs.

4. Analysis

Students' performance was reflected in bar graphs. Since there were 30 schools involved, here is the overall achievement of both Form Three and Form Four.

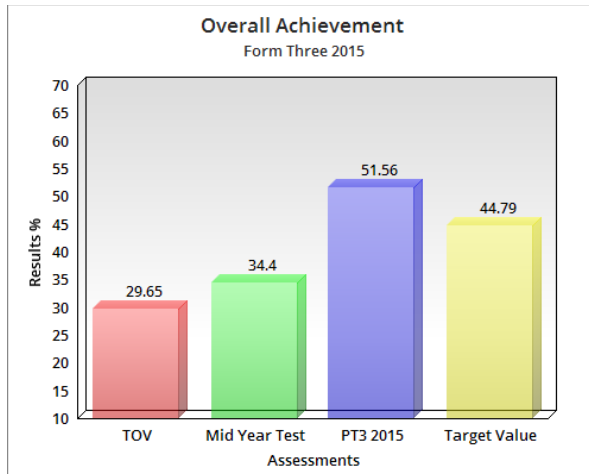


Figure 1.2: Overall Achievement of Form Three Students in Kulim/Bandar Baharu and Sungai Petani

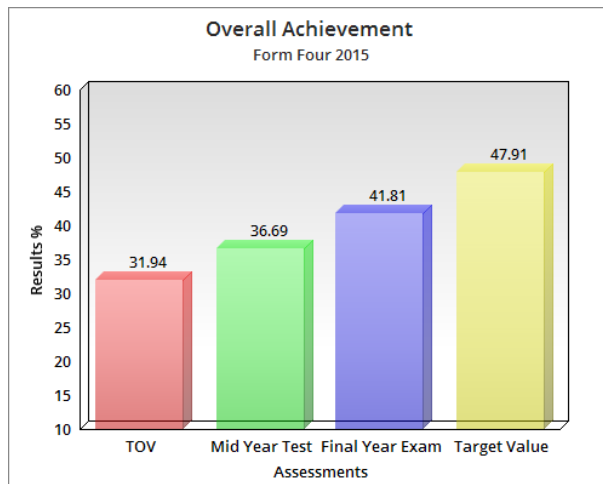


Figure 1.3: Overall Achievement of Form Three Students in Kulim/Bandar Baharu and Sungai Petani

5. Result and Discussion

It is observed that the overall improvement up to 51.56% (PT3) and 41.81% (Form 4) are significant although the latter shows a lower percentage than the TOV. Prior to that, participants who are among the ESL learners have shown improvement in their performance based on the increment in the passing rate in mid-year test 2015. The increase passing rate is related to the effectiveness of the module and the effort from the teachers in executing the teaching plan. Throughout the program, several changes and add-ons had been made in the initial plan to suit the needs and to solve occurring issues. For example, after the first visit, the team saw the need for supplementary activities as the continuation to the activities in each part of the module. As Block (1991) suggested, 'contextualization' is an important benefit of teacher-produced

materials. Therefore, as the module-maker was an experienced teacher herself, she was able to make those activities useful for everyone involved; the trainers, teachers and students.

It is important to note the factors that distinguish the module used in the program from other teaching materials. Firstly, every chapter in the module is begun with a cloze procedure, where learners are supplied with ideas and contents based on specific themes. They are required to fill in the blanks with the words provided. This is to encourage reading and writing, without straining the learners with things beyond their ability. It is also recognised that instigating a chapter with a cloze procedure is a great help for them. They are prepared with the context for ideas, exposed to English sentence structures which help them to develop familiarity with the language and reduce first language interference. Secondly, the activities constructed in each part of the module are particularly developed as a continuation from the first activity. Students are exposed to various tasks like impromptu speech, forum, role-play, news reading, word search and contextual clues, to enhance their speaking, reading, listening, and even writing skills. More importantly, they are encouraged to reuse the ideas and contents given in the cloze procedure in the follow-up activities. Here, again, students are not strained with the trouble in searching for ideas and sentences. They learn to use existing ideas and sentences, and expectantly able to expand their language ability through the practice. Finally, teachers are able to teach grammar and tenses, and get the learners to find examples in the passages available in the module. Each grammar lesson is contextual based, where examples are extracted from the passage initially given in the form of cloze procedure. These activities using the same contents are named as 'purposeful recycle' which is found to help learners to improve their learners' language ability. Learners are found to be less anxious encountering words, phrases and sentences they are familiar with.

6. Conclusion

There are many studies discussing on the learners' perceptions about their difficulty in learning English language (Naginder, 2006; Nor Hashimah Jalaludin, Norsimah Mat Awal & Kesumawati Abu Bakar, 2008), and intense debate on the low self-efficacy in English classrooms (Parilah, Wan Hamiah, Rosseni, Aminuddin & Khalid, 2011; Sawyer, Graham & Harries, 1992). The findings notified in this report should provide another angle to look at in the discussions pertaining to English teaching and learning among the ESL learner. Conclusively, the activities developed and carried out throughout the five months program are corresponding to scaffolding defined by Wood, Bruner and Ross (1976) that encourages the provision of the support for the students, which is removed gradually as learners gain their ability. Further research is needed to extend this method to learners of different education level.

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Active and Participatory Teaching Methods

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Abstract

By active-participatory methods, we understand all the situations in which students are placed and who take them out of the subject of the object of training and turn them into active subjects, co-participants in their own training, not only the active methods themselves. Student-centered learning is an approach that involves an active learning style and the integration of learning programs according to the pupil's own learning rhythm. The student must be involved and accountable for the progress he has made in terms his own education. Among the teaching-learning methods are those through which students work productively with each other, develop collaborative skills and mutual help. They can have a tremendous impact on pupils due to their names, playability, and provide children's learning alternatives. In order to develop critical thinking in pupils, we must use, above all, some active-participative strategies, creative. They must not be broken by traditional ones; they mark a higher level in the spiral of the modernization of didactic strategies.

Keywords: modern methods, active-participatory methods, traditional methods, teaching, didactic strategies

1. Introduction

Theoretical Approach

The methods of education ("octos" = path, "metha" road = towards, to) are the ways used by the teacher in school to help pupils discover life, nature, the world, things, science. The pedagogical quality of the didactic method involves transforming it from a path of knowledge proposed by the teacher into a learning pathway actually realized by preschool, student, student, in formal and non-formal education, with openness to permanent education.

The dilemmas of modernization and improvement of didactic methodology are in the direction of increasing the active character of the teaching, using the new e-learning technologies, overlapping the questioning on each method and technique learning, thus making a significant contribution to the development of the pupil's entire potential.

The primary requirement of progressive education, as Jean Piaget says, is to ensure a diversified methodology based on combining independent learning and work with cooperative, group and interdependent work. At the same time, didactic methods are action plans with a (self) regulating function (a set of operations that are carried out in order to achieve a goal) and ways of acting (action strategies through which the student reveals the essence of phenomena, processes, events).

2. The Functions of Teaching Methods

- The *formative-educational* function aims at realizing in practice the formative-educational valences of the educational process, especially the active-participatory methods.
- *Cognitive* function, through which the child has access, under the supervision of the teacher, to the values of human knowledge.
- The *motivational* function, which aims at awakening and developing curiosity in the process of knowledge.
- The *instrumental or operational* function suggests that the method mediates the achievement of the objectives pursued.
- The *normative* function of optimizing the action by which, by subordinating the action, the method guarantees to some extent an efficient action, it shows how to proceed in certain concrete situations. The main direction of the restructuring of the didactic methodology is the focus on the heuristic, activism and creativity of the teaching methods.

In organizing a child-centered education, the teacher becomes a co-participant alongside the pupil in the activities carried out. He accompanies and places the child on the road to knowledge.

3. The Link between the Traditional and Modern Methods

The main methods that are under consideration for pre-school age are: narrative, description, explanation, conversation, book activity, demonstration, observation, modeling, guided experience, practical work, exercise. Among them, a decisive role is played by those who invite the child to direct exploration of reality, to his personal activity, to stimulate his independence and creativity, in one expression, the active-participatory methods (free observation, guided experience, practical works, book, exercise, methods to stimulate personal and collective creativity, heuristic conversation, etc.). The didactic methods are historically divided into:

- Traditional classical methods: exposure, conversation, demonstration, exercise, observation;
- Modern methods: brainstorming programmed training, case study, simulation methods, project-research theme, etc.

But not everything that is "old" is necessarily and out of date, as not everything that is "new" is also a modern. Successful application of classical methods combined with modern methods and procedures will lead to the pre-school position being placed on the closest to school level, placing school as a continuity of work in kindergarten. Interactive group methods are a novelty, a change, a new beginning, another approach to their educational content that makes it easier to solve problems of relationship, communication, accountability, and mutual learning.

These methods, by their novelty and attractiveness, stimulate children, motivate them to learn, reduce the stress experienced by educators and children in a traditional activity. Preschools discover a new experience interrelated in active learning groups; they study, investigate and gain confidence in individual and group capacities. These activities with their variants and stages achieved through interactive methods must be taught as a game of rules by which children learn, cooperate, and at the same time have fun, relax, learning to solve their problems more easily, make decisions in group and settle conflicts.

4. The Importance of the Use of Modern Teaching Methods

Modern didactics understands the teaching method as a homogeneous system of procedures, actions and operations, structured in a group of well-correlated activities, depending on a number of factors.

Diversification of didactic methodology is required by the need to correlate the requirements of learning theories with the real possibilities children have. A certain method of education only correlates certain variables of the didactic process and conceals a hypothesis about the child's learning mechanism. The modernization of the didactic methodology is a fundamental element of the pedagogical reform because, in the child's formation, the methods play the role of precious tools of knowledge of reality, of real action, of integration into society. They do not only concern the educator who is talking to them, but also the child, who becomes by the modern methods the main beneficiary of his own discovery activity, of real or fictive activity, acquiring with knowledge, skills, skills and the way to reach them, to use them in new situations, to make transfers between different categories of knowledge or from theory to practice and vice versa. The method thus conceived is no longer external to the educated, but becomes an own intellectual or productive work tool, inserting itself into its strategic and procedural knowledge into its real powers.

Group interactive methods are modern ways to stimulate learning and personal development from early ages, are teaching tools that favor interchange of ideas, experiences, and knowledge. Interactivity involves learning through communication, collaboration, produces a confrontation of ideas, opinions and arguments, and creates learning situations focused on the willingness and willingness of children to cooperate, on their direct and active involvement, on the mutual influence within the micro groups and the social interaction members of a group. The implementation of these modern teaching tools implies a cumulus of qualities and availability from the teacher: receptivity to the new, adaptation of the didactic style, mobilization, self-refinement, reflexive and modern thinking, and creativity, intelligence to accept the new and great flexibility in conceptions.

5. The Characteristics of Modern Participatory Methods

The characteristics of interactive methods:

- They are attractive;
- Stimulates active involvement in the teaching task; · Stimulates the initiative;
- Ensures better implementation of knowledge, skills and abilities;
- Provides an interactive approach to teaching-learning-evaluation;
- Capitalizes and stimulates the creative potential, the originality of children;
- Act on students' critical thinking;
- Students become responsible for solving tasks;
- Promote cooperative learning;
- Children learn to justify their actions;
- Teaches students to communicate with each other and listen to the opinions of others. In kindergarten, interactivity is an important component of the educational act, and it assumes a learning through communication, through collaboration, generating a rain of ideas, opinions and arguments.

6. Disadvantages of Participatory Methods and Teamwork

From the above and from what we know, we conclude that there are many ways to dynamize the learning process and remove the impression of its "dusting". In our schools teaching methods are today the most interactive, participatory and collaborative, student-centered, not teacher-centered. Although it seems to be a democratic, non-linguistic, honest strategy from the point of view of education for all, there are objective factors that impede education by focusing on the pupil. In the teaching and learning phase, rigorous, guided scientific content is directed to professor centered and only in student-centered situations. Dissemination of scientific information belongs to the teacher's responsibility and activity, and fixation can be interactive, participative-collaborative. It is good for a teacher to know and apply as many teaching methods as possible to avoid devaluing the method by repetition. The elements of creativity must always be present.

Participatory methods are more tiring for the actors of the didactic act, unlike the classical ones that are more passive and relaxing. Even in participatory activities, when working in teams, they relax immediately after reporting tasks as a response to the effort, and no longer accept the information of the other teams.

Participatory methods require a large number of lessons from teacher training, design effort, large materials and special measures to mitigate the risk of unforeseen situations that would destroy the whole activity. That is why the teacher needs to have several alternatives to approach the lesson. The lesson itself may be felt too short for the correct development of the didactic scenario.

The discontinuous nature of the type of invasion arises because the type of participative learning at school is different from the home one, which is individual and reflexive.

Unlike participatory teaching, the assessment is classical because it is hierarchized and further sanctioned, it has social value and content, and not gaming skills and participatory integration.

Translating content into games and interactive approaches can accentuate information that is not very important, but information may be lost because of the inability to integrate into the lesson.

The teachers' time of thinking when working in teams is 3-4 minutes for each task, which will never be respected by students and will almost always result in incomplete results or superficial evaluations.

Therefore, active-participatory methods imply prudence in use. But methods should not be ignored because it enhances the teaching-learning process and motivates students.

7. Conclusions

Modern education teaches that "active" is the thinking child, who makes a personal, inner and abstract reflection effort, which is given the opportunity to learn knowledge by understanding, storing and applying them personally, which

researches and rediscovers the truths and not that which reproduces mechanically the material taught by the teacher. This type of education wishes to train students able to solve any unexpected problem situation that is able to focus on an activity for a longer time and who are willing to develop their full potential. During the teaching process, we have to make the child an active participant in his / her own learning process prepared to acquire knowledge through his / her own effort, by engaging the thinking and mobilizing all intellectual functions.

The transfer of knowledge must be a kind of didactic game in order to attract the children and to get them in the nets of the instructive-educational process. When we decide to become teachers, we are directly responsible for the education and development of the pupils / children to whom we will be educators; in this process, we have an important role because of us, our behavior, but especially the methods we apply depends on the development and involvement of children in the instructive-educational process.

