

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/322419944>

# OPPORTUNITIES OF UNIVERSITY STUDENTS' SOCIALIZATION IN CONTEMPORARY WORLD

Article · December 2017

CITATIONS

0

READS

115

3 authors, including:



**Venelin Terziev**

Vasil Levski Military University, Veliko Tarnovo

1,451 PUBLICATIONS 1,349 CITATIONS

[SEE PROFILE](#)



**Ekaterina Arabska**

University of Agribusiness and Rural Development

390 PUBLICATIONS 310 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



strategic deception [View project](#)



Military Tactics and Training Manuals [View project](#)

UDK 37

ISSN 2545 – 4439 ( printed )

ISSN 1857 - 923X ( e-version)

# INTERNATIONAL JOURNAL

Institute of Knowledge Management

# KNOWLEDGE



**Vol. 18.1.**

**INVITED SCIENTIFIC PAPERS**

**KNOWLEDGE - CAPITAL OF THE FUTURE**



**KIJ**

**Vol.18**

**No. 1**

**pp. 1-153**

**Skopje 2017**

Global Impact & Quality Factor 1.322 (2016) <http://globalimpactfactor.com/knowledge-international-journal/>



**KNOWLEDGE**



***KNOWLEDGE - INTERNATIONAL JOURNAL***  
***INVITED SCIENTIFIC PAPERS***  
***VOL 18.1***



**INSTITUTE OF KNOWLEDGE MANAGEMENT**

**SKOPJE, MACEDONIA**



# **KNOWLEDGE**

**International Journal Scientific papers Vol. 18.1**

**Print:** GRAFOPROM – Bitola

**Published by:** Institute of Knowledge Management, Skopje

**Editor in Chief:** Robert Dimitrovski, PhD

**KNOWLEDGE**

**International Journal Scientific Papers Vol. 18.1**

**ISSN 1857-923X** for e- version

**ISSN 2545-4439** for printed version



## SCIENTIFIC COMMITTEE

**President:** Academic, Prof. Vlado Kambovski PhD

**Vice president:** Prof. Robert Dimitrovski PhD, Dean, Faculty of Management, MIT University, Skopje (Macedonia)

**Members:**

- Prof. Aleksandar Nikolovski PhD, FON University, Skopje (Macedonia)
- Prof. Aleksandar Korablev PhD, Dean, Faculty for economy and management, Saint Petersburg State Forest Technical University, Saint Petersburg (Russian Federation)
- Prof. Azra Adjajlic – Dedovic PhD, Faculty of criminology and security, Sarajevo (Bosnia & Herzegovina)
- Prof. Antoanela Hristova PhD, European Polytechnic University, Pernik (Bulgaria)
- Prof. Anita Trajkovska PhD, Rochester University (USA)
- Prof. Anka Trajkovska-Petkoska PhD, UKLO, Faculty of technology and technical sciences, Bitola (Macedonia)
- Prof. Alisabri Sabani PhD, Faculty of criminology and security, Sarajevo (Bosnia & Herzegovina)
- Prof. Ahmad Zakeri PhD, University of Wolver Hampton, (United Kingdom)
- Prof. Ana Dzumalieva PhD, South-West University “Neofit Rilski”, Blagoevgrad (Bulgaria)
- Prof. Branko Sotirov PhD, University of Rousse, Rousse (Bulgaria)
- Prof. Branko Boshkovic, PhD, College of Sports and Health, Belgrade (Serbia)
- Prof. Branimir Kampl PhD, Institute SANO, Zagreb (Croatia)
- Prof. Baki Koleci PhD, University Hadzi Zeka, Peja (Kosovo)
- Prof. Branislav Simonovic PhD, Faculty of Law, Kragujevac (Serbia)
- Prof. Bistra Angelovska, Faculty of Medicine, University “Goce Delcev”, Shtip (Macedonia)
- Prof. Cezar Birzea, PhD, National School for Political and Administrative Studies, Bucharest (Romania)
- Prof. Cvetko Andreevski, Dean, Faculty of Tourism, UKLO, Bitola (Macedonia)
- Prof. Drago Cvijanovic, PhD, Faculty of Hotel Management and Tourism, University of Kragujevac, Vrnjacka Banja (Serbia)
- Prof. Dusan Ristic, PhD Emeritus, College of professional studies in Management and Business Communication, Novi Sad (Serbia)
- Prof. Dimitar Radev, PhD, Rector, University of Telecommunications and Post, Sofia (Bulgaria)
- Prof. Daniela Todorova PhD, Rector of “Todor Kableshkov” University of Transport, Sofia (Bulgaria)
- Prof. Dragan Kokovic PhD, University of Novi Sad, Novi Sad (Serbia)
- Prof. Dragan Marinkovic PhD, High health – sanitary school for professional studies, Belgrade (Serbia)
- Prof. Daniela Ivanova Popova PhD, Faculty of Public Health and Sport, SWU Neofit Rilski, Blagoevgrad (Bulgaria)
- Prof. Dzulijana Tomovska, PhD, Dean, Faculty of Biotechnical sciences, Bitola (Macedonia)
- Prof. Evgenia Penkova-Pantaleeva PhD, UNWE -Sofia (Bulgaria)
- Prof. Erzika Antic PhD, High medicine school for professional studies “Hipokrat”, Bujanovac (Serbia)



- Prof. Georgi Georgiev PhD, National Military University “Vasil Levski”, Veliko Trnovo (Bulgaria)
- Prof. Helmut Shramke PhD, former Head of the University of Vienna Reform Group (Austria)
- Prof. Hristina Georgieva Yancheva, PhD, Rector, Agricultural University, Plovdiv (Bulgaria)
- Prof. Hristo Beloev PhD, Bulgarian Academy of Science, Rector of the University of Rousse (Bulgaria)
- Prof. Izet Zeqiri, PhD, Academic, SEEU, Tetovo (Macedonia)
- Prof. Ivan Marchevski, PhD, Rector, D.A. Tsenov Academy of Economics, Svishtov (Bulgaria)
- Doc. Igor Stubelj, PhD, Faculty of Management, Primorska University, Koper (Slovenia)
- Prof. Ivan Petkov PhD, Rector, European Polytechnic University, Pernik (Bulgaria)
- Prof. Isa Spahiu PhD, AAB University, Prishtina (Kosovo)
- Prof. Ivana Jelik PhD, University of Podgorica, Faculty of Law, Podgorica (Montenegro)
- Prof. Islam Hasani PhD, Kingston University (Bahrein)
- Prof. Jova Ateljevic PhD, Faculty of Economy, University of Banja Luka, (Bosnia & Herzegovina)
- Prof. Jove Kekenovski PhD, Faculty of Tourism, UKLO , Bitola (Macedonia)
- Prof. Jonko Kunchev PhD, University „Cernorizec Hrabar“ - Varna (Bulgaria)
- Prof. Jelena Stojanovic PhD, High medicine school for professional studies “Hipokrat”, Bujanovac (Serbia)
- Prof Karl Schopf, PhD, Akademie fur wissenschaftliche forchung und studium, Wien (Austria)
- Prof. Katerina Belichovska, PhD, Faculty of Agricultural Sciences, UKIM, Skopje (Macedonia)
- Prof. Krasimir Petkov, PhD, National Sports Academy “Vassil Levski”, Sofia (Bulgaria)
- Prof. Kamal Al-Nakib PhD, College of Business Administration Department, Kingdom University (Bahrain)
- Prof. Lidija Tozi PhD, Faculty of Pharmacy, Ss. Cyril and Methodius University, Skopje (Macedonia)
- Prof. Laste Spasovski PhD, Vocational and educational centre, Skopje (Macedonia)
- Prof. Lujza Grueva, PhD, Faculty of Medical Sciences, UKIM, Skopje (Macedonia)
- Prof. Lisen Bashkurti PhD, Global Vice President of Sun Moon University (Albania)
- Prof. Lence Mircevska PhD, High Medicine School, Bitola, (Macedonia)
- Prof. Ljubomir Kekenovski PhD, Faculty of Economisc, UKIM, Skope (Macedonia)
- Prof. Ljupce Kocovski PhD, Faculty of Biotechnical sciences, Bitola (Macedonia)
- Prof. Marusya Lyubcheva PhD, University “Prof. Asen Zlatarov”, Member of the European Parliament, Burgas (Bulgaria)
- Prof. Maria Kavdanska PhD, Faculty of Pedagogy, South-West University Neofit Rilski, Blagoevgrad (Bulgaria)
- Prof. Maja Lubenova Cholakova PhD, Faculty of Public Health and Sport, SWU Neofit Rilski, Blagoevgrad (Bulgaria)
- Prof. Mirjana Borota-Popovska, PhD, Centre for Management and Human Resource Development, Institute for Sociological, Political and Juridical Research, Skopje (Macedonia)
- Prof. Mihail Garevski, PhD, Institute of Earthquake Engineering and Engineering Seismology, Skopje (Macedonia)

- Prof. Misho Hristovski PhD, Faculty of Veterinary Medicine, Ss. Cyril and Methodius University, Skopje (Macedonia)
- Prof. Mitko Kotovchevski, PhD, Faculty of Philosophy, UKIM, Skopje (Macedonia)
- Prof. Milan Radosavljevic PhD, Dean, Faculty of strategic and operational management, Union University, Belgrade (Serbia)
- Prof. Marija Topuzovska-Latkovikj, PhD, Centre for Management and Human Resource Development, Institute for Sociological, Political and Juridical Research, Skopje (Macedonia)
- Prof. Marija Knezevic PhD, Academic, Banja Luka, (Bosnia and Herzegovina)
- Prof. Margarita Koleva, PhD, Faculty of Pedagogy, University Neofit Rilski, Blagoevgrad (Bulgaria)
- Prof. Margarita Bogdanova PhD, D.A.Tsenov Academy of Economics, Svishtov (Bulgaria)
- Prof. Mahmut Chelik PhD, Faculty of Philology, University “Goce Delchev”, Shtip (Macedonia)
- Prof. Marija Mandaric PhD, Faculty of Hotel Management and Tourism, University of Kragujevac, Vrnjacka Banja (Serbia)
- Prof. Mustafa Kacar PhD, Euro College, Istanbul (Turkey)
- Prof. Marina Simin PhD, College of professional studies in Management and Business Communication, Sremski Karlovci (Serbia)
- Prof. Miladin Kalinic, College of professional studies in Management and Business Communication, Sremski Karlovci (Serbia)
- Prof. Mitre Stojanovski PhD, Faculty of Biotechnical sciences, Bitola (Macedonia)
- Prof. Miodrag Smelcerovic PhD, High Technological and Artistic Vocational School, Leskovac (Serbia)
- Prof. Nenad Taneski PhD, Military Academy “Mihailo Apostolski”, Skopje (Macedonia)
- Prof. Nevenka Tatkovic PhD, Juraj Dobrila University of Pula, Pula (Croatia)
- Prof. Natalija Kirejenko PhD, Faculty For economic and Business, Institute of Entrepreneurial Activity, Minsk (Belarus)
- Prof. Nikolay Georgiev PhD, “Todor Kableshkov” University of Transport, Sofia (Bulgaria)
- Prof. Nikolina Ognenska PhD, Faculty of Music, SEU - Blagoevgrad (Bulgaria)
- Prof. Nedzat Korajlic PhD, Faculty of criminology and security, Sarajevo (Bosnia & Herzegovina)
- Prof. Nishad M. Navaz PhD, Kingdom University (India)
- Prof. Oliver Iliev PhD, Faculty of Communication and IT, FON University, Skopje (Macedonia)
- Prof. Oliver Dimitrijevic PhD, High medicine school for professional studies “Hipokrat”, Bujanovac (Serbia)
- Prof. Paul Sergius Koku, PhD, Florida State University, Florida (USA)
- Prof. Primoz Dolenc, PhD, Faculty of Management, Primorska University, Koper (Slovenia)
- Prof. Predrag Trajkovic PhD, JMPNT, Vranje (Serbia)
- Prof. Petar Kolev PhD, “Todor Kableshkov” University of Transport, Sofia (Bulgaria)
- Prof. Pere Tumbas PhD, Faculty of Economics, University of Novi Sad, Subotica (Serbia)
- Prof. Rade Ratkovic PhD, Faculty of Business and Tourism, Budva (Montenegro)
- Prof. Rositsa Chobanova PhD, University of Telecommunications and Posts, Sofia (Bulgaria)
- Prof. Rumen Valcovski PhD, Imunolab Sofia (Bulgaria)
- Prof. Rumen Stefanov PhD, Dean, Faculty of public health, Medical University of Plovdiv (Bulgaria)
- Prof. Sinisa Zaric, PhD, Faculty of Economics, University of Belgrade, Belgrade (Serbia)
- Prof. Sasho Korunoski, Rector, UKLO, Bitola (Macedonia)

- Prof. Sashko Plachkov PhD, Faculty of Pedagogy, University Neofit Rilski, Blagoevgrad (Bulgaria)
- Prof. Sofronija Miladinovski, PhD, University Hadzi Zeka, Peja (Kosovo)
- Prof. Sreten Miladinovski, PhD, Dean, Faculty of Law, MIT University (Skopje)
- Prof. Snezhana Lazarevic, PhD, College of Sports and Health, Belgrade (Serbia)
- Prof. Stojan Ivanov PhD, Faculty of Public Health and Sport, SWU Neofit Rilski, Blagoevgrad (Bulgaria)
- Prof. Svetlana Trajkovic PhD, High School of applied professional studies, Vranje (Serbia)
- Prof. Snezana Stoilova, PhD, High Medicine School, Bitola, (Macedonia)
- Prof. Stojna Ristevska PhD, High Medicine School, Bitola, (Macedonia)
- Prof. Suzana Pavlovic PhD, High health – sanitary school for professional studies, Belgrade (Serbia)
- Prof. Saad Motahir PhD, High School of Technology, Fez (Morocco)
- Prof. Sandra Zivanovic, PhD, Faculty of Hotel Management and Tourism, University of Kragujevac, Vrnjacka Banja (Serbia)
- Prof. Trayan Popkochev PhD, Dean, Faculty of Pedagogy, South-West University Neofit Rilski, Blagoevgrad (Bulgaria)
- Prof. Todor Krystevich, Vice Rector, D.A. Tsenov Academy of Economics, Svishtov (Bulgaria)
- Doc. Tatyana Sobolieva PhD, State Higher Education Establishment Vadiym Getman Kiyev National Economic University, Kiyev (Ukraine)
- Prof. Tzako Pantaleev PhD, NBUniversity, Sofia (Bulgaria)
- Prof. Tosko Krstev PhD, European Polytechnic University, Pernik (Bulgaria)
- Prof. Tihomir Domazet PhD, President of the Croatian Institute for Finance and Accounting, Zagreb (Croatia)
- Prof. Venelin Terziev PhD, University of Rousse, Rousse (Bulgaria)
- Prof. Violeta Dimova PhD, Faculty of Philology, University “Goce Delchev”, Shtip (Macedonia)
- Prof. Volodymyr Denysyuk, PhD, Dobrov Center for Scientific and Technological Potential and History studies at the National Academy of Sciences of Ukraine (Ukraine)
- Prof. Valentina Staneva PhD, “Todor Kableshev” University of Transport, Sofia (Bulgaria)
- Prof. Vladimir Lazarov PhD, European Polytechnic University, Pernik (Bulgaria)
- Prof. Vasil Zecev PhD, College of tourism, Blagoevgrad (Bulgaria)
- Prof. Venus Del Rosario PhD, Arab Open University (Philippines)
- Prof. Yuri Doroshenko PhD, Dean, Faculty of Economics and Management, Belgorod (Russian Federation)
- Prof. Zlatko Pejkov, PhD, Faculty of Agricultural Sciences, UKIM, Skopje (Macedonia)
- Prof. Zivota Radosavljevic PhD, Dean, Faculty FORCUP, Union University, Belgrade (Serbia)
- Prof. Zoja Katru PhD, Prorector, Euro College, Istanbul (Turkey)
- Prof. Zorka Jugovic PhD, High health – sanitary school for professional studies, Belgrade (Serbia)

## TABLE OF CONTENTS

QUESTIONING THE «TRUTHS » IN ECONOMICS : PROVIDING A PLATFORM FOR DIALOGUE WITH DIFFERENT BRANCHES OF KNOWLEDGE.....	13
Siniša Zarić .....	13
THE ROLE OF FOREIGN DIRECT INVESTMENTS IN ENHANCING GDP GROWTH IN DEVELOPING COUNTRIES WITH EMPHASIS ON REPUBLIC OF MACEDONIA .....	19
Tome Nenovski, Evica Delova Jolevska, Dobrila Dejanoska.....	19
CONCEPTUAL MODEL OF EFECTIVE ORGANIZATIONAL CHANGE .....	27
Cvetko Smilevski .....	27
OPPORTUNITIES OF UNIVERSITY STUDENTS' SOCIALIZATION IN CONTEMPORARY WORLD.....	37
Oleg Latyshev, Venelin Terziev, Ekaterina Arabska.....	37
WORK LOCUS OF CONTROL AND SELF-ESTEEM OF THE UNEMPLOYED MACEDONIAN YOUNG PEOPLE .....	47
Marija Topuzovska Latkovikj, Mirjana Borota Popovska, Nita Starova .....	47
THE STATE OF THE MFs INDUSTRY IN THE REPUBLIC OF MACEDONIA– RECENT DEVELOPMENTS.....	53
Nebojsa Cvetanovski .....	53
THE IMPACT OF TEAMWORK ON ORGANIZATIONAL SUCCESS .....	61
Irena Ashtalkoska, Savo Ashtalkoski.....	61
METHODOLOGICAL ASPECTS AT DETERMINATION OF ACCOUNTING ASSESSMENT OF THE INVENTORIES IN THE ENTERPRISES FROM THE NON-FINANCIAL SECTOR.....	69
Valentina Staneva .....	69
RATIO ANALYSIS: A “COCA COLA COMPANY” CASE .....	77
Olivera Gjorgieva-Trajkovska, Flamur Bunjaku,Vesna Georgieva Svrtinov .....	77
QUANTITATIVE ASSESSMENT OF EFFICIENCY OF THE MARKET INSPECTORATE ALGORHYTM IN MONTENEGRO .....	87
Mersad Mujević .....	87
LABOUR FORCE RESOURCE AS A FACTOR IN ATRACTING FOREIGN DIRECT INVESTMENTS.....	97
Novak Lučić.....	97

ROMA IN THE LABOR MARKET: CHALLENGES, REALITIES AND EXPECTATIONS.....	111
Kamelia Petkova .....	111
QUESTIONING ATTITUDES TOWARDS EDUCATION OF CHILDREN WITH DISABILITIES TROUGH INCLUSION .....	119
Radomir Arsić, Bojana Vuković, Slađana Čalasan.....	119
STATISTICAL PROCESSING AND ANALYSIS OF RESEARCH IN THE FIELD OF SECURITY OF STUDENTS IN SECONDARY TECHNICAL SCHOOLS ON THE TERRITORY OF THE CITY OF BELGRADE .....	131
Aleksandra Penjisevic .....	131
ANTIQUES AND TRADITIONAL AREAS OF COLLECTING IN EUROPE, IN SPACE AND TIME: MEDIA AND MARKETING ASPECT OF ANTIQUES .....	141
Angelina Janevska .....	141
ANGLICISMS IN THE TERMINOLOGY OF RESTORATIVE DENTISTRY IN SERBIAN .....	147
Djukica Mirkovic .....	147

## QUESTIONING THE «TRUTHS » IN ECONOMICS : PROVIDING A PLATFORM FOR DIALOGUE WITH DIFFERENT BRANCHES OF KNOWLEDGE

**Siniša Zarić**

Faculty of Economics - University of Belgrade, Republic of Serbia  
[sinisha.zaric@gmail.com](mailto:sinisha.zaric@gmail.com)

**ABSTRACT:** *Changes in various fields marked a period of deeper dialogue between disciplines, but also the stronger influences of the results achieved in one science into researches in the others/ The conventional understanding of so-called interdisciplinary or, even, multidisciplinary approaches stands far behind the modern processes. In the time of postmodern, which has resulted with major changes in various fields, such as literature, film or architecture. Mixing elements from the past and present, deconstructing the systems, producing buildings or novels from peaces belonging to other schools, times and approaches, is still attracting those who are able to make a productive use of what in Latin is called “disjecta membra”. The process has influenced the economic science as well. But, concerning economics, this period (1985. up to now) is more known for questioning the economic orthodoxy and methodological purism. The rise of a number of heterodox economics, being critical toward some of the basic assumptions of the neoclassical, Walrasian economics (Walras, 2003), open the frequent and fruitful dialogue between economics and other sciences.*

*The dialogue primarily aimed at questioning the widely-held dogmas - and it became a trans-disciplinary process. The contemporary science faced the insufficiency of the conclusions provided under the “truths” in different fields. The problem could have been defined as a questionable process of transforming these “thrust” into being. Deep and essential changes that the social sciences, specially the economic science, are experiencing are also caused through the dialogue between academia and practice, having in mind the dramatic challenges in global economy. Questioning the widely-held rules and thrust and the way they relate to business issues, pushed the economic science and researches. Opening the wider discussions between disciplines and their methods, on one side, and between the theory /academy and practice/business on the other side, provided a strong development and great scientific results. The results were produced as a result of the development of the new streams and heterodox economic theories such as institutional economics (Coase, North, Becker), behavioral economics and finance (Kahneman), etc. It could be noted that the new results became more realistic, underlined not only if they hold under certain assumptions creating very unrealistic situations. But, ‘at the end of the day’ remains the ever-being question: how these new results, as products of the mental discussions regarding “truths, rules and principles” in different fields, could be recognized as scientific? Coming back to the (Mark Blaug, 1992, would have said, “labeled” term) “Hume’s guillotine” (Black, 1970), we re-discover a solid testable method and reconsider not only the “truths” in the science, but the dogmas of doing business as well.*

**KEYWORDS:** *paradigm; heterodoxy; behaviour economics; neuroscience; cognitive dissonance.*

### 1. INTRODUCTION

It happened that among the Nobel prize winners for economics there were, especially in the last 2-3 decades, a number of scientist who were not studying economics at all, such as Douglas North (Nobel 1993) is historian, Elinor Ostrom (Nobel 2009) was a professor of political sciences, combining political sciences, economics, institutional approach, behavioral sciences and experiments (Ostrom, 2012), Kahneman (Nobel 2002) is a psychologist – just to mention some of the non-economists. The trend could have been understood as the beginning of the wider discussion between the disciplines and also a need for more complex understanding of modern economic problems. And vice versa: it influenced the development of other sciences and methods. In economics, the consequences (and results, in the same



time) could be seen as a process of foundation of a number of new heterodox theories and sub-disciplines. For sure, it has enriched the theoretical body of the science and produces several fruitful discussions about methodological issues (Dow, 2013). The process caused certain changes in the further development of sociology, psychology, historiography. This big opening could be considered as:

- a. a crisis of the orthodox, normal science (using the expression of Thomas Kuhn)
- b. an early announcement of the new scientific revolution (in the near future)
- c. the reflection of the postmodern situation characteristic for the world on the threshold of centuries.

But, a number of intellectuals see the situation as an outcome of a liberal thinking, thinking out of the box and, finally, as a result of the creative and collaborative processes.

## **2. FROM ECONOMIC IMPERIALISM TO METHODOLOGICAL PLURALISM: WHAT'S NEW THE HETERODOXY BRINGS?**

Speaking about the dialogue between disciplines and the influence of one to another, one of the opinions is that the famous book of Thomas Kuhn "The Structure of Scientific Revolutions", besides becoming one of the most influential in methodology, produced a kind of closures and breakdowns in interdisciplinary researches. Namely, Kuhn has sharply drawn the distinction between so-called "normal science" and other scientific streams and currents. In other words, there is a leading, orthodox theory and the others called heterodox theories. Consequently, the method of the orthodoxy (in economics it is a method of the neoclassical theory) is understood as the one and only scientific. The recent period, on the contrary, gives evidences of very successful results as a product of a number of heterodox theory. The theoretical discussions were located between two extreme standpoints:

a. (widely accepted) It is not possible to evaluate the results of some research if there were not achieved by implementing the tools, instruments and assumptions of the ruling methodology. The dialogue and critical remarks on the achievements is not possible. (Dow, S.).

b. Methodological anarchism, promoted in Feyerabend's book "Against method".

In Blaug's (Blaug, 1992) opera magna "The Methodology of Economics – Or How Economists Explain", a very particular attention was given to heterodox economic theories. Blaug emphasized the role of the institutional analyses in modern economics. He underlined the importance of the contributions given in the works of Gary Becker. It was obvious that the Nobel prize laureate Becker has had a major influence on Blaug. Becker applied very successfully the principles of microeconomic analyses (a core and essence of the neoclassical – orthodox – theory) on several social phenomena which has not been exclusively of economic character (such as the human capital theory (Blaug, 1992), crime and punishment, economics of discrimination, the new economics of the family).. Blaug has even devoted two chapters (out of 15) to Blaug's contributions, ending his so influential book with his remarks on the crisis of modern economic theory, rationality as sacrosanct and the criticism of rationality. One of the biggest representatives of the neo-institutional analyses is, in the same time, known as "economic imperialist", broadening the field of economic analyses onto the various social fields. But, his analyses has been so successful due to a mix of the contributions from other disciplines (sociology, criminology, etc) with economics and its methodology. In short, the interest for heterodox theories in general has grown up. There is a number of heterodox theories, but among the most influential are:

1. Austrian economics
2. Institutional economics
3. Evolutionary economics
4. Neo-Marxian economics
5. Post-Keynesian Economics
6. American Radical Political Economy
7. Behavioral Economics
8. Neuroeconomics.

After the studies of the Nobel prize winners Coase, North, Becker, Williamson, Ostrom, Holmstrom and Hart, and the contribution of the other distinguished researchers, such as Acemoglu, Robinson (Acemoglu, Robinson, 2012), it became clear that the answer on the questions such as “Why nations fail or rise?” lies not only in the domain of capital or human resources, neither natural resources, but in the character of formal and informal institutions.

### **3. BEHAVIORAL ECONOMICS (THE INFLOW OF PSYCHOLOGY), NEUROSCIENCE, THEORY OF SOCIAL CHOICE, INSTITUTIONAL ANALYSES: FROM WEBER TO GRANOVETTER**

When Granovetter published the book “Society and Economy” (Granovetter, 2017) recently, it was clearly understood as a shift from understanding economy as a basis for the society and its development to understanding the society as a rich platform for economic development. On the contrary, according to Weber (Weber, 1978), the interpretive sociology starts with economic analyses. However, the discussion is following the trends which are characterized with frequent dialogue and cooperation in solving multidisciplinary tasks and problems.

Coming back to the problems of relations between the science (economy, management) and business issues and challenges, it is important to point on the development of the behavioral economics. The theory developed by Kahneman, Tversky and the others received a special recognition in the field of finance, the activity widely known for its high regulation. Behavioral finance have questioned the preposition of a highly regulated and controlled business, showing that even banking officers and clerks are people, sometimes with bounded rationality (Kahneman, 2002). Strict rules and manuals do not work always because they have to be realized by people. The development of the Behavioral finance demonstrated combining the approaches of cognitive psychology and financial theories could not be just methodologically innovative, but also an attempt of big practical importance. The world of finance today is more complex, and more ambiguous as well and it seeks an approach which combines the implementation of research methods developed within different disciplines in order to provide less uncertainty.

The case of neuroeconomics and of neuroscience is a very special one. It could be considered as one of the latest heterodox economic theories. Due to its very relevant results and applicability, In fact, psychology, and its constituent social psychology have been inevitable part of numerous interdisciplinary works in marketing, trade, managerial economics, etc. But, now, we are facing a new situation – it is not the dialogue between two or three disciplines nor the creation of some multidisciplinary team of scientists – the point is creating the entire theory which offer more relevant results – examining the neural underpinning of social behavior. In reality, there are a number of situations (specially in the world of business). In reality, the decision making process is a part of a very uncomfortable mental state due to conflicts between attitudes. The cognitive dissonance (Festinger, 1959) is characteristics for the conflicts between attitudes and managerial behavior. How come that many of the decisions of the famous “homo oeconomicus” are based on intuition (Lieberman, 2000), and not on preferences ranked due to the perfect information that the rational economic man poses? The dissonance could be caused also when holding positive attitude about two or three options (very common situation in modern economics), the manager has to make a decision and choose one (Gazzaniga et al., 2010). According to cognitive dissonance theory, but also confirmed in many empirical researches and surveys (Piccolo, 2014-2015) even in the banking sector, many of the decisions are driven by intuition, sometimes after narrowing the number of options. Leaders have to be aware of the cognitive dissonance, the need for changing attitudes (through persuasion, transmission of message, etc).

The process resulted in creating many sub-disciplines. Among them, neuromarketing is the most visible one. Increasing of the number of brands, shortened product life cycles and other changes have driven attention to the result of the neuroscience (Dimitriadis and Psychogios, 2016). The new phase of the



development of marketing started from the lateral marketing (Kotler and Trias de Bes, 2003) coming to the neuroscience for Leaders.

#### 4. CONCLUSIONS: WHAT MATTERS AT THE END OF THE DAY?

Many of the newly achieved contributions could be understood as a criticism of understanding economist as technocrats and simplifying the real social problem regarding them as model, curves and figures. Sheila Dow (Dow, 2007) noticed that the heterogeneity is still more characteristic in the chosen subject of analyses than in methodology. Coming back for some 250 years ago, to David Hume, we can say that his guillotine can offer us a guide for orientation in the world of science richer with theories, streams and contributions, mixing the approaches and questioning the old dogmas and truths. Hume's "compass" is a gift which has, perhaps, to be enriched offering modern scientist some additional equivalent antonyms for helping in orientation. And, at the end of the day: "the guillotine" helps.

*Picture 1: Hume's guillotine*

*Hume's guillotine:  
equivalent antonyms*

positive	normative
is	ought
facts	values
objective	subjective
descriptive	prescriptive
science	art
true/false	good/bad

*Source: Black (1970)*

Still remains the call for not ignoring the well-known truths. But how these "truths" come into being if not via rich set of institutional, environmental or behavioral characteristics? Do these laws, principles, thrust hold on only under certain and precise contingences? The point is to strengthen the dialogue between the sciences and disciplines, and, in the same time, between academia and business. This marks the way toward creating new skills of adaptation ability in a complex, changing and dynamic world.

#### REFERENCES

- [1] Acemoglu, D., Robinson, J., Why Nations Fail: The Origins of Power, Prosperity, and Poverty, Crown Publishing Group, 2012.
- [2] Backhouse, R.E. and R. Middleton, (eds.), *Exemplary economists: introducing economists of the twentieth century*, Vol. II: *Europe, Asia and Australasia*, pp. 198-224, Edward Elgar, 2000.
- [3] Black, M., *Margins of Precision. Essays in Logic and Language*, Ithaca: Cornell University Press, 1970.
- [4] Blaug, M., *The Economics of Education*, 2<sup>nd</sup> Eds, Penguin Publishing, 1992.
- [5] Blaug, M., *Economic theory in retrospect*, fifth edition, Cambridge University Press, 1997.
- [6] Blaug, M., ed., *The Economics of the Arts*, Colorado: Westview Press, 1976.
- [7] Blaug, M., *Methodology of Economics: Or how Economists Explain*, second edition, Cambridge University Press, 1992.
- [8] Blaug, M., No history of ideas, please, we're economists, *Journal of Economic Perspectives*, Vol. 15, Issue 1, pp. 145-164, 2001.

- [9] Davis, J., Mark Blaug on the historiography of economics, in: Special issue in honour of Mark Blaug, *Erasmus Journal for Philosophy and Economics*, Vol. 6, Issue 3, pp. 44-63, 2013.
- [10] Dimitriadis, N., Psyhogios, A., Neuroscience for leaders: A brain-adaptive leadership approach, Kogan Page, 2016.
- [11] Dow, S., Formalism, rationality and evidence: the case of behavioural economics, in: Special issue in honour of Mark Blaug, *Erasmus Journal for Philosophy and Economics*, Vol. 6, Issue 3, pp. 26-43, 2013.
- [12] Dow, S., Variety of Methodological Approach in Economics, *Journal of Economic Surveys*, Vol.21, Issue 3, pp. 447-465, 2007.
- [13] Feyerabend, *Against Method*, Verso, 1993.
- [14] Festinger, L., Carlsmith, J. M., Cognitive Consequences of Forced Compliance, *Journal of Abnormal and Social Psychology*, 58, pp. 203-210, 1959.
- [15] Gazzaniga, M. S., Heatherton, T., Halpern, D., *Psychological Science*, W. W. Norton and Company Inc., 2010.
- [16] [Granovetter](#), M., *Society and Economy*, Harvard University Press, 2017.
- [16] Hands, D.W., Mark Blaug on the normativity of welfare economics, in: Special issue in honour of Mark Blaug, *Erasmus Journal for Philosophy and Economics*, Vol. 6, Issue 3, pp. 1-25, 2013.
- [17] Kahneman, D. , *Maps of Bounded Rationality: A Perspective on Intuitive Judgement and Choice*, Nobel Prize Lecture, 2002.
- [18] Kotler, P., Trias de Bes, F., *Lateral Marketing: New Techniques for Finding Break Through Ideas*, Wiley Publishing, 2003.
- [19] Lieberman, M. D., Intuition: A Social Cognitive Neuroscience Approach, *Psychological Bulletin*, 126, pp. 109-137, 2000.
- [20] Maki, U., Mark Blaug's unrealistic crusade for realistic economics,in: Special issue in honour of Mark Blaug, *Erasmus Journal for Philosophy and Economics*, Vol. 6, Issue 3, pp. 87-103, 2013.
- [1] McCloskey, D., *Bourgeois Dignity: Why Economics Can't Explain the Modern World*, The University Chicago Press, 2011.
- [21] Mireles-Flores, L., Editorial, in: Special issue in honor of Mark Blaug, *Erasmus Journal for Philosophy and Economics*, Vol. 6, Issue 3, pp. iii-viii, 2013.
- [22] Obolensky, N., *Complex Adaptive Leadership: Embracing Paradox and Uncertainty*, 2nd edn, Gower Publishing Ltd, 2014.
- [23] Ostrom, E., Experiments combining communication with punishment options demonstrate how individuals can overcome social dilemmas, *Behavioral and Brain Sciences*, Vol. 35, pp. 33-34, 2012.
- [24] Piccolo, R., *A Behavioural Finance Approach to Credit Allocation: An Empirical Survey of a Sample of Banks Based in Campania and Scotland*, Doctoral Thesis, Second University of Naples, 2014-2015.
- [25] Plott, C., et al., Price Controls and the Behavior of Auction Markets: An Experimental Examination, *American Economic Review*, Vol. 71, Issue 3, pp. 448-59, 1981.
- [26] Smith, V., Microeconomic Systems as an Experimental Science, *American Economic Review*, Vol. 72, Issue 5, pp. 923-55, 1982.
- [27] Soosalu, G., Marvin, O., Neuroscience and the Three Brains of Leadership, *mBraining: The New Field of mBIT*, 2012.

- [28] Vromen, J., Competition as an evolutionary process: Mark Blaug and evolutionary economics, u: Special issue in honour of Mark Blaug, *Erasmus Journal for Philosophy and Economics*, Vol. 6, Issue 3, pp. 104-132, 2013.
- [29] Walras, L., Elements of Pure Economics, Routledge, Taylor and Francis Group, 2003.
- [30] Weber, M., *Economy and society: An outline of interpretive sociology*, University of California Press, 1978.
- [31] Zaric, S., Knowledge for Contemporary Values, *Knowledge*, Vol.14 (1), pp. 19-24, 2016.

## THE ROLE OF FOREIGN DIRECT INVESTMENTS IN ENHANCING GDP GROWTH IN DEVELOPING COUNTRIES WITH EMPHASIS ON REPUBLIC OF MACEDONIA

Tome Nenovski<sup>1</sup>, Evica Delova Jolevska<sup>2</sup>, Dobrila Dejanoska<sup>3</sup>

<sup>1</sup> Professor, University American College, Skopje, [nenovski@uacs.edu.mk](mailto:nenovski@uacs.edu.mk)

<sup>2</sup> Professor, University American College, Skopje, [evicadj@uacs.edu.mk](mailto:evicadj@uacs.edu.mk)

<sup>3</sup> [dejanoska@uacs.edu.mk](mailto:dejanoska@uacs.edu.mk)

**ABSTRACT:** *Foreign Direct Investment (FDI) is considered as an important means of economic growth of the host countries. Due to the positive effect of FDI to the host country economy, countries in transition, emerging economies and developing countries have liberalized their FDI regime and followed best policies in order to attract foreign investments. In the literature it is well known that the maximizing benefits of FDI for the host country include technology spillovers, human capital formation support, improvement of competitive business environment, contribution to international trade integration and enhancing of enterprise development. Therefore, the aim of this thesis is to examine the significance of FDI on the GDP growth in developing countries, with emphasis on Republic of Macedonia. By applying the statistical analyses this thesis analyzes FDI inflows in Republic of Macedonia for a period from 1998-2014. What is concluded about the relationship between FDI and GDP is that the correlation between these variables in Republic of Macedonia is positive and statistically significant.*

**KEYWORDS:** *FDI; GDP; Economic Growth; Correlation; developing countries.*

### 1. INTRODUCTION

Foreign direct investment (FDI) is traditionally considered in development literature as instrumental for economic growth of countries, particularly the developing ones. Developing countries, emerging economies and countries in transition, due to advantages related to FDI have liberalized their FDI regime and followed best policies to attract investment. It has been recognized that FDI influences the host country's economic growth through the transfer of new technologies and know-how, formation of human resources, contribution to international trade integration, increase of competition, and firms' development and reorganization. Moreover, further than economic benefits FDI can help the improvement of environment and social condition in the host country by relocating 'cleaner' technology and guiding to more socially responsible corporate policies. All of these benefits contribute to higher economic growth, which is the main instrument for alleviating poverty in those economies.

International capital flows have gained significant momentum since the sweep of globalization in the early 1990s. Achievements of some of the East Asian countries in successfully exploiting foreign investment highlighted its role in creating enormous opportunities for developing countries to achieve accelerated economic growth and subsequently sparked off competition among countries to attract foreign investors. With domestic investment in an economy being circumscribed by changes in demand and technology, high profits and low interest rates, an external stimulus to investment is often felt imperative to boost capital formation in the economy. In case of the developing economies that are typically plagued by low levels of productivity leading to low levels of wages and hence low levels of savings and investment, again perpetuating the low productivity levels, an external injection in the form of foreign investment often acts as a vehicle to break away from the 'vicious circle'. It tends to supplement national savings, facilitate access to internationally available technologies and management know-how, raise efficiency and expand output so that the inward spiral turns to a trajectory of economic growth and prosperity. With globalization, the diversified global market has become united, the investment sector has strengthened and countries have been increasingly allowing inflows of foreign investment. The

developing, emerging and transition economies have been the foremost to liberalize their foreign capital regimes and pursue various policies to attract investment.

## **2. ATTITUDE OF REPUBLIC OF MACEDONIA TOWARDS FDI**

As a small, open economy, Macedonia is heavily dependent on foreign direct investment (FDI), and therefore continues to take steps to attract more foreign investors. In its bid to attract foreign investment, the government has enacted a number of incentives and continues an extensive promotional campaign through international media outlets and high level government road shows. This campaign includes the promotion of Macedonia in many of the world's leading newspapers, magazines, TV stations, and frequent government-led road shows. In addition, after the 2014 early parliamentary elections, the number of ministers tasked exclusively with attracting foreign investments increased from three to five. The government agency Invest Macedonia also markets the country to foreign investors, serving as the main point of contact for operational matters and follow-up with investors. Invest Macedonia has about 25 resident economic promoters in foreign countries. Macedonia is in the process of harmonizing its legal and regulatory systems with international, primarily European Union, standards.

According to Petrusheva and Nikolovski (2013) foreign investors seem to be paying more and more attention to the political rather than the economic factors, when deciding which country or region to invest in. Therefore, as they explained in the decision making process, foreign investor seem to give a lot of priority to the stable and favorable business environment, the rule of law and an independent judiciary system, property rights guarantee, as well as fair and competitive conditions for running a business. They argued that tax and tax relief, as well as cheap labor seem to have secondary importance. Considering the fact that investors have more alternatives for their investments, what tips the scale in the decision, apart from a stable political environment, are the real business factors such as: the size of the national market and access to the neighboring markets in the region, the growth level of long-term expenditures, highly-qualified work force, the level of development of the overall infrastructure, the quality of the transport network and the locations available to start a business. In comparison to the rest of the region, the economic factors describing Republic of Macedonia do not seem to go be favorable for the country. In fact, most of them are rather poor. Therefore, investors seem to be inclined to invest only if they find effective long-term business opportunities in the country. However, Petrusheva and Nikolovski (2013) argued that in recent years, the global financial crisis has had a negative influence over the Macedonian economy, particularly over the results of the real sector which has contributed to a decrease in the economic growth, the export as well as the investments. If all these circumstances are taken into consideration, unlike the rest of the countries, Macedonia has created a set of investment options, particularly in the area of taxation, low production costs and competitive workforce, which are labeled as the most favorable in the region. All of these activities are done in order to maintain the foreign investors interested in investing to the potential country.

Both the Law on Customs and the Law on Profit Taxes offer incentives to foreign investors. The country has concluded a number of bilateral investment protection treaties, and other multilateral conventions that impose stricter protection standards for foreign investors. Macedonia has adopted other multilateral conventions that impose stricter standards of protection for foreign investors.

The country has enacted legislation that not only provides roughly equal footing for foreign investors as compared to their domestic counterparts, but that also provides numerous incentives to attract such investment. Macedonia consistently provides national treatment to foreign investors. Foreign investors are eligible for profit tax exemptions for: profits generated during the first three years of operation in proportion to the amount of foreign investment; all profits reinvested in the company; profits invested in environmental protection; and profits invested in "underdeveloped" regions of the country. According to the Law in Republic of Macedonia companies with at least 20 percent foreign capital are exempt from customs duties for the first three years after their registration. In public campaigns, the

government highlights the following to help spur foreign direct investment: a 10 percent flat tax for corporate profits and personal income; guaranteed relief from local taxes and fees; a tax exemption for duties on imported goods, raw materials, and equipment/machines.<sup>1</sup>

Regarding the investment Protection and Trade Agreements in the Republic of Macedonia up to 30 bilateral Investment Protection Agreements have been signed, 13 of which are with members of the Organization for Economic Cooperation and Development (OECD). Among those who have signed such agreements are: Austria; Albania; Belgium; Belarus; Bosnia and Herzegovina; Bulgaria; China; Croatia; the Czech Republic; Egypt; Finland; France; Germany; Hungary; Iran; Italy; India; Korea; Malaysia; The Netherlands; Poland; Romania; The Russian Federation; Serbia; Montenegro; Spain; Sweden; Switzerland; Taiwan; Slovakia; Slovenia; Turkey; Ukraine.

Free trade agreements have been signed with Turkey and Ukraine, the countries from EFTA and there is the Stabilization and Association Agreement with the EU, giving Macedonia duty-free access to markets of 650 million consumers. In 2006 Macedonia became a member state of the Central European Free Trade Agreement.<sup>2</sup>

### **3. STATISTICAL ANALYSIS**

#### **3.1. Data and Methodology**

This study uses secondary data to prove the validity of the topic. For studying the impact of FDI on GDP in the Macedonian context, the paper attempts to study the relationship of FDI and GDP for the period from 2002 to 2014. The values used in the statistics are presented in the table 1. Using the data presented in the table, the Regression is done with Data Analysis of Microsoft Office Excel. The coefficient of correlation ( $r$ ) and the  $p$ -value are the main result of the Regression that will be analyzed in the model.

The Coefficient of Correlation,  $r$  is a statistical method using a number to describe the degree of a linear relationship between two assets that either move inversely, or together, or are not related at all. The correlation coefficient is a number between -1 and 1. In general, the correlation expresses the degree that, on an average, two variables change correspondingly. If one variable increases when the second one increases, then there is a positive correlation.

$P$ -value is a function of the observed sample results that is used to determine statistical significance in a hypothesis test. If this probability is lower than the conventional 5% ( $P < 0.05$ ) the correlation coefficient is called statistically significant.

---

<sup>1</sup> <http://www.state.gov/documents/organization/229136.pdf>

<sup>2</sup> <https://www.pwc.de/de/internationale-maerkte/assets/doing-business-and-investing-in-macedonia.pdf>



Year	FDI (in mill EUR)*	GDP (in mill EUR)*	Change in FDI (%) Index*	GDP growth rate**
2002	1,160.70	4240.53	11.70	1.5
2003	1,292.13	4385.85	11.32	2.2
2004	1,610.22	4577.71	24.62	4.7
2005	1,768.97	5031.87	9.86	4.7
2006	2,098.57	5472.27	18.63	5.1
2007	2,545.16	6094.57	21.28	6.5
2008	2,968.75	6772.02	16.64	5.5
2009	3,141.37	6766.81	5.81	-0.4
2010	3,255.97	7108.76	3.65	3.4
2011	3,615.08	7544.20	11.03	2.3
2012	3,685.54	7584.92	1.95	-0.5
2013	3,979.96	8150.00	7.99	2.9
2014	4,023.63	8530.00	1.10	3.5

Table 1. FDI and GDP

Source: National Bank of the Republic of Macedonia (NBRM), State Statistical Office (SSO), calculation of the authors  
Note: \* Calculation of the authors, \*\* Retrieved from NBRM database

### 3.2. Hypothesis

In order to analyze the relationship between FDI and GDP growth, few hypotheses have been formulated based on the variables, which have been further validated through the use of statistical tools. For correlation, the null hypothesis is that  $r = 0$  and that there is no relationship between the variables. The statistical significance of the variables is explained through the use of p-value.

In order to substantiate the above objectives, following hypotheses have been formulated:

a) Null Hypothesis (Ho): There is no significant relationship between FDI and GDP.

b) Alternative Hypothesis (H1): There is a significant relationship between FDI and GDP.

### 3.3. Explanation of findings

As it can be noted from Table 2 and Appendix 1, the correlation between FDI and GDP for the analyzed period from 2002-2014 is 0.66 which reveal a high degree of correlation among the two variables. The results show that FDI and GDP are positively and highly correlated which pave the way for rejecting the null hypotheses and accepting the alternative hypotheses under consideration. The p-value is 0.01 and because it is lower than the significance level of 0.05 here the null hypothesis is proved to be rejected and alternative hypothesis is accepted.

Table 2. Results from regression analysis (relationship between FDI and GDP growth)

Correlations		
	Change in FDI	GDP growth
Change in FDI	1	0.667335906
GDP growth	0.667335906	1

Source: NBRM, SSO, calculation of the authors

A coefficient of correlation has been undertaken in order to examine the relationship of FDI on the growth. So, the study clearly reveals that FDI is an important variable that increase the level of GDP of the host country. What is concluded based on the obtained results is that there is positive relationship between FDI with GDP in Republic of Macedonia. The coefficient of correlation between FDI and GDP is statistically significant at a level of 95% confidence level and the alternative hypothesis is accepted.

#### 4. CONCLUSION

Foreign direct investment (FDI) has long been considered as instrumental for economic growth of the countries, particularly the developing ones. It has been recognized that FDI influences the host country's economic growth through the transfer of new technologies and know-how, formation of human resources, contribution to international trade integration, increase of competition, and firms' development and reorganization. Moreover, further than economic benefits FDI can help the improvement of environment and social condition in the host country. All of these benefits contribute to higher economic growth.

Another conclusion of the paper is that foreign direct investment may promote economic development by contributing to productivity growth and exports in the host countries. However, the exact nature of the relation between MNE and their host economies seems to vary between industries and countries. The characteristics of the host country's industry and policy environment are important determinants of the overall benefits of FDI. However, the main idea that stands out in our review is that, since the effects of FDI on economic growth are dependent on the existing or subsequently developed internal conditions of the host country, local authorities have a leading role in order to achieve the desired effects. These authorities can design more appropriate FDI policies so that the country has the necessary conditions to maximize the positive effects and minimize the negative.

The main conclusion about the relationship between FDI and GDP is that the correlation between these variables is positive and statistically significant. What does this mean is that Republic of Macedonia has been relatively successful in attracting foreign investors and this has played significant role in improving GDP growth of the country. In other words, FDI contribute to decrease of unemployment rate by creating new jobs, increase the productivity level of the country, help in improvement of enterprise development by promoting competitive business environment, enhance the technological capabilities, improve labor force skills etc. and thus contribute to the overall improvement of the GDP growth.

#### REFERENCES

- [1] Hansen, H. and Rand, J. , 2006, "On the casual links between FDI and growth in developing countries", *World Economy*, 29 (1), pp. 21 – 41.
- [2] International Monetary Fund, 2012, Former Yugoslav Republic of Macedonia, *IMF Report*. Available at <https://www.imf.org/external/pubs/ft/scr/2012/cr12133.pdf>
- [3] Kiran, B. , 2011, "Causal Links between Foreign Direct Investment and Trade in Turkey", *International Journal of Economics and Finance*, 3(2), pp. 150-158.
- [4] Kurtishi, S., 2013, "The Effects of Foreign Direct Investments for Host Country's Economy", *European Journal of Interdisciplinary Studies*, 5(1), p.26-38.
- [5] Kutun, Ali M. and Vukšić, G., 2007, "Foreign Direct Investment and Export Performance: Empirical Evidence," *Comparative Economic Studies*, 49(3), p.430-445.
- [6] Newman, C., Rand, J., Talbot, T. and Tarp, F. , 2015, "Technology transfers, foreign investments and productivity spillovers", *European Economic Review*, 76, p.168-187.
- [7] Petrusheva, N. and Nikolovski, A., 2013, "Foreign Investments As Development Factor For Overcoming Economic Stagnation In The Republic Of Macedonia", *Economy and market communication review*, 3(2), p. 245-259



- [8] Radulescu, M. and Serbanescu, L., 2012, “ The Impact of FDI on Exports, and Export Competitiveness in Central and Eastern European Countries”, Journal of Knowledge Management, Economics and Information Technology, 1(8), p.1-37.
- [9] Raff, H., Ryan, M. and Stahler, F., 2009, “The choice of market entry mode: Greenfield investment, M&A and joint venture”, International Review of Economics and Finance, 18, p. 3–10.
- [10] Tiganaş, C., Clipa, F., Clipa, R.I. and Clipa, P., 2013, “The Impact Of Foreign Direct Investment Over Romania's Exports”, The USV Annals of Economics and Public Administration, 13(17), p. 33-41.
- [11] UNCTAD, 2012, “Investment Policy Review of the former Yugoslav Republic of Macedonia”, New York and Geneva: United Nation. Available at [http://unctad.org/en/PublicationsLibrary/diaepcb2011d3\\_en.pdf](http://unctad.org/en/PublicationsLibrary/diaepcb2011d3_en.pdf)
- [12] Wang, M. and Wong, S., 2009, “What Drives Economic Growth? The Case of Cross-Border M&A and Greenfield FDI Activities”, Kyklos 62(2), p.316–330.

#### ANNEX

Summury  
 output  
 FDI and  
 GDP  
 growth

<i>Regression Statistics</i>	
Multiple R	<b>0.66733</b>
R Square	<b>0.44533</b>
Adjusted R Square	<b>0.39491</b>
Standard Error	<b>5.73641</b>
Observations	<b>13</b>

<i>ANOVA</i>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	290.6260154	290.626	8.831869	<b>0.012703</b>
Residual	11	361.9716302	32.90647		<b>0.351</b>
Total	12	652.5976455			

KNOWLEDGE – International Journal, Vol. 18.1  
 INVITED SCIENTIFIC PAPERS  
 August, 2017

---

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	3.86134248	2.937099742	1.314679	0.215368	2.603170458	10.3258543	2.603170458	10.3258543
Change in GDP	2.29947541	0.773753186	2.971846	<b>0.012703</b>	0.596456132	4.002494689	0.596456132	4.002494689



## CONCEPTUAL MODEL OF EFECTIVE ORGANIZATIONAL CHANGE

**Cvetko Smilevski**

BAS Institute of management Bitola, Herceg Novi street, 6, Bitola, Macedonia

[cvetko\\_detra@yahoo.com](mailto:cvetko_detra@yahoo.com),

**ABSTRACT:** *This paper presents a methodology for managing organizational change. More specifically, the author further develops his SCITOC (Synergistic Creation and Integral Transformation of Organizational Change) methodology by elaborating the role and practices of organizational leadership, drawing on his multi-decadal experience facilitating organizational change, as well as on the empirical research of managerial practices for organizational change, undertaken at the beginning of 2017. Based upon these two sources, we propose a conceptual model for an integrated organizational and leadership development aimed at long-term organizational and leadership sustainability. The paper elucidates the relationships among (1) external consulting and organizational leadership, (2) coaching and action learning in the development of leadership competencies on the other, and (3) the three key leadership practices in implementation of effective organizational change.*

**KEYWORDS:** SCITOC methodology, organizational change, organizational and leadership sustainability, leadership practices.

## КОНЦЕПТУАЛЕН МОДЕЛ НА ЕФЕКТИВНИ ОРГАНИЗАЦИСКИ ПРОМЕНИ

**Цветко Смилевски**

БАС Институт за менаџмент - Битола, ул. Херцег Нови 6, Битола, Македонија [cvetko\\_detra@yahoo.com](mailto:cvetko_detra@yahoo.com),

**АПСТРАКТ:** *Предмет на овој труд е методологијата за спроведување на организациски промени. Поконкретно, станува збор за проширување на предметот на авторовата СКИТОПЗ методологија со елаборирање на улогата и практиките на организациското водство како комплементарна компонента на постојната СКИТОП методологија. Ова проширување е засновано на над дваесетгодишното консултантско искуство на авторот и неговите соработници во практикувањето на спомената методологија како и емпириско истражување на менаџерските практики во спроведување на организациски промени спроведено во почетокот на 2017 година. Од тие два извора е дизајниран концептуален модел на интегриран организациски и водствен развој кој треба да резултира со долгорочна организациска и водствена одржливост. Во трудот се елаборира меѓусебниот однос на екстерното консултантство и организациското водство, синергирањето и акциското учење во развојот на водствените компетенции и трите клучни водствени практики во спроведувањето на ефективни организациски промени.*

**Клучни зборови:** СКИТОП методологија; организациски промени; организациска и водствена одржливост; водствени практики

### 1. ВОВЕД: ЗАСНОВАНOST НА ПРЕДЛОЖЕНИОТ КОНЦЕПТУАЛЕН МОДЕЛ НА ЕФЕКТИВНИ ОРГАНИЗАЦИСКИ ПРОМЕНИ

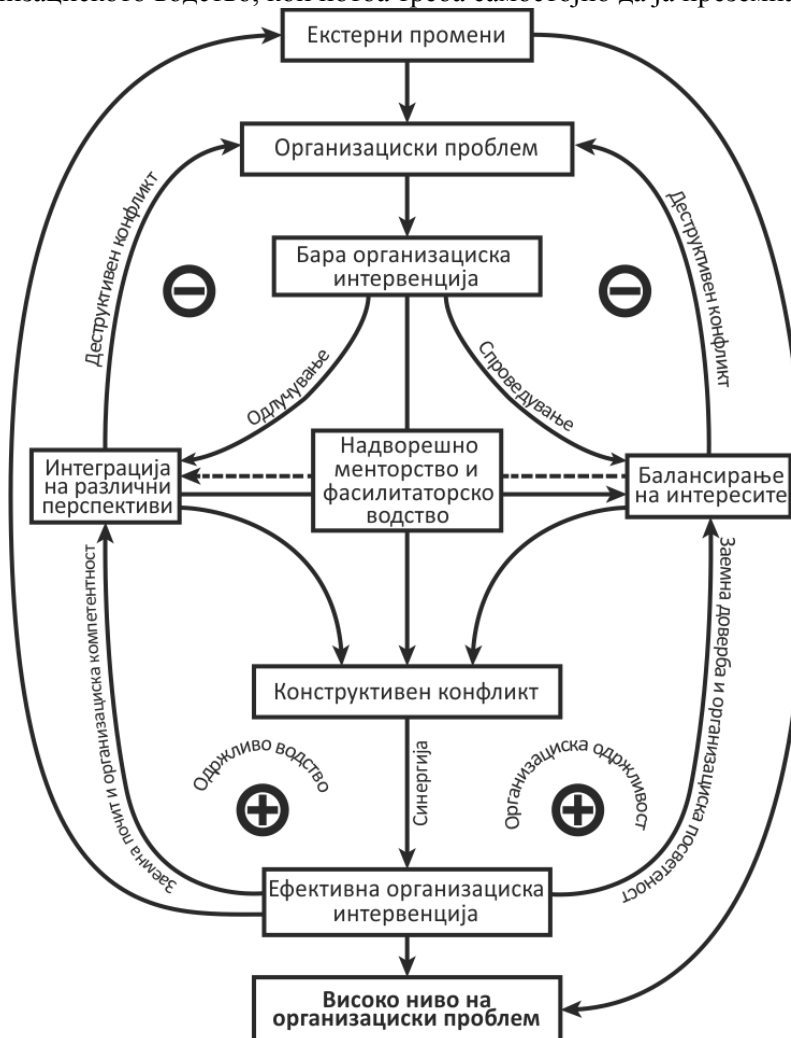
Предложениот концептуален модел на ефективни организациски промени претставува доградба на СКИТОП методологијата на авторот екстензивно елаборирана во книгата „Предизвикот и мајсторството на организациските промени“ (Смилевски, 2000) и над дваесетгодишното консултантско искуство според таа методологија. Личните консултантски

---

<sup>3</sup> СКИТОП е акроним од суштината на оваа методологија: Синергетско Креирање и Интегрално Трансферирање на Организациски Промени.

наоди од тој период се дополнети со емпириско истражување на менаџерските практики во поддршката на организациски промени спроведено во 2017 година. Резултатите од тоа истражување беа презентирани на ПАР меѓународната конференција за водство и промени одржана 2017 година во Пула (Smilevski, 2017). Клучно сознание од наодите од тоа истражување беше идентификуваната потреба организациското водство не само да се вклучи во поддршка на организациските промени спроведувани според СКИТОП методологијата, туку и самото тоа водство да ги развива своите водствени компетенции со две функции: поефективно да ја остварува својата поддршка на промените, од една страна и да биде пример на лични промени за своите подредени, од друга страна.

Суштината на СКИТОП методологијата е во консулантската улога преку екстерно менторство на интерни тимови да се менаџира динамиката на организациските промени (сл.1). Од наведените нови сознанија произлезе потреба, во ова менаџирање на динамиката на промените да се вклучи и организациското водство, кои потоа треба самостојно да ја преземна таа улога.



Сл.1 Мапа на динамиката на организациските промени  
(адаптирано според Смилевски, 2000: 76)

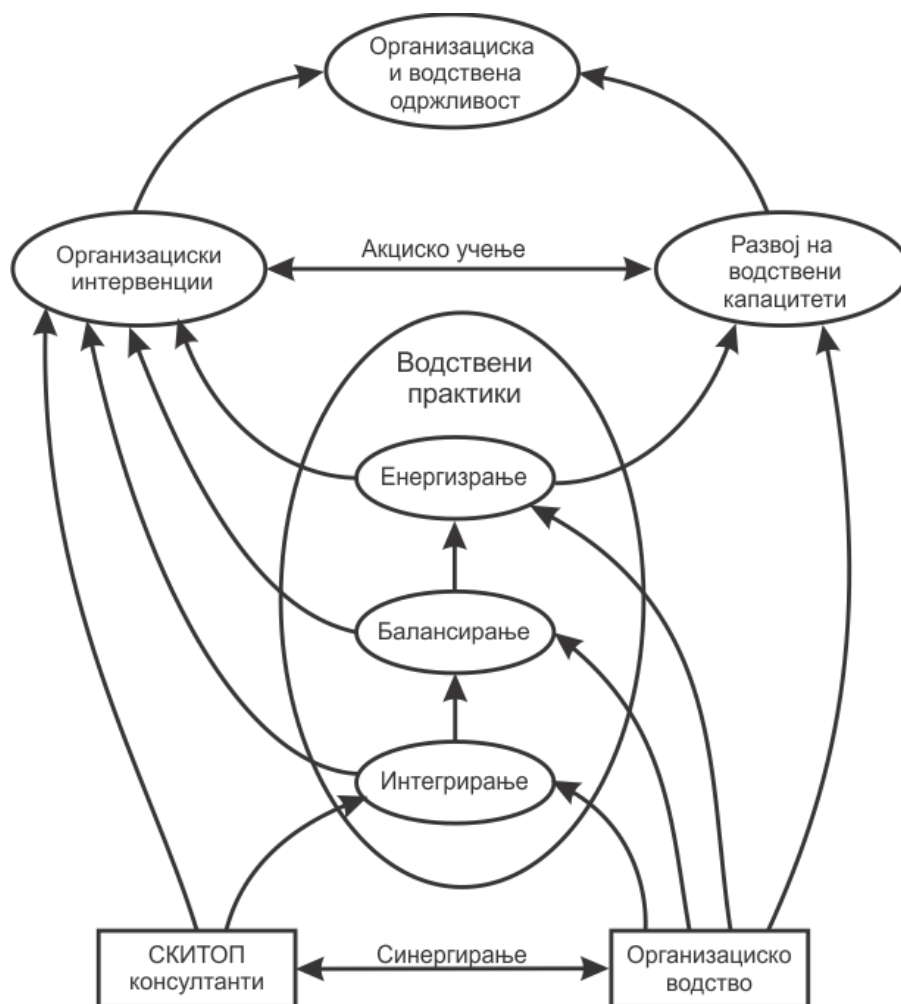
Од консултантските наоди на практикувањето на СКИТОП методологијата и истражувачките наоди на споменатото емпириско истражување, изведени се следниве претпоставки

за структурата и функционирањето на моделот на интегриран организациски и водствен развој, како проширување на СКИТОП методологијата:

1. Сложеноста на процесот на организациските промени бара ангажирање на екстерен консултант во практикувањето на партиципативна методологија на креирање и имплементирање на организациски интервенции, но исто така и оспособување на водството за натамошно самостојно водење на еволутивни организациски промени.

2. Во процесот на креирање и имплементирање на организациски интервенции се случува висококвалитетно искуствено учење. Ова искуствено учење придружено со соодветно евидентирање, складирање и споделување на наученото со другите членови на организацијата, особено во процесот на развој на водствените компетенции на сите нивоа, му дава карактер на акциско учење.

3. Презентираната партиципативна СКИТОП методологија претпоставува практики на водството кои ќе обезбедат идентификување, артикулирање и соодветно инволвирање и балансирање на интересите на сите заинтересирани страни во спроведувањето на организациските промени.



Сл.2 Концептуален модел на интегриран организациски и водствен развој

4. Партиципативноста на методологијата се засновува врз претпоставката дека вработените и менаџментот на фирмата можат најреално да ги артикулираат состојбите и потребите за подобрување на работењето во фирмата и дека само во исклучителни случаи, покрај методолошката екстерна поддршка ќе се ангажираат екстерни експерти за одделни аспекти во крирањето на организациските интервенции.

5. Учесниците во креирањето на организациските интервенции се истовремено и клучни носители на нивната имплементација.

6. Крирањето и имплементирањето на организациските интервенции паралелно со тековното работење<sup>4</sup> бара зголемен интелектуален и временски ангажман на членовите на оперативните и развојните тимови на фирмата. Практиката покажува дека организациската посветеност на инволвираните вработени во овие тимови не е доволна за ефективно искористување на нивниот потенцијал поради што е потребно водството да креира мерки за соодветно енергизирање на ангажираните вработени, вклучувајќи го и водството во целост во овој мошне креативен и за организацијата долгорочно корисен процес.

Врз основа на претходните претпоставки, на сл. 2 е прикажана структура на предложениот концептуален модел на интегриран организациски и водствен развој.

## **2. ОПИС НА КОМПОНЕНТИТЕ НА КОНЦЕПТУАЛНИОТ МОДЕЛ**

### **2.1 Клучни актери во практикувањето на моделот**

Практикувањето на предложениот модел на ниво на една фирма/организација функционира во следниве две фази: а) Фаза на воведување и развивање капацитети за функционирање на моделот и б) континуирано самостојно практикување на моделот од страна на водството на фирмата.