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Proverbial and Anti-proverbial Pictures of the World: Based on English and Georgian Anti-Proverbs

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Abstract

In contemporary paremiology anti-proverb research is experiencing a boom. A great number of scientific papers on the issue have been written by W. Mieder, A. Litovkina, N. Norrick, D. Zaikauskienė, M. Hanzen, N. Can, V. Pavlovic and many others. Anti-proverbs of different languages (English, German, Serbian, Hungarian, Russian, etc.) are studied from different angles: scientists have studied the semantic, structural and stylistic peculiarities of anti-proverbs, various types of transformations in anti-proverbs, the satirical-humorous nature of anti-proverbs, the status of anti-proverbs, the cross-cultural structure of anti-proverbs. Proverbs form proverbial picture of the world, while Anti-proverbs form an anti-proverbial picture of the world. Anti-proverbs show modern mentality of cultures. The present study aims to compare proverbial and anti-proverbial pictures of the world of English and Georgian languages and see the changes in mentality and world vision. The methods used by the researchers in the article are the following: descriptive and comparative methods. The analysis of English traditional proverbs and their transformations showed that the change in life conditions is the reason of semantic changes in anti-proverbs. Contradictory ideas between traditional and anti-proverbs are verbally expressed with antithesis, antonymous words and rhetorical questions. Anti-proverbs show that the truth of traditional proverb is ridiculous in Modern World. As for Georgian anti-proverbs, they did not change the semantics so much as English ones. In Georgian anti-proverbs, words of traditional proverbs are altered by some other words, but the proverbs retain their original meaning. Georgian anti-proverbs are transformations of old ones where certain words change with the change of context.

Keywords: proverb, anti-proverb, transformation, picture of the world, paremiology

1. Introduction

In contemporary paremiology anti-proverb research is experiencing a boom. A great number of scientific papers on the issue have been written by W. Mieder and A. Litovkina, N. Norrick, D. Zaikauskienė, M. Hanzen, N. Can, V. Pavlovic and many others. They have studied anti-proverbs of different languages (English, German, Serbian, Hungarian, Russian, etc.) from different angles. They have studied the semantic and structural peculiarities of anti-proverbs, various types of transformations in anti-proverbs, the satirical-humorous nature of anti-proverbs, the status of anti-proverbs, the cross-cultural structure of anti-proverbs. Scholars have compared proverbial and anti-proverbial pictures of the world of different languages. Besides scientific works of different types (scientific articles, monographs, dissertations), dictionaries of anti-proverbs are compiled by world-famous paremiographers.

2. Literature Review and Research Question

As we mentioned above, anti-proverb research is very popular nowadays, so scientific literature on the topic is quite rich. We based our research mainly on W. Mieder and A. Litovkina's scientific works, but also shared the point of view of some Russian Linguists: V. Mokienko, H. Walter, A. Reznikov, A. Batulina and E. Ivanaova concerning anti-proverbs. Unfortunately, the problem of anti-proverbs is not well - studied by Georgian scientists. There is only one scientific article by T. Shavladze on humorous nature of Georgian and Anglo-American anti-proverbs. Another Georgian scholar is L. Kamadadze, who devoted a special chapter to anti-proverbs in her dissertation thesis: 'Structural-semantic and ethno-cultural peculiarities of English and Georgian proverbs.' More than that, there is no special anti-proverb dictionary compiled

by Georgian lexicographers. We believe that anti-proverb as a linguistic phenomenon requires thorough study by Georgian linguists and our research is one of the first steps in studying Georgian anti-proverbs in comparison with English ones.

Present paper aims to compare proverbial and anti-proverbial pictures of the world of English and Georgian languages and see the changes in mentality and world vision. Russian linguist, E. Ivanova conducted similar research comparing Russian and English proverbial and anti-proverbial pictures of the world. She did comparative analyses of the concept "Marriage" in the proverbial and antiproverbial pictures of the world and saw both similarities and differences in the outlook on marriage. Our research is different from the above mentioned research as it is based on different pair of languages - Georgian and English.

3. Methods and Data

While working on the article descriptive and comparative methods were used by us. For our research, we gathered 225 English and 200 Georgian anti-proverbs. English anti-proverbs were taken from W. Mieder and A. Litovkina's 'Twisted wisdom: Modern Anti-proverbs' (1999). As for Georgian anti-proverbs, we gathered the examples of anti-proverbs ourselves. We used social nets, the Internet, Georgian TV and newspaper advertisements, TV satirical-humorous shows, where we found the examples of transformed traditional proverbs. On the next stage of the research, we classified the examples of anti-proverbs according to semantic fields: Money, Marriage, Work, Religion, Women. Classification of anti-proverbs showed which semantic field underwent more semantic changes. At a final stage, we compared proverbial and anti-proverbial pictures of the world of two different languages.

In the beginning of the article, we will try to define the term "Anti-proverb" and underline its peculiarities. It is a well - known fact that proverbs have fixed forms, but when we speak about anti-proverbs, it becomes untrue. Anti-proverbs are flexible. They allow speakers change not only the structure of the proverbs but the message of proverbs as well. Because of the flexible form and semantics, anti-proverbs are called as proverb alterations, proverb transformations, parodies, silicon proverbs, pseudo proverbs, twisted proverbs, 'intertextual jokes' (N. Norrick's term). The most popular and the most accepted term for such kind of proverb alterations in linguistics is anti-proverb.

The term **anti-proverb** (Antispruchwort) was coined by Wolfgang Mieder in 1982. W. Mieder defines anti-proverbs in such a way: "anti-proverbs are parodied, twisted, or fractured proverbs that reveal humorous or satirical speech play with traditional proverbial wisdom (Mieder, 2004:28).

Lithuanian scholar D. Zaikauskienė shares W. Mieder's point of view about anti - proverbs and writes: "Anti-proverbs are purposefully created variants of traditional proverbs, wherein form and meaning of the traditional proverb get distorted in order to actualize some kind of idea or simply to achieve comical effect."

According to the above mentioned ideas, we may conclude that anti-proverbs are parodies of traditional proverbs and their dominant feature is their mocking and humorous nature. They show that proverbs have never been considered absolute truths and holy expressions. As Russian paremiographer A. Reznikov metaphorically says: anti-proverb is new wine in old bottles (Reznikov, 2009).

The themes of anti-proverbs are different. In Anglo-American anti-proverbs, the main topics are: money, love, marriage, divorce, sexuality, women, friendship, children and parents, taxes, God and religion, professions and occupations. In Georgian proverb alterations, the main topics are politics, money, religion, social and economic problems (Shavladze, 2015).

4. Findings and Discussion

The comparative analysis of proverbial and anti-proverbial pictures of the world of English and Georgian languages showed that changes in life conditions caused the changes in mentality.

Traditional English proverb "**No pain, no gain**" taught us for centuries – if we do not work hard, we will not succeed. Anti-proverb teaches us the contrary "**Without pain you gain.**" It means that "one can be successful in modern world without hard work." In other words, if one has a good financial support or is helped by a person holding a high rank, he/she can easily reach success.

Hard work is praised in many traditional proverbs. Traditional English proverb “**Never put off for tomorrow what you can today**” is against of laziness, but anti-proverb “**Never do today what you can put off for tomorrow**” tells us that there is nothing wrong in idleness. Hard work is a subject of mocking in many English anti-proverbs: “**Hard work never killed anybody . . . but who wants to be its first victim?**” “**Hard work never killed anybody, but why take a chance?**” (Traditional Proverb – **Hard work never killed anybody**).

Famous traditional English proverb “**If at first you don’t succeed, try, try again**” teaches to be optimistic and continue working hard until reaching success. In modern life the proverb has several alterations. They question the idea stated above and suggest us to quit, to cheat or to believe in the idea that we are average: “**If at first you don’t succeed, quit!**”; “**If at first you don’t succeed – cheat!**”; “**If at first you don’t succeed, you are average.**”

In old times people were warned not to go to the forest alone, because they might be eaten there by wolves: “**If you are afraid of wolves, don’t go to the forest.**” But nowadays when there is a big chance to be killed by terrorists, anti-proverb “**If you are afraid of bombs, do not go to the metro**” warns people to avoid crowded places;

All that was praised in the past – honesty, friendship, strong family relations are nowadays mocked at in English anti-proverbs: **Beauty is the best policy (Honesty is the best policy), A friend that isn’t in need is a friend indeed (A friend in need is a friend indeed), Matrimony is the root of evil (money is the root of evil)**. The above mentioned anti-proverbs show how much the mentality of the Englishmen changed.

Our era is computerized. Everyone spends much time with a computer. If in the past, home was a place where the heart was (**Home is where the heart is**), where people could talk for hours with their family members, nowadays home is the place where there is a computer (**Home is where computer is**). The anti-proverb mocks at modern society’s terrible addiction spending the whole day in front of the computer and feeling comfortable without face-to-face communication.

A lot of Georgian anti-proverbs are in connection of internet, social nets. In Georgian there is a traditional proverb – “**Rats mamaa is shvili**” (რაც მამაა, ის შვილი = **Like father, like son**) which teaches us to pay attention to genealogy, when we choose our mates. Transformed variant of this proverb is: “**Rats posti, is patronio**” (რაც პოსტი, ის პატრონო = **Like person, like post**). Anti-proverb says that if one wants to see the real face of the person, she/he should read her /his posts on Facebook. This anti-proverb underlines the importance of social nets in modern life.

Traditional Georgian proverb teaches us to think much before taking decision “**asjer gazome, ertkhel gamoscher**” (ასჯერ გაზომე, ერთხელ გამოსჭერ = **Measure before cutting**). The same warning remains as a warning but the context changes: “**asjer tsaikitkhe, ertkhel daalaike**” (ასჯერ წაიკითხე, ერთხელ დალაიქე = **read before giving “like”**).

The attitude of Georgians towards priests were not always good, which is seen in the following traditional proverbs: **sakhit – mghvdeli, saqmit – mgeli** – სახით - მღვდელი, საქმით - მგელი (**face of a priest, action of a wolf**); **Mghvdeli rom magrad gamodzga, diakvans daakhvelao** – მღვდელი რომ მაგრად გამოძღა, დიაკვანს დაახველაო (**When one priest eats too much, another one starts coughing**); **Mghvdeli chilofshits itsnobao** - მღვდელი ჭილოფშიც იცნობაო (**Priests are recognized in the hats**). All the above mentioned proverbs reflect the wrong actions of priests – priests always cheated the parish, their appetite was great. The last proverbs underlines the idea – in spite of the false looks, people can easily recognize their real face. Negative attitude towards priests are found in Georgian anti-proverbs: **Mghvdeli postebshi itsnobao** – მღვდელი პოსტებში იცნობა (**A real face of a priest is seen through his posts**) (transformed from: **Mghvdeli chilofshits itsnobao**); **zogs mghvdeli mostsons, zogs misi postio** – ზოგს მღვდელი მოსწონს, ზოგს მისი პოსტო (**some like priests, others – their posts**). Both anti-proverbs mark our attention to the fact that priests are no longer saint, they do not live in solitude, they entertain themselves using social nets. But still they continue moralizing people: **kali shromobda da mamao jipidan chkuas arigebdao** – ქალი შრომობდა და მამაო ჯიპიდან ჭკუას არიგებდაო (**woman worked and a priest from jeep preached her**). This proverb is transformed from famous proverb: **katsi bchobda, ghmertsi itsinoda** – კაცი ბჭობდა, ღმერთი იცინოდა (**Man proposes, God disposes**).

5. Conclusion

The analysis of English traditional proverbs and their transformations showed that the change in life conditions is the reason of semantic changes in anti-proverbs. Contradictory ideas between traditional and anti-proverbs are verbally expressed with antithesis, antonymous words and rhetorical questions. Anti-proverbs show that the truth of traditional proverb is ridiculous in Modern World. As for Georgian anti-proverbs, they did not change the semantics so much as English ones. In Georgian anti-proverbs words of traditional proverbs are altered by some other words, but the proverbs retain their original meaning. Georgian anti-proverbs are transformations of old ones where certain words change with the change of context. They also reflect the changes in life condition but the mentality changes are not clearly outlined. Comparison of Georgian and English proverbial and anti-proverbial pictures of the world showed that English anti-proverbial picture has changed greatly, though Georgian mentality reflected in proverbs and anti-proverbs remained unchangeable.

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Research Trends in Relation to the Orientation of the University Research Centers: Perspectives from the Bibliometric Analysis

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Abstract

The universities are centers of great capitals of knowledge and of investigative capacities; being protagonists agents in the dynamization of the information society starting from the groups and centers of investigation. This dynamic is not widespread in emerging economies where there is still a process of consolidation of these processes of technology transfer starting at the University Research Centers. According to the above, the objective of the research is to identify the investigative tendencies facing the orientation of the University Research Centers from a systemic literature review. The methodology consisted of a bibliometric analysis of 91 academic research records reported in the SCOPUS database. This information was systematized and organized to calculate the quantity, quality and structure indicators. Among the results obtained it is observed that the research on structuring the research center in the university context, has been oriented towards the search and development of mechanisms to connect universities with the needs of the specific social context. In addition, university research centers have attempted to structure their connection with enterprise from the technology transfer units, with projects aimed at strengthening areas related to productivity engineering, telecommunications and technology management

Keywords: bibliometrics, research centers, trends, universities.

1. Introduction

Scientific knowledge creation is currently fundamental for the further development of societies and countries. According with Cubillo (2017) and Bermudez et. al. (2014) the universities prove to be its great fosterers and also distributors they contribute to educational processes and have even become key actors in the development of regional innovation systems regarding investigative management from their groups and centers.

According to the UNESCO International Institute for Higher Education in Latin America and the Caribbean, although there has been scientific collaboration in the region for more than forty years, several structures are still needed to transform the strength of collective thinking and negotiations, developing academic centers and/or workshops to discuss common ideas that require interest and investment and to encourage technology transfer (IEASALC-UNESCO, 2008).