Во фазата на воведување и развивање капацитети за функционирање на моделот како носители на определени улоги во спроведувањето на ефективни организациски промени се јавуваат следниве три категории на актери:

- а) СКИТОП консултанти;
- б) Водството на фирмата или организациското водство и
- в) Тимови за организациски промени

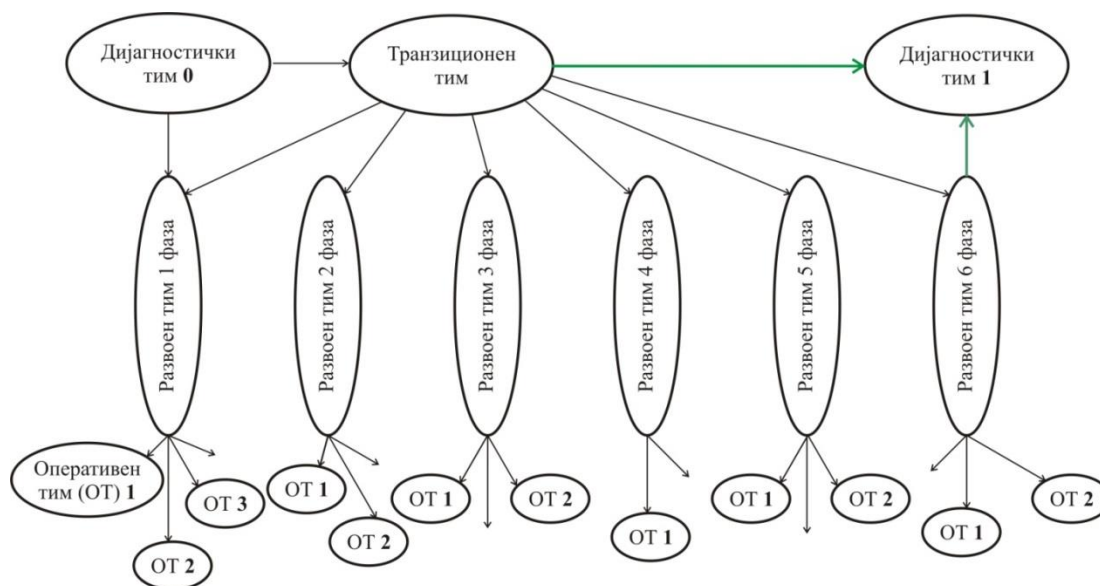
СКИТОП консултантите се сертифицирани консултанти за автентично практикување на СКИТОП методологијата за организациски промени. Нивната основна улога е да ги интегрираат тимовите составени од членови на организацијата што вклучува: предлагање на водството критериуми за компонирање на тимовите; развивање на агенда за текот на определена дијагностичка, развојна или евалвациона работилница, испорака на теоретски инпут во методолошките чекори на работа на тимот; фасилитирање на работата на тимот, известување на водството за работата, резултатите и напредувањето на тимот и финално редактирање на продуктите од работата на тимот што го интегрираат. Покрај оваа интегрирачка улога во работата на тимовите за организациски промени, екстерните СКИТОП консултанти имаат уште и една посебна обучувачко-менторска улога. Оваа улога ја опфаќа активноста на иницијална обука, а потоа и менторирање на финалното оспособување на интерни СКИТОП интегратори кои по завршувањето на првата, иницијална фаза на практикување на овој модел, ќе ја преземат улогата на интегратори на тимовите формирани за решавање на пројавени организациски предизвици во втората, континуирана фаза на практикување на овој модел. Во оваа обучувачко-менторска улога на екстерните СКИТОП консултанти влегува и активноста на напредното менторство или синергирање на развојот на водствените компетенции на врвното водство, а преку него и на вкупното водство на фирмата.

---

<sup>4</sup> На Џек Велч му се припишува следнава мисла: „Умешноста да спроведете ефективни организациски промени е иста со умешноста да го замените тркалото на автомобилот додека возите“.

Организациското водство ја има одлучувачката улога во практикувањето на овој модел: врвното водство одлучува за пристапување кон потребната организациска промена и нејзното спроведување според предложениов модел; според критериумите за состав на определени тимови ги определува реализаторите на тимовите и по нивни предлог го потврдува составот на секој тим; членовите на водството се реализатори на определени развојни и оперативни тимови согласно нивните надлежности; практикуваат мерки за ефективна работа на тимовите за организациски промени и за имплементација за креираните организациски интервенции.

За спроведување на ефективни организациски промени, според СКИТОП методологијата се формираат следниве видови на тимови за организациски промени (сл.3):



Сл 3. Типологија на тимови за организациски промени

Диагностички тим:

а) Мисија: Мисијата на овој тим е да ја спроведе холигнозата на организацијата како основа за планирањето и изведбата на сите натамошни активности во организациските промени.

б) Екипирање: Дијагностичкиот тим го сочинуваат луѓето кои имаат увид во состојбите во организацијата како целина (клучни интересенти или засегнати страни). Поради тоа јадрото на овој тим го сочинува топ-менаџментот и клучните менаџерски кадри за четирите основни деловни функции: маркетинг, продукција, финансии и кадри. Во дијагностичкиот тим треба да бидат вклучени исто така и влијателни кадри кои имаат манифестирано поинакви погледи на состојбите во организацијата од оние што се доминантни во топ-менаџментот, како и претставници од непосредните извршители - поединечно или преку синдикатот доколку таков постои.

Транзициски тим:

а) Мисија: Овој тим е постојан за време на спроведувањето на организациските промени, односно од одлучувањето да се премине на организациска трансформација, па до завршувањето на сите циклуси од пентагонот на организациските промени. Негова мисија е координирање на тимовите и други активности во креирањето и трансферирањето на организациските промени, преку:

Формирање на развојни тимови;

Усвојување на извештаите од работата на развојните тимови;

Обезбедување буџет и други услови за спроведување на организациската транзиција;



Разрешување на конфликтите кои ќе се јават во утврдување на приоритетите за реализација на редовните работни задачи на членовите на сите други тимови и нивното ангажирање во соодветниот тим.

б) Екипирање: Транзицискиот тим го сочинуваат 4-6 клучните луѓе од менаџментот. Од практични причини, добро е членови на транзицискиот тим да бидат потенцијалните реализатори на развојните тимови.

Развоен тим:

а) Мисија: Развоен тим се формира за секој од шесте развојни фази на СКИТОП методологијата<sup>5</sup>. Неговата мисија е реализација на клучните чекори од развојната фаза и по потреба, формирање оперативни тимови за решавање на тековните проблеми и подготвителни или завршни задачи за спроведување на клучните чекори од секоја фаза.

б) Екипирање: Членовите од транзицискиот тим се реализатори на развојните тимови. Согласно фазата на која што се работи се избира соодветен реализатор кој што предлага членови за тимот, а транзицискиот тим ги избира. Реализатор на развојниот тим за фазата визионирање (изработка или ревизија на организациската стратегија) е реализаторот на транзицискиот тим, односно топ менаџерот.

Оперативен тим:

а) Мисија: Оперативните тимови се формираат за решавање на определени проблеми за подобрување на состојбите или пак за подготовка на алтернативни решенија во функција на клучните чекори на секоја развојна фаза.

б) Екипирање: За решавањето на определената задача (проблем) составот на тимот е постојан и тој формално престанува со работа кога е донесено (усвоено) решението на задачата, но неговите членови индивидуално продолжуваат со активностите на трансферот (имплементацијата) на задачите за спроведување на тоа решение. Во зависност од видот на задачата, можно е тимот да одлучи на определени интервали да се состанува повторно за да ја евалуира реализацијата на донесеното решение.

## **2.2 Развојни процеси на ефективните организациски промени**

Според приказот на сл. 2, ефективните организациски промени претпоставуваат паралелно и интегрирано спроведување на следниве два развојни процеса: а) организациски интервенции за подобрување на работењето на организацијата и б) развој на водствените компетенции на менаџерските кадри на сите хиерархиски нивоа во организациската структура на фирмата.

Основа за дефинирање и одлучување кои организациски интервенции и се неопходни и можни на фирмата претставува спроведената сеопфатна организациска дијагноза (холигноза) или на друг начин од страна на врвното водство утврдени приоритети за организациски интервенции во постојната поставеност на работата на фирмата. Според намерата и опфатот на планираните промени, во инцијалната фаза на практикување на овој модел се јавуваат следниве видови на организациски интервенции:

а) Тимски решенија за подобрување на работењето во рамките на постојните системски односи во фирмата (работа на оперативни тимови);

б) Тимски решенија за воспоставување на нови системски односи во работењето на фирмата, вклучувајќи изработка или ревизија на организациската стратегија, дефинирање или

---

4) Според СКИТОП методологијата циклосот на интегрални организациски промени минува низ следниве 6 фази: подготвување, визионирање, култивирање, архитектурирање, енергизирање и трансферирање (Смилевски, Ц., 2000: 99-102).

ревизија на етичкиот кодекс на фирмата; промени во организациската структура; промени во системот на плати и награди и сл. (работа на развојни тимови);

в) Обуки на вработените за поефикасно извршување на постојните обврски или за имплементација на новите обврски и системски решенија.

Развојот на водствените компетенции на менаџерските кадри на сите херархиски нивоа, почнувајќи од надзорниците па се до топ менаџментот и членовите на управните и надзорните одбори, се обезбедува преку следниве три основни форми:

а) Костумизирани обуки според наодите од организациската дијагноза, од акцискиот план за спроведување на определени организациски интервенции или на друг начин детектирани обучувачки потреби за определена категорија на раководители;

б) Нови ставови и компетенции стеканти во процесот на акциското учење со учеството во тимовите за организациски промени и

в) Синергирање и менторство од страна на екстерните СКИТОП консултанти или од претпоставените менаџери на повисоко ниво.

### **2.3 Механизми на интегрирање на организацискиот и водствениот развој**

За ефективно интегрирање на организацискиот и водствениот развој се предвидени следниве два механизма: а) Синергирање на развојот на водството и б) Акциско учење.

Синергирањето на развојот на водството започнува во инцијалната фаза на организациските процеси со синергирање на топ-менаџментот од страна на водечкиот СКИТОП консултант. Суштината на овој процес на интегрирање на организацискиот развој кој ќе се одвива со интегрирање на тимовите од старна на СКИТОП консултантите и на водствениот развој неопходен за овозможување на организациските промени ги опфаќа следниве суштински карактеристики и односи на синергирањето како напредно менторство:

Здружено дејствување на синергерот (СКИТОП консултантот) и синергираниот (топ менаџерот) во целокупниот тек на подготовка на топ менаџерот на водење на организациските процеси, но и за развој на водствените компетенции на менаџерите на сите хиерархиски нивоа;

Водење на заемна почитувачка конверзација синергер-синергиран во тек на подготовките и водењето на сите чекори на организациските интервенции и на развојот на водствените компетенции на топ менаџерот;

Разговарање за ресурсите потребни за процесот на организациски промени не за ограничувањата и краткорочноста на оперативните активности на тековното работење;

Заемна отчетност на синергираниот и синергерот: Синергираниот дава отчет пред синергерот за договорените самостојно преземените акции за личен развој, а синергерот е на располагање на синергираниот при неговото соочување со тековен проблем кој го афектира процесот на организациските промени;

Откривање на можна и посакувана иднина на водствениот развој на топ менаџментот и на неговиот тим;

Идентификување на расположливите капацитети што се од корист за остварување на посакуваната иднина на топ менаџментот и на фирмата;

Овозможување на топ менаџментот за донесување на рационални одлуки за својот водствен развој и за развојот на фирмата

Во рамките на овој процес на синергирање, топ менаџментот и СКИТОП консултантот одлучуваат како стекнатите водствени компетенции топ менаџментот ќе ги трансферира на своите подредени и каква помош од СКИТОП консултантите ќе биде потребна во тој процес.

Акциското учење, како што се гледа и од сл. 2, е интерактивен процес на поддршка на органиациските интервенции од страна на водството, но и ситуација за искусвено учење на водството од процесот на креирање и имплементирање на организациските интервенции. Како што беше прикажано на мапата на динамиката на организациските промени (сл.1) изворот на

новото учење во креирањето на организациските интервенции е во спремноста на водството да го подржува конструктивниот конфликт за различните погледи и искуства од страна на членовите на тимот. Од друга страна од учењето се случува и од начинот на доаѓање до остварливи решенија воден од страна на СКИТОП консултантот во обединувањето на комплементарните придонеси на членовите на тимот. Во поддршка на овој процес на учење е воспоставената постапка на евидентирање, складирање и споделување на научените лекции од секое заседание на тимовите за организациски промени. Во процесот на имплементација на организациските интервенции, акциското учење се оставрува преку тековниот мониторинг на имплементацијата и пројавените тешкотии и пречки на практикување на креираните решенија.

#### **2.4 Водствени практики на ефективни организациски промени**

Наведената улога на водството како една од трите категории актери во спроевдувањето на ефективни организациски промени се остварува преку следниве три видови на меѓусебно поврзани водствени практики: а) Интегрирање на вработените во процесот на креирање и имплементирање на организациските интервенции; б) Балансирање на интересите на клучните заинтересирани страни и в) Енергизирање на вработените вклучени во тимовите за креирање на организациските интервенции и во активностите на имплементирање на креираните решенија за организациски интервенции.

Интегрирањето како водствена практика вклучува активности на идентификување и мобилизирање на индивидуалните капацитети на вработените во спроведување на мерки и активности за подготовка, креирање и имплементирање на организациските интервенции како индивидуален придонес во подобрувањето на тековното работење и обезбедување на долгорочна организациска одржливост. Во инцијалната фаза на практикување на овој модел, интегрирањето го прават заеднички екстерните СКИТОП консултанти и организациското водство, вклучајќи и група вработени кои се обучуваат за интерни интегратори. Екстерните СКИТОП консултанти и интерните СКИТОП консултанти како практиканти го вршат интегрирањето на различните погледи и компетенции на членовите на тимовите во текот на тимските заседанија, додека водството тоа го прави во фазата на екипирање на тимовите и во фазата на имплементација на креираните организациски интервенции. Покрај корисноста од ова интегрирање со мобилизирање на различните комплементарни компетенции и искуства на вработените инволвирани во тимовите, во овој процес може значително да се поттикне подигањето на нивото на заемна почит и доверба со искрен и јавен фидбек на придонесот на сите инволвирани вработени во креирањето и имплементирањето на организациските интервенции.

Балансирањето (врамнотежувањето) на потребите и интересите на клучните заинтересирани страни за успешно работење на фирмата на краток и на долг рок, претставува најсложената и најчувствителната водствена практика, како во тековното работење, а уште повеќе во процесот на креирање и имплементирање на организациските интервенции. Сложеноста на оваа практика прозилегува од природата на различните видови потреби и интереси на заинтересираните страни и нивниот можен придонес во креирањето и имплементирањето на организациските интервенции. Чувствителноста во спроведувањето на оваа практика е условена со две реалности во организацискиот живот на фирмата: прво, голем број на интереси на определени заинтересирани страни се меѓусебно спротивни (Heider, F., 1958) и второ, и самите менаџери на сите хиерархиски нивоа претставуваат посебна категорија на заинтересеирана страна. Непристрасното и умешно балансирањето на потребите и интересите на заинтересираните страни значително продонесува во намалувањето на организациската ентропија, која во услови на радикални организациски промени може да доведе и до распад на организацијата на подолг рок.

Енергизирањето како водствена практика се надоврзува на интегрирањето и претставува третман на вработените со којшто се обезбедува активирање на индивидуалните интелектуални и социјални енергии на секој инволвиран во организациските промени заради обезбедување на

општа (организациска) корист од организациските интервенции. Значителен функционален придонес во енергизирањето обезбедуваат соодветните практики и решенија во балансирањето на распределбата на ресурсите и ефектите помеѓу сите заинтересирани страни, со посебни решенија за тековното енергизирање на вработените инволвирани во тимовите за организациски промени. Консултантско искуство покажува дека балансирањето на интересите на компаниско ниво преку дефинирање на соодветни организациски политики, наместо во фазата на енергизирање, корисно е да се случи уште во фазата на подготовките за системски организациски интервенции. Со тоа ќе се овозможи и вградување на потребните мерки и активности за финансиско и нефинансиско мотивирање на членовите на тимовите за организациски промени.

## **2.5 Резултантен ефект од интегрирањето на организацискиот и водствениот развој - организациска и водствена одржливост**

Во теоријата на заинтересирани страни (Freeman, R. E., 1984) и теоријата на балансирање на интересите на заинтересирани страни (Smilevski, C., 2015) изведена од неа се констатира еден заеднички интерес: обезбедување на организациска одржливост, но и поголем број, легитимно различни и често спротивставени интереси. Со истовремено паралелно развивање на водствените компетенции, организациското водство обезбедува претпоставки за своја одржливост на индивидуално ниво, но со компетенциите за сукцесија на сите нивоа и одржливост на водството на организациско (компаниско) ниво (Hargreaves, A. and Fink, D., 2005). Со активно учество во балансирањето на интересите на четирите групи на заинтересираните страни на стратегиско ниво (сопственици/акционери, корисници, внатрешни процеси како интерес на самата организација и учење и развој како интерес на вработените) и нивно доследно имплементирање, фирмата добива карактер на стратегиски фокусирана организација (Kaplan, R.S. and Norton, D.P., 1992), а со тоа и предуслови за долгорочна одржливост.

Откако со поддршка на екстерните СКИТОП консултанти ќе заврши еден циклус на практикување на опишаниот модел, вклучувајќи ги развиените водствени компетенции за спроведување на трите клучни категории на водствени практики за фасилитирање и поддршка на организациските промени, екстерните СКИТОП консултанти треба да станат непотребни. Во тој случај, по определен период на нова динамичка рамнотежа на практикување на имплементираниите организациски интервенции во однос на средината, при проценети нови потреби за определени организациски подобрувања или системски организациски промени, водството ја презема целосно во своја надлежност обврската за континуирано практикување на моделот за самостојно водење на интегрираниот организациски и водствен развој во обезбедување на организациската и водствената одржливост во променливото окружување на фирмата.

## **3. НАМЕСТО ЗАКЛУЧОК: ПОГЛЕД НАНАПРЕД**

Предложениот концептуален модел е само тоа - низа на пропозиции на потребни и хипотетски можни односи помеѓу организациското водство надлежно за ефикасно тековно работење за конкурентност на фирмата на слободниот пазар, но и за спроведување на ефективни организациски промени за долгорочно опстојување на тој пазар, од една страна, и екстерното консултантско според партиципативната СКИТОП методологија кое настојува исто така да оствари два резултата: ефективни организациски интервенции за долгорочна одржливост на фирмата, но и развивање на сопствени капацитети за идно самостојно идентификување и спроведување на потребни организациски промени, од друга страна. Бидејќи станува збор за проширување на предметот на СКИТОП методологијата, единствен начин на проверка на делотворноста на овој модел е идната консултантска практика на едно вака интегрирано спроведување на организациски промени во интерес на двата глобални интересенти: фирмата и нејзината одржливост и организациското водство и неговата одржливост.

**ЛИТЕРАТУРА**

- [1] Adizes, I. (1996). The Pursuit of Prime. Santa Monica: KnowledgeExchange.
- [2] Adizes, I.K., (2014). Managing Corporate Lifecycles. Santa Barbara: Adizes Institute, Inc.
- [3] Appelbaum, S. H., Pierre, N and Guavas, W. (1998). Strategic organizational change: the role of leadership, learning, motivation and productivity”, in: Management Decision 36/5, pp 289–301.
- [4] Bolden, R. (2011). Distributed leadership in organizations: A review of theory and research. International Journal of Management Reviews, 13, 3, 251-269.
- [5] [Freeman, R. Edward](#) (1984). Strategic Management: A stakeholder approach. Boston: Pitman. [ISBN 0-273-01913-9](#).
- [6] Hargreaves, A. and Fink, D. (2005) Sustainable Leadership. San Francisco: Jossey Bass/Waley.
- [7] Heider, Fritz. (1958). The Psychology of Interpersonal Relations. John Wiley & Sons.
- [8] Hersey, P. & Blanchard, K. (1982). Management of the Organizational Behavior – Utilizing Human Resources. Englewood, Cliffs: Prentice Hall.
- [9] Kaplan, R.S. and Norton, D.P. (1992): „The Balanced Scorecard: Measures That Drive Performance“ in: Harvard Business Review (January-February 1992).
- [10] Marquardt, M.J. ET AL. (2002). Action learning for Development Leaders and Organizations. Washington DC: American Psychological Association.
- [11] Schein, E. H. (1969). Process consultation: Its role in organization Development. Mass. Reading: Addison-Wesley Publishing Company.
- [12] Смилевски, Ц. (2000). Предизвикот и мајсторството на организациските промени (The challenge and mastery of organizational change). Скопје: ДЕТРА Центар.
- [13] Smilevski, C. (2015). "Organizational sustainability and theory of balancing the interests." Proceedings from The International Scientific Conference: Globalization challenges and the social-economic environment of the EU. Novo mesto: School of Business and Management.
- [14] Smilevski, C. (2017). "Sustainable leadership and organizational sustainability through organizational change". Zbornik radova: PILC PAR International Leadership Conference. Opatija: Visoka poslovna škola PAR.

## OPPORTUNITIES OF UNIVERSITY STUDENTS' SOCIALIZATION IN CONTEMPORARY WORLD

Oleg Latyshev<sup>1</sup>, Venelin Terziev<sup>2</sup> and Ekaterina Arabska<sup>3</sup>

<sup>1</sup>International Mariinskaya Academy named after M. D. Shapovalenko – Moscow, Russia,  
e-mail: papa888@list.ru

<sup>2</sup>Vasil Levski National Military University – Veliko Tarnovo, Bulgaria, e-mail: terziev@skmat.com

<sup>3</sup>Innovations and Sustainability Academy – Plovdiv, Bulgaria, email: katya.arabska@gmail.com

**ABSTRACT:** *The processes of socialization are highly influenced by the globalization and technology development processes in contemporary world and the importance of the application of appropriate approaches in the educational system, regarded as one of the main tools, is increasing. Universities act at the stage of professionalization of the personality and should be considered not only as providing higher education and professional qualifications but also as triggering the processes of an effective and stable socialization in one's life. Current paper discusses the opportunities for university students' socialization through professional, social and intercultural communication, development of skills, career orientation and intercultural exchange. Special attention is paid to the challenges in distant education and e-learning, practicing sports and entrepreneurial skills development in contemporary higher education schools.*

**KEYWORDS:** *socialization; student; communication; career.*

### 1. INTRODUCTION

In modern world the process of socialization is developed in the conditions of complex interactions between different cultures imposing the need of new approaches in studies trying to understand the mechanism of socialization and the personality. The influence of environmental and national features of social and cultural space is found to be the leading factor in the appearance and social behaviour of individuals which imposes the need of a new apprehension of “socio-psychological, moral and legal and other mechanisms of recognition of a special role of the person in the social life of society” (Rodermel & Stepanova, 2015). The socialization of the personality is discussed as a process of the personality formation in certain social conditions, the assimilation of social experience and its transformation to own values and orientations, and selective introduction of norms and templates of behaviour. Thus, some stages of socialization could be specified (Table 1).

*Table 1. Stages of socialization*

Stage	Description
Primary socialization / adaptation stage	From the birth to the teenage period children acquire social experience noncritically, adapt, adjust and imitate.
Individualization stage	During the youthful age (18-25 years) steady properties of the personality are developed. Desire to distinguish oneself from others, individualization, self-determination. Intermediate socialization as it is still unstable.
Integration stage	Desire to find one's own place in society. The integration proceeds safely if the person is accepted by the group / the society. If they not, it is possible to arise preservation of one's dissimilarity and emergence of aggressive interactions (relationship) with people and society
Labour stage	The period of the maturity of a person. During work the person acquires social experience and reproduces it.
Postlabour stage	Elderly age is the age of making an essential contribution to the reproduction of social experience transferring one's experience to new generations.



*Source: Rodermel, T. A., Stepanova, S. N. 2015. The problems of interference of the mechanisms of the personality socialization and universal values. Procedia - Social and Behavioral Sciences 166 (2015) 204 – 208.*

Regarding the presented above stages of socialization, the role of higher education and its influence on the personality is critical. Modern society is characterized by its dynamism and “and accelerating pace of social changes” which underline the increasing demand for highly qualified professionals able to adapt to the changing conditions of social reality (Kicherova *et al.*, 2015). Training provided in higher schools, development of skills and formation of values is in the heart of professional self-identification and career development in the early professional socialization which influences formation of professional values and civil positions. The concept of professional socialization implicates that professional socialization continues throughout the whole life and it is considered as “a social process which results in the assimilation of social and professional norms and the formation of personality as the subject of professional activity” (Kicherova *et al.*, 2015).

Current study makes analyses of relevant literature and presents some of the opportunities for socialization of university students in contemporary dynamically changing social and economic environment stressing on the importance of communication and skills development.

## **2. UNIVERSITY STUDENTS’ SOCIALIZATION**

### **2.1. Professional, social and intercultural communication**

Studies provide evidence that the early professional socialization of university students helps to develop a sense of professional self-identification and allows the formation of personal and professional qualities for future jobs, competences for perceiving information and making analyses and evaluations, honesty and social responsibility, accepting the verbal professional communication with experts during educational and training practices, attendance of special events, conferences and forums, etc. as the most important, paying special attention to the “rational persuasion” including presentation, attention, comprehension and acceptance leading to installation and implementation of new behavioral patterns (Kicherova *et al.*, 2015).

In the role of the universities in providing training and public adaptation the significance of social activities is well-understood, and sports in particular. The sports contribute to the physical, psychological and emotional development of students and to their capacity of functional relations with others (Baciu & Baciu, 2015). Investigations on the process of socialization through sports in the sphere of higher education considering sports, social interactions in them and their collective effects in modern societies, provide implications that university environment accepted as “a socialization tool” should provide activities as sports that allow individuals to become more social (Devecioglu *et al.*, 2012). In these two stages are distinguished: the interaction of the person with sports and the point of social behaviour, and then how the experience gained in sports will affect the person’s life.

Considering this it will be worth noticing that in today’s university practice distance education and e-learning gain momentum creating a virtual world in students’ life in which instruments should be provided to overcome the senses of isolation and alienation putting the question of the socialization in distance education through communication – e.g. web-based discussion forums (Asfaranjan *et al.*, 2013). Discussing modern information and communication technology, the opportunities of the web, and particularly social networks, blogs and other, in which stream data or “lifelogs” represent the different aspects of human behaviours and social activities should also be used (Chen *et al.*, 2012).

These opportunities can be effectively used in the process of preparing students for participation in the program of academic mobility. The remote stage of immersion of the students in the reality of another country and the host university will allow them to prepare much better for the upcoming trip. The student should get a detailed idea of the quality of his/her language preparation for life in isolation from the usual communication environment. In addition to the possibility of understanding the words of the interlocutor in the native language, the student is obliged to know to what extent his/her behavior, gestures, facial expressions, habitual speech intonations will meet the expectations of the people receiving him. All this

and more will be much more clear in the course of remote communication with representatives of the country's upcoming trip.

Another important issue in contemporary global world of intense migration and ethnic revival is the tolerant attitude towards different cultures and “productive interaction skills” which could be solved in the framework of development of intercultural competence and communication and the formation of readiness and ability to live in multicultural environment (Valeeva & Valeeva, 2017).

It is extremely important to achieve harmony of the general and special for different nations and nationalities in the student's views. This is seen to us as one of the most important components of the global socialization of students. Increasing the level of mutual understanding between students of different countries seems to us the key to the success of joint research projects of students of cooperating universities. Getting a common scientific product equally valuable to the public of the two countries can and should be the result of a deeper penetration of students into the ideology of the host country, its traditions and customs, folklore and humor, songs and dances, and the cultural and historical heritage as a whole. For this, the work of students in the laboratories, libraries and archives of the host university must necessarily alternate with their participation in festivals, cultural and sports competitions, hiking tours and exploratory trips to places of the greatest cultural significance for a given country, region or city where the university is situated.

## **2.2. Skills development**

The environment in the institutions is another important point as they can be viewed as “affective systems that the social, emotional, and academic skills... by serving as social microcosms of the broader society” (Garibaldi & Josias, 2015). Social and emotional (non-cognitive) skills significantly influence student learning and performance and they include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively which serve as a foundation of a broad range of psychosocial, academic, and occupational outcomes.

A special place among non-cognitive skills is occupied by human values. We have repeatedly observed that the discrepancy between the values of the student's orientation and the surrounding learning community, traditions and customs of the university often leads to the exclusion of the student from the university, not because of unsuccessfulness. And, on the contrary, passionate, zealous attitude to the values of the home university, the desire to support and develop the fundamental traditions of the university help to continue education to a student who does not have high academic achievements. Another of the important groups of the student's non-cognitive skills is the ability. We understand that the speech in this case is not about the ability to cognize, otherwise these skills would be assigned to another classification group. In this case, it is the student's ability in areas far from the solution of educational tasks that help him/her defend the honor of the university during the competition of performers on folk musical instruments, at the Universiada, at the chess championship, checkers, etc. To the student's non-cognitive abilities adjoin competencies and skills in the composition of the emotional intelligence. They have the ability to manifest themselves clearly when there is a need to do something special for the society in which the student develops - to speak out in defense of honor, reputation, to demonstrate high positions of collective responsibility, etc. A student who has learned to be aware of his/her own motivation to commit certain actions, is better able to understand the driving force of the actions of the classmates. This allows him/her to help others either to increase the benefits derived from their manifestations, or, on the contrary, in a timely manner to minimize the harm that might be inflicted on society, for example, the affective behavior of comrades.

The promotion of these skills should take place in different training institutions considering social and emotional conditions for learning which is linked to the students' socialization during their academic learning and performance (Garibaldi & Josias, 2015). When examining socialization in the lights of the processes of the interaction between different generations and social groups in which people gain



knowledge, values and behaviour of other people and form roles and models, doing business should be regarded as one of the particular form of social relationships creating conditions for practical implementation of abilities and talents (Adamoniene & Astromskiene, 2015). In this regard, the influence on the formation of a responsible and creative consciousness of a student by professors invited from partner universities acquires special value. This is especially important if a scientist who works in another city, or a foreigner, also has a significant life experience because of the venerable age. Students attach importance to the fundamental importance, not so much to how many equations they solve with this professor, but to the fact that they will be able to get an idea of the diverse scientific and social achievements of their new lecturer, memorable encounters with great people, travel and the brightest visions of life. The high degree of persuasiveness of a personal example of this highly respected person will help students understand the scale of their own achievements, successes, and the realization of healthy ambitions in the expectations of their university, relatives and friends.

The concept of the entrepreneurial socialization considers the processes of the involvement of the person into society, cultural acceptance and social maturation, and it could be applied in university studies as well in the acquisition of entrepreneurial skills and behaviour (Table 2). Socialization described as a process of acceptance of the moral orientation and behaviour norms of society in which a person becomes a society member could be extrapolated to the business behaviour and the importance of entrepreneurial socialization in finding self-expression should be considered during the trainings and activities in universities accenting its main features according to the nature of expression - recognition of possibilities, strategy development, adjusting to market changes, formation of organization culture - namely: proactivity, possibilities, risk tolerance, constant competence improvement, learning organization, creativity, team work, social responsibility, etc. (Fig. 1), which “establish favourable assumptions to every person to find self-expression” (Adamoniene & Astromskiene, 2015).

*Table 2. Features of entrepreneurial socialization*

<b>Nature of expression</b>	<b>Features</b>
Recognition of business possibilities	Proactivity, opportunities observation, risk tolerance
Development of business strategy and its adjustment to market changes	Decisions making skills, innovativeness, changes control
Forming of business organization	Teamwork, constant competence improvement, learning organization
Formation of organization culture	Social, environment protection, economic responsibility, creativity, ethics

*Source: Adamoniene, R., Astromskiene, A. 2015. Peculiarities of entrepreneurial socialization expression. Procedia - Social and Behavioral Sciences 213 (2015) 890 – 895.*

<b>Proactivity</b>	<b>Efficiency and initiative</b>
<b>Ability to make unordinary decisions</b>	<b>Gaining of competitive advantages</b>

*Fig. 1. Functions of entrepreneurial socialization*

*Source: Adamoniene, R., Astromskiene, A. 2015. Peculiarities of entrepreneurial socialization expression. Procedia - Social and Behavioral Sciences 213 (2015) 890 – 895.*

The students should get the skills of interaction in the team long before they have to undergo practical training in the workplace, and even more so - to start work in the company. If one student can show indecisiveness, and do not risk even where the risk is clearly justified, then teamwork will help take

bold, fast ambitious decisions based on a sense of collective responsibility, mutual understanding and mutual assistance.

### **2.3. Students' exchange**

The opportunities of students' exchange, especially mobility by Erasmus programme, provide conditions for increasing not only intercultural communication but also the skills of adaptation and socialization by dealing with the problems encountered during the stay in a foreign country with different education life and culture influencing personal and career development of students (Endes, 2015).

The realization of academic mobility in the educational process can be associated with the phenomenon of the formation of a translational personality of a student of an institution of higher education who has been studying abroad for a long time. The assumption that such an opportunity exists and is gaining an increasingly stable character results from communication with colleagues responsible for training students in partner universities in programs within the framework of academic mobility. This is evidenced, above all, by the observation of the change in the appearance of the verbal communication of students who have returned from abroad. In addition, representatives of faculty who supervise studies abroad are increasingly faced with both bilingual and translational character of the student's reporting documentation about the period of study conducted outside the home university in any country.

We believe that the vast majority of students, a limited amount of time studying abroad, can hardly show their linguistic or culturological preferences to the host country and its language. To do this, they have not yet accumulated enough knowledge, and the level of internal culture and the corresponding cultural requests is not a worthy argument in favor of the language and culture of another country. Immersion students in a different language reality, consistently leading to the development of thinking in the language of the country of instruction, ultimately can lead to the fact that the prevailing number of subjects and phenomena that students of some universities face in partner universities abroad, a much better expression is found precisely in foreign language.

A student who writes a report on the stay abroad fully realizes the following. Within the walls of the native university there are not many analogues to events, forms of organization of student project activity and its material and technical equipment, met abroad to the great joy of the native student. And their description can create only a very remote idea of the essence of what they saw, heard and felt in the host institution. Long stay outside the home country develops in the minds of the student the need for translational expression to present reality, of which he/she has become accustomed to feel for a certain time.

There comes a time when the student understands that everything he/she has written before in the native language is not compared to what was stated in the foreign language. And on the concentration of artistic content, emotional saturation and level of motivation to action for students a course younger than himself/herself. A native student starts to imagine that a foreign language essentially wins before the native language as a means of transferring knowledge, skills, necessary competences, experienced emotional states, and learning the ways of acting during the foreign period.

Are we right to say that there is full translingvism developed by the student in the process of passing the foreign stage of higher professional education? Rather, it is necessary to cite a number of factors that, in our opinion, quite clearly determine the presence of either bilingualism or translationalism, both complete and incomplete.

1. If the student is fluent in native language, he/she may well remain at the same time in the traditional bilingual space, bypassing the generally accepted means for translating from a foreign language into native. This seems to us possible if the student uses extremely rich resources of the language to express impressions of the newly discovered, seen and heard.

2. We take into account the significantly depleted quality of the resources of the native language among a significant part of modern students, and often the insufficient development of the psychoemotional sphere for many students. And it is right to expect the prevalence of foreign words in

their speech as fashionable, easily superseding the words of the native language long before the student commits a foreign trip for training in a partner university.

3. If we consider the speech capabilities of a student at a technical university, where the common vocabulary is not an indicator of academic achievement, as well as the subject of assessing the student's proper erudition from the point of view of the faculty, then when studying abroad, it will be much easier for such a student to perceive a foreign term without seeking it a native-speaking analogue.

4. Suppose that abroad an outstanding student could be a witness or participant in experimental design, experimental research and experiments in the field of technical disciplines selected for study. In this case, we can face the predominance in oral and written speech of new words, concepts, terminology, machine names, mechanisms, computer programs, etc., translating the names of which will not provide a basis for understanding what the student touched on the laboratory base of the partner university. Accordingly, in doing so, we can very well expect that the presentation of the material by the student will either be partially or completely translated into the translanguing plane.

5. The final version of the development of events, we can call the case when a student, unable to overcome the laziness of mind, will not seek to find native-language analogues acquired abroad concepts. And in combination with a lack of practical experience, it is not even capable of simply calking foreign concepts to make them the property of the native-speaking conceptual apparatus of the chosen field of science.

We realize that the set of issues raised in this paper requires a much more detailed examination. This will require long-term studies, attracting a convincing experimental base. However, even now we believe that the first touch on this topic is absolutely necessary, timely and appropriate.

Intercultural learning is a composite of a methodology and a subject area, a type of a pedagogical thinking, in which learning takes place when new knowledge can be incorporated as a relevant part of students' life. It is not only about language and other teaching, but social and cultural understanding with relation to students' personal experience and previous knowledge<sup>6</sup>. The significance of student-oriented and competence-based programs is underlined in organizing successful foreign students' exchanges and lifelong learning implementation and their understanding and acceptance of diversities and personal, social and professional realization as citizens (Shopova & Arabska, 2013).

The formation of intercultural communication provides for visits by museum students, exhibition centers, palace and park ensembles, national parks and specially protected natural areas of various kinds in the country of instruction, together with students and professors from this country. Along with this, it seems advisable to jointly attend students and teachers of folk music concerts, ethnographic festivals, theaters of nations and nationalities, and various objects of religious purpose in the host country with a training purpose. Even if students come to another country to study the disciplines of the natural-mathematical cycle, learn to work on synchrotrons, electron telescopes and colliders, their training and leisure time should not be limited to this in any case. A student who was lucky enough to live in another country should learn the features of national clothes, expressive details and accessories used in it. This will allow him/her to correctly understand the social situation of the foreign interlocutor, the special circumstances of life (marriage, mourning, and others) that require the student to express certain appropriate feelings and emotions addressed to the interlocutor, as well as correct behavior in certain cases. If students participate in the exchange program of military higher educational institutions, they need to learn in advance the insignia that are characteristic of representatives of foreign armed forces, the features of formal and casual outfits, in order to understand correctly how to behave in specific circumstances. In addition, there are also a lot of other necessary details that must be considered in the process of intercultural communication with students.

---

<sup>6</sup> Curriculum Guidelines for Access Programmes into Higher Education for Underrepresented Adult Learners (2002) CHAGAL, 101298-CP-1-2002-1-AT-GRUNDTVIG-G1.

## 2.4. Career orientation

The mission of the higher education not only in training of individuals, but also answering the needs of social and economic development of the community, can be achieved when universities allow the persons and the society to “reach performance in a globalized environment characterised by competition and dynamism”(Barna & Mircea, 2015). The role of university counselling and orientation in facilitating the access to the labor market and career development skills is also connected to the process of socialization. It contributes to the overcoming the “anxiety” to the future in which process the personal career map is considered by its global character and cognitive, affective, motivational, values and attitudes aspects (Richițeanu-Năstase & Stăiculescu, 2015).

Indeed, the role of the university in the formation of a student's career cannot be overemphasized. Even if we assume that during the upcoming work a graduate of the university will have a conscientious, experienced, interested instructor, it is unlikely that he/she will have the time and energy to make up for the omissions that took place during the student's life of the beginning employee. Listed and analyzed in this article, as well as many other skills, allow the student to meet the high and uncompromising demands of the world labor market. The student should understand the direction of the dynamics of changes in the labor market, public expectations and the needs of specific enterprises, be able to respond in a timely manner to the changes taking place through continuous upgrading of skills, as well as subsequent professional retraining. Ubiquitous automation of production essentially reduces the possibilities of traditional professional self-realization. So the student is obliged to find new niches for socio-economic self-determination in those fields of knowledge and production that are either not subject to automation with the subsequent reduction of staffing, or this process will cover them for many more years.

Table 3. Personal career map profiles

Profile type	Motivation for career choice	Values	Career plan	Career Making	Decision	Expectations (balance aspirations-expectations)	Training (continuing education)
Stable	Predominant Intrinsic or extrinsic, type identified	Pro work	Exists, flexible	-Decided and comfortable on career decision -Analyses the actions' consequences		-Self-efficiency beliefs: above average -Family and friends support: above average -Opportunities and social barriers perceptions : average, low -Work related perceptions: average -Perception on career development: average	-Capacity to self-analyze on training needs
Undecided	Predominant extrinsic: incorporated adjustment or external adjustment	Other values	Doesn't have one	-Undecided and uncomfortable on career decision -Analyses the actions' consequences		-Self-efficiency beliefs: average, low -Family and friends support: above average -Opportunities and social barriers perceptions : above average -Work related perceptions: high-idealist, low-pessimist -Perception on career development: high-idealist, low-pessimist	-Capacity to self-analyze on training needs
Unstable	Predominant extrinsic: incorporated adjustment or external adjustment	Other values	Doesn't have one	-Undecided and comfortable on career decision - Incapable of predict the consequences		-Self-efficiency beliefs: average, low -Family and friends support: above average -Opportunities and social barriers perceptions : above average -Work related perceptions: high-idealist, low-pessimist -Perception on career development: high-idealist, low-pessimist	-Unable to analyze training needs

Source: Richițeanu-Năstase, E.-R., Stăiculescu, C. 2015. The impact of career factors on students` professional insertion. What measures to be taken by the university? *Procedia - Social and Behavioral Sciences* 180 (2015) 1102 – 1108.

The role of universities is crucial in developing independence in decision-taking and career management. The establishment of university career centers is an incentive in overcoming barriers to communication between teachers, students and business and other organizations. Among their key functions are vocational guidance and motivation, individual and group interactions, development of career management skills and competences of independent and substantiated assessment and decision-taking about their personal opportunities and career, i.e. prerequisites and drivers of personal and professional self-identification and socialization.

Each university should take into account the need for social and economic socialization of students against the background of the unity and proper balance of cognitive and non-cognitive skills developed in them. In the future, it is this position that should occupy a key place in the university's functions. In turn, this will directly depend on the quality of state funding of the university, its inclusion in prestigious and promising scientific programs of the world level, positions in the leading ratings.

### 3. CONCLUSION

The discussions on the key role of university in the socialization of students, considered in different but interconnected aspects – university and real life, outline some main prerequisites and opportunities to improve the process during training and stay in the academic environment. First of all, the importance of communication (professional, social and intercultural) should be addressed which is also connected to skills development. Among the last social and emotional skills are directly linked to students' socialization and the extrapolations could be further expanded to entrepreneurial skills development in university and real life in terms of proactivity and initiative, decision-taking and gaining competitive advantages. Not the least are the students' exchange programs providing experience and acquisition of skills and attitudes to live and work in a diverse environment and career orientation in university for guidance and development of career management skills.

The paper is not intended to embrace and discuss the whole range of socialization opportunities for university students but it sets the basis of the design of further studies on university students' skills development for an effective and stable socialization in real life.

### ACKNOWLEDGMENTS

*This paper is prepared by the special invitation of the Institute of Knowledge Management for the Special edition of the Knowledge International Journal. The study is made under the Open discussion, research and training network project "Intercultural dialogue and Social relations Network" implemented on the initiative of the Innovations and Sustainability Academy – Bulgaria.*

### REFERENCES

- [1] Adamoniene, R., & Astromskiene, A. (2015). Peculiarities of entrepreneurial socialization expression. *Procedia - Social and Behavioral Sciences* 213 (2015) 890 – 895.
- [2] Asfaranjan, Y. S., Shirzad, F., Baradari, F., Salimi, M., & Salehi, M. (2013). Alleviating the senses of isolation and alienation in the virtual world: Socialization in distance education. *Procedia - Social and Behavioral Sciences* 93 (2013) 332 – 337.
- [3] Baci, C., & Baci, A. (2015). Quality of life and students' socialization through sport. *Procedia - Social and Behavioral Sciences* 209 (2015) 78 – 83.
- [4] Barna, I., & Mircea, D. (2015). Psycho-pedagogical Counselling. An important stage in students' teaching career orientation. *Procedia - Social and Behavioral Sciences* 180 (2015) 1044 – 1049.
- [5] Chen, H., Zhou, X., & Jin, Q. (2012). Socialized ubiquitous personal study: Toward an individualized information portal. *Journal of Computer and System Sciences* 78 (2012) 1775–1792.



- [6] Curriculum Guidelines for Access Programmes into Higher Education for Underrepresented Adult Learners (2002) CHAGAL, 101298-CP-1-2002-1-AT-GRUNDTVIG-G1.
- [7] Devecioglu, S., Sahan, H., Yildiz, M., Tekin, M., & Sim, H. (2012). Examination of socialization levels of university students engaging in individual and team sports. *Procedia - Social and Behavioral Sciences* 46 (2012) 326 – 330.
- [8] Endes, Y. Z. (2015). Overseas education process of outgoing students within The Erasmus Exchange Programme. *Procedia - Social and Behavioral Sciences* 174 (2015) 1408 – 1414.
- [9] Garibaldi, M., & Josias, L. (2015). Designing schools to support socialization processes of students. *Procedia Manufacturing* 3 (2015) 1587 – 1594.
- [10] Kicherova, M. N., Efimova, G. Z., & Khvesko, T. V. (2015). Early professional socialization of university students in Russia. *Procedia - Social and Behavioral Sciences* 200 (2015) 442 – 448.
- [11] Richițeanu-Năstase, E.-R., & Stăiculescu, C. (2015). The impact of career factors on students' professional insertion. What measures to be taken by the university? *Procedia - Social and Behavioral Sciences* 180 (2015) 1102 – 1108.
- [12] Rodermel, T. A., & Stepanova, S. N. (2015). The problems of interference of the mechanisms of the personality socialization and universal values. *Procedia - Social and Behavioral Sciences* 166 (2015) 204 – 208.
- [13] Shopova, I., & Arabska, E. (2013). Organizing successful foreign students exchange, V. International Congress of Education Research "Peace, Memory & Education Research", Çanakkale Onsekiz Mart University, 6-9 June 2013, Canakkale, Turkey. Educational Research Association. *The International Journal of Educational Researchers* 4-2, 11 - 29.
- [14] Valeeva, R., & Valeeva, A. (2017). Intercultural education from Russian researches perspective. *Procedia - Social and Behavioral Sciences* 237 (2017) 1564 – 1571.



## WORK LOCUS OF CONTROL AND SELF-ESTEEM OF THE UNEMPLOYED MACEDONIAN YOUNG PEOPLE

**Marija Topuzovska Latkovikj<sup>1</sup>, Mirjana Borota Popovska<sup>2</sup>, Nita Starova<sup>3</sup>**

1 Institute for Sociological, Political and Juridical Research, University “Ss. Cyril and Methodius” – Skopje,  
[marija\\_t@isppi.ukim.edu.mk](mailto:marija_t@isppi.ukim.edu.mk)

2 Institute for Sociological, Political and Juridical Research, University “Ss. Cyril and Methodius” – Skopje,  
[mborota@isppi.ukim.edu.mk](mailto:mborota@isppi.ukim.edu.mk)

3 Friedrich Ebert Stiftung - Office in Skopje,  
[nita.starova@fes.org.mk](mailto:nita.starova@fes.org.mk)

**ABSTRACT:** *This research paper investigates the work locus of control and the level of self-esteem of the unemployed Macedonian young people. The research findings are result of a research study about the Macedonian Youth Unemployment financed by Friedrich Ebert Foundation - Office in Skopje and conducted by the authors in 2016 on a representative national sample (N=1009) consisted from unemployed young people aged 15-29, citizens of Republic of Macedonia, from all eight statistical regions. The youth unemployment is a serious problem in the country as its rate for the last several years is almost double (approximately 50%) than the general unemployment rate (23,7% in this moment). It was assumed that the (external) work locus of control and the (low) self-esteem are related to the unemployment and of course to certain demographic characteristics (age, educational level, place of living...). There are no previous research data on this topic in a national context, that's why the research approach and the findings can be considered as novelty for the Macedonian scientific literature. For this particular part of the research study, the applied methodology used research instruments developed by Spector (1988) and Rosenberg (1965).*

**KEYWORDS:** Youth Unemployment; Work locus of control; Self-esteem.

### 1. INTRODUCTION

Locus of control is a personality variable that has been studied extensively in a wide variety of settings, including organizations. Despite wide interest, the organizational studies have been dominated for long by the use of Rotter's (1966) I-E scale of general locus of control. Locus of control is defined as a generalized expectancy that rewards, reinforcements or outcomes in life are controlled either by one's own actions (internality) or by other forces (externality). Rotter (1966) differentiates internal and external locus of control (LOC). Internals are those who believe that they are the masters of their fate and, therefore, often are confident, alert, and directive in attempting to control their external environments. Further, they often perceive a strong link between their actions and consequences. Externals, on the other hand, are those who believe that they do not have direct control of their fate and perceive themselves in a passive role with regard to the external environment. They, therefore, tend to attribute personal outcomes to external factors or luck. Researchers observe that individuals' LOC plays an important role at work. For instance, it is found that LOC is related to various important work outcomes including job satisfaction and job performance (Judge & Bono, 2001). In organizational settings, rewards or outcomes include promotions, favorable circumstances, salary increases and general career advancement. Internals tend to be more satisfied with their jobs than externals, see their supervisors as higher on consideration and initiating structure, report less role stress, perceive more autonomy and control, and enjoy longer job tenure.

Judge and colleagues (e.g., Bono & Judge, 2003; Judge & Bono, 2001; Judge et al., 1998) took the perspective of LOC as a proximal predictor of well-being. They suggest that LOC is one of the critical elements of fundamental self-evaluation. The belief that one has control of the external environment represents a positive fundamental evaluation of self-worth, whereas the belief of a lack of control indicates a negative fundamental evaluation of self-worth. Not surprisingly, internals are more sensitive



than externals to information that directly or indirectly delivers a connotation of self-worth (Phares, 1976). In sum, research supports the notion that internality is associated with positive well-being, both on and off the job.

Spector (1988) has developed a scale that measures the work locus of control (WLCS). The scale was developed to measure generalized control beliefs in work settings. Spector (1988) described work locus of control as a personality variable. He defined it as "a generalized expectancy that rewards, reinforcements or outcomes in life are controlled either by one's own action (internality) or other forces (externality)". He explains that in organizational settings, rewards or outcomes include promotion, favourable circumstances, salary increases and general career advancement.

Self-esteem from the other side has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits.

According to Joubert (1991), self-esteem can be defined as a "person's judgment of general self-worth that is a product of an implicit evaluation of self-approval or self-disapproval made by the individual". Dolan (2007) describes self-esteem as an internal perception on how competent we are to work, live and share and fully developing as balanced individuals. In other words, it is the result of the perception of material, emotional and ethical achievements based on one's own efforts and on the confidence we place in ourselves and in others (Dolan, 2007). Self-esteem is based on the self confidence in our ability to dream, care, think and manage to be efficient and to be able to cope with challenges posed by life, both positive and negative (Ibid.).

A positive self-esteem works as an immune system of the conscience, and offers resistance, strength and capacity to cope with various stressful situations in a better way. Lack of self-esteem means that the individual gets trapped in a maze of stress and a failure to adapt to the situation and therefore finds himself with no way of getting out of the maze (Dolan, 2007). It is also believed that individuals, who perceive having a high internal locus of control or high perceived control, therefore tend to better control their behaviours and their ability to cope with stressful events in life (Owusu-Ansah, 2008).

Thoits (1995) argues that the most common indicator of a person's coping mechanism is reliance on one's sense of control or mastery over his life. Having a high internal locus of control is associated with one's ability to adapt to difficult situations, such as unemployment. Waters & Moore (2002) also discussed the role of perceived control in relation to unemployment. They argued that high internal locus of control influenced re-employment and lack of internal locus of control contributed to continuing unemployment. Wiener, Oei & Creed (1999) describe the importance of perceived control in relation to unemployment. Low perceived control was found to have a strong correlation with unemployment. The results also showed that individuals with jobs had higher levels of perceived control compared to those who were unemployed. They also came to the conclusion that the longer an individual is unemployed, the greater the risk of low perceived control, which also increased the difficulty of getting a job.

Rosenberg (1965) argues that self-esteem is correlated to one's self-worth and can be described as specific or global. A specific self-esteem concerns only one specific situation, whereas a global self-esteem concerns self-esteem in various situations. The global self-esteem is a better measurement as it gives values of both negative and positive values of the self (Ibid.). Furthermore, he discusses two approaches to what creates self-esteem. The first approach is that self-esteem is something we receive by other people's encouragement and unconditional love in the early stages of our life. The other approach is that, we in our own personal development perceive ourselves as competent and therefore obtain self-esteem (Rosenberg, 1965).

For many individuals, work is one of the fundamental objects of human existence and an important factor that gives them the opportunity to participate in society. The work allows them to produce goods and services that are essential in modern life. It also allows people to be a part of the social structure which will make them feel content in terms of personal, familial and social aspects of life (Dolan, 2007). There are several aspects that are essential when working, such as, time structure, social contact,

collective goals, social status and identity, and regular activity (Ibid.). During unemployment these disappear and have a negative effect on the mental health (Jahoda, 1982). It is difficult to find a meaning in life without a job and the well-being of individuals will be jeopardized without these important functions (Ibid.). In other words, people see their own worth through the social roles by which they participate in the society. The occupation of the individuals realized through the work is one of the most important social roles. The existing research findings find unemployment related to low self-esteem, because of the feeling for low self-worth and loss of self-respect. In that manner the unemployment is understood as a loss/absence of an adequate position and role in the society.

A widespread conviction in psychology (Goldsmith & Darity, 1997; Eisenberg & Lazarsfeld, 1938; Fryer & Payne, 1986; McKee-Ryan, Song, Wanberg & Kinicki, 2005) is that the response to stressful events, such as unemployment, takes the form of a progression through stages. Shock tends to characterize the initial phase, during which the individual is still optimistic and unbroken. As unemployment advances, the individual becomes pessimistic and suffers active distress, and ultimately becomes fatalistic about their situation and adapts unenthusiastically to their new state. Thus, the unemployed are expected to exhibit poorer mental health due to elevated levels of anxiety, frustration, disappointment, alienation and depression. Moreover, these feelings are likely to be more pronounced among those who shoulder greater financial responsibilities and persons with a greater sense of self efficacy fostered by prior success in a host of domains including school and work. Thus, the highly educated and parents are particularly vulnerable to the debilitating emotional consequences of unemployment.

## 2. METHODOLOGY

For the needs of the research study (Топузовска Латковиќ, Борота Поповска & Старова, 2016) a combined methodological approach was used, i.e. quantitative and qualitative analyzes were applied. For the quantitative analysis the data was collected by face-to-face questionnaire on a representative sample (N=1009) consisted of young unemployed people in the country (aged between 15 and 29), while for the qualitative analysis the data was collected by two focus groups held with representatives of the NGO sector, business sector and Agencies for employment and/or recruitment. The main objective of this research study was to investigate the key factors, which make the process of finding a job or even starting an own business difficult for the young people in Republic of Macedonia.

The questionnaire was divided in several thematic blocks: occupational choice, formal education and labor market demands, career maturity, dream job and work preferences, knowledge about the national measures and policies for youth employment, and personal characteristics of the young people (work locus of control, self-esteem and self-efficacy).

The Work Locus of Control Scale (WLCS) is a 16 item instrument designed by Paul Spector (1988) to assess control beliefs in the workplace. It is a domain specific locus of control scale that correlates about .50 to .55 with general locus of control. The format is summated rating with six response choices: *disagree very much*, *disagree moderately*, *disagree slightly*, *agree slightly*, *agree moderately*, *agree very much*, and scored from 1 to 6, respectively. Total score is the sum of all items, and ranges from 16 to 96. The scale is scored so that externals receive high scores. Internal consistency (coefficient alpha) generally ranges from .80 to .85 in the English language version. The Work Locus of Control Scale or WLCS, has half of its items written in each direction--external and internal. Scores on the scale can range from 16 to 96. Each item can have a score from 1 to 6 if original response choices are used. High scores on the scale represent externality, so the scores on the internally worded items must be reversed before summing. This is because a score of 6 representing strongest possible agreement on an externally worded item is equivalent to a score of 1 representing strongest possible disagreement on an internally worded item. Responses to the items are numbered from 1 representing strongest disagreement to 6 representing strongest agreement with each. The internally worded items are reverse scored. Internally worded items are 1, 2, 3, 4, 7, 11, 14, 15. The scores are summed for all 16 items.

The 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self is developed by Morris Rosenberg (1965). The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The items 2, 5, 6, 8, 9 are reverse scored. Scores are summed for all ten items. The scale ranges from 0 to 30. Higher scores indicate higher self-esteem. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.

The data is analysed in SPSS (Statistical Package for Social Science).

### 3. RESULTS

The Cronbach's alpha coefficient for the (16 items) work locus of control scale is  $\alpha=.707$ , so we can say that there is high internal consistency. The scale was validly answered by N=1002 respondents. The minimum value of the range is 22, while the maximum is 82. The mean score of the Macedonian unemployed young people is  $M=55,15$  ( $std.dev=8,73$ ) which is exactly at the mid-point of the theoretic scale range (56) and can be interpreted that there is certain ambivalence, i.e. Macedonian young people don't have strict internal or external locus of control. From the test of the bivariate correlation it is observed that work locus of control and age are positively correlated ( $r=.107$ ;  $p<0.01$ ), meaning that more mature young people have more external locus of control, and younger - internal), while the work locus of control and educational level are negatively correlated ( $r=-.103$ ;  $p<0.01$ ), meaning that young people with higher educational level have more internal locus of control and vice versa. But it must be noted that although they are statistically significant the correlations are weak in all confirmed cases.

*Table 1: Mean values on the work locus of control scale for each item*

<b><i>Q: To what extent do you agree with the following statements? (1-totally disagree, 6 – totally agree )</i></b>	<b><i>Arithmetic Mean</i></b>
1) A job is what you make of it	4,12
2) On most jobs, people can pretty much accomplish whatever they set out to accomplish	3,87
3) If you know what you want out of a job, you can find a job that gives it to you	4,06
4) If employees are unhappy with a decision made by their boss, they should do something about it	4,47
5) Getting the job you want is mostly a matter of luck	4,02
6) Making money is primarily a matter of good fortune	3,67
7) Most people are capable of doing their jobs well if they make the effort	4,54
8) In order to get a really good job, you need to have family members or friends in high places	4,46
9) Promotions are usually a matter of good fortune	3,59
10) When it comes to landing a really good job, who you know is more important than what you know	4,28
11) Promotions are given to employees who perform well on the job	3,97
12) To make a lot of money you have to know the right people	4,19
13) It takes a lot of luck to be an outstanding employee on most jobs	3,86
14) People who perform their jobs well generally get rewarded	3,87
15) Most employees have more influence on their supervisors than they think they do	3,53
16) The main difference between people who make a lot of money and people who make a little money is luck	3,52

The Cronbach's alpha coefficient for the (10 items) self-esteem scale is  $\alpha=.787$ , so there is high internal consistency. The scale was validly answered by N=998 respondents. The minimum value of the range is 10, while the maximum is 30. The mean score of the Macedonian unemployed young people is

M=22,31 (std.dev=4,36), so this finding points out that respondents have normal or relatively high level of self-esteem. From the test of the bivariate correlation it is observed that between the level of self-esteem and the age there is no statistically significant correlation, while the level of self-esteem and educational level are positively correlated ( $r=,162$ ;  $p<0.01$ ), meaning that both values proportionally grow.

The nonparametric tests have shown that young people from urban place of living have higher level of self-esteem than the young people from rural environments ( $p<0.05$ ).

*Table 2: Mean values on the self-esteem scale for each item*

<b><i>Q: To what extent do you agree with the following statements? (0-strongly disagree, 3 – strongly agree )</i></b>	<b><i>Arithmetic Mean</i></b>
1) On the whole, I am satisfied with myself	2,42
2) At times, I think I am no good at all	0,93
3) I feel that I have a number of good qualities	2,35
4) I am able to do things as well as most other people	2,48
5) I feel I do not have much to be proud of	0,91
6) I certainly feel useless at times	0,91
7) I feel that I'm a person of worth, at least on an equal plane with others	2,15
8) I wish I could have more respect for myself	1,29
9) All in all, I am inclined to feel that I am a failure	0,54
10) I take a positive attitude toward myself	2,48

### 3. CONCLUSIONS

From the research findings it can be concluded that there is certain relation between personal (and some demographic) characteristics of the Macedonian young people as work locus of control and self-esteem, and the unemployment - as it was expected. More precisely, the results have confirmed that work locus of control and age are positively correlated, while the work locus of control and educational level are negatively correlated. From the test of the bivariate correlation it is also observed that the level of self-esteem and educational level are positively correlated. The nonparametric tests have shown that young people from urban place of living have higher level of self-esteem than the young people from rural environments.

The mean score of the Macedonian unemployed young people is exactly at the mid-point of the theoretic work locus of control scale (WLCS) range and can be interpreted that there is certain ambivalence. Maybe that explains why Macedonian young people in the past research studies consider the positive life events as their own success, but in the same time they think about the negative events as a bad luck, or someone else's fault.

It is a positive finding that Macedonian young people although unemployed still have normal or relatively high level of self-esteem or feeling of self-worth, which gives a hope that they will manage to find a way to successfully cope with this kind of stressful event as the unemployment is. In the same time the unemployment probably would not negatively affect their mental health, neither to lead to negative/destructive behavior toward job/career in the future, of course if unemployment is no long term. But also it is very important for Macedonian young people to be very careful (proactive, well informed and realistic) and to not let their high self-esteem to be an obstacle for employment, in terms of having very high and unreal expectations from work (high salary, flexible work time, fast career development, fun at workplace, ultra-modern technology...etc.) as our past research work has revealed.

**REFERENCES:**

- [1] Bono, J. E., & Judge, T. A. (2003). Core self-evaluations: A review of the trait and its role in job satisfaction and job performance. *European Journal of personality*, 17(S1).
- [2] Dolan, S. (2007). *Stress, self-esteem, health, and work*. New York: Palgrave Macmillan.
- [3] Eisenberg, P., & Lazarsfeld, P. F. (1938). The psychological effects of unemployment. *Psychological bulletin*, 35(6), 358.
- [4] Fryer, D., & Payne, R. (1986). Being unemployed: A review of the literature on the psychological experience of unemployment. *International review of industrial and organizational psychology*, 1(1), 235-277.
- [5] Goldsmith, A. H., Veum, J. R., & Darity, W. (1997). Unemployment, joblessness, psychological well-being and self-esteem: Theory and evidence. *The Journal of Socio-Economics*, 26(2), 133-158.
- [6] Jahoda, M. (1982). *Employment and unemployment: A social-psychological analysis* (Vol. 1). CUP Archive.
- [7] Joubert, C. E. (1991). Self-esteem and social desirability in relation to college students' retrospective perceptions of parental fairness and disciplinary practices. *Psychological Reports*, 69(1), 115-120.
- [8] Judge, T. A., Erez, A., & Bono, J. E. (1998). The power of being positive: The relation between positive self-concept and job performance. *Human performance*, 11(2-3), 167-187.
- [9] Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of applied Psychology*, 86(1), 80.
- [10] McKee-Ryan, F., Song, Z., Wanberg, C. R., & Kinicki, A. J. (2005). Psychological and physical well-being during unemployment: a meta-analytic study. *Journal of applied psychology*, 90(1), 53.
- [11] Phares, E. J. (1976). *Locus of control in personality*. General Learning Press.
- [12] Rosenberg, M. Society and the adolescent self-image. Princeton, NJ: Princeton University Press. 1965
- [13] Rosenberg, M. (1965). Rosenberg self-esteem scale (RSE). *Acceptance and commitment therapy. Measures package*, 61, 52.
- [14] Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological monographs: General and applied*, 80(1), 1.
- [15] Spector, P. E. (1988). Development of the work locus of control scale. *Journal of Occupational and Organizational Psychology*, 61(4), 335-340.
- [16] Топузовска Латковиќ, М., Борота Поповска, М., Старова, Н. (2016) Невработеноста на младите луѓе во Република Македонија. Скопје: Фридрих Еберт Фондација.