Scientific inquiries and academic publishing generated from research centers have had positive changes in the last three decades due to improvements in postgraduate studies, and the needs of the productive sector as well as for educational reforms —although the tendencies of these inquiries are unclear due to the diversity of sectors and the particular interests of each research center, which at the same time answer to the interests of the institution to which they belong (Barranquero & Ángel Botero, 2015).

According to (Boardman & Corley, 2008), all research centers have collaborative studies in common, but few have validated features which could expedite it, and thus benefit themselves from abilities, infrastructures and know-hows regarding the methodology implemented. It could also allow to broaden knowledge in particular areas and to offer assistance to the different actors for overcoming the challenges of the sciences (Boardman & Ponomariov, 2014)

Recognizing tendencies and areas worked on in university research is important to identify the international background in regard to scientific investigation. This study proposes the implementation of mathematical methods for tracking and evaluating the impact of scientific literature. It is a tool that has been used increasingly for the past years on account of the consolidation of bibliometric studies (Lee, Yoon, & Park, 2009). These measure the results of scientific development and knowledge in relation to their relevance, and disciplines like informetrics and scientometrics (Ajaújo Ruiz & Arencibia, 2002).

In order to validate the evolution and tendencies of university research, a bibliometric analysis was carried out in two stages: collecting data from the SCOPUS database and generating bibliometric indicators about quantity, quality and structure of the reported academic researches.

2. Methodology

The source of information used for the bibliometric study was the SCOPUS database. It is trustable, frequently used in literature, and has flexible engines for searches, accessibility, citation indexes, and lapses of time (Hall, 2011).

From the literature consulted, the following terms were identified as related to the topic: university research center, investigation, productivity and development investigation (with possible variations). The following was the search equation used for the present study, which offered a total of 60 registers:

TITLE ((research* W/4 center W/4 university) OR (scienti* W/4 investigat* W/4 producti*) OR (research* W/4 university W/4 performance) OR (investigat* W/4 center W/4 university) OR (scienti* W/4 development W/4 investigat*) OR (research* W/4 scienti* W/4 producti*) OR (research* W/4 center W/4 university W/4 journey)) AND KEY ((research* W/6 center W/6 university) OR (research W/6 university W/6 performance) OR (investigat* W/6 center W/6 university) OR (scienti* W/6 development W/6 investigat*) OR (research* W/6 scienti* W/6 producti*) OR (research* W/6 center W/6 university W/6 journey) OR (scienti* W/6 investigat* W/6 producti*))

The search engine detected articles with titles or key words that included equivalent terms for “university research center” and “development investigation” (with a relative placement of until 6 words). The lapse of time was not restricted in order to obtain a full overview and to present the network dynamics. There were also no restrictions for areas or disciplines.

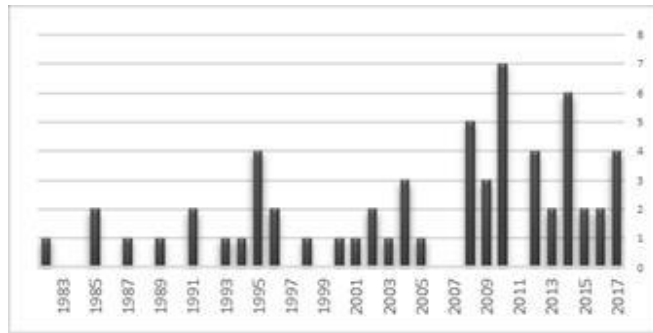
This information allows to put to together bibliometric indicators to value scientific activity and the impact of publications. The authors Durieux and Gevenois (2010) propose quantity indicators to correlate productivity levels, quality indicators to verify the impact or frequency of the publications in the academic field and, finally, structure indicators to identify connections and correlations between researchers.

3. Results

Based on the indicators proposed in the methodology, the results of the analysis are hereby presented:

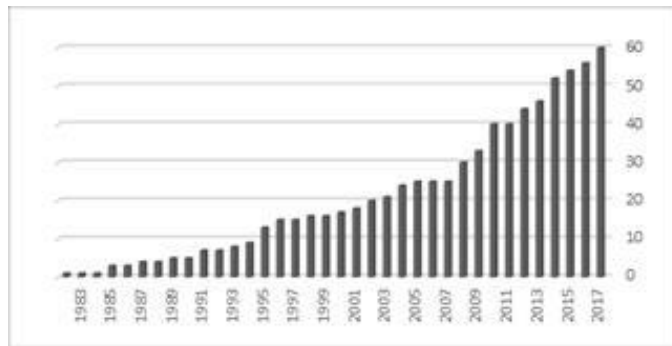
3.1 Quantity indicators

Section 1 presents the bibliometric quantity indicators for the term “research center” with the search equation proposed:



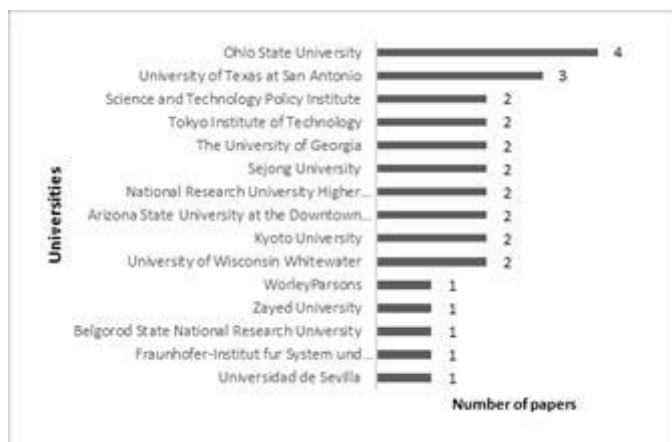
Graphic 1.1: Amount of publications per year

The indicators in Graphic 1.1 show the growth of interest for the term “research center”, first introduced in the database in 1981. Until 2008, its interest was low. 2010 and 2014 were the most productive years, as they had the larger amount of publications regarding research centers.



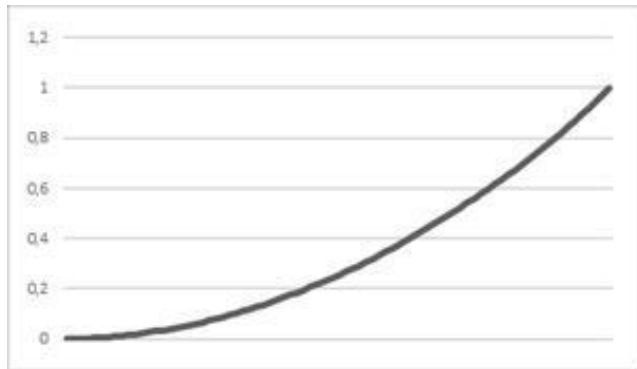
Graphic 1.2: Number of accumulated publications per year

Graphic 1.2 evidences how the amount of cumulative publications per year presents an exponential and thus significant growth, specially in the last decade.



Graphic 1.3: Number of publications per university

The bibliometric analysis also allows to identify the ten universities which publish the most about the topic. The Ohio State University has 9 publications, followed by the University of Texas at San Antonio with 6 publications and the Science and Technology Policy Institute with 4 (see Graphic 1.3). According to the results shown in Graphic 1.4, it is possible to conclude that the Pareto principle does not apply, for 74.29% of the journal publishes 80% of the articles. Thus, the percentage of journal was divided in quartiles: 5.71% of magazines published 25% of the articles, 35.71% of journals published 50% of the articles and, finally, 68.57% of journals published 75% of the articles. The data collected shows that, although the distribution of journals per journals is not even —for, as indicated by the first quartile, only 5.71% of journals published 25% of the articles— no journal prevails above others according to the records of the database.



Graphic 1.4: Cumulative percentage of publications by journal

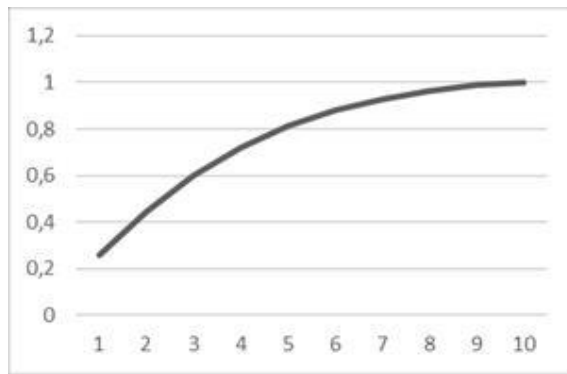
Regarding authors, Graphic 1.5 shows the ten most productive investigators. The list is headed by Boardman, P.C. (with 6 articles), Geisler, E. (with 3 articles), and Ponomariov, B. (with 3 articles) —the seven remaining authors have up to 2 publications.



Graphic 1.5: Number of publications in the top ten authors

The cumulative percentage of these publications (see Graphic 1.6) shows that the Pareto principle does not apply, for 77.97% of authors published 80% of the articles. Thus, the cumulative percentage of publications written by the ten most productive authors was divided: 16.30% of authors published 25% of articles, 44.05% of authors published 50% of articles

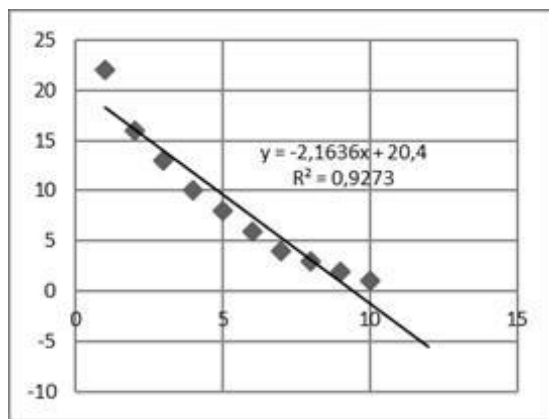
and, finally, 72.25% of authors published 75% of the articles. The data collected shows that the distribution of articles per investigator is evenly distributed, and hence no single author prevails above the others.



Graphic 1.6: Cumulative percentage of publications of the top ten authors

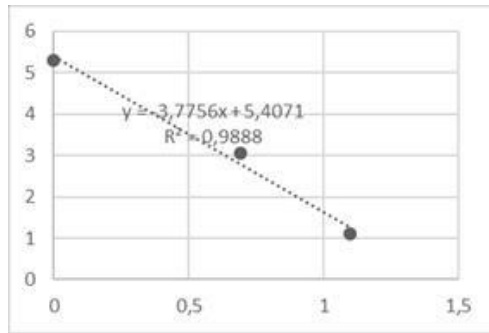
Besides the Pareto principle and the exponential law, the productivity law was also validated for magazines and authors. It was possible to review whether knowledge was fragmented or if there was a "science illness", a term first introduced by Spiegel (1976) and quoted by Rueda (2007); explained as the accelerated obsolescence of scientific information, derived from the need to diffuse created knowledge. This way, a closer relationship can be fostered through the use of communication networks between scientists and users.

After applying the natural logarithm to each of the axes, the productivity law is obtained for the magazines (see Graphic 1.7) according to the number of publications per magazine. The r-squared coefficient of the cumulated amount of articles was whence obtained regarding the natural logarithm of the magazines. The coefficient of determination was 0.9273, close to 1. This allows to conclude that the model is explained by regression analysis, as stated by Lascourain (2006).



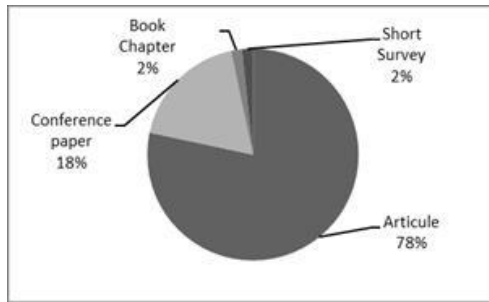
Graphic 1.7: Law of Journal Productivity

The same logic may be applied to validate the productivity law for the authors (see Graphic 1.8). The r-squared coefficient of the cumulated amount of articles regarding the natural logarithm of the authors is higher than 0.9. This indicates that it fits the model adequately.



Graphic 1.8: Law of Authors Productivity

To conclude the quantity indicators, 78% of the records obtained with the search equation correspond to articles, 18% correspond to conference papers, and the remaining 4% correspond to other types of documents (see Graphic 1.9). This could be an indicator of the current relevance of research centers and their continuous diffusion in conferences and events of the likes.

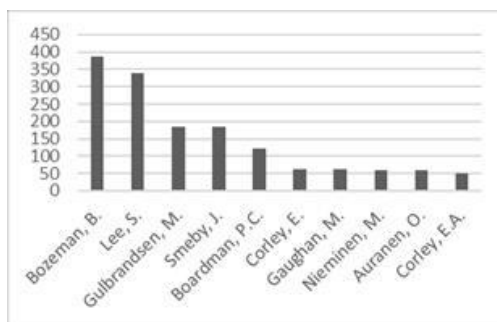


Graphic 1.9: Publications by type of document

3.2 Quality indicators

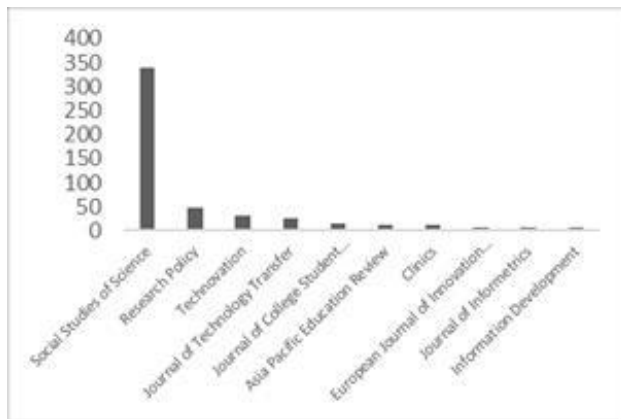
Section 2 presents the bibliometric quality indicators for the term “research center” with the search equation proposed.

It is possible to identify the ten authors with the most citations with quality indicators. Bozeman, B. has the most citations (386), followed by Lee, S. (338), Gulbrandsen, M. (186) and Smeby, J. (186), and Boardman, P.C. (see Graphic 1.2), who also appears on the list of authors with the most amount of publications (see Graphic 1.5).

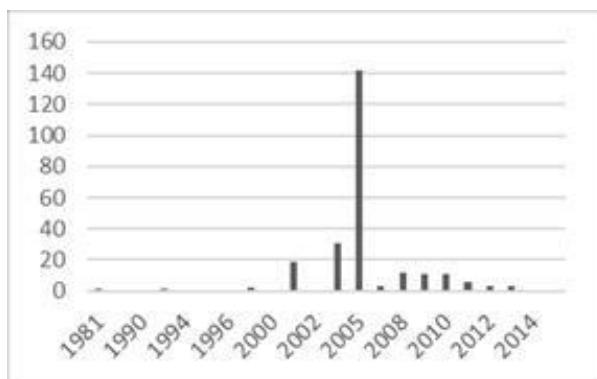


Graphic 2.1: Amount of citations per author

On the other hand, the indicator for the impact of citations per magazine (see Graphic 2.2) presents several similarities when facing the quantity indicator for publications per magazine (see Graphic 1.3): the four following magazines coincide in both indicators: Research Policy, Technovation, Journal of Technology Transfer, and Journal of Informetrics. The magazine with the most impact is Social Studies of Science with 338 citations. This asserts its contribution and importance for the diffusion of issues related to research centers. There is a significant difference with the other magazines in regard to amount of citation, for the magazine that follows is Research Policy, with 50 citations.



Graphic 2.2: Number of citations for journal



Graphic 2.3: Number of citations per year

The bibliometric analysis allows to conclude that the topic was not particularly studied except during the years of 2001 and 2004, during which there were 19 and 30 citations identified, respectively. The largest amount of citations was produced in 2005, with a total of 141, while it decreased significantly afterwards (see Graphic 2.3).

3.3 Structural indicators

Structural indicators measure the connections between publications, authors, and areas of knowledge. They tend to be associated with the construction and analysis of social networks, formed by nodes and links. For the bibliometric analysis, the nodes represent the authors while the links represent the co-authors (Pacheco-Mendoza & Alhuay-Quispe, 2017). This type of indicators are unidimensional. These highlight scientific production, the transmission of information, the collaborations between authors and institutions, and others (Price, 1978). Image 1 shows the network of researchers in the field. It allows to identify several of its characteristics by representing each researcher as a node and each connection between investigators in at least one project as a link.

Images 1 and 1.1 show topological maps of the author network throughout the periods of 1981 to 2008 and 1981 to 2017.

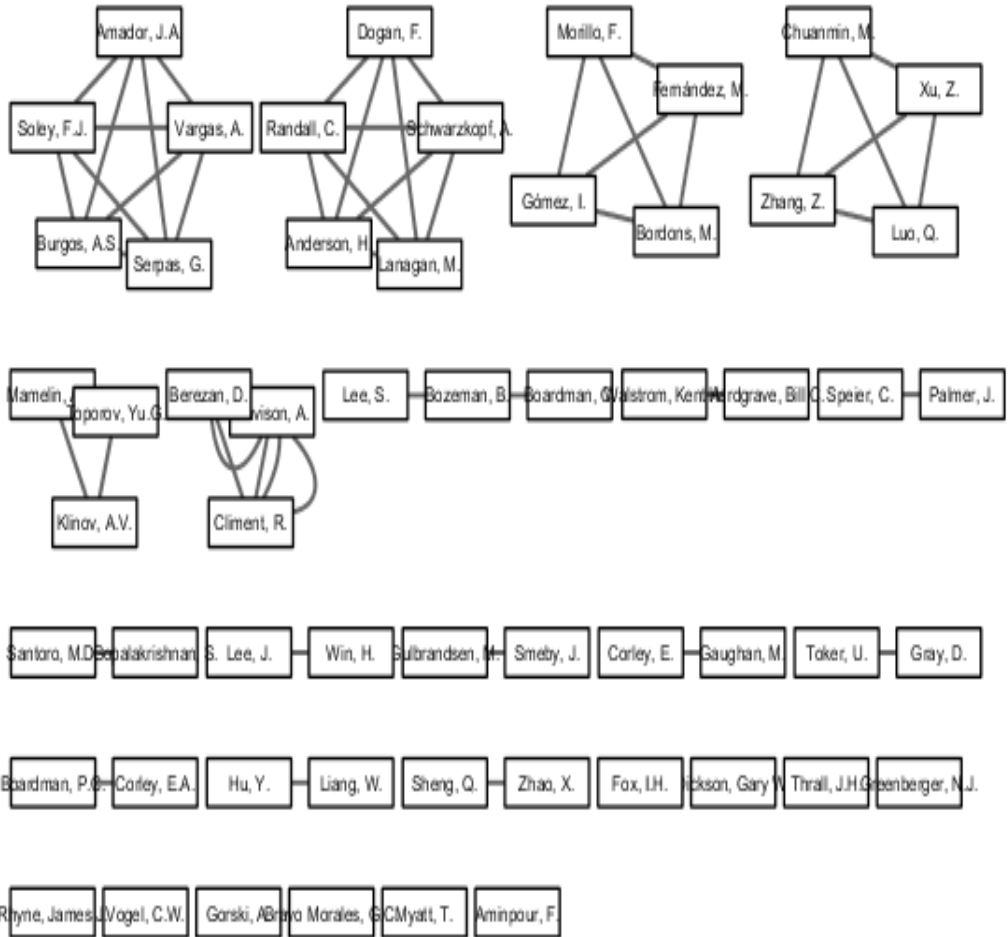


Image 1. Topological map of the author network since 1981 to 2008

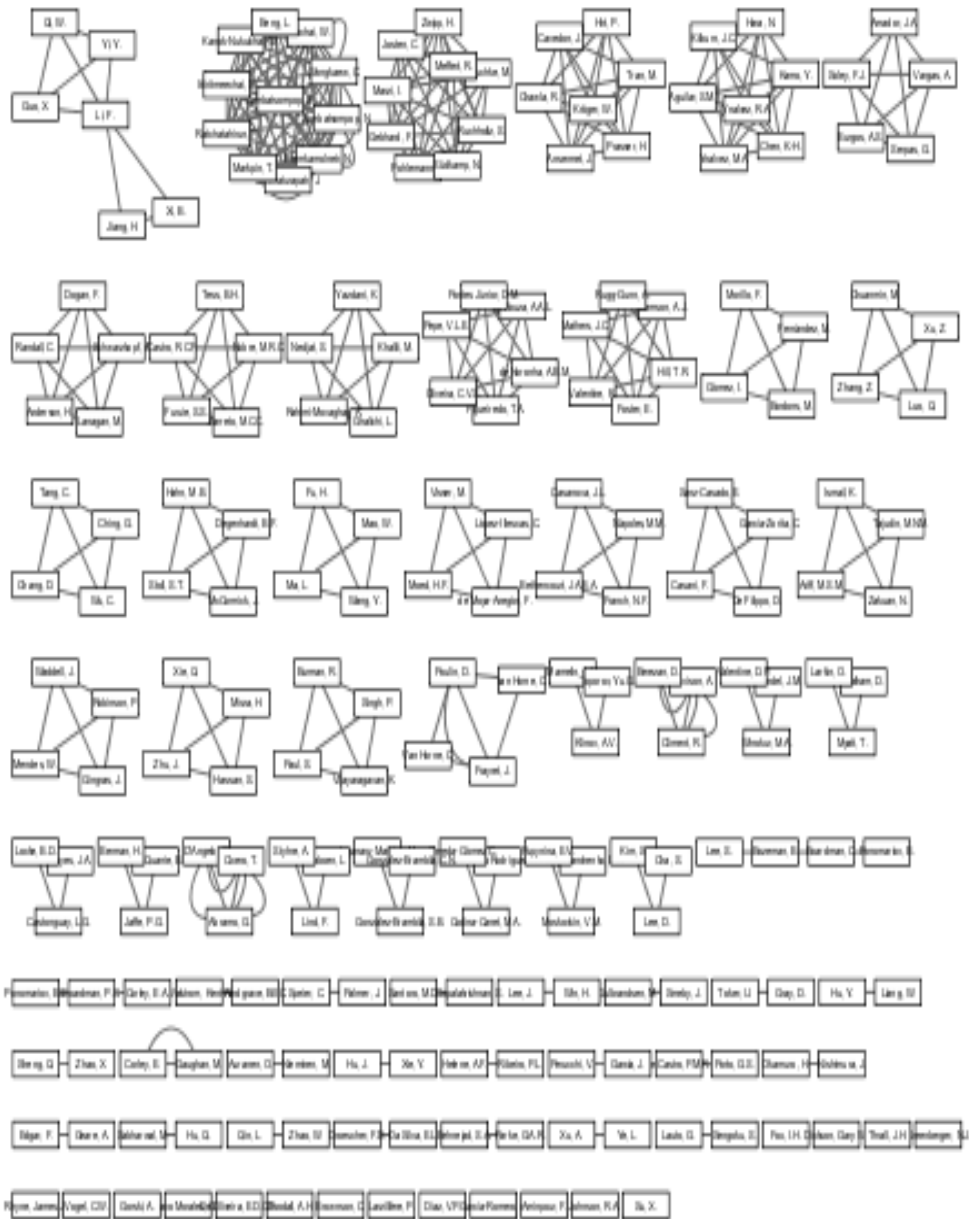


Image 1.1: Topological map of the author network since 1981-2017

As it can be observed in both images, the network of investigators shows certain relevant characteristics throughout the years. These can be seen in the results from the author network indicators presented in Table 1:

There are 228 authors in the field and, given that the size of a network is important for determining relationships (Gaete Fiscella & Vásquez, 2008), it can be considered that their network, which considers investigations related to research centers, is extensive. This proves that these investigators strive to participate with other experts from the network. On the

other hand, distance can also indicate the size of the network (1.033), for it shows how authors or nodes must be related to at least another node in order to be connected to the rest of the nodes from the network. Another indicator that measures the size of the network relates to the amount of “neighbours”: on average, each author has published along with other 3 authors (3.088), thus confirming the considerably large extension of the network.

The density of the network is close to zero (0.014), which evidences the scarce connectivity of the network and that its potential is not being exploited. Nevertheless, this scarce connectivity is not consistent throughout the network. As may be observed in Image 1.1, there are certain areas with high connectivity. This could indicate that the dispersion of production is significant, which could establish the centrality of certain nodes. On the contrary, there is null connection between others. Thus, there is much disparity in order to access or introduce information and knowledge in the network.

Additionally, the connection between nodes (authors) is significant in subnets, for they have a degree of connection of 0.696.

This type of centrality establishes the power certain nodes have inside a network to connect (or acts as the bridge for) particular node groups. In consequence, they are considered as hinges for the management of resources which may affect the network.

The network would thus evidence that researchers are very well connected—which may therefore influence other authors easily. Besides, they intervene or control the information from certain node groups with the rest of the network at a 33.77%.

Table 1. Indicators of Structure

Indicator	1981-2008	1981-2017
Number of nodes	57	228
Network Density	0,031	0,014
Network Diameter	2	3
Expected Characteristic Distance	1,020	1,033
Number of Connected Components	27	77
Average Number of Neighbors	1,754	3,088
Degree of Network Grouping (Clustering)	0,421	0,696
Network Centralization	0,042	0,031
Network Heterogeneity	0,779	0,788
Number of Isolated Nodes	10	17
Components Connected by Nodes	47,36%	33,77%
Components Isolated by Nodes	17,54%	7,45%

Table 1 presents structure indicators in two cumulative periods (1981-2008 and 1981-2015). This allows analysing the network’s evolution throughout time. An increase in the number of authors may be appreciated in the amount of nodes, as well as in the number of independent authors in the amount of isolated nodes. This evidences the existence of a considerably stable research group, probably composed of an academic elite. Nevertheless, the growth rate of nodes is larger than for isolated nodes and connected components. Hence, there is a decrease in the dispersion of the isolated subnets and the independent publications (variations of the components connected by nodes and the component isolated by nodes). It can be thus appreciated how subnets have increased in size and decreased in density, as is reflected by the evolution of the degree of connection and the network’s diameter. There is also a single link that connects the rest of the nodes from the network (1.033) and, at the same time, the maximum distance between any two nodes equals 3. This corresponds to a typology of knowledge management network, used to enhance the application of individual knowledge to the organization’s objectives. These networks evolve through the thematic mapping of the experience within the organization and of profitable environments to share knowledge [16].

4. Conclusion

The interest for university research centers as objects of investigations has grown since the beginning of the 80s and even more so throughout the last years. The years 1995, 2008, 2010, 2012 and 2014 have impacted the literature greatly, without the need to distinguish relevant authors, possibly because of the specificity of each center and its research topic.

Academic production is constrained to few countries and to the English language. Most authors reside in the United States while none reside in Latin America. The topic is currently relevant and lately has been asserted due to its diffusion in conferences and similar events held during the past three years. It is impossible to reduce the knowledge created to a single institution, author or magazine, for it has been widely spread due to its easy application in other areas of research knowledge.

The authors with more publications are not the most cited authors, thus evidencing the few correlation between amount and impact of publications. The authors which have been recently introduced in the field attach themselves to previously formed networks, instead of doing so as independent investigators. Nevertheless, the amount of relationships they establish with other authors are fewer with time, thus encumbering relationships between authors. There is a lack of patterns which indicate the presence of an author who leads the field, generating even more network disaggregation.

Because several challenges are generated, it is necessary to perform a wider analysis which includes “university research” as a search tool and “research center” as a key word, considering the objective of this study was to classify knowledge areas in order to obtain references and having more specific perspectives about the topic.

The present analysis did not include text mining, diffusion curves nor nodes quantitatively correlated, but they could be considered for future studies as useful elements to identify current topics of interest with a diachronic perspective and quantifying levels of interactivity, hence orienting new resources for the study of research centers.