## THE STATE OF THE MFs INDUSTRY IN THE REPUBLIC OF MACEDONIA– RECENT DEVELOPMENTS

Nebojsa Cvetanovski

European Center for Peace and Development, Belgrade, MIT University, Skopje  
[nebojsa.cvetanovski@gmail.com](mailto:nebojsa.cvetanovski@gmail.com)

**ABSTRACT:** *The twentieth century has marked the explosive growth of institutional investors, particularly of open-end Mutual Funds (MFs). The same have become dominant investment vehicles on the U.S. financial markets, while in the EU, MFs growth is increasingly evident over the past two decades, and in so, have become serious competitors to the banking sector. This „boom“ occurred mainly as the result of two complementary and widely accepted determinants. First, the inability of the banking sector to provide sufficient and adequate financing to the business sector. Second, based on their competitiveness in providing smaller investors with higher returns at lower risk, compared to other investment forms, through their main features and advantages of professional management at low cost, high liquidity and transparency. Apart from these, one other determinant applicable to their most notable development -- the U.S. MFs industry -- is the the creation of DC and IRA retirement accounts and schemes, dominantly managed by MFs, in which, both, employers and employees, poured large amounts of money on a perpetual basis. On these grounds, MFs expanded in number and size of assets under management (AuM), and have become a preferential choice of investors and entities in search for capital. Followingly, due to their efficiency in allocating capital, MFs have significantly contributed to the development of financial markets, not only in developed and emerging countries, but in developing economies, as well. In the case of the Republic of Macedonia, although the state of MFs has improved after 2012, nonetheless they remain insufficiently developed when compared to certain peer countries in the region. These findings are based on a thorough analysis including a number of exogenous and endogenous determinants, as well as the outputs of the industry measured through the cumulative size of assets managed in respect to economic, financial, legislative and social development.*

**KEYWORDS:** *Institutional Investors; Mutual Funds; Assets under Management (AuM); Net Assets Value (NAV); Returns; Determinants.*

### 1. INTRODUCTION

When considering the state of development of the MFs industry across countries most of the empirical evidence revolves around sets of exogenous to endogenous determinants with significant effects on the supply and demand for MFs. Based on such an analysis, MFs in the R. of Macedonia are not sufficiently developed when compared to certain peer countries in the region, such as Slovenia and Croatia, in which preconditions for MFs development have been relatively similar. Within the framework of exogenous determinants, relating to the overall economic wealth and social potential, as capacity drivers for their growth, of importance are certain macro and financial indicators, relating to GDP per capita (PPP), net national income, aggregate consumption and savings as a percentage of GDP. On a mezzo level, of due importance are the indicators of financial system development (institutions, markets and legislation), especially those linked to capital markets in terms of their size, breadth and depth, as indicators on the supply of securities and other financial instruments<sup>7</sup>. Alongside these economic and financial indicators, not lagging behind in importance, is the existence of proper regulatory

---

<sup>7</sup> There is a prevailing consent that developed financial markets contribute towards the competitiveness of the business, and to the overall economic competitiveness of countries, based on several functions. These functions include facilitating the trading of risk, allocating capital, monitoring managers, mobilizing savings, and easing the trading of goods, services, and financial contracts. (Merton and Zvi Bodie: 2005, North:1990, Levine :2002, Neal:1990, and Rousseau and Sylla: 2003).

framework on capital markets trading and investor protection, along with fiscal policy on capital gains<sup>8</sup>. Of particular importance in this respect is the existence and maturity of the legislation and regulation on MFs, with special consideration on the previous provisions, since empirical findings closely relate MFs industry growth with its maturity and investor protection provisions<sup>9</sup>. Finally, on an exogenous level, certain social characteristics are noteworthy, amongst which, of importance are the financial literacy (sophistication) of the population, and their past experience, as well as, familiarity with alternative investments – MFs in particular. On an endogenous level, although to a large extent dependent on exogenous determinants, the growth of the industry initially is subjected to the interest and experience of sponsors (management companies) in setting up funds, reflecting on the number and diversity of MFs<sup>10</sup>. Further on, the success of MFs is highly dependent on the regulation, not only in respect to its compliance with widely accepted standards in respect to regulatory supervision and investor protection, but, also, in terms of imposed limitations on investing, which can significantly constrict the scope and strategy for investing, and thus, constricting the portfolio. Finally, of interest to investors, it is the actual performance of MFs that is of decisive importance, or better yet, the earned returns as compared to other existing investment possibilities on the market. In such, performance characteristics ultimately affect the size of assets managed by the MFs industry.

## 2. BACKGROUND

On a global level, MFs assets have experienced a continuous increase, except in the years of the financial crisis (2008-2009), reaching a historical record in assets under management on an aggregate level of 32.8 trillion USD. As regards to the geographical distribution, U.S. and EU MFs hold the largest portion of NAV, with 48% and 33% respectively, followed by Brazil, Australia, Japan, Canada and others.

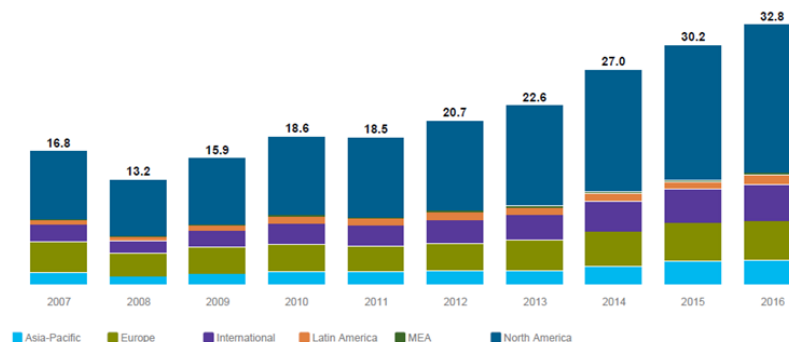


Figure 1: Global Assets - Historical data in trillion USD (source: Broadbridge, European Fund Market Review, 2017 edit.)

<sup>8</sup> Five legal variables that capture the legal framework of country: (1) efficiency of the judicial system, (2) rule of law, (3) corruption, (4) risk of expropriation, and (5) risk of contract repudiation (Beck, Demirgüç-Kunt and Levine (2003b; 2005a)).

<sup>9</sup> Some empirical findings consider the lateness in enacting the legislation on MFs (laws and regulations) the R. of Macedonia to be of crucial importance, since the same was legislated much later (in 2007), than in other peer countries, such as Slovenia (1993) and Croatia (2000). Legislation on MFs in Serbia was passed also in 2007. One of the main reasons behind was the lack of adequate financial infrastructure and capacity to implement the MFs functioning, as well as, the process of aligning the legislation on MFs with the original EU UCITS Directive V, a precondition in Macedonia's EU accession process.

<sup>10</sup> In bank based financial systems, such as in continental Europe, and in the R. of Macedonia, banks were dominant sponsors in setting up MFs with primary interest in collecting remaining savings on the market. On the contrary, in the U.S. and G. Britain, specialized investment companies are principle MFs sponsors, restating their overwhelming success in both countries.

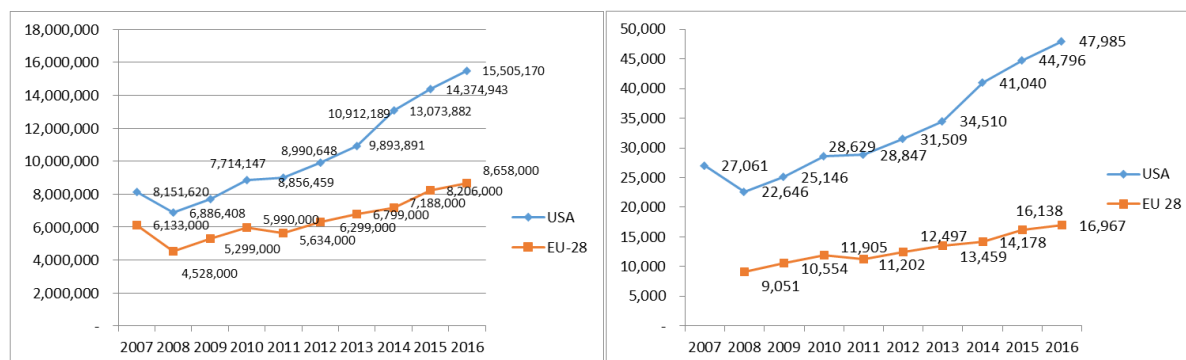


Figure 2 (Left): Total Open-end MFs Assets - EU & USA in mill. EUR (Source: ECI & EFAMA Annual Reports)

Figure 2 (Right): MFs Assets per capita – EU & USA in EUR (Source: Authors compiled data)

As for their financial impact on the economies of countries it is of interest to compare the NAV of open-end MFs with their GDP, as dominant types of MFs in terms of assets and quantity. Thus, at the end of 2016, EU MFs (or UCITS) aggregated managed assets amounting to 87% of the aggregate EU GDP, approaching those of the U.S. which were leveled at a record high of 91.06% of GDP in 2014 and 88.05% at the end of 2016 ( Figure 2 - left).

In comparison, certain peer countries in the region - except during the financial crisis - experienced a substantial growth of their MFs. For instance, before the financial crisis, in Slovenia the MFs industry was managed by 14 MCs with aggregate assets close to 2 billion euros, or 5% of its GDP, while by the end of 2016, the remaining 11 MCs managed 2.46 billion euros (6.19% of GDP). In Croatia, despite a very successful start which peaked in 2007 -- more than 100 MFs with a total NAV of near 4 billion euros – the MFs industry in the period to follow experienced a serious setback, so that by the end of 2010 aggregate MFs assets dropped to below 600 million euros. Nonetheless, in the period to follow, Croatian MFs recovered with a growth amounting to industry assets of 5.3% to the country's GDP. On the contrary, although with young MFs industries, Macedonia and Serbia experienced much lower and similar growth rates, with much smaller MFs assets to GDP, compared to Slovenia and Croatia (Figure 3-right).

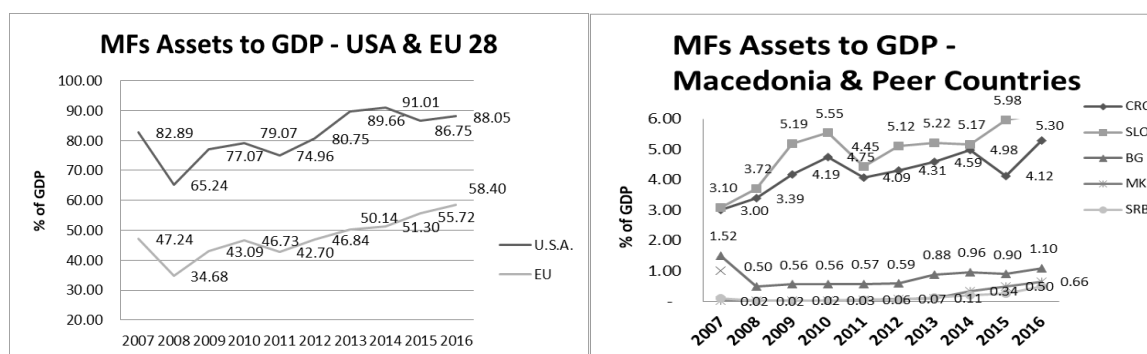


Figure 3: MFs Assets to GDP 2007-2016 (Source: Author's compiled data from ICI, EFAMA, National SEC.)

Based on the above observations relating to the state of MFs in Macedonia, it can be concluded that Macedonian (and Serbian) citizens have invested much less in MFs when compared, not only with the most developed economies, but also, when compared to investments of citizens in peer countries. In such, statistically, American citizens increased their investments in MFs, from 27,061 euros in 2007 47,900 euros in 2016. Dynamic growth of citizens' investments in MFs (UCITS) is evidence in the EU



(28), as well, where citizens invested around 9,000 euros per capita in 2007, and a record high of 16,960 euros by the end of 2016. In peer countries, MFs per capita investments in Slovenia climbed from 968 euros in 2007 to 1,170 euros at the end of 2016. Croatian citizens, although to a much lesser extent, also, increased their invested assets in MFs, from 464 euros in 2007, close to 590 euros per capita. Comparably, despite the shy investments in MFs by Macedonian citizens, at the very beginning of their functioning (less than 1 euro per capita), a significant progress has been made by the end of 2016, when per capita investment in MFs grew to somewhat more than 30 euro, with a growing trend since 2011 (Cvetanovski & Kozuharov, 2016).

### 3. CURRENT DEVELOPMENTS (2010-2016)

MFs in Macedonia are relatively new participants on the financial markets, institutionalized at the outbreak of the global financial crisis in 2007 - which disrupted their rather successful start<sup>11</sup>. Apart from their unfortunate timing of appearance, MFs faced an overall unfavorable setting for their functioning, an underdeveloped financial market dominated by commercial and savings banks that attracted a major portion of the overall domestic savings, including the substantial savings of the citizens and the corporate sector<sup>12,13</sup>. On these grounds, at the end of 2009, out of the ten MFs established in this period, only six funds remained active, managed by three MCs, with an aggregate NAV of less than 2,5 million euros, or 0,021% of the country's GDP<sup>14</sup>. In this period, most of the MFs realized negative returns. Inovo Status lost 60% of its net assets value (NAV), Ilirika Global 44% and Ilirika SE Europe 42%. On the contrary, newer MFs, achieved positive returns: KD South Balkans with +36%, and KD Brik with +40%. The difference in returns of the last funds is mostly because of the investment strategies practiced, especially in respect to diversification of their portfolios according to geographical positioning, timing, currency exposure e.t.c. (below Table 2).

*Table 2: The State of the MFs Industry in the R. of Macedonia - end of 2009 (Source: Compiled data by author)*

	MF Type	MF	MC	Active	Date established	NAV in 000 Euro (end 2009)	Annual return since established
1	Equity	Inovo Status	Inovo	Yes	21/11/0	330	-60%
2	Equity	Ilirika	Ilirika FM	Yes	21/11/0	300	-44 %
3	Equity	Ilirika SEE	Ilirika FM	Yes	21/11/0	500	-42 %
4	Equity	Sava Invest	Sava	No	29/10/0	530	+17%
5	Balanc	Sava Invest	Sava	No	29/10/0	420	+19%

<sup>11</sup> In the period of the financial crisis, the Macedonian Stock Exchange (MSE) lost almost 80% of its capitalization, experiencing a drop from 10.000 to 1.700 indexing points.

<sup>12</sup> Around 90% of funds on the capital market were invested in depositary institutions (commercial and savings banks), suggesting a relatively underdeveloped capital market, in which individual and corporate investors rely almost exclusively on savings deposits. In the period 2007-2012, commercial and savings banks offered much higher interest rates compared to other investments. However, in the years to follow, interest rates experienced a continuous fall, reaching near 2% on one year annualized deposits by the end of 2016, creating more favorable conditions for redirecting savings into other investment forms.

<sup>13</sup> By 2010 savings of citizens and business in bank deposits amounted to nearly 3,5 billion eur. The same in 2016 are levelled at around 5,3 billion euros.

<sup>14</sup> Both funds established by Sava Invest, along with Moj Fond, were dissolved within the same year they were established (2008).

6	Equity	KD BRIC	KD	Yes	28/10/0	360	+40 %
7	Equity	KD South	KD	Yes	28/10/0	300	+36 %
8	Equity	Moj Fond	Moj Fond	No	03/11/0	60	+30%
9	Balanc	KB	KB	Yes	26/06/0	320	+3%

Positive occurrences in the development of MFs in the R. of Macedonia are noticed in the period to follow, especially in 2011-2016, with the entrance of the 4 money market and one bond funds – as novel types of funds on the market – along with the additional two equity MFs. A notable contribution in this respect is the entry of WVP Fund Management from Austria in 2014 with its two funds, enhancing the MFs industry to a total of 4 MCs (sponsors) and 14 MFs, with a cumulative NAV of 65.5 million euros. A growth of almost 45 times compared to 2009 (Table 3).

*Table 3: State of the MFs Industry in the R. of Macedonia on 31.3.2017 (Source: Compiled data by author)*

	MC	MF	Type	Established	NAV (euro)
1	Ilirika MC	Ilirika Gloval Emerg. Markets	Equity	21.11.2007	782,696
2		Ilirika SE Europe	Equity	21.11.2007	562,876
3		Ilirika Cash	M/market	5.02.2013	3,546,058
4	Inovo Status	Inovo Status	Equity	21.11.2007	912,243.00
5	KB Publikum	KB Publikum Balanced	Balanced	23.06.2009	2,504,782
6		KB Publikum Bonds	Bond	24.03.2011	4,095,808
7		KB Publicum Money market	M/market	19.05.2011	28,027,575
8	KD Fondovi	KD BRIC	Equity	28.10.2008	874,523
9		KD EU Nova	Equity	28.10.2008	412,396
10		KD Top Brands	Eqjity	10.06.2014	1,396,631.35
11		KD Cash Deposit	M/market	14.09.2012	10,675,431
12	WVP Fund Management	WVP Premium Invest	Equity	2.2.2015	4,264,944
13		WVP Cash Deposit	M/market	2.02.2015	7,119,509
14		WVP 100 Percent Bond	Bond	17.01.2017	346,470
TOTAL:					65,521,946

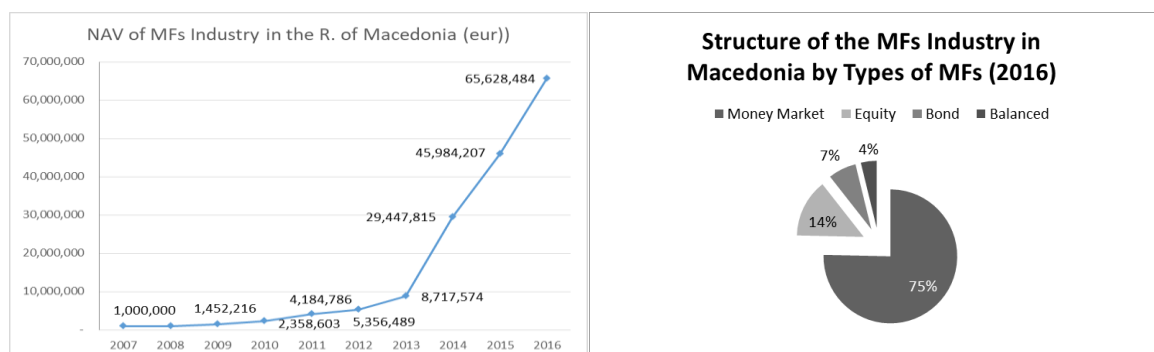


Figure 4: Change in NAV of MFs in the R. of Macedonia –Aggregate (left) & Structure of the Industry by fund types (right)

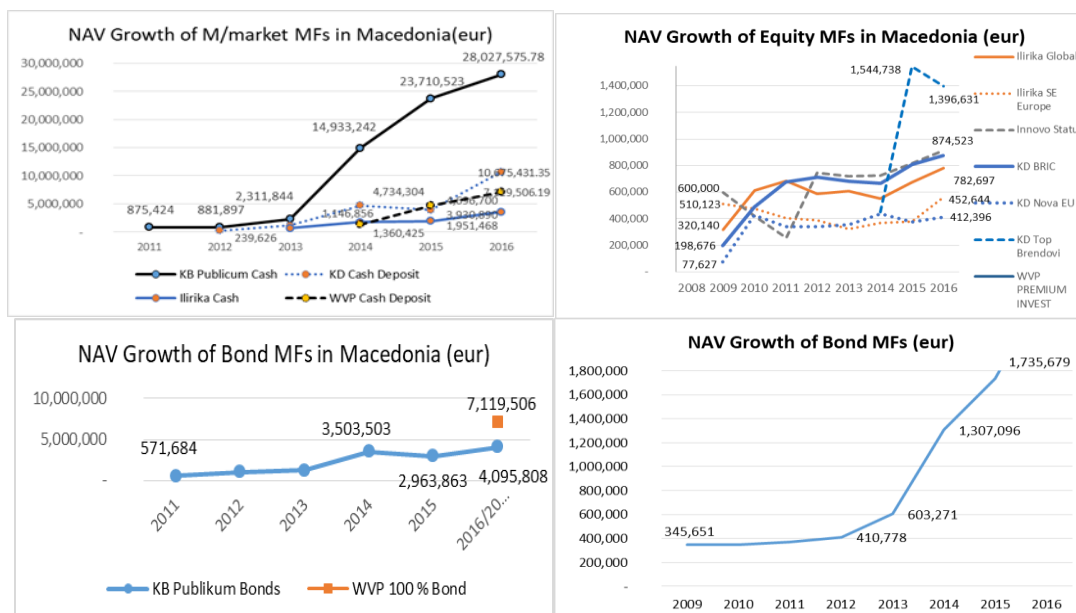
#### 4. PERFORMANCE CHARACTERISTICS

##### NAV

When considering the size of the MFs industry, in terms of the size of assets under management, money-market MFs are not only dominant, but definitely main drivers in spurring their rapid growth in recent years. As the youngest form on the market, money-market MFs attracted in only a few years substantial assets, mainly from the corporate sector in conditions of falling interest rates on current accounts and deposits, and decreasing returns on other investment alternatives. Their substantial growth, apart from the higher returns offered is based on their assured liquidity and easy access, all in function of value preservation, an important advantage in an uncertain and stale financial market. Based on the variations of their value investment strategy, the four money market funds in the country, invested heavily in the sizable ultra-short to short term assets and instruments on the money market, such as, savings deposits, treasury bills, and derivatives of money market instruments. On such grounds, money market MFs in Macedonia attracted a major portion of the assets, which by the end of 2016 surpassed 49.3 million euros, or 75.0% of the entire industry's assets (Figure 4).

Second in line, based on the size of assets under management, are the seven equity MFs with a total NAV of 9.2 million euros at the end of 2016, with a share of 14% of all assets managed by the industry. Unlike, their position as leading types of MFs on a global level, as well as in most developed countries, equity funds in Macedonia lagged in their development, primarily because of their limited investment horizon, as prescribed by regulation and the scarce supply of investment possibilities on the domestic stock exchange. Nonetheless, equity funds experienced most dramatic fluctuations in NAV, since, theoretically, equities are subjected to major oscillations.

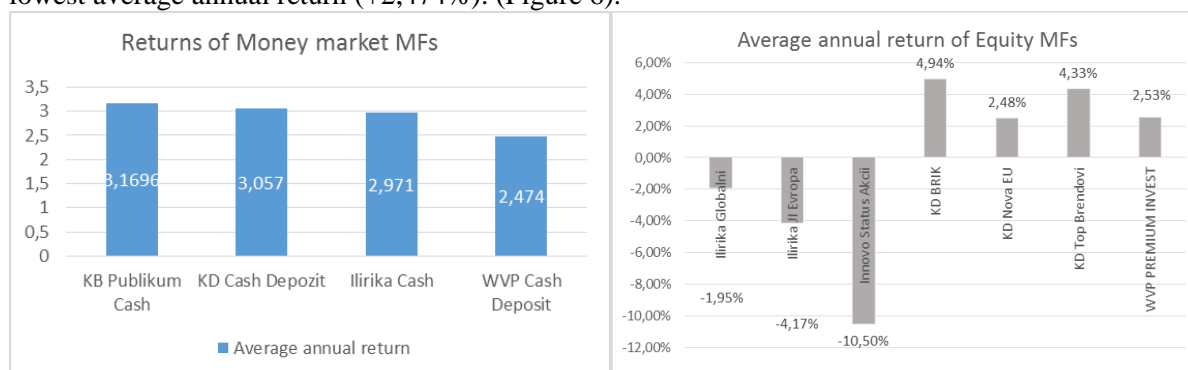
As for the remaining two other types of MFs, it should be noted that in Macedonia the only balanced fund (KB Publikum Balanced) displayed a continuous NAV growth amounting to more than 1.7 million euros, a change of 1.4 million euros over its eight years of functioning, or a fivefold increase in assets. Similarly, the only bond fund on the market in Macedonia – until the appearance of WVP 100% bonds – also experienced a steady and stable growth of assets, that reached 4.09 million euros at the end of 2016, or a seven fold increase over the past six years of existence.

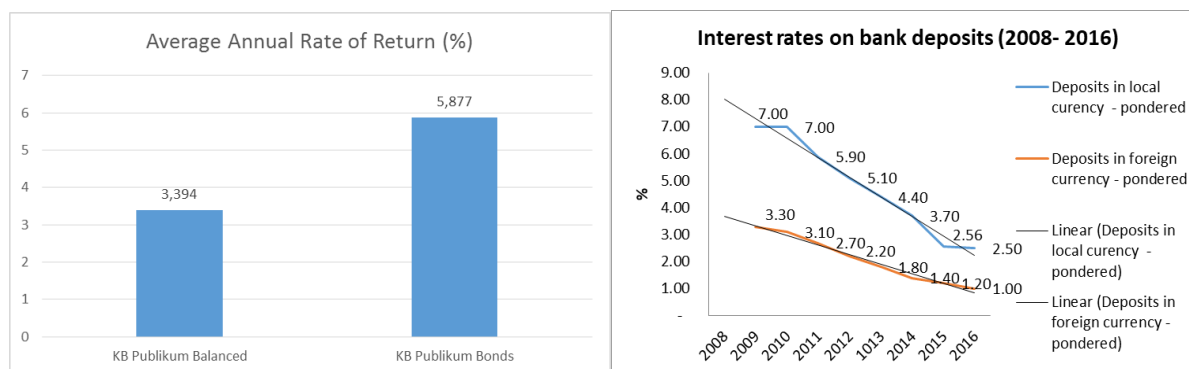


## 5. RETURNS

Empirically, MFs performance encompasses a number of measures in determining their successfulness. However, to investors, of major importance are the returns, as reflected in the price per share price, often neglected by the costs associated with investing in MFs (Lawton, Philip; Jankowski, Todd, 2009). These costs, associated with managing the fund, can often skew the profitability, while on the other hand, they are of vital importance to the operations and especially the investment policy of MCs. In essence, the costs associated with investing in MFs, are front and end loads for purchasing and selling shares, represented as earnings in the balance sheet of the MC (Wermers, 2011).

As shown in the bellow figures, it is obvious that all money market MFs realized similar returns, despite the different rates of NAV growth. In so, KB Publikum Cash, as the most mature, realized an annual average return of 3.169%, while WVP Cash Deposit, the youngest on the market, realized the lowest average annual return (+2,474%). (Figure 6).





## 6. CONCLUSION

The more propulsive economic growth of MFs is highly dependent on exogenous and endogenous factor. This study centers on returns of MFs in Macedonia on a historical basis, and proves their correlation with returns offered by alternative investments. In so, the growth of NAV of MFs and returns, as dependent variables, are directly tested against interest rates earned on bank deposits, as savings (time or current account) are by far the most dominant form of investments by households and the corporate sector in the country, amounting to near 5. billion euros by the end of 2016.

## REFERENCES:

- [1] Bacon, C. R., 2001. *Practical Portfolio Measurement & Attribution*. NJ, USA: John Wiley & Sons.
- [2] Cvetanovski, N., 2015. *Determinants of the Development of Mutual Funds in the Republic of Macedonia (Current State and Perspectives)*. Belgrade: European Center for Peace and Development - University established by the United Nations 2015, pp. 197-201
- [3] Fernando, D., Klapper, L., Sulla, V. & Vittas, D., 2003. *The Global Growth of Mutual Funds*, Washington, D.C.: World Bank Policy Research Working Paper 3055, The World Bank.
- [4] Ferreira, M. A., Keswani, A., A., M. & Ramos, S. B., 2012. *The Determinants of Mutual Fund Performance: A Cross-Country Study*. Review of Finance, 0(April 18), pp. 1-43.
- [5] Grinblatt, M., Titnman, S., Wermers, R. & Kent, D., 1994, 1997. *Measuring Mutual Fund Performance with Characteristics-Based Benchmarks*. The Journal of Finance, LII(3), pp. 1035-1958.
- [6] Khorana, A. & Servaes, H., 1999. *The determinants of mutual fund starts*. Review of Financial Studies, 12(5), pp. 1043-1074.
- [7] Khorana, A., Servaes, H. & Tufano, P., 2005. *Explaining the Size of The Mutual Fund Industry Around the World*. Journal of Financial Economics, Volume 000, pp. 3-.
- [8] Khorana, A. & Servaes, H., 2012. *What Drives Market Share in the Mutual Fund Industry?*. Review of Finance, pp. 1, 30-32.
- [9] Kothari, S. P. & Warner, J., 2001. *Evaluating mutual fund performance*. The Journal of Finance, 56(5), pp. 1985-2010.
- [10] Lawton, Philip; Jankowski, Todd, 2009. *Investment Performance Measurement-Evaluating and Presenting Results*. s.l.:John Wiley & Sons.
- [11] Wermers, R., 2011. *Performance Measurement of Mutual Funds ,Hedge Funds, and Institutional Accounts*. Annual Review of Financial Economics 2011. 3, p. 537-774.

## THE IMPACT OF TEAMWORK ON ORGANIZATIONAL SUCCESS

Irena Ashtalkoska<sup>1</sup>, Savo Ashtalkoski<sup>2</sup>

<sup>1</sup> Assistant professor; FON-First Private University, Skopje, Macedonia

<sup>2</sup> Associate Professor; FON-First Private University, Skopje, Macedonia

**ABSTRACT:** *Teamwork is a type of group work in which team members or team have clear responsibilities and they work in line with other team members in order to accomplish the tasks set in the team and achieve common goals.*

*All organizations must be aware of the importance of teamwork, it is vital for them, because it shows the value of employees, the way they respect each other and their commitment to the organization. Teamwork enables employees' skills to play key role in the organization and this is an important aspect to maintain the stability of the organizational success.*

*This paper elaborates the impact of teamwork on organizational success, in the organizations in the Republic of Macedonia. The sample contains 64 respondents from successful small, medium-sized and large private enterprises paying attention to this problem. The basic data in this study has been obtained through structured questionnaire, and the results have been analyzed using SPSS -Statistical Program for Social Sciences.*

**KEYWORDS:** *teamwork; team; organizational success.*

## ВЛИЈАНИЕТО НА ТИМСКАТА РАБОТА ВРЗ УСПЕШНОСТА НА ОРГАНИЗАЦИЈАТА

Ирена Ашталкоска<sup>1</sup>, Саво Ашталкоски<sup>2</sup>

<sup>1</sup> Доцент, ФОН Универзитет, Скопје, Р. Македонија

<sup>2</sup> Вонреден професор, ФОН Универзитет, Скопје, Р. Македонија

**АПСТРАКТ:** *Тимската работа претставува еден вид групна работа во која членовите на групата или тимот имаат јасни задолженија, одговорности, работат усогласено со останатите членови на тимот, со цел остварување на поставените задачи и достигнување на заедничките цели.*

*Сите организации мора да бидат свесни за значењето на тимската работа, таа е од витално значење за нив бидејќи ја покажува вредноста на вработените, начинот на кој тие се почитуваат едни со други и нивната приврзаност кон организацијата. Тимската работа овозможува веештините на вработените да играат клучна улога во организацијата и тоа е значаен аспект за одржување на стабилноста на перформансите на организацијата.*

*Во овој труд е елаборирано прашањето за влијанието на тимската работа врз успешноста на организациите во Република Македонија. Примерокот во овој труд се состои од 64 испитаници од успешни мали, средни и големи организации од приватниот сектор во Република Македонија кои посветуваат внимание на овој проблем. Во оваа студија, основни податоци се добиени со користење на структуриран прашалник, а резултатите се анализирани со помош на статистичката програма за обработка на прашалници SPSS (Statistical Program for Social Sciences)*

**КЛУЧНИ ЗБОРОВИ:** *тимска работа; тимови; успешност на организацијата.*

## 1. ПОТРЕБАТА ОД ИМПЛЕМЕНТАЦИЈАТА НА КОНЦЕПТОТ НА ТИМСКАТА РАБОТА ВО ОРГАНИЗАЦИИТЕ

Во денешни услови на работење, во основата на работењето на современите организации лежи тимската работа. Додека порано таа беше исклучок, сега сè повеќе се откриваат предностите од тимската работа и таа станува правило во работењето, со цел да се зголеми ефикасноста на



целата организација. Во практиката се среќаваат бројни бенефиции од воведувањето на тимската работа<sup>15</sup>:

- зголемување на продуктивноста;
- зголемување на квалитетот на производите и услугите;
- се зголемува ориентацијата кон потрошувачите;
- се забрзува протокот и размената на идеите и знаењата;
- се унапредува учењето, брзо и ефикасно се одговара на променливото опкружување;
- се зголемува мотивацијата и флексибилноста кај вработените.

Како облик на формална организација на заеднички работен процес, тимот го поврзуваат одредени цели и интереси на членовите, заедничка мисија и задачи. Учинокот на тимот зависи од придонесот на поединците, но и од колективниот придонес, односно од синергијата која се развива во самиот тим. Синергијата, всушност, претставува појава кога два или повеќе елементи на некој систем, коишто делуваат заедно, даваат поголеми ефекти од оние кои би се добиле со простиот збир на нивните поединечните делувања ( $2+2=5$ )<sup>16</sup>. Во тимовите се обезбедува позитивна синергија која резултира од заедничката работа, а тоа, секако, имплицира пораст на продуктивноста и ефикасноста на организацијата. Тимот може да се разгледува како формална група во која членовите имаат комплементарни вештини и тие членови се приврзани за заедничките работни цели и задачи за кои се чувствуваат одговорни<sup>17</sup>.

Доколку организациите сакаат да бидат успешни во глобалното пазарно опкружување, мораат да посветуваат внимание на тимската работа повеќе од кога и да било. Уште од најраната фаза членовите на тимот превземаат одговорност за остварување на одредени задачи, со што ќе се зголеми профитабилноста во организацијата. Преку тимската работа вработените брзо учат како да работат едни со други, со цел да се зголеми ефективност и ефикасноста на организацијата во која работат.

Постојат две основни причини поради кои тимот претставува дилема за луѓето<sup>18</sup>. Прво, кога луѓето ќе станат дел од тимот, тие се потпираат на успехот на тимот, што ги прави зависни од тоа колку добро другите членови на тимот изведуваат и делуваат. Некои луѓе се задоволни со идејата за правење жртви, тимската работа укажува на тоа дека правиме жртви за успехот на групата. Второ, понекогаш тимовите се формирани за луѓе со различни етички работи. Има поединци коишто ги извршуваат своите задачи навреме или, пак, поединци коишто ги извршуваат задачите во последен момент. Ова може да создаде некои предизвици за членовите на тимот. Членовите на тимот во секоја организација мора да ја согледаат целокупната цел остварена од тимот која што ја поддржува целта на организацијата. Тимот ќе биде успешен доколку сите членови на тимот се посветени на остварувањето на целите и задачите кои им се доделени.

Katzenbach и Smith<sup>19</sup> развиле крива на перформансите на тимот со која се класифицирани поединците кои работат заедно. Тие наведуваат дека група поединци мора да направат избор дали ќе делуваат само како работна група или ќе напредуваат долж кривата на перформансите и ќе станат тим. Со одлуката да се движи кон повисоката ефективност, тимот се обврзува да делува на повисок степен, а тоа води кон подобрување на ефективност на тимот и зголемување на потенцијалните перформанси на организацијата. Исто така, со изборот на тимската наместо

---

<sup>15</sup> J. Martin, Key Concept in Human Resources Management, Sage Publications Ltd, 2010, p. 262.

<sup>16</sup> E. Garner, Teambuilding: How to turn uncohesive groups into productive teams, Ventus Publishing ApS, 2012, p. 13;

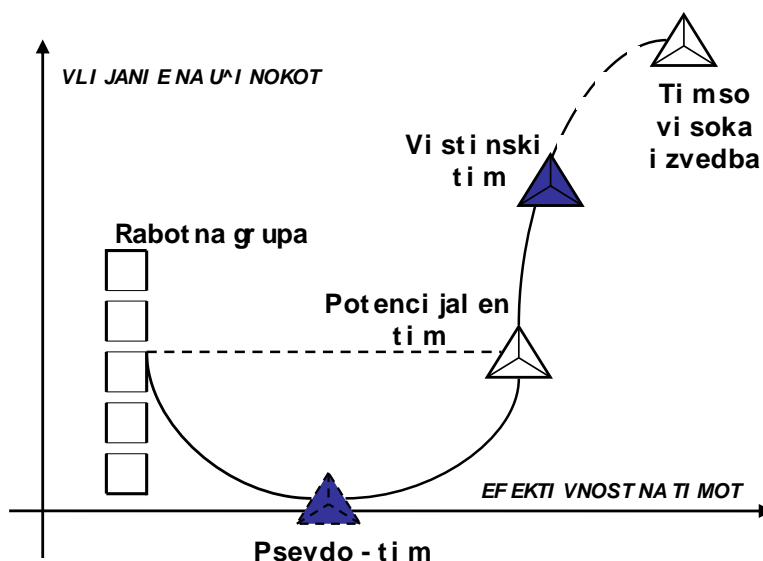
<sup>17</sup> [http://www.constructingexcellence.org.uk/pdf/document/Teamwork\\_Guide.pdf](http://www.constructingexcellence.org.uk/pdf/document/Teamwork_Guide.pdf) p. 6.

<sup>18</sup> M. Ba Banutu-Gomez, The Importance of Effective and Efficient Team Work in an Organization; Advances In Management; Vol. 5 (3) Mar. (2012), p. 21;

<sup>19</sup> D. Knights, H. Willmott, Introducing Organizational Behavior & Management, Thomson Learning, 2007, p. 123.

групната работа, членовите на тимот прифаќаат да преземат ризик за конфликти, заедничка одговорност и заеднички резултати од работењето во организацијата.

Слика бр. 1: Крива на перформансите на тимот



Извор: J. R. Katzenbach, D. K. Smith, "The Wisdom of Teams, Creating the High-Performance Organization", 2003, p. 91-92

Во однос на кривата на перформансите, групите на поединци можат да бидат класифицирани како<sup>20</sup>:

- Работна група – членовите на работната група првенствено се во интеракција меѓу себе со цел да споделат информации, најдобри практики и перспективи. Тие работаат индивидуално и немаат заедничка одговорност.

- Псевдотим – ова е група за која постојат значајни потреби за перформанси или можности, но не е фокусирана на заедничките перформанси и не се обидуваат да ги постигнат. Нема интерес за обликување на заедничка цел или поставување на цели на перформансите, иако самите можат да се наречат тим. Псевдотимовите се најслаби од сите групи во однос на влијанието врз перформансите и најмалку придонесуваат за организациските резултати. Псевдотимовите можат да станат потенцијални тимови доколку групата дефинира цели со кои тимот ќе оствари нешто конкретно кое ќе има вредност за самата организација.

- Потенцијален тим – со кој се остварува подобрување во перформансите. Типично, тука се бара јасна намера, цели, или продуктивна работа и поголема дисциплина во одредувањето на заеднички пристап во работењето. Сè уште не е воспоставена колективна одговорност. Потенцијалните тимови изобилуваат во организацијата. Кога тимскиот пристап, за разлика од работната група, ќе добие смисла, влијанието врз перформансите ќе биде поголемо. Најголемото зголемување на перформансите доаѓа помеѓу потенцијалниот тим и вистинскиот тим, но секое движење нагоре вреди да се следи.

- Вистински тим – кој вклучува мал број луѓе со комплементарни вештини, кои што имаат еднаква заедничка намера, цели и пристап кон работата за кој се заедно одговорни.

<sup>20</sup> G. S. Parnell, P. J. Driscoll, D. L. Henderson, Decision Making in Systems Engineering and Management, John Wiley & Sons, Inc, 2<sup>nd</sup> ed, 2011, p. 211.



Вистинските тимови претставуваат основен дел на перформансите. Можните перформанси остварени од вистинскиот тим се значајно повисоки од работната група.

- Тим со висока изведба – ова е група која ги исполнува сите услови на Вистинските тимови и се состои од членови кои се длабоко посветени да си помагаат еден на друг во професионалниот успех и растеж. Таа обврзаност, вообичаено, ги надминува поединците. Тимот со високи перформанси значајно ги надминува сите други тимови и сите разумни очекувања дадени на своето членство. Тоа е извонредна можност и одличен модел за сите Вистински и Потенцијални тимови.

Кривата на перформансите покажува дека Работната група и Псевдотимовите не се во можност да се развијат во тимови со високи перформанси. Од друга страна, Потенцијалните тимови се способни и ќе бидат охрабрани да постанат Вистински или Тимови со високи перформанси.

## **2. ПРИДОБИВКИ ОД ЕФЕКТИВНИ ТИМОВИ ВО ОРГАНИЗАЦИИТЕ**

Ефективната тимска работа е клучна за успехот на секој бизнис. Како што можат позитивните ефекти од продуктивната тимска работа да ѝ дадат енергија на организацијата, така негативните ефекти од непродуктивната тимска работа можат да ја „осакатат“ организацијата. Есенцијален составен дел на ефективната тимска работа е привлекување и задржување на вистински членови на тимот. Без вистински луѓе за работа доаѓа до неизбежно пропаѓање на тимот. Во литературата се среќаваат четири основни компоненти на ефективен тим<sup>21</sup>:

1. Позитивна организациска култура – Со цел да се вработат долгорочни ефективни членови на тимот, организациската култура треба да биде позитивна, отворена и инспиративна. Потенцијалните членови на тимот ќе напредуваат во предизвикувачка и креативна работна средина. Организациите со висока флукуација на вработените, негативни ставови, недоверба и таинственост, во најдобар случај ќе ги загубат најдобрите луѓе, а во најлош случај ќе ги направат продукт на деструктивна организациска клима.

2. Признание – признанието претставува клуч на успехот на вработените. Членовите на тимот бараат да им се даде признание за извршената работа. Доколку редовно не им се оддава позитивно признание за остварувањето, вработените ќе прибегнат кон барање на негативно признание. Поради тоа, на членовите на тимот треба да им се дава позитивно признание за нивните успеси. Постојат три важни елементи кои треба постојано да се признаваат:

- Извонредни перформанси – за оние кои ги надминуваат нивните цели и очекувањата од нив;
- Континуирани перформанси – за оние кои постојано ги исполнуваат своите обврски и одговорности;
- Подобрени перформанси – за оние кои вложуваат напор во подобрување на нивните перформанси и кои покажуваат прогрес во работењето.

3. Позитивна повратна врска – без повратна врска членовите на тимот нема да можат да ги измерат нивните резултати. Недостатокот на фидбек создава конфузија, пропуштени очекувања и разочарување. Добро е на членовите на тимот да им се каже дека направиле одлична работа и како истата ја направиле, со што ќе се овозможи повторување на перформансите од страна на членовите на тимот.

4. Обезбедување нови можности – иако вработениот може да биде извонреден член на тимот, сепак, не треба да се занемари фактот дека тој е само поединец. Со цел да се задржат ефективните членови на тимот, мора постојано да се создаваат нови можности и предизвици, во спротивност кај нив ќе се јави здодевност и просечни резултати во нивното

---

<sup>21</sup> R. Slechta, Teamwork: Components of an Effective Team, Leadership Management International, Inc, p. 1.

работење. Исто така, добро е да им се помогне на членовите на тимот да ги базираат своите долгорочни планови во однос на нивната кариера на потребите на организацијата.

### 3. ЕМПИРИСКО СОГЛЕДУВАЊЕ ЗА ВЛИЈАНИЕТО НА ТИМСКАТА РАБОТА ВРЗ УСПЕШНОСТА НА ВО ОРГАНИЗАЦИИТЕ ВО РЕПУБЛИКА МАКЕДОНИЈА

Имено, во овој дел од трудот се врши проверка на теоретските аспекти, каде што посебен предмет на интерес се емпириски знаења и искуства за влијанието на тимската работа врз успешноста на во организациите во Република Македонија.

За потребите на анализата беше спроведена анкета на 64 испитаници од успешни мали, средни и големи организации од приватниот сектор во Република Македонија. Прашалниците беа доброволно пополнувани од страна на вработените во организациите во Република Македонија. Испитаниците беа замолени да одговараат слободно на прашањата, при што им беше гарантирана анонимност. За анализа на податоците користен е статистичкиот пакет за обработка на прашалници SPSS. Со  $\chi^2$  - тестот и Пирсоновиот коефициент ја докажуваме нашата хипотеза, а со помош корелационата анализа се покажува висината на корелацијата помеѓу независната променлива (тимската работа) и зависната варијабла (успешноста на организацијата).

**Хипотеза:** Постои врска помеѓу тимската работа и успешноста на организациите во Република Македонија.

*Табела бр. 1: Емпириски и теориски фреквенции на варијаблите: тимска работа (по редици) и успешноста на организацијата (по колони)*

**TIMO \* USO Crosstabulation**

Count		USO						Total
		Не се согласувам	Главно не се согласувам	Неутрален	Главно се согласувам	Се согласувам	Целосно се согласувам	
TIMO	Воопшто не се согласувам	1	3	2	1			7
	Не се согласувам	1	4	3	1	1		10
	Главно не се согласувам	1		6	1	3		11
	Неутрален		1	2	4	2		9
	Главно се согласувам			1	3	9	1	14
	Се согласувам					4	1	5
	Целосно се согласувам						8	8
Total		3	8	14	10	19	10	64

**TIMO \* USO Crosstabulation**

Expected Count		USO						Total
		Не се согласувам	Главно не се согласувам	Неутрален	Главно се согласувам	Се согласувам	Целосно се согласувам	
TIMO	Воопшто не се согласувам	,3	,9	1,5	1,1	2,1	1,1	7,0
	Не се согласувам	,5	1,3	2,2	1,6	3,0	1,6	10,0
	Главно не се согласувам	,5	1,4	2,4	1,7	3,3	1,7	11,0
	Неутрален	,4	1,1	2,0	1,4	2,7	1,4	9,0
	Главно се согласувам	,7	1,8	3,1	2,2	4,2	2,2	14,0
	Се согласувам	,2	,6	1,1	,8	1,5	,8	5,0
	Целосно се согласувам	,4	1,0	1,8	1,3	2,4	1,3	8,0
Total		3,0	8,0	14,0	10,0	19,0	10,0	64,0

Табела бр. 2: Групирани податоци за дадените варијабли

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
TIMO * USO	64	100,0%	0	,0%	64	100,0%

Табела бр. 3: Резултати од  $\chi^2$  - тестот

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	96,564 <sup>a</sup>	30	,000
Likelihood Ratio	88,009	30	,000
Linear-by-Linear Association	39,583	1	,000
N of Valid Cases	64		

a. 42 cells (100,0%) have expected count less than 5. The minimum expected count is ,23.

Пресметаната вредност на  $\chi^2=96,564$ .

За ризик на грешка од 0,05% и број на степени на слобода  $df=30$  теоретската (критичката) вредност на тестот е  $\chi^2(0,05;30)=43,77$ .

Бидејќи ( $\chi^2=96,564$ )>( $\chi^2=43,77$ ) хипотезата *се прифаќа* и може да се заклучи дека примената на тимската работа води кон поголема успешност на организацијата. Тоа се потврдува и со фактот дека дефинираниот ризик за грешка е 1- $\alpha$ , односно 0,05 е поголемо од вредноста на реализираното ниво на ризик за грешка, кое изнесува  $p=0,000$ .

Со користење на корелационата анализа можеме да видиме колку е јака врската помеѓу тимската работа и успешноста на организацијата.

Табела бр. 4 Корелација помеѓу тимската работа и успешноста на организацијата

**Correlations**

		TIMO	USO
TIMO	Pearson Correlation	1	,793**
	Sig. (2-tailed)	,	,000
	N	64	64
USO	Pearson Correlation	,793**	1
	Sig. (2-tailed)	,000	,
	N	64	64

\*\* . Correlation is significant at the 0.01 level

Корелационата анализа изразена преку Пирсоновиот коефициент кој изнесува 0,793 покажува дека постои многу јака врска помеѓу тимската работа и успешноста на организацијата.

#### **4. ЗАКЛУЧОК**

Со креирање на организациска средина богата со креативност, отвореност и енергија, може да се очекува да се привлечат и задржат виталните членови кои што се клучни за остварување на перформансите на организацијата. Со разбирањето на основните компоненти на ефективните тимови, во денешни услови на работење може да се придонесе кон креирање и развој на ваквите тимови во организациите. Тимовите се формираат не само да ги зголемат перформансите на организацијата, туку и да се овозможи членовите на тимот да бидат позадоволни и повредни во процесот на работењето во организацијата.

Резултатите од истражувањето потврдија дека примената тимската работа води кон позитивни организациски резултати во испитаните организации од Република Македонија.

#### **КОРИСТЕНА ЛИТЕРАТУРА**

- [1] Armstrong, Michael, (2012) A handbook of human resource management practice, 12th Edition, Kogan Page Limited, London,
- [2] Ашталкоска И., Поповски В., (2015) Менаџмент на перформанси, Универзитет ФОН, Скопје;
- [3] D. Torrington, L. Hall, S. Taylor, Human resources management, 7<sup>th</sup> ed, Prentice Hall, Europe, 2005,
- [4] J.Đ. Boljanović., Ž. S. Pavić., (2011) Osnove menadžmenta ljudskih resursa, Univerzitet Singidunum, Mladost Grup, Beograd;
- [5] Mathis, R. L., Jackson, J.H., Valentine, S. R., Human Resource Management, 14<sup>ed</sup>, Cengage Learning, 2014
- [6] Storey, J., Human resource Management: A Critical Text, 3<sup>ed</sup>, Thomson Learning, London, 2007
- [7] S. L. McShane, M. A. V. Glinow, (2008) Organizational behavior, 4<sup>th</sup> ed, Mc Graw Hill, USA;



## METHODOLOGICAL ASPECTS AT DETERMINATION OF ACCOUNTING ASSESSMENT OF THE INVENTORIES IN THE ENTERPRISES FROM THE NON- FINANCIAL SECTOR

**Valentina Staneva**

Todor Kableshkov University of Transport – Sofia, Republic of Bulgaria, valiastaneva@abv.bg

**ABSTRACT:** *One of the modern themes that has led to discussions in accounting theory and practice is the determination of a reasonable accounting estimate of inventories in enterprises in the non-financial sector. Depending on the chosen accounting basis (i.e. the application of international or national accounting standards), different methodological approaches are applied in determining the accounting valuation of inventories.*

*By examining the specifics in the accounting interpretation of the processes of acquiring and consuming the inventories, emphasis is placed on the approaches and the methods for determining their cost price or estimating of their consumption.*

*The study highlights the difference between the concepts of “acquisition price” used in the International Accounting Standards Board's Financial Reporting Framework (2010) and “cost price” according to International Accounting Standard 2 Inventories. The difference between the types of accounting estimates and the accounting valuation bases used is motivated.*

*Methods for evaluation of inventories are part of the entity's accounting policy. They are management assumptions about the flow of costs in accordance with International Financial Reporting Standards (IFRS), which explicitly disclosed in a separate note to the financial statements. If there is a need for a change in the method applied, this change is justified in accordance with the criteria of International Accounting Standard 8 Accounting Policies, Changes in Accounting Estimates and Errors (IAS 8) as a change in accounting policy.*

*The enterprise from the non-financial sector has limitations in the application of different methods for writing off inventory costs with similar nature and use. However, there may be such inventories, which are different in nature and method of use. Then it is possible to use more than one valuation method for inventory costs.*

*The need for an estimate evaluation of the obsolescence of inventories has been highlighted. Natural wastage is defined as an accounting estimate for the particular non-financial sector enterprise.*

**KEYWORDS:** *accounting valuation, inventory obsolescence, accounting estimates, estimates with approximation.*

### INTRODUCTION

The new Accountancy Act in the Republic of Bulgaria [3] is part of the process of harmonizing national accounting legislation with that applicable in the European Union, as its transposing the requirements of Directive 2013/34/EU of the European Parliament and of the Council of 26 June 2013 [4]. Together with the improvement of accounting legislation, an adequate proportionality of the administrative burden is sought versus the benefits that small and medium-sized enterprises will gain from the community. The process of changing national laws is always accompanied by difficulties in the practical interpretation of various accounting problems related to the discrepancy between the available theoretical provisions and their new regulatory regulation.

One of the modern challenges in accounting theory and practice is related to the application of well-grounded accounting estimates of inventory consumption. Known as “the largest investment asset of the manufacturer or the seller of goods”<sup>22</sup>, their fair valuation is essential for accounting practice. There is a need to fine-tune the concepts related to the accounting assessment of inventory methods in line with International Accounting Standards (IAS) [2]. The method used to assess the consumption of inventories is an element of the entity's accounting policy that sometimes overlaps with an accounting estimate or an approximation estimate. The clarification of the different accounting concepts in the light of the latest changes in the legal framework of non-financial sector, uses as accounting basis IAS, also determine the **topicality** of this study.

Regulatory regulation of inventories as current assets is given in IAS 2 Inventories, which are characterized by the following features<sup>23</sup>:

- Held for sale in the ordinary course of business of the enterprise;
- Are in process of production for subsequent sale;
- Are in the form of materials or stocks that are consumed in the production process or in the provision of services.

Inventories are actually:

- Purchased and sold goods (including land or other property intended for sale within one year);
- Input materials in finished products;
- The materials and/or stocks intended to be used in the production process or in the unfinished production,
- Materials and/or stocks used in the provision of services.

The latest amendments to IAS 2<sup>24</sup> have been found not to be recognized as inventories:

- Incomplete proceedings under construction contracts<sup>25</sup>;
- Financial instruments within the meaning of IAS 32 Financial Instruments and IFRS 9 Financial Instruments (since the last amendment by Regulation (EU) 2016/2067);
- Biological assets related to agricultural activity and agricultural production at the time of harvest in accordance with the requirements of IAS 41 Agriculture.

According to IAS 2, an accounting estimate of inventories does not apply to assets held by:

- Producers of agricultural and forestry products, agricultural products after harvest, minerals and mineral products;
- Stock brokers (traders).

In accordance with IAS 2, inventories are accounted for and recorded when they are acquired or incurred at a lower estimate of cost price or net realizable value. The cost price of inventories is determined by the amount of any purchase, processing or other costs incurred in delivering them to their present location and condition.

In tabular form, the cost price of inventories can be represented in the following structural sequence as shown in Table 1.

---

<sup>22</sup> Bragh S., IFRS Practical Guide, Vivid Rice Publishing House, 2015, p. 143.

<sup>23</sup> See § 6 of IAS 2 Inventories.

<sup>24</sup> Regulation (EU) № 2016/2067, OJ L 232, 22.11.2016

<sup>25</sup> See IAS 11 Construction Contracts.



*Table 4: Cost Price of Inventories*

Cost Price of Inventories		
Purchasing costs	Purchase price	
	Customs duties	
	Other taxes	
	Transport costs	
Processing costs	Costs of direct labor	
	Indirect costs	Fixed costs
Other expenses	Non-production total costs	Variable costs
	Costs of designing products for a client	

The cost price of inventories in the provision of services includes the costs of the personnel involved in the provision of the service and the proportionate share of the total costs relevant to the service concerned. Overestimate and that portion of total costs not related to the service concerned are not included in cost price but are recognized as an expense in the period in which they arise.

Examples of costs excluded from the cost price of inventories and recognized as an expense for the period in which they are incurred are:

- Abnormal amounts of wasted materials, as well as the labour or other production costs incurred for them;
- Storage costs, unless those costs are necessary in the production process before a further production stage;
- Administrative costs which are unrelated to the supply of materials and their processing;
- Selling costs.

In current version of the International Accounting Standards Board's Conceptual Financial Reporting Framework (2010) highlights a discrepancy in the understanding of the basis of assessment used as described in IAS 2. In point 4.56. of the Conceptual Framework is given as an example the understanding that inventories are reported at the lower of the acquisition cost and net realizable value that is inconsistent with the definition given in § 9 of IAS 2. There is explicitly stated that "Inventories are measured at the lower of cost price and net realizable value". As can be seen from the data in Table 1, the cost of acquisition is part of the cost of inventories, which discrepancy should be removed in the next revision of the Conceptual Financial Reporting Framework (2010).

By definition, **net realizable value** is the estimated selling price in the ordinary course of business minus the estimated costs of completing the production cycle and those necessary to realize the sale<sup>26</sup>. The **fair value** is the sale price of the inventory in the ordinary course of trade between market participants at the valuation date.

When comparing the concepts of net realizable value with the fair value of inventories, the following differences can be distinguished:

- Net realizable value is **an enterprise-specific value** with the nature of an estimate with an approximation that is determined by decision of the entity's management;
- Fair value is estimated based on market criteria **rather than the specifics of the enterprise**, because the fair value is formed as a result of supply and demand in an orderly transaction between market participants at current market conditions

<sup>26</sup> See § 6 of IAS 2 Inventories.

- When determining an accounting estimate for the fair value of inventories, it is possible to use information from other market transactions;

- In the absence of information from other market transactions, account should be taken of the fact that the fair value of inventories may be based on assumptions by potential market participants, and account should be taken of any risk variations in that price caused by speculation;

- “the net realizable value of inventories may not be equal to the fair value less costs to sell”<sup>27</sup>.

International Financial Reporting Standard (IFRS) 13 “Fair Value Measurement” recommends adhering to a certain hierarchy spread across three levels in the fair value measurement based on the essence of the source data:

**Level 1:** Quoted prices in active markets for similar assets or liabilities (obligations) to which the entity has access to the valuation date;

**Level 2:** Output data other than quoted prices falling in Level 1, which can be seen (directly or indirectly) in transactions with similar assets and liabilities (obligations);

**Level 3:** Inputs not observed for the asset or the obligation.

As can be seen from the proposed hierarchy, levels 2 and 3 may generate some uncertainty and the need to use probable hypotheses when dealing in similar inventories or in the absence of information.

In the Conceptual Framework for Financial Reporting by the IASB in 2010, the assessment is presented as a process for determining the amounts of money which are recognized object of current accounting and the elements of financial statements. The evaluation includes a choice of **measurement basis** individually or in various combinations, depending on the specific requirements of accounting standards, consistent with the influence of different factors to create timely and reliable accounting information for users.

**The accounting measurement basis** are by their nature not a specific accounting estimate, but a combination of indicators or criteria that describe those accounting estimates that are used in the application of the relevant valuation basis [1]. From a conceptual point of view in International Accounting Standards do not offer a unified concept of measurement basis. Each International Accounting Standard gives a definition and a way of evaluating the reporting object that does not exclude the possibility of mixing the accounting models (historical cost or fair value) depending on the applied valuation basis.

It is important to note that there is a difference between the types of accounting estimates and the accounting valuation bases used. The first represents a specific type of accounting at the lowest level (these are estimates that do not include other ones). As an example can be mentioned - the initial assessment, including himself acquisition cost, fair value and cost price (relevant to inventories), with subsequent assessments may include in itself almost all the above estimates. Another example: if cost price can be presented as a historical cost, it can also be presented as the current value of the asset. Recoverable value is defined as the current value or as a future value.

Each valuation basis implies the use of specific accounting estimates applied in respect of the purposes set for accounting. These are the bases - **chronological (historical) cost, current cost, realizable value, present value / value in use / economic value and recoverable amount**. From the point of view of their specific manifestation and composition, the types of accounting estimates are **acquisition price, cost price, fair value, recoverable value, net realizable value and value in use, book value, present value and present value**. From the accounting estimates listed above, the first two - acquisition price and cost price are with the nature of an accurate accounting estimate based on actual and

---

<sup>27</sup> For scientific precision, it should be noted that there is a logical discrepancy between the definition of net realizable value and the stipulation in Art. 7, last sentence in IAS 2 Inventories (does not take into account the costs of completing the production cycle).

duly documented business facts. Others cover some of the characteristics of an accounting estimate, but actually evaluation approach because of the use of approximations in their preparation, which is sometimes associated with the need for periodic or random review of their value in order to reduce uncertainty and increase reliability in different economic conditions.

From the accounting point of view, the valuation basis “**Realized Value**” is used for valuation of inventories where the valuations are:

- An estimate of realizable value - these are the money received at the moment of the sale of an asset and the amount that would repay a liability, i.e. the current sale price of the liability;
- Net realizable / selling value estimate - this is the estimated selling price in the normal course of business less the expected completion costs of the production cycle that are necessary to realize the sale. This is also the definition used in IAS 2 “Inventories”<sup>28</sup>.

The logic of the last definition leads to the following conclusions:

- Assets (in particular inventories) should not be reported in amounts that exceed the net realizable value;
- Any fall in value in a given period should be included in the operating results for the same period to achieve comparability with the income for the current period.

In order to account for the consumption of inventories in accordance with the requirements of IAS 2, three recommended costing methods are applied:

- ✓ the specific identification method (a specified value);
- ✓ “First in - first out” method (FIFO);
- ✓ “Weighted Average” method.

Method of concrete cost price identification refers to the cost of inventories, which are usually not interchangeable and are intended for specific projects. These are specific costs associated with certain items of inventory, whether purchased or produced by the enterprise. The usage of this method is not recommended in large number of items of inventory that may be interchangeable.

When the first method is inapplicable, the other two methods – “First in - first out” (FIFO) or a weighted average - are used. Each enterprise should apply the same methods to determine the cost of all inventories having a similar nature and use. For inventories with a different nature and use may be justified various methods on the cost, which is indicated in the entity's accounting policy. For the weighted average cost method, the cost of each item is determined by the weighted average cost of the similar items at the beginning of the period and the cost of the similar items purchased or produced during the reporting period. The calculation is made periodically or upon receipt of each subsequent delivery depending on the conditions established in the enterprise.

In determining the accounting estimate of inventories in relation to the use of costing methods, inaccurate interpretations are possible in distinguishing between accounting policies and accounting estimates. It is common ground that inventory cost methods are part of the entity's accounting policy. They are management assumptions about the flow of costs. On the other hand, the selected methods for assessing inventories are explicitly stated in the entity's accounting policy. The enterprise is limited by the use of different costing methods for inventories of a similar nature and use, but when inventories are of different nature and use, then it is also possible to use more than one cost estimation method for their consumption. If there is a need for change in the method applied, this change should be justified as a change in accounting policy in accordance with the requirements of IAS 8 relating to the change in basis of accounting.

In principle, a change in accounting policy means that the reporting entity has exchanged the application of one accounting principle with another. For example, the change in the cost of inventory

---

<sup>28</sup> See § 6 of IAS 2 Inventories

valuation from the “First-in – first-out” method to “Weighted average price” is treated as a change in accounting policy. The change in accounting policy may affect comparative information in successive reporting periods because a comparison is made between prior periods and the current period. All this is possible if there are conditions for practical application of retrospective calculation. It is not treated as a change in accounting policy, the adoption of an accounting policy for events that have not existed or have been substantially different so far, and a pattern has to be adopted for them. This is already widening the scope of accounting policy, taking into account newly emerging needs and facts.

It is important to clarify that, in accordance with § 35 of IAS 8, any change in the measurement basis used is treated as a change in accounting policy rather than an accounting estimate, but “when it is difficult to distinguish between a change in accounting policy and change in accounting estimates, the change is treated as a change in the accounting estimate”<sup>29</sup>.

In support of this accounting statement is the practical impracticability envisaged, which is the impossibility of applying a requirement even though every effort has been made to do so.

For example, if we have a change in accounting policy that requires retrospective application and a change in an accounting estimate, it is considered that due to the nature of the estimate, the practical impracticability exists because the effect of the change in the accounting estimate is from now and for future. This is also the most significant difference in manifestation of the two concepts - the change in the accounting estimate is always from now and in the future. And if in previous versions of accounting standards was assumed that the change in accounting policy used retrospective approach (i.e. retrospective application), it is currently allowed change in accounting policy to be for the future.

At the same time, it should be taken into account that the suitability of the inventories is subject to approximate valuation (§ 32, b. “b” of IAS 8). This unfitness is most often determined by the experience gained from their use, and at the same time depends on the conditions for their storage as required by the manufacturers. Natural wastage is a quantitative reduction in the weight and volume of inventories during storage, sale, preparation for sale, distribution and transport, as well as evaporation, leaching, drying, milling, spillage and leakage under conditions of proper and conscientious manipulation with them. When there is deterioration or scrapping, this inventory obsolescence is not considered as natural wastage. It is an accounting estimate of the volatility of inventories, which assessment should be very well substantiated with the processes of the enterprise, including the storage of inventories. Natural wastage is a normative norm that is related to the control of the reporting activity, while ineptness is an accounting estimate, which is made by decision of the management of the enterprise.