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Religious Myth Utopia Resembled in “the Sound and the Fury”: Dilsey’s Episode

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Abstract

This paper will be focused on the elements of religious utopia exposed in the novel “The Sound and the Fury” by William Faulkner, through the episode of Dilsey. In contrast to Quentin and Jason’s meaningless, decomposed perception of time, responsible for its perversity, Dilsey’s religious sensitivity transmits a systematic structure to the world because historic human awareness is recorded by God’s projection: all events are based on Christ’s Alpha and Omega. Religious myth utopia, anticipated by Dilsey in the last episode, achieves its climax in Shegog’s predication. Just like Dilsey, who varies from the characters of the novel with her positive utopia, even the positive utopia projected by the priest’s predication alters from the alienating caustic and mortal circumstances of the whole novel. Dilsey together with the church congregation were gathered to listen to this predication, living the joy of Easter in the novel. Shegog is a transmitter of God’s word, to touch people’s hearts and join them in a “collective dream” dedicated to the Easter celebration. The people in the church reached a small utopian dream, part of the big dream instigated by the myth of Christian religion. Impeding all negativities, the ritual enabled the unification of humanity in a common positive dream. This dream is responsible for the religious utopia in the novel. Through an empirical analysis of this episode, Dilsey, and the sermon, I will arrive to the point to present the elements of religious utopia involved in this part of the novel.

Keywords: Christian religion, utopia, myth, Dilsey, Shegog

1. Introduction

Because of a new reality, where the societies at the beginning of the 20th century were encouraged by social movements and technological developments, the intellectuals started to produce a deeper thought on the political, social and structural consequences of these changes. The uncertainties over the role of men in this new society, even as part of uncertainties on technology, were seen from the positive and negative perspective. These social reactions, within a literary context, were manifested in the utopian literature. Modernist utopian literature, at the end of the 19th century and the beginning of the 20th, is different from that of other previous periods because of historical, social and cultural variations. If at the center of every utopia is the separation and division from the past, the same hostility is at the center of modernism. As a result, modernism created a break from the structural organization of all pre- industrial societies. These divisions hide a utopian idea to create a perfect society, but from a new perspective, distinctive from the previous ones. The creation of this ideal society would help modernism highlight the negative aspects of the period. While comparing the utopian ideas exposed before and after modernism, we could judge on their evolution and change. While writing on the book of Tomas Moore, Ogden (1949) declares “utopia, in itself, is a book on ethics. Utopia is an effort to project the ethical values of Christianity in a real social system.”(p. ix) This means that utopia before modernism is within a moralist context. Frederick Jameson (2004) exposes a completely new perspective in his article “Political Utopia”, while reassuring “the proposal of Marx does not include a concept of human nature; it is not even essential or psychological; it does not have passions, sins like lust for money, greed, or proud. That of Mark is structural diagnosis.” (p.4) As a result, utopia, during modernism was perceived as a structural change.

2. Myth and Utopia

A manifestation of utopia could be found within the context of myth. In many situations with human or superhuman creatures of a remote period, religious or secular archetypes, considered as a real overview of the manner the society and other natural phenomena were created. They present the living in the primitive form, but with emotional fulfilling, in full harmony of the man with the nature, avoiding the unnecessary wishes produced by conflicts and hostility. This simple and happy living has served as a reference for every crisis, with the hope that a near or far away future is the possibility to find happiness. What unites unlike mythic ideas and places is the expectation that such situation of happiness could be reached again.

If we horizontally and vertically analyze the ideas of utopia developed during the years and centuries, it is clearly understood a transformation, as they become part of the structure of life and contemporary experience. Manheim (1985) describes utopia as “a sort of passing orientation of the reality that at the same time rips the connections with that existing reality.” (p.173) At the core of different concepts on utopia, which prevailed in the western societies, was the ideal creation of a society. This concept varies from the search for reflection over a better life, but it can even change to a pursue of impressions not based on reality, being just an immeasurable project of human mind. The meaning itself of the word utopia, of Greek origin, can be translated as eu-topia (Manheim, 1985, 173), a place finding happiness or as ou-topia, a place not based on reality, but a result of fantasy. Different supporters of utopia, such as Saint Thomas, Fourier and Owen had no intention to emancipate the specific classes, but humanity as a whole. (Davis, 1984, 4) While Thomas Moore in his book *Utopia* (1516), projects utopia as a way of thinking for different kinds of societies, maintains the notion of Manheim that a good living can be reached only outside the existing reality.

“The human need to make myths is very deep-rooted, since myths are symbolic projections of the cultural and moral values of a society, figuring of its psychic state.” (Leri, 1993, p.xi) The new mythology of modernism seemed to be different from other periods, considering that it was not an original formation, but would always remain as abstract. In his writing Friedrich Schlegel would insist that it must be the most artificial of all works of art, for it is to encompass all, it is to be a new course or vessel for the ancient, eternal fountainhead of poetry and itself the everlasting poem which contains within itself the seeds of all other poems. (qtd. in Leri, 1993, p.xx) Even Joyce (1882-1941) based his *Ulysses* (1922) on the myth of Christianity. From an analytic perspective, the phenomenon of utopia is reflected in this modernist novel. The overview of utopia as a philosophical phenomenon is necessary to understand and interpret *Ulysses*, which reflects this philosophical context. Joyce does not write a utopian literature, but in his novel, like in all novels, throughout different literary periods are present elements of utopia that penetrate his characters.

One of the concerns, in this new century, was to present in depth the personality traits of the individual, but at the same time the new relations between this individual and the surroundings. Unique meanings were addressed towards him. These meanings objectify some hidden essences of the world. Within this situation of anarchy, it was used a literary mean to put order within a poetic organization. Such symbolic order was achieved by the usage of the myth. Through the logic of the unconsciousness and its associations, the myth displayed a new viewpoint in the social reality. According to Frank Kermode (1962), the myth offered a possibility to “free the imagination from the scientific connotation of the modern world.” (p. 37) While analysing the usage of myth by Joyce, Elliot (1975) declares “the usage of myth by Joyce is a manner to control, systematize, give form and meaning to the endless paradox of contemporary anarchy.” (p. 480-483) The same ‘mythic method’ is used even by Faulkner (1897-1962) in his novel *The Sound and the Fury* (1929).

3. Myth and Religion

When God and faith become a meaningful urge to give meaning to man’s life and help him face everyday problems, then faith takes a utopian connotation. This connotation is widespread in the context, where different religious preachers accept to leave apart the differences to bring peace and harmony through the formation of an existing utopian faith, just before the creation of universe. This concept of a far away future on faith forms the interfaith utopias. Members of a community fulfilling the rules imposed by the society form the intra-faith utopia. The Garden of Eden as well as Paradise is forms of utopia based on faith, found in different religions and preached in places where man finds peace, harmony away from sin, suffrage, misery, death.

Utopia within the context of myth is one of its oldest usages. In many stories with human or superhuman creatures of a remote period, religious or secular arch-types, considered as a real collection of the way society or natural phenomena were created present the living in a primitive form with more emotional fulfillment, in full harmony between man and himself, man and nature, avoiding unnecessary desires producing conflicts and conflicts. This simple and happy living served as an element of reference for times of crises hoping that the near or remote future, or beyond life there is the possibility to find happiness. One of the most far away myths is that of the Greek poet Hesiod (flourished c. 700 BC) in the poem *Work and Day* (8th century before Christ) explaining that living before his time had been happy, but the Golden Period was the most important. In 1850 Philip Seymour in his prose *Old Archadia* (1590) describes a flooding pastoral environment, transforming the word archadia in a synonym of a utopian place within the mythic context. A utopian place on religious myth is Eden’s Garden, the myth of human sin and universe creation. What connect these ideas and utopian places is the hope that such happy condition and fulfillment can be reached again.

4. Religious Utopia in the Sound and the Fury

In the last episode of *The Sound and the Fury*, is clearly seen the technique of compositional contrast based on chapter contraposition. This episode is contra posed to the others, avoiding being accidental, but following a logical line in the development of Dilsey, as a character, who has her highest exposition in this part. In it, Dilsey, the black servant, plays a crucial role. She is a representative of symbolism and realism. Even though, her role as a character is more restricted than the other characters, the impact she has in the novel makes her character more realistic, individualistic, while her character qualities surpass the racial connotation, avoiding every other sharp interpretation within common racial stereotypical prejudices. Through the exposition of a different behaviour from that of the Compson family, her role in the novel is to put order within the house, being responsible for the homework progress, taking the place of Mrs. Compson, becoming a parent to the eyes of Benjy, protecting Caddy and her daughter from Jason's authoritative control. Jason's pragmatism, Quentin's idealism are put into confront with Dilsey's generosity. Dilsey's utopia is to make world a better place to live. Contrary to Compson family, she is the one accepting the world as it is, avoiding surrender, denial, but expressing the desire to make it a better place. She is the only character tracking the chronological development of time, considering it a natural process, part of everyday reality. Through the technique of narration, temporal description is presented in space connection. Within the ongoing perception, the linear development prevails.

On the wall above a cupboard, invisible save at night, by lamp light and even then evincing an enigmatic profundity because it had but one hand, a cabinet clock ticked, then with a preliminary sound as if it had cleared its throat, struck five times. 'Eight o'clock,' Dilsey said. (Faulkner, 1954, p.341-42)

An aureole of Christian religion accompanies Dilsey. In reality this is a naive faith giving meaning to her being, persevering in her everyday life while taking care of Compson's family members. Her faith gives her the possibility of a perspective on Christ Incarnation, Passion, Embodiment, and Resurrection. Even her time perception is within religious context where the past is based on faith, the present linked to endurance, whereas the future radiates hope. In contrast to Quentin and Jason's meaningless, decomposed, perception of time, responsible for its perversity, her religious perception transmits a systematic structure to the world because historic human perception is recorded by God's projection.

The religious myth pervading the novel accomplishes its climax in the episode of Easter predication. This religious myth utopia, anticipated by Dilsey, in the last episode, achieves its climax in Shegog's predication. Just like Dilsey, who varies from the characters in the novel with her positive utopia, even the positive utopia created from priest's predication alters from the alienating caustic, mortal circumstances of the whole novel. Dilsey together with the church congregation were gathered to listen to priest's predication, living the joy of Eastern in the novel. Priest's predication is accompanied by a collective daze from the moment the congregation listens to his voice.

When the visitor rose to speak he sounded like a white man. His voice was level and cold. It sounded too big to have come from him and they listened at first through curiosity, as they would have to a monkey talking. They began to watch him as they would a man on a tight rope. They even forgot his insignificant appearance in the virtuosity with which he ran and poised and swooped upon the cold inflectionless wire of his voice, so that at last, when with a sort of swooping glide he came to rest again beside the reading desk with one arm resting upon it at shoulder height and his monkey body as reft of all motion as a mummy or an emptied vessel, the congregation sighed as if it waked from a collective dream and moved a little in its seats. (Faulkner, 1954, p.366)

This dazing speech-making, as a result of priest's imposing voice, is accompanied by a key element in his church performance, where his oratory is part of the black people's dialectic. If the whole novel is based on the white dialectic of a white family, priest's prediction exposes a metamorphosis. Unexpectedly, this whole dialectic "sinking in their hearts" (p.366) is when religious people transmit the word of God. The visual aspect or the discourse were inconsequential, the words and their meaning were decisive. Shegog was a transmitter of God's words, to touch people's hearts and join them in a "collective dream" dedicated to Eastern celebration. They joined a small utopian dream, part of the big dream instigated by the myth of Christian religion. During the predication he resembled "a worn small rock". (p.367) Due to this spiritual union are forgotten the economical, social troubles, partitions, disorders, individual and collective insecurity before the ritual of symbolic crucifixion of the preacher where "his whole attitude that of a serene, tortured crucifix that transcended its shabbiness and insignificance and made it of no moment". (p.367) This ritual impeded everything negative permitting human unification in a common progressive and positive dream.

Priest Shegog starts his predication within negative connotation remembering Christ's persecution, while saying: "Bredden! Look at dem little chillen settin dar. Jesus was like dat once. He mammy suffered de glory en de pangs. Sometime maybe she helt him at de nightfall, whilst de angels singin him to sleep; maybe she look out de do' en see de Roman po-lice passin". (p. 369). References are launched towards the children of the Compson's family, initiating with Quentin's problems with death and time to Benjy's innocence, sitting in the church with Dilsey and the believers. Priest's predication surpasses time and reality borders becoming inclusive. Through the compositional technique of parallelism, the characters' and events' juxtaposition produces great emotional burden, making symbolism more understandable. The reader is active in the process of understanding the novel. The innocent Benjy is parallelized to Christ, while Dilsey playing the role of the commiserating mother, shining love and care parallelizes Christ's mother. The climax of pessimism is achieved through Christ's death, invading the Earth by a wave of destruction, death, and loss of hope. Such condition resembles that of the Compson family, a destroyed family losing control over itself and failing to believe in the future. Quentin, Jason, and Mr. Compson deny time, reality: "I sees Calvary, wid de sacred trees, sees de thief en de murderer en de least of dese; I hears de boasting en de braggin: Ef you be Jessus, lif up yo tree en walk! I hears de wailin of woemen en de evenin lamentations; I hears de weepin en de cryin en de turnt-away face of Good: dey done kilt Jesus; dey done kilt my Son!" (p.370) After such deprivation of hope comes the miracle of saving life to death, hope to hinterland, while the preacher utters "I sees de resurrection en de light; sees de meek Jesus sayin Dey kilt Me dat ye shall live again; I died dat dem whut sees en believes shall never die. Breddren, O breddren! I sees den doom crack en hears de golden hors shoutin de glory." (p.370) Predication's significance is not only the description of a religious or cultural identity of a group of people, just like the black community of South America, or of specific individuals like Mrs. Dilsey. Contrary to the bleak atmosphere of the Compson's family, Shegog's predication creates a utopian situation based on religious myth.

Religious myth's purpose is to feed, give hope to the reality amelioration, creating a utopian reality through death and time's negation. Such utopia is based on collective faith playing the role of an element of unification within a common culture. This faith, fed and kept alive by different rituals, finds the echo of widespread within a community that has remained faithful to its religion permitting the unification of people in an identifying community, above all serving the amalgamation of men to God. Apparently the Compson family has lost the contact with people of the same community and also faith and God. They resemble the sheep loosing the road, leaving the herd and the shepherd. Lonely, self-isolated, they have lost hope, the contact with reality and are afraid of the future because the past is always present tormenting their soul. These souls that have lost their road are confronted with the souls enlightened by the guiding force of faith. Religious mirage expanded beyond time and space, presented by Shegog and Dilsey, is transformed in hope, inspiration to face life's complexities.

Faulkner's language is influenced by Christian religious tradition. Language builds the figure for the reader enlivening a lot of emotions. Just like *the Sound and the Fury*, even in other works by Faulkner are found references to symbols, images, and cultural elements linked to the Christian faith. Under the inspiration of 20th century modernist writers, even Faulkner is affected by the myth of Christian religion, giving sense and clarity to the authentic reality search in his fiction. Such pursuit remains within Christian world created by this religious myth. Semantic interconnections are abundant by religious symbols' influence. Through a deep knowledge of Christianity, Faulkner arrives to oppose two different worldviews: Compson's family spirituality, mental hinterland together with the emotional, meaningful fulfillment through Eastern predication and the emblematic figure of Dilsey. Paradoxes, controversies, irony, symbolism transmit the insecurity and the search for a real authenticity. The first three episodes are plunged in the Compson's family existential absurdity, while the last episode is surrendered to the force of the myth and its utopian emission. A mythic illusion, widespread by Shegog's predication, symbolically presents the search of the author for a real authenticity which had apparently lost its existential meaning.

The whole predication is based on the coupling of images showing Christ's sufferings. The weird appearance of the priest leaves space to the message. The deep religious, spiritual, emotional and universal connotation of the words uttered delves in the believers' hearts. Thanks to the technique of using language artistically the impact on the reader is just a strong emotional aureole. Such emotional condition is in paradox with the alienating spiritual experience of the Compson family. As Davis (1983) puts it "this emotional situation is a full experience that the Compsons and other white southern inhabitants in the 20th century, desperately were seeking, but culture of separation could not permit." (p.240) What is left from the triumph of this rich and ruling class is the fury of Jason, and the sound of Benjy. Shegog's predication insists on the incongruity between the white class, representative of colonialism, and the new social reality together with the black suppressed class. Above all, his message becomes a spring of hope for the new reality at the beginning of the 20th century undertaking an inevitable utopian context.

5. Mythic Method

The whole story is pursued by a biblical collection of Christ's life and the symbolism of Eastern jollification within the church. Under Joyce's influence, Faulkner applies in this work the 'mythic method'. T.S. Elliot (1975) annotates this method is not just "an amusing dodge or scaffolding erected by the author for the purpose of disposing his realistic tale, but instead a way of controlling, of ordering, of giving a shape and a significance to the immense panorama of futility and anarchy which is contemporary history." (p.177) Just like Joyce, using *Odyssey's* myth to build the novel's fabula, even Faulkner makes use of the Christian myth to build his fabula. While expanding his ideas on the difference between the fabula and sujet, originating in Russian Formalism, Ritivoi (2013) mentions the "fundamental narratological assumption: that the universe of utterance and the world...are distinct." (p.21) The inclusion of Eastern celebration in 1928 is on purpose. The events include the entrance of Christ in Jerusalem, his last dinner, trial, crucifixion, death and burying. More specifically, on April 5 is the Maundy Thursday, April 6 is Good Friday, April 7 is Holy Saturday while April 8 is Palm Sunday. In the novel there are some changes about dates related to the Hebrew calendar. That is the reason why Faulkner puts Maundy Thursday on June 2, to parallel the life of Christ and Quentin, since in this day Quentin starts his move to Cambridge and Boston.

Many events in the novel are parallelism of events presented in the five gospels. Luster and Benjy dabble at the place where women wash the clothes; Benjy's torturing and evil prosecution by Luster; Carolina Compson's play to feign as a widow disturbed by her situation; Jason's behavior resembling a crazy man, while the word craziness becomes a leitmotif of his life avoiding every Christian mercy toward the others; Luster is disturbed from father's return from death and his persecuting ghost, just like Herold, was concerned if the killed and resurrected John was Jesus. The only real date in the novel is 1928. All the other dates are unclear creating confusion to the reader. We cannot say Faulkner did not have knowledge of the events related to Jesus' life, on the contrary, the perplexity and incongruity of dates is made on purpose to add rhythm to Compson's absurdity. Eighteen years of time space from Quentin's episode in June 1910 to the Eastern period in 1928 is put to parallel with the period of eighteen years that Jesus needed to mature for his religious ministry. The bafflement related to Benjy's birth date deepens the level of confusion if he is thirty-two or thirty-three in 1928, similar to the bafflement about the age related to Jesus' death, being thirty or thirty-four.

The three Compson brothers present their point of view of the events in the story in three different episodes having their names. The technical composition of different viewpoints allows the three brothers to communicate their own action and way of reasoning. In a parallelism are even the happenings displayed in Mateu's, Mark's, Luke's and John's gospels in the New Testament in Jesus' last days. The episodes told by the Compson's brothers are not organized through a chronological order but through the compositional technique of synchronic time plan. In the first episode the action is narrated through Benjy's viewpoint. The Holy Saturday is selected as the day opening the book, while the sub-plot ensuing in the novel relates to Jesus' crucifixion and burial after descending to hell taking the old patriarchal of the Old Testament and sending them to paradise. Benjy's narration is full of references and biblical parallelisms to Jesus' deeds. Quentin stays in the center of the second episode whereas his symbolic day pertains to the Maundy Thursday. The action in the third episode is recounted by Jason. Furthermore, his symbolic day stays Jesus' crucifixion, death, and burial since, just like Christ, he holds on his shoulders the heavy cross of his family, being destroyed and collapsed by the Jews. Good Friday represents the meaning build around the character of Jason. The Eastern Sunday finalizes Miss Compson leaving the Compson house. Just like Christ's leaving the empty tomb even her leaves empty her room together with Jason's savings box.

6. Conclusions

The days of the Holy Week in the Christian religion describe the crucifixion, death and resurrection of Christ, his love, and sacrifice to save humanity. "His resurrection marks the triumph of good over evil, sin and death." (Miasco, 2016) There is hope at the end of this week that a new beginning will come, hiding a utopian idea of a new instigation. In the novel *The Sound and the Fury*, each day of this week is symbolically portrayed by one of the Compson's brothers owing to the passions of their hearts. Benjy's contribution to this week is through his craziness; Quentin's due to his suicidal desire; Jason's thanks to his avarice. Out of a parallelism between the days in Compson's family and the days of the Holy Week is presented the family's huge panorama. The aim of the religious references running in the novel, together with *Odyssey's* myth operating in Ulysses, is to put order, give meaning to life, and hope to the absurdity, craziness, along with the alienation to this South American family. A Holy Week fulfilled with events from the life, love, sacrifice, also Christ's passion creates a utopian reality different from the spiritual as well as emotional drought of the Compson family. Moreover, it even symbolizes the drought of many families experiencing several modern world socio-economic changes.

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Bilingual Areas within the Territory of the Republic of Albania

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Abstract

Due to historical, territorial, cultural and social relationships with other countries of the Balkans, various linguistic "islands" have been formed within the Albanian land, which are typically, although not exclusively, to be found in border regions. In these communities, not only do we find bilingualism, but also diglossia resulting in the emergence of some linguistic phenomena such as code-switching, code-mixing, borrowings, etc. These linguistic islands have different geographical expansion ranging from an entire region, a particular village, to a specific neighbourhood, perhaps. The present paper will attempt to make an accurate overview of these zones, which will mainly be focused on issues that have to do with their locations, linguistic contacts with the Albanian language, number of bilingual speakers, etc.

Keywords: linguistic "islands", bilingualism, diglossia, bilingual speakers

Introduction

The most prominent sociolinguistic researches on languages in contact have been made by reputed authors of the sociolinguistics domain at present, such as Weinreich and Ferguson, who have also provided a broad theoretical framework about this phenomenon¹.

In Albanian sociolinguistics, studies on different diglossic and bilingual situations have been sporadic and subject of particular communities in certain geographical areas of Albania.² As a lecturer of this discipline, I was constantly perplexed by the idea of conducting a thorough study of all the issues related to the Albanian language being in contact and coexisting with other languages. Of course, before reaching the finishing line of this study, a lot of hard and time-consuming work is to be required. Initially, we will try to have a clear picture of the location of bilingual areas in the territory of the Albanian Republic, the languages spoken, besides the Albanian language, and, in accordance to our capacities, we will collect data concerning the number of bilingual speakers.

Albania lawfully³ acknowledges 9 national minorities: Greek, Macedonian, Vlach / Aromanian, Romany, Egyptian, Montenegrin, Bosnian, Serbian and the most recent one, (acknowledged in 2017) Bulgarian minority. The difference is that pursuant to the old law the Greek, Macedonian and the Serbian-Montenegrin minorities were acknowledged as ethnic minorities, while Vlachs and Romanies as ethno-linguistic minorities, Bosnian and Egyptian minorities as communities, whereas Bulgarians were considered Macedonians.

Among these national minorities, to be mentioned, are those resulting from the border relations Albania has with its neighbouring countries such as, Greece, Macedonia, Serbia and Montenegro. These communities are primarily localized in areas around the state borders. There are also those minorities such as, Aromanians, Bosnians, Bulgarians, Romanies and Egyptians that have migrated for various political and economic reasons.

¹ Shkurtaç Gjovalin, *Sociolinguistika*, Tiranë, 2003, p. 169.

² Shkurtaç Gjovalin, *Sociolinguistika*, Tiranë, 2009, p. 14.

³ Pursuant to the Albanian law's definition, a national minority is a group of Albanian citizens residing in the territory of the Republic of Albania. They have early and lasting relation with the Albanian state. They exhibit distinctive cultural, ethnic, linguistic, religious or traditional characteristics and are ready to express, maintain, and develop together their distinct cultural, ethnic, linguistic, religious or traditional identities. The government says the amendments to the law were based on the request of national minority representatives and in accordance with the criteria of the Framework Convention Council of Europe for the Protection of National Minorities. <http://www.kryeministria.al/al/newsroom/projekt-ligj/projektligje-te-mir...>

The Greek minority is one of the two national minorities that have lawfully been acknowledged since 1921. This is mostly settled in the South of Albania. For instance, in Gjirokastra, this minority group has spread in almost all of the city's neighbourhoods such as *Palorto, Varosh, 11 Janari, Pazari i Vjetër, 18 Shtatori, Dunavat, Cfaq* etc., as well as in some of the surrounding villages such as *Labovë e Kryqit, Zagorie, Nokovë, Gjat* etc. The following figures give accurate data about the distribution of this minority in Southern Albania: Saranda (35 villages), Finiq (56 villages), Dropull (41 villages) Delvinë (16 villages), Përmet (about 3 villages), Himara (7 villages), Vlora (about 2 villages) etc.

In these areas the population uses the Greek language as their mother tongue and Albanian as a second language. In most of these regions Greek is taught in school. The Greek language is also used in the state institutions or road signs, but the official documents issued from these institutions are drafted in formal Albanian language. Even though these people are generally inquisitive and knowledge lovers and learn Albanian at school, their version of the Albanian language is usually spoken with a typical Greek accent.

The second, national minority that was lawfully acknowledged in 1921 is the Montenegrin minority. It is a small community of a few thousands of inhabitants which is mainly settled in the village of Vrakë in the municipality of Malësi e Madhe, but also outspread in the city of Shkodra. Alongside the Albanian language, this community uses the Montenegrin language as well. The Montenegrin language is used within the family environment, whereas Albanian is also used in social relationships, in the neighbourhoods or elsewhere, even in official situations. They constitute an Orthodox community.

Until recently, the Serbian community was included in this national minority. Later on, they were legally acknowledged as a separate minority group. Even this community lives mainly in the cities of Shkodra, Koplik (Gruemirë, Omaraj, Grial, Boriç i Madh, Boriç i vogël, Kamicë, Shtoj i vjetër, Shtoj i ri, Dobraq, Golem, Mushan, Bushatetç), Lezhë, Durrës, Fier (Libofshë, Hamil) etc. Within this community, the Albanian language is in contact with Serbian. Serbian is used in family settings, whereas Albanian is used in all other social and official environments.

The Vlach / Aromanian minority has been acknowledged as an ethno-linguistic minority in Albania. This community has spread all over the country, mainly in central and southern Albania. In addition to Albanian, the language they use is Aromanian, which is considered as a colloquial dialect of the Balkan Latin. They use this language in their family lodgings or in the typical activities that aim at the preservation and promotion of their language and traditions. Albanian is spoken in every other social and official context. When they speak Albanian, Aromanian youngsters are not at the least influenced by the Aromanian language. Moreover, some only have an understanding of Aromanian without being able to speak the language of their predecessors. The Aromanian minority is found in the municipality of Libohovë (Qender Libohovë, Zagoria, in the villages of Suhe, Stegopol, Nderan, Sheper); in the city of Përmet, in the municipality of Gjirokastrë, in the territory of Administrative Units such as Cepo, Lunxhëri and Odrie; mainly in the villages of Palokastër, Labovë, Zhapës etc.; in Elbasan, Vlore (Bestrovë, Mekat, Bunavi, Beshisht, Skroftinë, Cerkovinë), Selenice etc.

The Romanies constitute a minority that is spread almost all over Albania. Genetic, linguistic and historical facts show that Romanies originally emigrated around the 11th century from what is today northern and north-western India and eastern Pakistan. Apart from their mother tongue, the Roma language, the Romanies in Albania speak Albanian, too, although they are told by the accent or grammar used. There are also many Romany groups that move frequently from one Albanian area to another, who do not speak Albanian. They only speak in the Roma language. With respect to their lifestyle, most Romanies do not even attend elementary education. Consequently, even though they might speak Albanian, they do not know how to read and write in Albanian. The areas where Romanies are mostly located are Tirana, Durrës, Elbasan, Peqin, Rogozhine, Fier, Korce, Pogradec, Berat, Ura Vajgurore, Kuçova, Lushnja, Vlora, Shkodra, Lezha, Fushë-Kruja etc.