At the end of the reporting period, inventories are subject to impairment if at 31 December their carrying amount is lower than their net realizable value. Impairment is likely to occur when an entity retains inventories with delayed return for one or other reason. As a result, funds invested in the purchase of inventories cannot be reimbursed at least in their original amount. If there are normal production-commercial and financial-economic conditions, it will be difficult to achieve inventory depreciation because their optimal turnover is assumed. Nevertheless, in the presence of indications of such cases, it is necessary to adjust their value to their net realizable value. Inventories are individually tested by comparing their book value with the reliably established net selling price at 31 December.

Impairment of inventories is accounted for as current impairment expense within the reporting year. Theoretically, the impairment of inventories can be recovered in the next reporting period, which may be the case if the revalued inventory is still in stock in the enterprise. In such cases, the reversal of impairment should be reflected as a reduction in depreciation costs for the period of its occurrence. Correct accounting presentation requires not to take into account income, because as such is not created, and to adjust the charged expenditure which has been downwards. For the purposes of analytical

---

<sup>29</sup> See § 35 of IAS 8 Accounting Policies, Changes in Accounting Estimates and Errors.

inventory accounting and taxation, it is advisable to use a write-off account for the inventory account, which can be called Impairment of inventories.

In conclusion, it can be concluded that the accounting valuation of inventories in enterprises applying such accounting with International Accounting Standards, based on the need for a fair presentation of accounting information for financial and property status in the non-financial sector. After the analysis it is found that the manifestation of the net realizable value in the initial valuation of the inventories is with character of assessment with approximation. The same conclusion applies to the inventory obsolescence. The latter are required to be tested for impairment at the end of the reporting period, which is not in the economic nature of the accounting estimates. Accounting estimates have their place in the enterprise financial statements and have a different economic interpretation of cost, fair value and net realizable value on which inventories are valued. Manifestation of both fair value and net realizable value does not overlap with the manifestation of accounting estimates.

The presented analysis of the accounting concepts in the present study does not exhaust the subject of applying the accounting estimates of inventories. Create new opportunities for the study of problems in their application in theory and practice, which will allow management companies to show their creativity in justification of decision management solutions. Compliance with the specific requirements of the applicable accounting standards and the requirements for their written disclosure in accounting policy is a guarantee for ensuring the accuracy of financial statements of the non-financial sector.

#### REFERENCES:

- [1] Staneva, V. (2016). Accounting estimate knowledge applicability in the setting of accounting bases. *Tenth International Scientific Conference THE POWER OF KNOWLEDGE*. Agia Triada, Greece. Vol. 14.2., p. 474-478.
- [2]. International accounting standards adopted by Regulation (EC) № 1126/2008 of the Commission of November 3, 2008, published in the Official Journal of the European Union issue. L 320/29.11.2008, last amend. in L 323/29.11.2016.
- [3] Accountancy Act, promulgated in SG. 98/16.11.2001, the last recorded amend. and suppl. in SG. 97/06.12.2016.
- [4] Directive 2013/34/EU of the European Parliament and of the Council of 26 June 2013 on the annual financial statements, consolidated financial statements and related reports of certain types of companies and amending Directive 2006/43/EC of the European Parliament and the Council, repealing Directives 78/660 / EEC and 83/349 / EEC (OJ, L 182/19 of June 29, 2013), as amended by Directive 2014/95/EC of the European Parliament and the Council of October 22, 2014 , amending Directive 2013/34 / EC in relation to the disclosure of non-financial information and information on diversity by some large enterprises and groups (OJ, L 330/1 of 15 November 2014).



## RATIO ANALYSIS: A “COCA COLA COMPANY” CASE

Olivera Gjorgieva-Trajkovska<sup>1</sup>, Flamur Bunjaku<sup>2</sup>, Vesna Georgieva Svrtnov<sup>3</sup>

<sup>1</sup> University “Goce Delcev”, Stip, Faculty of Economics, olivera.trajkovska@ugd.edu.mk

<sup>2</sup> PhD candidate, flbunjaku@gmail.com

<sup>3</sup> St.”Cyril and Methodius”Skopje, Institute of Economics, vesna@ek-inst.ukim.edu.mk

**ABSTRACT:** *The objective of this paper is to present the importance of ratio analysis, as a method of financial statements analysis, whose results are the basis for making various decisions by all interested entities so called stakeholders. Literature review of the latest development in area of accounting and financial reporting and the importance of financial statements analysis in decision making process are also elaborated.*

*The paper also elaborates the usefulness of financial reporting. I order to illustrate a practical ratio analysis; the analysis of the Coca – Cola Company performance using the financial statements real figures of the year 2016, 2015 and 2014 has been performed. For this purpose cross sectional vertical and horizontal analysis of the main financial accounts such as Income Statement, Balance Sheet and the Cash Flow Statement is provided. Ratio calculations and analyses, such as profitability, liquidity, solvency, activity, dividends ratios, etc, are, for this purpose, conducted, as well as horizontal and vertical analysis.*

*In addition, the findings from each ratio analysis are explained with in order to avoid any biased conclusion that may occur from the nominal analysis of financial data.*

**KEYWORDS:** *financial; statements; ratios; analysis.*

### 1. INTRODUCTION

Companies of modern world are involved in various business transactions. Production of a good or offering a service to customers takes various steps and actions. Before manufacturing a good, companies need to buy different raw and other materials, they also need to buy adequate technology necessary for production, and they need to have building premises and other necessary day to day operations equipments. If they temporarily run out of money, they need to take loans from the banks. During some time periods of the year they pay dividends to their shareholders. All these actions represent a particular transaction which has to be recorded in the financial statements of the company. Companies do not simply record these transactions for the sake of information, but furthermore these financial records help managers and shareholders in operational and strategic decision making.

According to American Accounting Association (1966) accounting is “The process of identifying, measuring, and communicating economic information to permit informed judgments and decisions by users of the information”. Accounting is very important, especially for those in managerial positions and for the shareholders of the company. However, it is not necessary for all the managers, shareholders and other stakeholders of the company to be experts of accounting. As Michael Jones (2006) claims, in some respects, there is similarity between learning to driving a car and learning about accounting”. When you are learning to drive a car, he claims, you do not need to be a car mechanic. However, you have to understand the basics of car’s instruments, such as speedometer or fuel gauge. Similar with accounting, a manager or shareholder has to know the basics of it.

### 2. LITERATURE REVIEW

Due to last financial crises and the failure of some large companies to avoid bankruptcies, many scholars are questioning the old traditional way of accounting and financial reporting, seeking new methods, approaches and techniques. Smith (2015) taking into account the volatility of global business environment claims that the business environment has become increasingly complicated recently, with



increasing pressure placed on business by non-financial stakeholders, and financial professionals must adapt and evolve to keep pace with the dynamic environment in which business must operate.

According to Wallman and Steven (1995) the value and worth of financial reporting lies, in almost exclusive way, in its usefulness to users. Accounting and financial reporting, such as annual reports, are very useful for entities such as shareholders and managers. That's because annual reports cover a wide range of information's about the financial performance of the company.

However, there is a duality of academic opinions with regard to accounting and financial reports. Based on the Efficient Market Theory, Hines (1982) in his article, "Usefulness of Annual Reports", marginalizes the usefulness of financial reporting, with regard to annual report. His idea is that in an efficient market, compare to the other sources of information the annual reports lose their importance. Opposite to this idea, some research such as Wallman and Steven (1995) in the article, "The future of accounting and disclosure in an evolving world: The need for dramatic change", emphasizes the usefulness of financial reporting with regard to annual financial statements, he claims that, "if one had a few years of annual audited financial statements, there was a good likelihood of being able to predict, at least within reasonable ranges, performance over the next year", "And with the financial statements of that next year, one could predict, again within some reasonable ranges the financial performance of the succeeding".

Ratio analyses are a very significant tool to evaluate the financial performance of the company. According to Lee, Liaw and Rahman (1990) analysis of ratios could take one of two following methods. First method enables companies to compare the ratios of one firm with those similar firms or with industry averages during a specific period of time. Moreover the above mentioned authors suggest that this is one type of cross-sectional analysis technique that may indicate the relative financial condition and performance of a firm. Whereas the second method enables to compare a present ratio with that same firm's past and expected ratios. Computing this kind of time-series analysis will indicate whether the financial conditions have improved or not.

Financial ratios are very important in evaluating the performance of a company. However, the question is: are all of these ratios equally useful? Chen and Shimerda (1981), analyzing this issue in the article, "An Empirical Analysis of Useful Financial Ratios" suggests that ideally, financial ratios analyzed should be selected on some theoretical basis, coupled with demonstrated empirical evidence of their usefulness. According to Charles Gibson (1987) the significance of a particular ratio may be influenced by the circumstances of a particular company.

### **3. RATIO ANALYSIS OF COCA COLA COMPANY**

As a practical example of financial accounts analysis we have chosen the financial accounts of Coca Cola Company. Coca Cola Company annual reports are very comprehensive reports which covers a wide gamma of information's. Initially they provide financial highlights of the company which follows information's about consumers, its strategies, participation of the company with regard to market share and financial statements, such as income statements, cash flow statements and balance sheet, which is our main focus in this paper.

Coca Cola Company is the largest beverage company of the world. Therefore, we found a considerable interest to analyze its performance using its financial accounts of the year 2016, 2015 and 2014. Coca Cola's headquarter is located in Atlanta – Georgia USA. Coca Cola Company owns or license and market more than 500 nonalcoholic beverage brands, primarily sparkling beverages, but also a variety of still beverages such as waters, enhanced waters, juices and juice drinks, ready-to-drink teas and coffees, and energy and sports drinks. The company has the world largest distribution system, making its products available to consumers in more than 200 countries. The distribution system of Coca Cola Company consists of Company-owned or-controlled bottling and distribution operations as well as independent bottling partners, distributors, wholesalers and retailers. Company owns numerous patents,

copyrights and trade secrets, as well as substantial know-how and technology. This technology generally relates to Company's products and the processes for their production, the packages used for our products, the design and operation of various processes and equipment used in the business and certain quality assurance software.

In the shareholders perspective Coca Cola Company annual reports are of significant importance. Annual reports of Coca Cola Company not only that provide a wide range of information's for shareholders, managers and stakeholders, but furthermore go into some deep analysis about certain issues. The annual report of 2016, as well as previous years, provides sufficient information's, which could be very useful for any future decision. Coca Cola Company annual reports are a combination of rhetoric and images and leave a very good perception to the reader. In this regard we believe that company uses them as a significant marketing tool as well.

### **3.1. Profitability as a concept and Profitability ratios of Coca Cola Company**

Profitability as a concept seeks to establish how profitably a business is operating (Jones, 2006. p. 218). Logan (2016) in a research about profitability of financial institutions found that balance sheet composition and sources of revenues and expenses have a much greater impact on the institutions' profitability and efficiencies than the external environment or their internal structures. Thus, the logical conclusion is that the ability of these institutions to achieve greater profitability is dependent on factors that are primarily within their control and are not from being significantly constrained by their external environment (p. 360).

Other authors, such as Atom Ben Ebo (2016) claim that adequate management of working capital plays a crucial role regarding the profitability of a company. Especially, in the modern global environment which is characterized with huge volatility, the adequate management of working capital, respectively the adequate management of current assets and current liabilities would have a great impact on increasing profits of a company. In regard of profitability forecast, in contrast to some old research and opinions, which considered that aggregation of financial information from the financial reports would lead to a better forecast of profitability. Esplin et al, (2013) suggest that the use of disaggregated financial information would improve the forecast of profitability in a company.

In regard of Coca Cola Company, Gross Profit Margin Ratio and Operating Profit Ratio are analyzed and calculated.

#### **3.1.1. Gross profit margin ratio**

Gross profit margin is a profitability ratio that calculates the percentage of sales that exceed the cost of goods sold. In other words, it measures how efficiently a company uses its materials and labor to produce and sell products profitably.

The formula for calculating Gross Profit Margin is as follows:

$$\text{Gross profit margin} = \frac{\text{Total sales} - \text{Cost of goods sold}}{\text{Total sales, or Gross profit}} / \text{Total sales (revenues)}$$

Both the total sales and cost of goods sold are found on the income statement.

Inputting the figures from the Income Statement of Coca Cola Company for the year 2016, 2015 and 2014, (Appendix. 1), the results are as follows:

$$\text{Gross profit margin (2016)} = \frac{41863-16465}{41863} = 0.60 = 60\%$$

$$\text{Gross profit margin (2015)} = \frac{44294-17482}{44294} = 0.60 = 60\%$$

$$\text{Gross profit margin (2014)} = \frac{45998-17889}{45998} = 0.60 = 60\%$$

These figures show that for every US Dollar in gross margin Coca Cola Company earns 0.6 US Dollars, as gross profit. In addition, the same figures for each years used in the analysis indicates the operational and supply chain stability. In general, a company's gross profit margin should be stable unless there have been changes to the company's business model.

### 3.1.2. Operating profit margin or operating profit ratio

Operating margin is a measurement of what proportion of a company's revenue is left over after paying for variable costs of production such as wages, raw materials, etc. It can be calculated by dividing a company's operating income (also known as "operating profit") during a given period by its net sales during the same period.

Operating margin is expressed as a percentage, and the formula for calculating operating margin can be represented as follows:

$$\text{Operating margin} = \text{Operating income} / \text{Net sales}$$

Inputting the figures from the Income Statement for the year 2016, 2015 and 2014, (Appendix. 1), the results are as follows:

$$\text{Operating profit margin (2016)} = 8626/41863 = 0.21 = 21\%$$

$$\text{Operating profit margin (2015)} = 8728/44294 = 0.20 = 20\%$$

$$\text{Operating profit margin (2014)} = 9708/45998 = 0.21 = 21\%$$

The figures show that Coca Cola Company earns 0.21 US Dollars for every US Dollar used before interest and tax (EBIT). A higher margin means that company has less financial risk.

However, when considering young companies, the results may not be reliable because of the efforts to recoup initial costs, which most likely will not be reflected in an operating margin.

### 3.2. Liquidity as a concept and liquidity of Coca Cola Company

Liquidity ratios offer a quick way to assess the degree to which the economic entity meets short-term obligations (Vasiu, Balates and Gheorghe, 2015. p. 188). Main liquidity ratios are Current Ratio, Quick Ratio and Cash Ratio. It is worth mentioning that although not important for production companies that recently, due to last financial crisis Liquidity Coverage Ratios has been introduced. This development is related to Basel Committee on Banking Supervision which proposed the introduction of an internationally harmonized liquidity standard, the "Liquidity Coverage Ratio" (LCR), as part of the Basel III reforms (Basel Committee on Banking Supervision, 2013). The LCR requires banks to permanently hold an adequate stock of "high-quality liquid assets" (HQLA), consisting of so-called "Level 1" and "Level 2" assets, relative to their expected net cash outflows NCOF (Fuhrer, Muller and Steiner, 2016. p. 2). It is believed that liquidity coverage ratio will help in reducing vulnerability of the banking system. It further states that the ratio assures the presence of high quality liquid assets that can be used for dealing during the thirty day period of stress. It also mentions that the degree of stress is determined in the terms of assumed liability run-off rates (AEI paper and studies, 2013, abstract). However, in regard of our case we are elaborating the liquidity ratios as follows.

#### 3.2.1. Current ratio

The current ratio is mainly used to give an idea of the company's ability to pay back its liabilities (debt and accounts payable) with its assets (cash, marketable securities, inventory, accounts receivable). As such, current ratio can be used to take a rough measurement of a company's financial health. The higher the current ratio, the more capable the company is of paying its obligations, as it has a larger proportion of asset value relative to the value of its liabilities.

The formula for calculating Current ratio is as follows:

$$\text{Current ratio} = \text{Current assets} / \text{Current liabilities}$$

Inputting the figures from the Balance Sheet for the year 2016 and 2015, (Appendix. 2), the results are as follows:

$$\text{Current ratio (2016)} = 34010/26532 = 1.28$$

$$\text{Current ratio (2015)} = 33395/26929 = 1.24$$

Any current ratio figures above 1 shows that company is capable in paying its obligations. In our case the figure above 1.24 shows that Coca Cola Company doesn't have a liquidity related problems. However, the Current ratio results, even if are positive, shouldn't be taken always as reliable, especially,

when comparing the liquidity of a company to companies of other industries, since the business operations can differ significantly between the companies belonging to different industries.

### **3.2.2. Quick ratio**

The quick ratio is an indicator of a company's short-term liquidity. The quick ratio measures a company's ability to meet its short-term obligations with its most liquid assets. For this reason, the ratio excludes inventories from current assets, and is calculated as follows:

**Quick ratio = (current assets – inventories) / current liabilities**

Inputting the figures from the Balance Sheet of the year 2016 and 2015, (Appendix. 2), the results are as follows:

$$\text{Quick ratio (2016)} = (34010 - 2675) / 26532 = 1.18$$

$$\text{Quick ratio (2015)} = (33395 - 2902) / 26929 = 1.13$$

Quick ratio is more conservative than current ratio because it excludes inventories from current assets. The above figures show an improvement of liquidity from the year 2015 to 2016.

### **3.2.3. Cash ratio**

The cash ratio is the most stringent and conservative of the three short-term liquidity ratios (current, quick and cash). It only looks at the most liquid short-term assets of the company, which are those that can be most easily used to pay off current obligations. It also ignores inventory and receivables, as there are no assurances that these two accounts can be converted to cash in a timely matter to meet current liabilities.

The formula for calculating cash ratio is as follows:

**Cash ratio = Cash and cash equivalents + short term investments / Current liabilities**

Inputting the figures from the Balance Sheet for the year 2016 and 2015 (Appendix. 2), the results are as follows:

$$\text{Cash ratio (2016)} = 18150 / 26532 = 0.68$$

$$\text{Cash ratio (2015)} = 15631 / 26929 = 0.58$$

There is conventional opinion amongst the professionals of accounting that any cash ratio above 0.5 is good. However, some conservative representatives of accounting claim that cash ratio should be closer to 1. Anyway any cash ratio figure in between these two values is acceptable. In regard of Coca Cola company, from 2015 to 2016 there is an improvement of liquidity related to cash ratio.

## **3.3. Activity ratios as a concept and activity ratios of Coca Cola Company**

With regard to production companies, activity ratios are amongst most important ones. Activity ratios provide us with important data regarding the output generated from assets. In other words using activity ratios we may determine the amount of sales generated for every pounds worth of assets. Activity ratios also unveil the time needed for one particular item to generate sales. Total assets turnover and inventory turnover ratio as taken as example from the balance sheet of the Coca Cola Company.

### **3.3.1. Total assets turnover ratio**

Asset turnover ratio is the ratio of the value of a company's sales or revenues generated relative to the value of its assets. The Asset Turnover ratio can often be used as an indicator of the efficiency with which a company is deploying its assets in generating revenue. Generally speaking, the higher the asset turnover ratio, the better the company is performing, since higher ratios imply that the company is generating more revenue per dollar of assets. Yet, this ratio can vary widely from one industry to the next one.

The formula for calculating Total Assets Turnover ratio is as follows:

**Asset Turnover = Sales or Revenues / Total Assets**

Inputting the figures from the Income Statement and Balance Sheet for the year 2016 and 2015, (Appendix. 1 and 2), the results are as follows:

$$\text{Asset Turnover (2016)} = 41863 / 87270 = 0.48$$

$$\text{Asset Turnover (2015)} = 44294 / 89996 = 0.49$$

The results indicate that during a year, every dollar invested in total assets generated approximately 0.5 dollars.

### **3.3.2. Inventory turnover ratio**

Inventory turnover measures how fast a company is selling inventory and is generally compared against industry averages. A low turnover implies weak sales and, therefore, excess inventory. A high ratio implies either strong sales and/or large discounts.

The formula for calculating Inventory Turnover ratio is as follows:

**Inventory turnover ratio = Cost of goods sold / Inventory**

Inputting the figures from the Income Statement and Balance Sheet of the year 2016 and 2015 (Appendix. 1 and 2), the results are as follows:

Inventory Turnover Ratio (2016) =  $16465/2675 = 6.16$

Inventory Turnover Ratio (2015) =  $17482/2902 = 6$

Given that the average level of Inventory Turnover ratio is 6, the number of inventory days is calculated by dividing 365 by 6, which are 61. Analyzing the figures, inventory of Coca Cola company turns over 6 times a year and is on hand for approximately 61 days.

### **3.4. Investments ratios**

Shareholders main interest is the profit. They want to know how much profit they produce as return for their investments. According to Jones (2006) the main dividend ratios are Dividend Yield, Earnings per Share, and alike.

#### **3.4.1. Dividend yield ratio**

The dividend yield ratio is financial ratio that indicates how much a company pays out in dividends each year relative to its share price. Dividend yield is represented as a percentage and can be calculated by dividing the dollar value of dividends paid in a given year per share of stock held by the dollar value of one share of stock.

The formula for calculating Dividend Yield ratio is as follows:

**Dividend yield ratio = Annual dividends per share / Price per share**

The latest dividend yield of Coca Cola Company is around 3.25%.

#### **3.4.2. Earnings per share ratio**

Earnings per share (EPS) are the portion of a company's profit allocated to each outstanding share of common stock. Earnings per share serve as an indicator of a company's profitability.

The formula for calculating Earnings per Share ratio is as follows:

**Earnings per Share ratio = (Net Income – Dividends on preferred stocks) / Average outstanding shares**

Based on the Financial Statements of Coca Cola Company, at the end of the year 2016 the Earnings per share of Coca Cola Company were 0.12 US Dollars.

## **4. HORIZONTAL AND VERTICAL ANALYSIS OF COCA COLA COMPANY**

Horizontal analysis focuses on the changes, developments and the trends in financial statements over time. Whereas vertical financial analysis shows a percentage of one financial position compare to another item in a specific time period. In regard of the Coca Cola Company, based on our ratio calculations, it was found that Coca Cola Company is a strong liquid and profitable company. In addition, given that most of the calculated ratios do not show significant differences from one year to another in percentage, shows that Coca Cola Company is a mature and serious company which doesn't seem to have fluctuations over time in terms of relationship between the inputs and outputs. In other words the increase in outputs, in most of the cases, corresponds with the increase in inputs and vice versa. However, last year, 2016 shows a slight decrease on revenues, which may has occurred as a result of the increase of short term investments, which benefits would come later in a near future.

Having a look at the Consolidated Income Statements (Appendix. 1), in regard of Net Operating Revenues we can see a decrease for around 8% from the year 2014 and 2015 to the year 2016, in figures a



decrease by 4.135 millions compare to 2014 and by 2.431 millions compare to 2015. These results were also affecting, consolidated net income which decreased compare to the year 2015 and 2014 by 816 millions, and by 574 respectively. These declining figures from the year 2014 to 2015 and 2016 can be noticed in all positions of Income Consolidated statements. As we will explain below, the decrease on revenues came as a result of the increase of short term investments in Consolidated Balance Sheet financial account.

In regard of Consolidated Balance Sheet financial statement (Appendix. 2), it is noticed a considerable increase from the year 2015 to 2016 of cash, cash equivalents and of the short term investments, in figures from 15.631 millions in 2015 to 18.150 millions in 2016. We have noticed a considerable increase of Equity Methods Investment position, in figures from 12.318 millions in 2015 to 12.260 millions in 2016, which means that Coca Cola Company managed to assess the profits earned by its investments in other companies. In addition in Consolidated Balance Sheet financial statement is noticed a considerable increase from the year 2015 to 2016 of cash, cash equivalents and of the short term investments, in figures from 15.631 millions in 2015 to 18.150 millions in 2016. This is where we see the reason why Revenues were decreased in 2016, because there were considerable short term investments. Hence, it is expected that revenue growth trend of Coca Cola Company will recur in the near future.

Total Current Assets of Coca Cola Company as experienced a slight increase, in figures from 33.395 millions in 2015 to 34.010 millions in 2016. Whereas, the Total Current Liabilities and Total Assets have suffered a slight decrease, from 26.929 millions in 2015 to 26.532 millions in 2016, and from 89.996 millions in 2015 to 87.270 millions in 2016.

## CONCLUSIONS

The objective of this paper was the analysis of financial account reporting, with its practical example of the Coca Cola Company. As some introductory notes regarding the accounting and financial reporting were conducted, we continued with some short information about the company, which was followed by a literature review and by some practical explanation of profitability, liquidity, activity and dividend ratios. Horizontal and vertical analyses of the Company were also provided, as well as some insights about usefulness of financial reporting. We found that Coca Cola Company regarding profitability was performing relatively well in last three years. However, in regard of the year 2016 it was identified that revenues and incomes in general had suffered a decrease, which according to the thorough analysis of financial statements might have come as a result of the increase of short term investments. Therefore, it is believed that there was kind of trade off between short term profitability and short term investments.

We may conclude that in overall company is performing well in terms of liquidity. All the ratio calculations and analysis indicates slight improvements regarding liquidity.

With regard to activity ratios, according to the ratio calculations, the company is performing very well. Whereas, related to Investments ratios, in the year 2016 Net Income Attributable to Shareowners suffered a slight decrease, which is a direct consequence of the decrease of revenues and other positions of income.

In general annual financial reports of Coca Cola Company are very comprehensive reports. Besides financial information's, explanatory notes are provided, which makes company's annual reports very easy to understand. We found this simplicity very significant for shareholders. Some research as, Lee & Tweedie, (1977), found that sometimes annual reports lose their importance because the users do not understand them. In addition, besides its simplicity, Coca Cola Company financial annual reports are very well designed and create a very positive perception to a reader.

## REFERENCES

- [1] Atom, B.E. (2016). Working capital management as a financial strategy to improve the profitability and growth of micro and small – scale enterprises (MSEs) operating in the central region of Ghana. *International journal of research in commerce and management*, 7(7), p. 42-50.
- [2] Ceran, M.B., Gungor , S. and Konya. S. (2016). The role of accounting information systems in preventing the financial crises experienced in business. *Economics, management and financial markets*, 11(1), p. 294-302.
- [3] Chen, H.K. & Shimerda, A.T. (1981). *An Empirical Analysis of Useful Financial Ratios*. Financial Management.
- [4] Dholakia, P. (2013). A perceptual study of the implementation of international financial reporting standards for enhancing accounting financial transparency. *Journal of accounting research and audit practices*, 12(1), p. 63-79.
- [5] Esplin, A., Hewitt, M., Plumlee, M. and Yohn, T.L. (2013). Disaggregating operating and financial activities: implications for forecasts of profitability. *Review of accounting studies*, 19(1), p. 328-362.
- [6] Fuhrer, M.L., Muller, B. and Steiner, L. (2016). The liquidity coverage ratios and security prices. *Swiss national bank working papers*, 11, p. 1-48.
- [7] Gibson, C. (1987). How Chartered Financial Analyst View Financial Ratios. *Financial Analyst Journal*, p. 74-76.
- [8] Hines D.R. (1982)"The usefulness of annual reports: the Anomaly between Efficient Markets Hypothesis and Shareholders Survey". *Accounting and Business Research*.
- [9] Holthausen, R.W. (2009). Accounting standards, financial reporting outcomes, and enforcement. *Journal of accounting research*, 47(2), p. 447-458.
- [10] Lee, C.F., Liaw, K.T. and Rahman, S. (1990). Impacts of market power and capital-labor ratio on systematic risk: A Cobb Douglas approach. *Journal of economics and business*, 42(3), p. 237-241.
- [11] Logan, M.T. (2016). Determinants of profitability of financial institutions in Latin America and the Caribbean. *The journal of developing areas*, 50(4), p. 345-362.
- [12] Smith, S.S. (2015). Accounting, integrated financial reporting, and the future of finance. *Journal of Accounting and Finance*, 15(2), p. 11-15
- [13] Vasiu, D.E., Baltes, N. and Georghe, L.N. (2015). Liquidity ratios. A structural and dynamic analysis, during 2006-2012, of the companies having the business line in industry and construction, listed and traded on the Bucharest Stock Exchange. *Theoretical and applied economics*, 2(3), p. 187-206.
- [14] Wallman, M. H. Steven (1995). The Future of Accounting and Disclosure in an Evolving World: The Need for Dramatic Change. *American Accounting Association Accounting Horizons*, 9(3), p. 81-91
- [15] Zhiwei, L., Yihong, J., Qingliang, T. and Xiangjian, H. (2014). Does High-Quality Financial Reporting Mitigate the Negative Impact of Global Financial Crises on Firm Performance? Evidence from the United Kingdom. *Australian accounting, business and finance journal*, 8(5), p. 19-43. (2013). How can we do better the Basel liquidity coverage ratio. *AEI paper and studies*, p.1-3.



**APPENDIX 1. The Coca Cola Company Consolidated Statements of Income**

Year Ended December 31, (In millions except per share data)	2016	2015	2014
<b>NET OPERATING REVENUES</b>	41,863	44,294	45,998
Cost of goods sold	16,465	17,482	17,889
<b>GROSS PROFIT</b>	25,398	26,812	28,109
Selling, general and administrative expenses	15,262	16,427	17,218
Other operating charges	1,510	1,657	1,183
<b>OPERATING INCOME</b>	8,626	8,728	9,708
Interest income	642	613	594
Interest expense	733	856	483
Equity income (loss) – net	835	489	769
Other income (loss) - net	(1,234)	631	(1,263)
<b>INCOME BEFORE INCOME TAXES</b>	8,136	9,605	9,325
Income taxes	1,586	2,239	2,201
<b>CONSOLIDATED NET INCOME</b>	6,550	7,366	7,124
Less: Net income attributable to noncontrolling interests	23	15	26
<b>NET INCOME ATTRIBUTABLE TO SHAREOWNERS OF THE COCA-COLA COMPANY</b>	6,527	7,351	7,098
<b>BASIC NET INCOME PER SHARE</b>	1,51	1,69	1,62
<b>DILUTED NET INCOME PER SHARE</b>	1,49	1,67	1,60
<b>AVERAGE SHARES OUTSTANDING</b>	4,317	4,352	4,387
Effect of dilutive securities	50	53	63
<b>AVERAGE SHARES OUTSTANDING ASSUMING DILUTION</b>	4,367	4,405	4,450

**APPENDIX 2. The Coca Cola Company Consolidated Statements of Balance Sheets**

Decembar 31, (In millions except per values)	2016	2015
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	8,555	7,309
Short- term investments	9,595	8,322
<b>TOTAL CASH, CASH EQUIVALENTS AND SHORT-TERM INVESTMENTS</b>	18,150	15,631
Marketable securities	4,051	4,269
Trade accounts receivable, less allowances of \$466 and \$352, respectively	3,856	3,941
Inventories	2,675	2,902
Prepaid expenses and other assets	2,481	2,752
Assets held for sale	2,797	3,900
<b>TOTAL CURRENT ASSETS</b>	34,010	33,395
<b>EQUITY METHOD INVESTMENTS</b>	16,260	12,318
<b>OTHER INVESTMENTS</b>	989	3,470
<b>OTHER ASSETS</b>	4,248	4,110
<b>PROPERTY, PLANT AND EQUIPMENT – net</b>	10,635	12,571
<b>TRADEMARKS WITH INDEFINITE LIVES</b>	6,097	5,989

<b>BOTTLERS FRANCHISE RIGHTS WITH INDEFINITE LIVES</b>	3,676	6,000
<b>GOODWILL</b>	10,629	11,289
<b>OTHER INTANGIBLE ASSETS</b>	726	854
<b>TOTAL ASSETS</b>	<b>87,270</b>	<b>89,996</b>
<b>LIABILITIES AND EQUITY</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable and accrued expenses	9,490	9,660
Loans and notes payable	12,498	13,129
Current maturities of long- term debt	3,527	2,676
Accrued income taxes	307	331
Liabilities held for sale	710	1,133
<b>TOTAL CURRENT LIABILITIES</b>	<b>26,532</b>	<b>26,929</b>
<b>LONG- TERM DEBT</b>	<b>29,684</b>	<b>28,311</b>
<b>OTHER LIABILITIES</b>	<b>4,081</b>	<b>4,301</b>
<b>DEFERRED INCOME TAXES</b>	<b>3,753</b>	<b>4,691</b>
<b>THE COCA-COLA COMPANY SHAREOWNERS EQUITY</b>		
Comon stock, \$0,25 per value; Authorized – 11,200 shares; Issued – 7,040 and 7,040 shares, respectively	1,760	1,760
Capital surplus	14,993	14,016
Reinvested earnings	65,502	65,018
Accumulated other comprehensive income (loss)	(11,205)	(10,174)
Treasury stock, at cost – 2,752 and 2,716 shares, respectively	(47,988)	(45,066)
<b>EQUITY ATTRIBUTABLE TO SHAREOWNERS OF THE COCA-COLA COMPANY</b>	<b>23,062</b>	<b>25,554</b>
<b>EQUITY ATTRIBUTABLE TO NONCONTROLLING INTERESTS</b>	<b>158</b>	<b>210</b>
<b>TOTAL EQUITY</b>	<b>23,220</b>	<b>25,764</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>87,270</b>	<b>89,996</b>

## QUANTITATIVE ASSESSMENT OF EFFICIENCY OF THE MARKET INSPECTORATE ALGORITHM IN MONTENEGRO

Mersad Mujević

University in Novi Pazar, Serbiamersadm@t-com.me

**ABSTRACT:** *The field of algorithms and data structures has consolidated its place in the economy and society, its practical significance and theoretical elegance. Therefore, the topic of the paper i.e. work on the analysis of the algorithm for monitoring inspection surveillance is of great importance for the quality of inspectors' performance. Algorithms and data structures are the core of all methodologies used in work with modern computers.*

*Primarily because effective inclusion of innovation in a digital society in which we live can change business doing and society and thus offer better products and services through use of new and efficient processes enabled by the information and communication technologies.*

*The algorithm analysis is a procedure which forecasts the behavior and conducts assessment of the required algorithm resources.*

*Inspection surveillance is carried out in areas specified by law for natural persons, non-governmental organizations, companies, local governments and other entities performing economic activities.*

*Each individual inspection is followed by the Minutes, in which the state-of-affairs is recorded.*

*Accurate behavior of the algorithm is impossible to predict, so in its analysis, only the main features are considered and some minor factors that we will get acquainted with later in the paper are being neglected. The basic method used in this respect is approximation. In this manner, from a set of possible algorithms for solving a specific problem, we can extract the most efficient one (or a class of efficient algorithms). In this paper, I shall analyze the time-related complexity of the algorithm of minutes to be processed at the Market Inspectorate in Montenegro.*

**KEYWORDS:** *Inspection surveillance; Minutes; Analysis; Algorithm; Innovation; ICT*

### 1. INTRODUCTION

Inspection systems in Europe and the world are promoting the contemporary concepts of inspection supervision and searching for ways of their effective implementation. The expansion of the application of ICT in all sectors of activity, society and social inclusion, imposes the need and obligation of finding the appropriate model for implementation of information and communication technologies in inspection operations. Today's level of development and availability of information technology in the process of developing information systems allows for focusing on the analysis of user requirements in the preparation of the corresponding process models.