The Balkan- Egyptian minority and the Romany community have been treated equally. The former was often considered a Romany-Egyptian minority. Yet this equal treatment may leave room to possible discussions given the fact that they differ from each other. Despite sharing the same historical origin, before their roots be reformed, they have culturally and linguistically changed. Marriages between these groups seem to have been limited.

Egyptians have a sense of identity completely distinct from the Romanies and vice versa. Likewise, in addition to Albanian, Egyptians speak their own language. They also learn Albanian at school¹. The areas where Egyptians are mostly located

¹ According to 2011 census data, 93% of Egyptian children attend primary school, but this does not apply to Roma children, where 55% of them do not attend school at all.

include Tirana, Durrës, Elbasan, Peqin, Rrogozhine, Fier, Korçe, Përmet, Pogradec, Berat, Ura Vajgurore, Kuçova, Lushnja, Vlore, Shkodra, Lezha, Fushë-Kruja etc.

The Macedonian minority is located in the border areas, precisely on the south-eastern edge of the Albanian territory bordering Macedonia and Greece, in the Prespa' s area, in the northeast of the city of Korça, as well as in some other villages in the district of Dibra. Their number in Albania ranges from 2,000 to 5,000 people.

The bank line along the Prespa Lake and the Albanian border is 35 km long. The 9 minority villages of the Prespa area are situated along this line. They are, Pusteci (Liçenasi), Lajthiza, Zaroshka, Cerja, Shulini, Gollombopi, Gorica e Vogël, Bezmishti and Gorica e Madhe. From the With respect to the administrative division of the area, these 9 minority villages constitute a district. It is known as the Municipality of Pustec. This community uses the Macedonian language within the family environment and in official settings. Alongside the Albanian language they learn their own language at school. Official documents are produced in standard Albanian.

The Bulgarian minority is the last minority that was added to the list of minority groups in Albania, in 2017. Up till now it was known as a Macedonian minority, or even as Bulgarian-Macedonian, at times. The acknowledgement of this minority has brought about different reactions¹ that made it impossible for us to have accurate information on whether certain communities are Macedonian or Bulgarian. It is said that in Albania, Bulgarians live mainly in the regions of Bilisht, Korça, Golloborda, Prespa e Vogël and their number amounts to thirty- thousand people.

Furthermore, the Goran minority lives in the municipality of Kukës, too. It is actually a region in the former districts of Shishtavec and that of Zapode with about 5000 inhabitants. Their mother tongue is the Gorani language, which is very similar to the Bulgarian and Macedonian languages. The territory where the Gorani community is now settled, is situated down at the border of three states Albania-Kosovo-Macedonia. There are 9 villages in Albania. The number of the entire population in the territory of Gora goes to 24,000. The villages where the Bulgarian language is spoken are: Borje, Oreshka, Cërnavë, Shishtavec, Orgjost, Pakisht, Kosharisht, Zapod, Oçikël. This community uses the Albanian language in the social and official settings. Those who live in the areas that were previously known as a Macedonian minority have learned Macedonian as well as Albanian in school. Others use only the spoken Bulgarian language in the variant inherited throughout different generations.

The Bosnian minority in Albania is a small community that is found only in the municipality of Durrës. Most of them settled on the suburbs of the city of Shijak in a place called Koxha and Borak hills, namely in three villages: Koxha, Salamone and Borake. Bosnians found a special welcome from the locals and developed good relationships with them getting more integrated into each other's cultures. Nowadays it is a community that has been able to preserve its language and customs. Bosnian language is used in family environments, while knowing and using the Albanian language really well.

To sum up, within the Albanian territory, the Albanian language is in contact with 9 other languages: Greek, Aromanian, Montenegrin, Bosnian, Roma, Egyptian, Macedonian, Bulgarian and Serbian. Five of them are Slavic languages.

The difficulties to collect accurate data on the location, identity, origin, and above all, statistics about these communities were bigger than we had expected. However, as cited above, this paper is just an introduction to the great project that we have undertaken.

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¹ *Macedonian Alliance for European Integration, which protects the interests of the "Macedonian people in Albania", protested against the inclusion of Bulgarians in this bill and according to it this action violates international law, constitutes genocide against the Macedonian people and a crime against humanity.*

Antifascism in Uniform: About 3000 Letters of Italian Soldiers and for Italian Soldiers Censored by Their Command for Lack of Optimism

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Abstract

History and archives have a completely different attitude towards the past. While history tends to demonstrate only the monumental side of what has happened and conceal the rest of itself, the archives tend to take care of what happens to humans as individuals, being it even a casual care, opposing in this way the "destiny of the age" which comes on the focus of the former. Half a century ago, when the "eight million bayonets" had already created the "lictor's empire", "Luce" Institute, through the cinematic diaries of war reporters, tried to demonstrate the triumphalist spirit in the soldiers' hometowns, a spirit which derived from the "myth of superiority". In fact, since antiquity, mankind, through literature, have learned that even the most horrible heroes have a weak point somewhere: Achilles had it in the heel, Samson of the Jews in the hair, the protective fairies of heroes in the Albanian epos at three gold-horn goats. But the "hero with a weakness" probably should not be expected from history.

Keywords: second world war, antifascism, italian soldiers, censored letters

Introduction

Some time ago, while the usual preparations to meet the requirements of activities following the schedule of "Open Archive Week", one of the archivists in charge mentioned for the first time a collection of letters by Italian soldiers, which had remained in Albanian archives since they were written. Despite not being so many, these letters were written in a simple way just to convey human stories to the families of soldiers mobilized in the war, not to witness the history of this war, in the relaxed "de-tente" season which had fortunately warmed the world, can serve precisely to relativize the traditional image of history. The people who wrote these letters, if they managed to survive the dangers of war, must be at the age of anti-fascist Albanian veterans. They must be grandparents, or great-grandparents. It has passed more than half a century, but their letters have not reached to the destined addresses yet. They have remained in this side of the Adriatic, because within the soul of the soldier who wrote them was not the "heroic soldier" of the cinematic diaries, but the humble Italian who expresses his own pain without justifying the logic of the commanders for "war necessity". Within the collection of censored letters of Italian soldiers, there is a confused world full of emotions and emotional lightings. Some of them joined the anti-fascist movement, "Antonio Gramsci" battalion or the "Circolo Garibaldi" battalion, but they do not know what is happening back at their hometowns. Others have become part of Albanian life as Albanians, love the girls of this country and write in letters to their families that "Albania is a paradise". Some others surrender to their destiny and handed in fate and have no other concern than to return home, or as they put it in "casa, dolce casa!". The whole history of repatriation of Italian soldiers after the war, except correspondence in governmental level, bilateral commissions talks, debates within the Peace Conference missions has also a secret reality: the reality of "personal attempts": wives who have written to the Albanian state to ask assistance for finding their husbands, ex-soldiers who beg for facilitation of their return at home, others who do not know on which part of Adriatic their relatives can be found. This is the psychological outlook of the war, where there are no extraordinary heroes who shoot their guns continuously, but there are "heroes" whose tears of pain fall of their eyes with the noise of an earthquake. The war itself would not be imaginatively complete if this outlook was missing. The quotes of Italian soldiers letters which never reached their destination are no longer mandatory. But they are a part of the human souls who never managed to return. To return at home in form of a letter, which was written and destined to your wife, brother, parent and which is received by a grandson or a great-grandson after such a long absence is almost a revival.

It was exactly the urge to approach the relation between *the lived time* of the past (not by us) and the *universal time*¹, whose passengers we are, (for at least a part of this journey), and the research work we conducted in the General Directorate of Archives in Tirana, which lightened us even more about a part of the historical past, which does not belong only to our Albanian nation. The confession in history depicted through historical narration, and the relation of this type of narration with the truth behind the archives, resulted quite a surprising journey for us which had the tendency to be revised and possibly rebuilt, due to the changes of proving evidence the archives may present from time to time.

The aforementioned research reinforced the opinion that historical narration can be neither predetermined in time, nor determine an absolute truth. But, it is precisely the archives, parts of which are *the documents* and *traces* stored in them, which inform us about the past by providing evidence.

History and archives consider the past in almost completely different ways. While history tends to represent only the monumental side of what is happening and conceal the rest of itself, the archives tend to pay attention to what happens to the man as an individual, being it even a casual attention, in contrary to the "destiny of the age" which comes into the focus of the former. It is precisely the archives which are the true testimony, or the bearers of historical truth, and not always the narrations brought by the written history of the past.

Half a century ago, when the "eight million bayonets" had already created the "victor's empire", "Luca" Institute, through the cinematic diaries of war reporters, tried to demonstrate the triumphalist spirit in the soldiers' hometowns, a spirit which derived from the "myth of superiority".

In the periods of times which followed, local historiography, with the aim of magnifying the victory of anti-fascist partisans, hardly deviated from monumental approach, but the "glorious army" changed its emotional position, by turning itself into "a fierce hostile army".

In fact, since antiquity, mankind, through literature, has learned the lesson that even the most horrible heroes have a weakness somewhere: Achilles had it in the heel, Samson of the Jews in the long hair, the protective fairies of heroes in the Albanian epic poems at three gold-horn goats. But this type of hero, which refers to the "hero with a weakness" probably should not be expected *from* history and *in* history.

Some years ago, in Tirana, as they were making the usual preparations to meet the requirements of activities following the schedule of "Open Archive Week", it was mentioned for the first time the existence of a collection of letters by Italian soldiers, which have remained in Albanian archives since they were written.

To be more specific, in the General Directory of the Archives in Tirana, we found and witnessed, about 50 dossiers which contained thousands of letters of different Italian citizens. We read and were deeply touched by the letters of Italian soldiers in Albania, their family members, Italian traders, or other Italian citizens who came to work in Albania during the Second World War. Neither of these letters reached their destination including the ones which were sealed "*verified for censorship*".

These letters serve now as *documentation*. "When we say documentation, the emphasis is not on the learning function which the term etymologically underlines, but on the *support*, the *guarantor* for a certain story, a confession or a debate. It is precisely this role of the documentation which creates the material evidence."²

Although they were not numerous, these letters were written in a simple way just to convey human stories to the families of soldiers mobilized in the war, not to witness the history of this war in the relaxed ("de-tente") season which has fortunately warmed the world. They can serve precisely as material evidence to enable the relativism of the traditional image of history.

The people who wrote these letters, if they had managed to survive the dangers of war, might be at the age of anti-fascist Albanian veterans nowadays. They could be grandparents, or great-grandparents. It has passed more than half a century, but their letters have not reached to the destined addresses yet. They have remained in this side of the Adriatic, because within the soul of the soldier who wrote them was not the "heroic soldier" of the cinematic diaries, but the simple Italian who expressed his own pain without justifying the logic of his commanders about "war necessity".

¹ We have borrowed here two terms used by Paul Ricouer, widely used in *Il tempo raccontato*, Volume III, Jaca Book, Milano, 1994.

² Paul Ricouer, *Il tempo raccontato*, Volume III, Jaca Book, Milano, 1994, page 179.

Below is an excerpt of one of the letters:

Year 1945, letter written in Tirana, by Francesco Franco for Teodora Franco, Bari:

"...I feel so sorry that I spent this Easter far from you all, but I believe that God will repatriate us and I will hug you all quite soon. I am absolutely exhausted by the fact that I am sacrificing my own life....and about what???"

This soldier, who had written the letter just a little time ago, may symbolize the character of "Agush" in the novel "The man with a gun" written by the Albanian writer Dritëro Agolli. He neither had the desire nor the willingness to fight: he did not consider the Albanians as enemies: he was looking forward to seeing and to living with his family; he even sympathized with Albanians and admired the nature of this country.

This is precisely the main reason why the letters of these "disserted bayonet" soldiers failed to pass the sea. The censorship of the time could not allow these "weak-hearted heroes" to grow despair in the places where the war spokesmen had talked about the glory of martial victories. Those letters remained in Albanian archives, not as family stories, but as narrations about history, to make us understand the "diabolical mind" of the protagonists of the latter, in trying to conceal something from oneself, just as the heroes of "Satan's Ark" made disappear "the box of writings".

There is an unclear and chaotic world within the collection of the censored letters of Italian soldiers, full of emotional lightning. Some of them had joined the anti-fascist movement in the battalion "Antonio Gramsci" or "Circolo Garibaldi" but did not know what had happened beyond that, in their homeland, even fearing that the consequences of their actions could have affected their family members back in Italy. As it can be read, for example, in the below extract:

Year 1945, letter written in Peshkopi, by Ezio Farnetani for Flora Farnetani, Lucignano (Arezzo):

"The danger has already passed ...so has the winter ... and when spring comes I wish I could turn back to Italy. We always hope for the best and that everything goes well ... I can't wait to be back and tell you about the adventures I've been through since the day Italy capitulated. I believe that you have experienced bad times as well. Flora, I will continue to cooperate with partisans. I still do the same job. Make bread for them."

Or we might take into considerations the letters of some other soldiers, who, because of joining the partisan movement after the capitulation of fascist Italy, suffered different sentences in Nazi prisons, but whose life was well integrated within the Albanians:

Year 1945, extract by the letter written in Shkodër, by Mario Nesi for Natalina Chiarugi, Florence:

"I was finally released after all these months imprisonment in the Nazi prison. Today I am able to write to you, not just to confess my miserable life in the German prison, but above all to say that I am still alive. Darling, I am in Albania, in the city of Shkodra and I cannot complain about anything. I have now joined the partisan troops ... I thank God who gave me the power to face this difficult and tough life".

They even have become part of Albanian life as Albanians, love the girls of this country and write in the letters to their families that "Albania is a paradise". Some others are exhausted and they surrender to their destiny and their own concern is just to be back home, or as they put it in "casa, dolce casa!"

Such a narration, comes in the below extract of a letter.

Year 1945, dated 6 March, Tiranë. Letter sent to Narciso Mostarda, Rome:

"Dear Narciso,

"If it happens that you receive this letter, I would beg you to send this piece of news to my wife because I haven't heard from her for more than 18 months . If only you knew how desperate I am! ... I hope and I pray to God so we could be repatriated soon, but who knows when that day may come ???!!!"

The whole history of repatriation of Italian soldiers after the war, except the correspondence in governmental level, bilateral commissions talks, debates within the framework of the Peace Conference missions has also a hidden reality: the reality of "personal attempts ": wives who have written to the Albanian state to ask assistance for finding their husbands, ex-soldiers who beg for facilitation of their return at home, others who do not know on which part of Adriatic sea their relatives

can be found. Everything is well-documented and saved in Albanian archives. This is the psychological outlook of the war, where there are no extraordinary heroes who shoot their guns continuously, but there are "heroes" whose tears of pain fall from their eyes with the noise of an earthquake. The war itself would not be imaginatively complete if this outlook was missing.

"Save my Ryan!" It is worthwhile to bring into attention the case when American cinematography created a movie blockbuster three years ago inspired by the content of a similar letter to the ones described above. An American family wrote to the commander to save the brave Rayan, their only survived son. That letter was not censored. The words written in it forced the command to change orders and operations.

The narrations of the Italian soldiers letters which never reached their final destination are no longer mandatory. But they are a part of the human souls who never managed to return. Returning home in form of a letter, which was destined to the wife, brother or parent and which has only been received nowadays by a grandson or a great-grandson after such a long absence is almost a revival.

Review of the Arberesh Lexicology

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Abstract

Arberesh people in their multientury efforts in order to keep their national identity, have tried not to be absorbed into their language, cultural and religious assimilation in the Italian speaking environment. Our study relates to the world of these Arberesh people and without a doubt their connection in one way or the other, direct or indirect, with the world of overseas, the motherland. Even though centuries away, the Arberesh people have never denied their heritage, language, habits, customs and psychology. In various libraries in and out the Arberesh environment, in and out of Italy (like Denmark) there are manuscripts of dictionaries developed from Arberesh who were directly linked to the Arberesh or Albanian Word. In these dictionaries are registered a very valuable wealth taken orally from the people themselves (in Arberesh speaking environments), from the Arberesh literature, in publications, from the publications in Albania or any other lexicographic published works. The lexicographic Arberesh tradition is rich and it has an important place in the overall national Albanian lexicography. This tradition comes with published and unpublished dictionaries. According to the information that comes from the researchers F. Altimari, M. Mandala, academic publishing etc., that are more than 20. It is a fact that today is being done a great work to publish the works of manuscripts. The researcher Gezim Gurga in the preface of the critical publishing Albanian-Italian dictionary of Da Leçe (Francesco Maria Da Lecce *Dittionario italiano - Albanese*, 1702) lets us know that the publishing is a part of the University of Palermo, "that foresees, among others, the critical publishing of all the works of the manuscripts of the Sicily Arberesh, such as The Albanian-Italian Dictionary and the Etymologic Dictionary, designed by Nikollë Keta, various manuscripts of Albanian-Italian and Italian Albanian dictionaries of Dara family etc.". The designed dictionaries of the spoken Arberesh language, the published and unpublished ones may be grouped typologically and chronologically. The model of a scientific adduction and a very informative presentation is given by Prof. Mandala in his work "Philological studies for the romantic Arberesh literature".

Keywords: Albanian-Italian Dictionary, the arberesh lexicology, Arberesh language, Italian language

Introduction

Arberesh people, in their multi century efforts to preserve their national identity, have achieved to save the linguistic, cultural and religious assimilation in the Italian speaking environment. The researcher Zhan de Misel states that "the ones who resided in Sicily and the Southern provinces of Italy, the ancient *Magna Graecia*, created stratification. They preserved their origin culture, the Albanian culture, sometimes good and sometimes bad, and the Byzantine ritual or the Latin ritual (being it traditional, or acquired later), without losing anything they were integrated very well, but remained out of any type of assimilation."¹

According to the same researcher "apart from "integration" it never became synonym of "assimilation", even for the Arberesh of the Latin belief. A proud nation, identified, such as, it never subjected to the surrounding environment, only to present this identity. Emigration made these people democrats, (they were anarchist within them) with a pride that radiates a type of arrogance."²

Our study relates to the world of these Arberesh and without a doubt the world abroad, with their motherland. As even after all these centuries, they have never denied their heritage, the language, customs, and psychology. Again, according to Zhan de Misel: "Five centuries have gone by since the beginning of immigration, and even though the immigrants are integrated in the hosting structures in a similar Christian environment, but distinguishable from the language and rituals, they have remained even today the heirs of the Albanians of the 15th century.

¹ Jean De Miceli, *An overall review of the arberesh problem*, in Fotaq Andrea, *Arberesh of Italy, 1413-2007*, Tirana, 2012, pg. 470

² Jean De Miceli, *An overall review of the arberesh problem*, in Fotaq Andrea, *Arberesh of Italy, 1413-2007*, Tirana, 2012, pg. 478

The ritual more from the language, the nature more from the culture thus interfered with all their weight of Illyrian atavism on the path of an assimilation that only of this fact remains partially failed.”¹

Zhan de Miseli also writes that "the Arbëresh never forgot the drama of their birth.

"Their Mother" had died at birth. The orphans remained in the hands of mixed unions, but have always felt in their veins the blood of martyrs of the homeland and of faith, the blood of their mixed ancestors. "And in the first place, this coming through the centuries, this mischief of the birth drama, this resistance to the assimilating environment appears in arberisht, in the Albanian word, kept and transmitted from generation to generation. In order not to forget this, there were many works from Arberesh sons, by documenting the continuance and non detachment from the Albanian nation and transmitting the message of non extinction.

Natali Klaje writes: "Among westerners, a special place should be given to the arberesh intellectuals of Italy as they were in research of their origine of their "Nation"... some writing personalities that came out of the arberesh colonies of Sicily and Calabria started to build an Albania. They did this in two ways: on one hand, through publishing in Italian language, on the origin, history and the language of the Albanian nation and on the other hand though a poetry and literature corpus with creative inheritance, or with collections of folk songs."²

In various libraries, inside and outside the Arbëresh environment, inside and outside of Italy, there are manuscripts of many dictionaries written from Arberesh in relation to the Arberesh or Albanian word. In these dictionaries, a precious asset was recorded, picked up in Arberesh speaking environments, from Arberesh literature, from publicity, from editions on the other side of the sea, or from published lexicographic works.

The importance of dictionaries is irreplaceable and unique: they enumerated lexo-semantic subjects, and provided grammatical data, thus serving as a reflection of the Arberesh language and beyond, and creating opportunities to undertake studies for lexical semantic wealth, phonetic features, grammatical, dialectal, historical processes, sociolinguistic phenomena (especially phenomena of bilingualism and competition of Arberesh and Italian speech, the borrowing process and that of preservation of Albanian language), ethno linguistic, etc.

Arberesh's lexicographic tradition is rich and has an important place in Albanian nationwide lexicography. It comes with published and unpublished dictionaries. According to information coming from scholars F. Altimari, M. Mandala, academic editions, etc., there are over 20 dictionaries. It is a fact that today is a commendable work for the publication of manuscripts.

The scholar Gëzim Gurga in the *Preface of the Albanian-Italian dictionary*, of Da Lece lets us know that the publishing is a part of the project of University of Palermo, "which foresees the critical thinking of all the remained works in manuscripts from the Arberesh of Sicily such as the *Italian-Albanian Dictionary* and *The Etymologic Dictionary*, developed by Nikolle Keta, various types in manuscripts of *vocabularies in Italian –Albanian-Albanian* of Dara family etc.."

The developed dictionaries for the Arberesh speech may be grouped typologically and chronologically. The model of a scientific preview and a very informative presentation gives Prof Mandala in his before mentioned work.

According to the language/languages whose the subject belongs to, the dictionaries are divided into bilingual and monolingual dictionaries. The bilingual dictionaries are in Italian-Albanian (arberesh- and in Albanian (arberesh)-Italian (Nikolle Keta has developed an Albanian-Italian dictionary).

The bilingual dictionaries just like in Albania have preceded the practical of development of the monolingual dictionaries. The scholar M. Mandala accepts that dictionaries are developed as bilingual repertoires and the practical need to learn Italian, and they were developed "usually from Italian missionaries who with their bilingual vocabulary aimed to help new colleagues".

While the monolingual dictionaries from the Arberesh world and abroad are three, one explanatory, one phraseological and onomastic-topomastic.

According to the goal of subject explanation, they are divided into general and etimologic dictionaries.

¹ Jean De Miceli, *An overall review of the arberesh problem*, in Fotaq Andrea, *Arberesh of Italy, 1413-2007*, Tirana, 2012, pg. 472

² Nathalie Clayer, *Italian-arberesh in research of their origin*, in Fotaq Andrea, *Arberesh of Italy, 1413-2007*, Tirana, 2012, pg. 499-500

In another view, the dictionaries may be seen chronologically developed. The scholar M. Mandala, supported from a group of criteria, divides the lexicographic tradition of Arberesh in two major time periods:

a. the first period: the end of XVIIth century – end of XXth, that is characterized from casual lexical materials and the printed format of dictionaries.

b. Second period: the end of XXth century -today, a period characterized from the organized work, planned and directed to harvest the lexical wealth and especially from the quality feature that the development of computerized and programming sciences have brought in this process, through the digitalization of distribution of dictionaries in the electronic format.

As bilingual dictionaries we are going to mention:

1. The dictionary developed from Nilo Catalano, which unfortunately is lost and comes as information only by the notes of Zef Skiroi
2. In 1702 Father Francesco Maria Da Lecce developed *Dittionario Italiano - Albanese*, a work that for three centuries remained in manuscript, and as it was stated earlier was published in 2009 under the care of scholar G. Gurga.
3. In 1763 Nikolle Keta finished developing the work *Leksiko liti, kthiellë arbërisht*, which is published in 2006, under the care of Giuseppina Cerniglia and an Introduction of scholar M. Mandala.
4. The beginning of XIXth century, as precedes M. Mandala, is lexicographically identified from the work of Andrea Dara who left manuscripts that “witness the efforts to develop a *bilingual Albanian–Italian dictionary*” and Francesco Crispi Glaviano.
5. We cannot leave without mentioning the given contribute to the Arberesh lexicography from the scholar Dhimiter Kamarda and his brother Zef Kamarda. According to Mandala, from them we have a lexical collection which “even though is not complete, testifies for a high scientific and lexicographic level”.
6. There is information that the poet Zef Skiroi worked in developing a bilingual dictionary *Albanian –Italian* and *Italian – Albanian*.
7. The first half of the XXth century is identified with the lexicographic work of the priest Pal Skiroi, with the ongoing and committed work of Gaetano Petrota, with the work of Francesca Bidera Opingari, the only arberesh woman who was a lexicographer. etc..

As etymological dictionaries we can mention: *The Etymologic Dictionary* of Gjergj Guxeta. The author when talks about the heritage and nature of Albanian language, confronts it with “the languages of classical culture such as *Greek* and *Latin*, but also with other European languages such as *Italian*, *French*, *German* and *Spanish*”.

1. The first etymological dictionary and this manuscript come from N. Keta, developed in 1779. It is found in the Royal Library of Copenhagen under the title *Lessico italiano e macedone*. Always, according to Mandala “in the work of Keta we clear the weakest parts, we have in front of us a complete novelty masterpiece, from the view of history and lexicography of the Albanian language and also from the history of the albanological culture in general.
2. It is widely known the help of Dhimiter Kamarda for the etimological lexicography, even though he did not develop a true dictionary. In the work *Saggio di Grammatologia Comporata*, in the *Appendix*, there is a dictionary with hundreds of words that were studied etymologically.
3. The only true lexicographic work developed before the middle of XXth century from the linguist Marco La Piana is the etymologic dictionary, a voluminous work found in the Archive of the Arberesh Seminar of Palermo. According to Mandala, *The dictionary*, which is not published yet, has thousands of files, and each of them contains the phonetic transcription and the etymological explanation of the word”.

The year 1963 brought events for Arberesh lexicography and the Albanian one too. It is published *the Dictionary of the Italy Arberesh*, with 19.000 basic words, with synonyms in Italian, as explanations, with hundreds of synonyms in Albanian, and numerous illustrations from the artistic literature. The work is republished in 2000, completed with the bilingual dictionary in Italian-Arberesh language.

The end of the XXth century to this day is directly related to the use and the role of the computer in the lexicographic practice. The lexicographic computerization in arberesh community is identified with the name of the academic Altimari. The BETA project he drafted represents the most advanced tendency of today's albanology. Thanks to this project, according to the scholars, it will be possible to codify the extremely large lexical material resulting from the electronic collection of the literary amount and soon there will be a historical dictionary of the Arberesh language of Italy.

According to academic scholar Altimari, there has been over 20 years of work focused more on systematic lexicon dialectal collection, relying, on the one hand, on *corpora* texts "reconstructed" philologically and summarized in manuscripts discovered in Italian magazines of the 19th century; on the other hand, in the methodical research work of students who began collecting the general lexicon and the special lexicon based on questionnaires used for atlas, such as EAL (Europae Atlas Linguarum), ALI (Atlante Linguistico Italiano), LAA (Linguistic Albanian Atlas)¹.

According to the academic also, in the framework of the project ARBËR, which aims to collect all the written literature and oral evidence of Arberesh's heritage and memory, are created the foundations of the *Arberesh Lexicographic Archive*, which has emerged as the convergence of the lexicon of the authors who came after the elaboration of texts with concordances, and the lexicon of Arberesh speech.

The lexicographic tasks before the Arberesh scientific world comes through the words of this scientist: "We are confident that with the new technological tools available to us we can create a large and updated lexical database, which as far as we as arberesh need is a necessary condition to concretize the Modular Project of a Great Arberesh Dictionary. This dictionary we as Albanologists in Italy have a scientific advantage in the coming years to face the great challenge that we face after the adoption of laws in favor of our minority, having the opportunity to give to the Arbëresh community the great linguistic richness that we inherited and it is waiting to be recognized and appreciated from the didactic view, and to be available to our people and scientists."²

A model of the lexicographic work done in the Arberesh world through the centuries is enough to be finalized with a statement of Vicenco Dorsa for whom the nation is a entirety of people who accept an origin, one language, docs and traditions on their own and "Happy be the author that raises a monument to his country".

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