The analysis algorithm is a procedure that predicts the behavior and evaluate the resources needed by the algorithm. The exact behavior of the algorithm is impossible to predict, so only the main characteristics are considered for the purpose of its analysis, ignoring some minor factors that we will introduce later. The main method used to achieve this goal is an approximation. In this way, out of a set of possible algorithms for solving a specific problem, the most effective can be extracted (*or class of efficient algorithms*) [1].

In this paper I will analyze the time complexity of algorithm for processing the record by market inspection in Montenegro [2].

Most users are not familiar with this concept and its importance. It happens often that in the course of work I get questions relating to restrictions on input data, because most of them do not understand why they are important. The idea of this paper is to provide users with a closer understanding of this concept and its significance.

The fields of algorithms and data structures confirmed their place in the economy and society, their practical significance and theoretical elegance. These topics and the topic of the paper on the analysis of algorithm for monitoring the inspection supervision are of an extreme importance for the quality of the performance of the inspectors' work.

Primarily because the effective involvement, along with the innovation in the digital society in which we live can change business and society and thus offer better products and services using new and efficient processes that are enabled by the information and communication technologies.

The emphasis in this paper will be on the review and analysis of a particular problem. This example which I am about to describe - analyze will help to distinguish the differences between the algorithms that solve the same or a similar problem.

The concept of algorithm implies a finite series of unambiguously defined commands required to solve a particular problem.

## **2. DESCRIPTION OF THE REQUIREMENT**

The information system of the Market Inspection of Montenegro covers a system of input, data storage and updating of the inspection subjects, searching of data on those subjects, as well as generating predefined types of the Reports. The aim of this paper is to list and explain the procedures for monitoring cases of the Market Inspection. All the activities of the Market Inspection that should be supported by an appropriate software can be classified in some of the basic business processes and be subject to analysis of algorithm for monitoring the reviews by inspectors as follows:

**2.1** Processes related to work on the case include: opening the case, updating, filing, reviewing, etc.;

**2.2** Monitoring the course of inspection review includes:

- a) Establishment of facts; inspection reviews where no irregularities were found, inspection reviews where some irregularities were found, as well as the number of irregularities per review.
- b) Adoption of administrative measures: indication, decision, conclusion, including the preparation for the second instance administrative procedure,
- c) Administrative-penalty measures: a mandatory sentence and a fine,
- d) initiation of proceedings: a misdemeanor procedure and criminal procedure,
- e) voluntary execution.
- f) costs of inspection review;

**2.3** The algorithm also includes specific measures and actions of inspection review:

- a) sampling (analysis) of goods;
- b) temporary seizure of goods and items (certificates, the handling of confiscated submission of goods to the competent authority, etc.);
- c) a temporary ban on performing activities;
- d) compensation for damages and
- e) administrative enforcement of the decision;

**2.4** Printing of documents;

**2.5** The formation and updating of the register;

**2.6** Statistical reporting based on the entered data;

**2.7** Administrative functionality.

## **3. PROCESSES RELATED TO THE WORK UPON CASES AND MONITORING THE COURSE/TIME OF THE INSPECTION REVIEW**

Considering that this application for creation of records is used by inspectors on site, apart from the network speed, the speed of the algorithm itself is of an extreme importance, so the experimental study

will be conducted with the time estimation of execution of single cases [3]. Theoretical analysis will be used as a means of measuring the complexity of the algorithm.

Although often one of the vital criteria can be the simplicity of implementation, nevertheless in a large number of cases the essential criterion is the efficiency of algorithm which is usually measured by quantity of spending of two important resources:

- time and
- memory space.

Considering that the technological progress in manufacturing different types of memories made the memory a less restriction factor, time spent by algorithm process in fact becomes a key criterion upon designing and selection of algorithm.

By analysis of a certain algorithm we actually determine the duration of the algorithm process. That duration is not expressed in some units of time (millisecond, second, minute, etc.), but it is expressed by approximation of number of operations to be performed by that algorithm. However, since the number of operations is related to the algorithm duration, then sometimes a term time can be used for expressing the time complexity. Therefore, when analyzing the algorithms we are not interested in actual time of performance of the algorithm on a concrete computer, but we actually want to know what the relative efficiency of algorithm by which we solve a certain problem is.

The duration of algorithm process depends on the following factors:

1. Technological parameters which depend on the concrete architecture and organization of the computer on which the algorithm is performed,
2. Quality of machine code generated by the translator,
3. Input data,
4. Inherent time complexity of algorithm.

Thence, the first two criteria depend on the technological platform which enables the performance of algorithms, so they work upon different algorithms in a similar manner. Although the most application implementations will be based upon fast hardware platform, graphic user interface, grids, etc., the application still includes, as its integral part, apart from those simplest ones, the algorithm based contents.

Even if the applications do not include the algorithm contents, they are actually based upon algorithms for the following reasons:

1. Design and implementation of any graphic system is in its essentials based upon algorithms
2. Routing in computer networks is based upon algorithms
3. The applications are written in some of the program languages, which means that a compiler, an interpreter or maybe an assembler will be used and they are largely based upon algorithms.

#### **4. EFFICIENCY OF ALGORITHM**

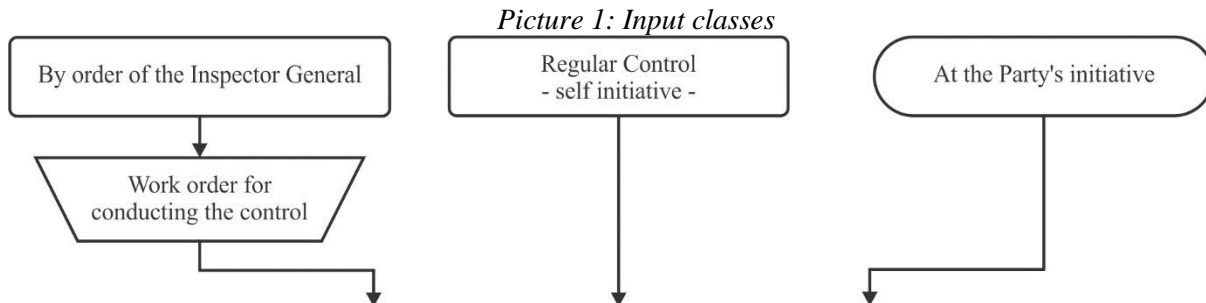
The aim of algorithm analysis are quantitative evaluations of the algorithm efficiency. This is a very important question, because even the correct algorithm is useless if its expression takes impractically long time or occupies a large amount of memory. The efficiency of the algorithm is a measure of the size of computing resources, usually referring time and memory, which are used by the algorithm during its execution [5].

Determining of the algorithm efficiency is in this case the estimation of algorithm process duration depending of the size of input. Since the input sizes are negligible when it comes to the inspection control, the attention is kept on the work with subjects and number of passes through the algorithm, that is, the number of inspection controls conducted.

##### **4.1 Classes of algorithmic input**

Algorithm inputs have a very important role in algorithm analysis because they are determiners of the way in which the algorithm will be performed. In order to get a complete picture on behavior of a certain algorithm it is necessary to consider all input possibilities.

Accordingly, it will not be necessary to consider all the input possibilities, but it will be necessary to identify the different input classes and to consider the algorithm behavior for the classes identified.



#### 4.2. The best, the worst and the average case

Upon analysis of the algorithm, it should be decided which operations are relevant from the standpoint of efficiency of algorithm. There are two classes of operations which are typically taken as relevant:

- operations of comparison and
- arithmetical operations.

Operations of comparison include: equal to, not equal, less than, greater than, less than or equal to, greater than or equal to.

While arithmetical operations can be divided into two groups: additive or multiplicative.

Additive operations include addition, deduction, incrementing and decrementing;

While multiplicative operations include multiplication, division and modulus.

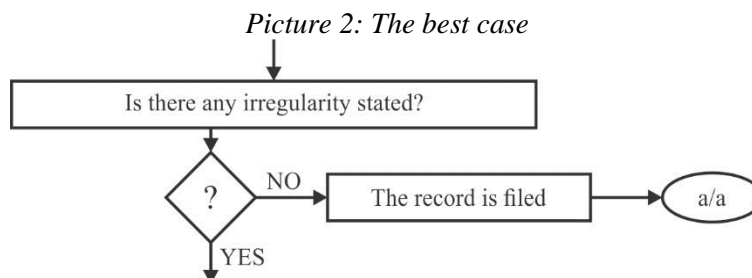
Sometimes it is appropriate to consider these two groups/operations separately because the multiplicative operations require more time for their performance.

The duration of algorithm process can vary not only depending on the input size, but on the concrete values of input data. Therefore, upon analysis of algorithm the best, the worst and the average cases can be considered.

##### 4.2.1. The best case

The best case for a certain algorithm is the input for which the duration of the algorithm process is the shortest one. Such input is a combination of values for which it takes the least time to perform the algorithm.

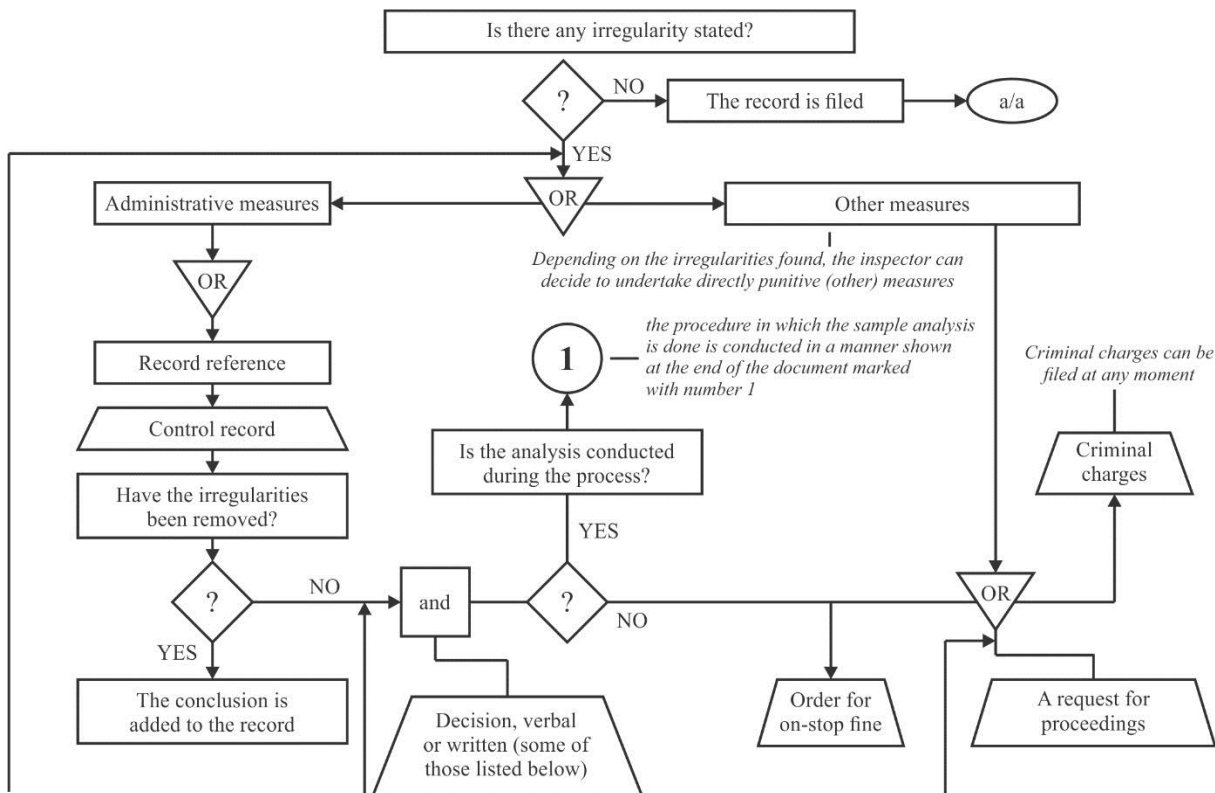
According to the definition, the record is a basic document which is mandatorily issued to the party, so that one record is a minimum for one open case. Furthermore, if no irregularity was found upon that inspection, we can speak about the best case (*1 Inspection control*).



Since the analysis of the best case does not allow a sufficiently good insight into the behavior of the algorithm, the analysis of the best case is usually of the minor interest, so, accordingly, that analysis is the rarest performed one.

#### 4.2.2. The worst case

The worst case of duration of the algorithmic process of a certain algorithm is the upper limit of the duration of algorithmic process for any value of the input data, which implies that a guaranteed efficiency of the algorithm is obtained by this analysis. The worst case analysis requires that we should identify the input values for which the duration of algorithmic process is the longest. In some algorithms the worst case occurs relatively often.

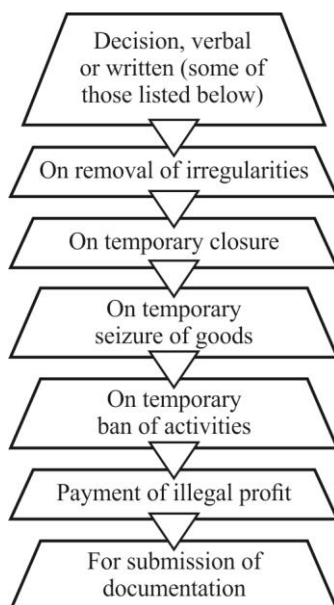


Picture 3: The worst case

In one record there can be stated many irregularities, but for only one of those irregularities a mandatory sentence can be imposed. After the first record, few days later, a control record is issued in which the inspector states whether the certain irregularities were removed. These are usually minor violations which do not require initiating of a misdemeanor procedure or criminal charges, or imposing of a mandatory sentence.

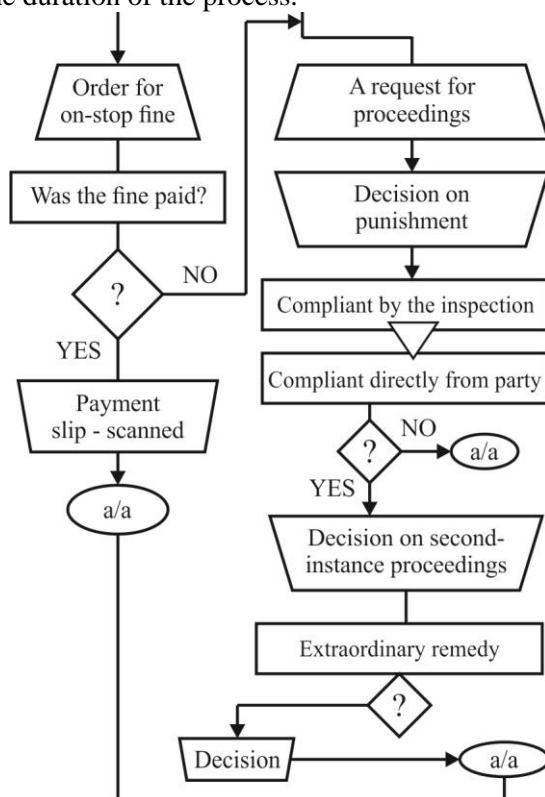
In case of adopting a decision, the procedure shall be repeated, and the party shall be given an additional time period during which it shall fulfill its obligations prescribed by that decision, and afterwards the inspectors come in and perform new control order.





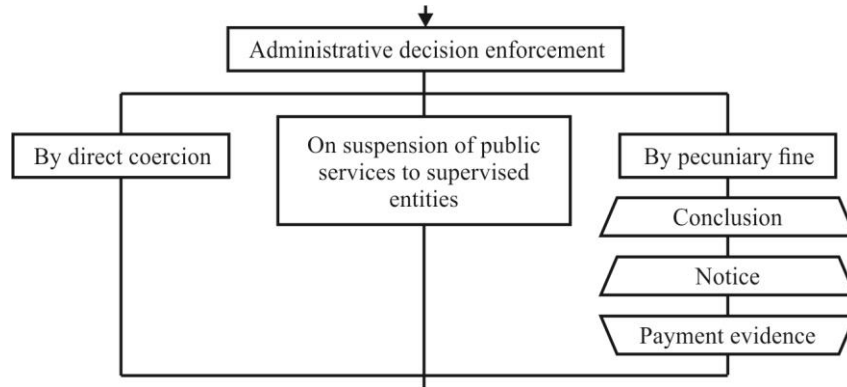
Picture 4: Decisions

In case of the request for initiating a misdemeanor procedure, the decision of sentencing is adopted, and then the time limit for lodging an appeal by the inspection or by the party must be observed which additionally extends the duration of the process.



Picture 5: Misdemeanor procedure

If the party, after all procedures, has still not fulfilled the rules, some of the administrative (coercive) decision enforcements shall be used until each irregularity is removed, and upon each control a new control record shall be composed.



Picture 6: Administrative enforcement of a decision

In principle, if the parties fail to remedy all irregularities from one inspection to the other, the worst case would be infinite (*the infinite number of inspection controls*).

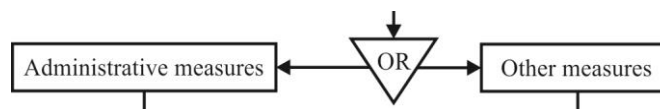
#### 4.2.3. The average case

By analysis of the average case, the expected duration times of the algorithmic processes can be obtained. This analysis is frequently the most demanding one, primarily because frequently it is not so simple to determine what the average case really is since all the input data values do not have to possess the same probabilities. Since it is necessary to express the average algorithm behavior in a certain way for every possible input data values, the analysis with random values is frequently used. On the other hand, in some analysis it is reasonable to assume that all the input data values have the same probability.

The average case upon inspection control would be composing of two records:

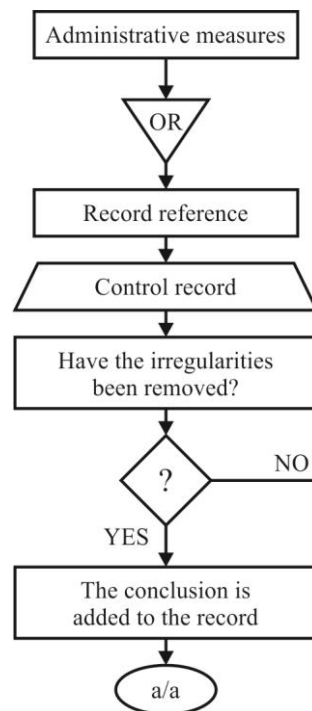
- the basic and
- the control record.

The basic record is used for stating all the irregularities found for the controlled obligations and in these cases the administrative or other measures are taken.



Picture 7: Measures

After several days the inspectors perform new control and compose a control record where they state that all the irregularities from the previous record were removed.



Picture 8: Control record

## 5. CONCLUSION

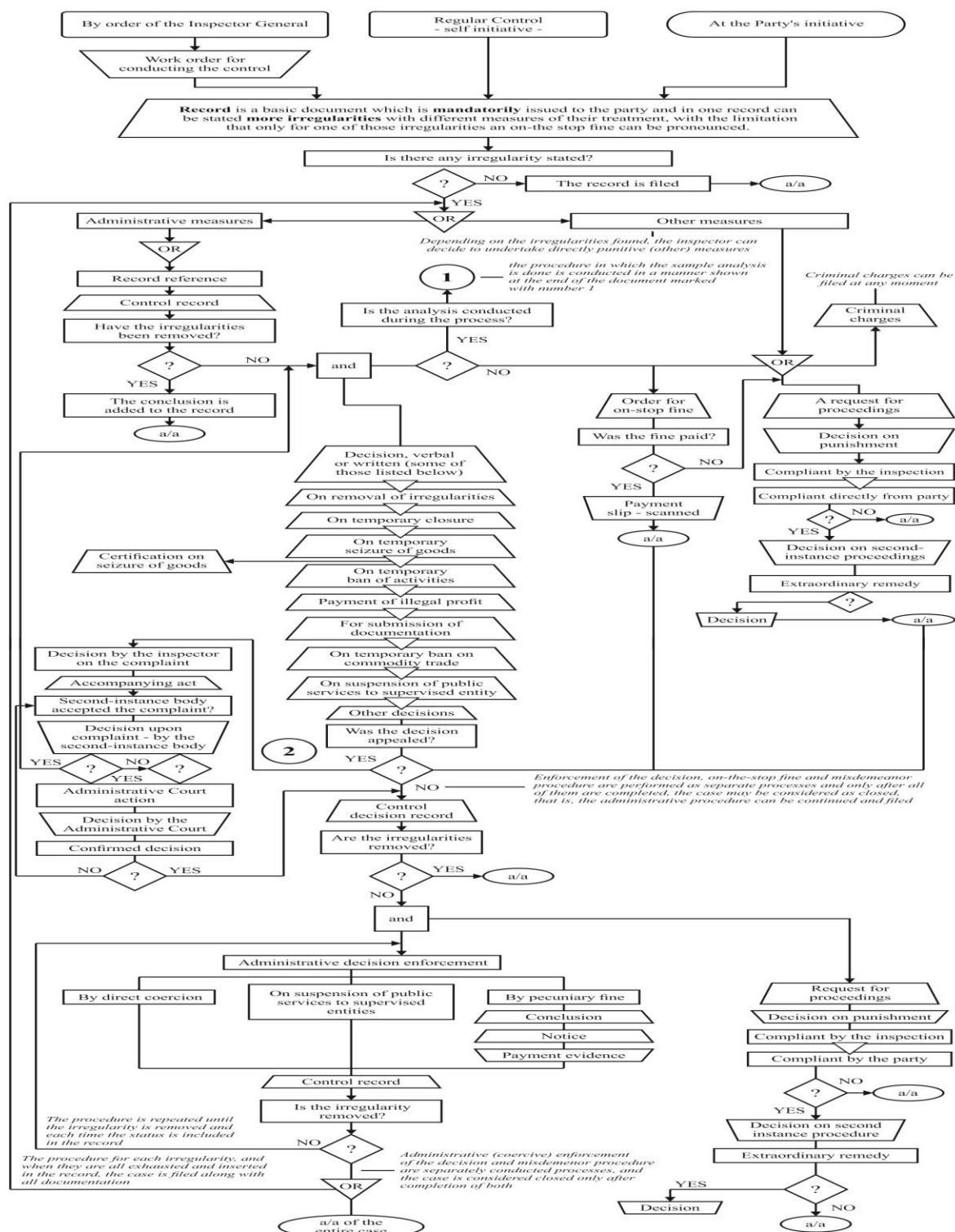
Each field of science has its problems and it needs efficient algorithms. And while it is possible to perform a large variety of tasks using today's technology without a solid knowledge of algorithms and data structures, nevertheless, still a solid knowledge of algorithms and data structures is extremely important to professionally create solutions for various problems that occur in the development of various software systems.

## REFERENCES

- [1] Andreja I., (2010), *Analiza algoritama*: Prirodno matematički fakultet Niš, [www.pmf.ni.ac.rs/pmf](http://www.pmf.ni.ac.rs/pmf)  
Andreja I. "Analysis of algorithms": Faculty of Science and Mathematics, Niš, Serbia, 2010  
[www.pmf.ni.ac.rs/pmf](http://www.pmf.ni.ac.rs/pmf)
- [2] Richard F. Gilberg, Behrouz A. Forouzan: „Data Structures: A Pseudocode Approach with C“, Brooks/Cole, 1988 For more information, contact Course Technology, 25 Thomson Place, Boston, Massachusetts, 02210. Or find us on the World Wide Web at: [www.course.com](http://www.course.com)
- [3] IT Advanced Services „TRIS-Korisnički zahtjevi v.1.6“, 2010, Podgorica; IT Advanced Services „TRIS-Users requirements v.1.6“, 2010, Podgorica, Montenegro
- [4] IT Advanced Services (2010) „TRIS-Korisnički zahtjevi v.1.0“, , Podgorica; IT Advanced Services „TRIS- Users requirements v.1.0“, 2010, Podgorica, Montenegro
- [5] Dejan Ž., (2010) „Uvod u algoritme i strukture podataka“ Univerzitet Singidunum, <https://singidunum.ac.rs> , Beograd. Dejan Ž., (2010) "Introduction to algorithms and data structures", University Singidunum, <https://singidunum.ac.rs> , Belgrade, Serbia

## 6. APPENDICES

### Appendix 1



Appendix 2

**NOTE:**

A pecuniary fine as an administrative measure can be pronounced at any moment during the inspection review, and it is pronounced by a conclusion. If the subject did not paid the pecuniary fine, the inspector puts execution clause on the decision or conclusion (when the conditions are

**NOTE:**

The party has the right to appeal upon every written decision or <sup>2</sup> written conclusion issued by the inspector, and the proceedings upon that appeal are performed as it is presented on the spot marked with



Beginning or end of  
a certain process



conjunction which marks the passage for  
all options



Output documentation



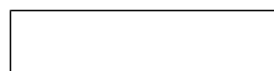
Conjunction which marks the passage  
for one option only



Input documentation



footnotes



An action or operation

## LABOUR FORCE RESOURCE AS A FACTOR IN ATTRACTING FOREIGN DIRECT INVESTMENTS

Novak Lučić

novak\_lucic@yahoo.com

**ABSTRACT:** *Foreign direct investments are the most common form of international movement of the private capital. Due to the positive contribution which FDI have on the target countries, in particular developing countries or countries in transition, state governments want to create an economic and legal environment which is attractive for the potential foreign direct investors. How much will be one country as a potential target destination be competitive in terms of other countries depends on line of factors that are grouped in four basic groups of which one the labour force resource. The rate of unemployment, educational structure of the unemployed, adequacy of the educational profiles to the economy needs, labour force price and efficiency of the working legislation are all elements that determine the resource of labour force as a factor in attracting FDI. When we talk about Macedonia, the results from the research show that the high rate of unemployment and low price of labour force, which are important factors in attracting potential foreign investors, can lead into question the quality and efficiency of the educational system from the point of adequacy of the educational profile of the labour force.*

**KEYWORDS:** *Foreign direct investments; positive effects from foreign direct investments; competitiveness of the countries; labour force resource; educational system.*

### 1. INTRODUCTION

The globalization and liberalization of the world financial and trade courses, as a basic characteristic of the modern life have contributed foreign direct investments to undertake the primacy in the modern courses of the international capital. Having in mind that the foreign direct investors, beside the provision of financial resources for the investment projects which are implemented as FDI, which observed from the point of the target country represent an additional input to the domestic economy, mainly lacking savings and directly contribute in the rise of the employment rate, they transfer their immaterial property to the subject of investment – technology, business knowledge and experiences and through horizontal and vertical transfer of knowledge and experiences realize positive impact on the structure of the home production and building of competitiveness of the domestic economy. Because of this, in particular developing countries and countries in transition make efforts to create an environment that can be attractive for potential foreign direct investors. The political stability and efficiency of the functioning of the government institutions, infrastructural possibilities of the country, fiscal policy and financial system of the country and labour force as a resource present the basic group of factors that determine the attraction and competitiveness of certain countries as potential target destination for inflow of FDI.

The basic goal of this work is to make a review on the labour force resource as a factor in attracting foreign direct investments in Macedonia. In this sense, in the analysis of the labour force resource, the work will make a review of the basic determinants of the labour force resource as an element of competitiveness of the country: state of working age population according to age and working structure; unemployment; educational structure of working age population and unemployed; quality of the educational system; labour force price and efficiency of the working legislation in Macedonia.

The analysis is based on the statistical data UNCTAD STAT, State Statistical Office of Macedonia, statistical data of the official statistical organs of certain neighbouring countries and results of the primary research of the estimation of criteria of competitiveness of Macedonia as a target destination for FDI in relation labour force resource.

As an introduction in the topic which the basic goal of the work the basic indications will be given connected with international movement of the capital in a form of foreign direct investments, foreign

direct investments from the point of the target country and attracting foreign direct investments and international competitiveness of the countries.

## **2. INTERNATIONAL MOVEMENT OF CAPITAL IN A FORM OF FOREIGN DIRECT INVESTMENTS**

Foreign direct investments (FDI) present a form of international movement of capital where the investor, resident of a certain country, invests in a company which is a subject of investment and is a resident in another country, with a basic intent to accomplish a lasting interest through the executed investment and significant degree of impact in the management of the company which is subject of that investment (UNCTAD, 1999, p. 4).

Krugman and Opstfeld (2009, p. 163) emphasize that under FDI we should understand the courses of the capital where a company from a certain country opens or increases the number of branches in another country, where it is typical those courses not to encompass only the transfer of resources but also gaining control – a branch abroad does not have only financial obligations towards the parent company on the basis of the executed investment but it is also a part of the same organizational structure. According to Rakiti (2006, p.321) FDI are long-term investments of the corporate capital abroad which enables a complete or partial ownership and managing control over the subject of investment, where the return of the investment is not made based on calculation of interest or rents but from the future business of the subject of investment. Kovacevic (2012, p.44) emphasizes that FDI represent a model of international movement of capital where the „investor at the target company acquires the right to manage with the company, where the movement of the capital is aimed at construction of new facilities or company or undertaking of the existing company abroad.

Having in mind the above mentioned, it can be ascertained that FDI as a form of international movement of capital are characterized by

- (1) Different residentiality of the participants in the transfer, i.e., cross-border movement of the capital;
- (2) Clear objective of the investor to implement his final interest which understands existence of long-term relations between the investor and the company which is the subject of investment and significant degree of impact of the investor on the management of that company;
- (3) Acquiring at least 10 % of participation in the ownership structure of the company, subject of investment (at least 10 % of ordinary shares with the right to vote or an equivalent in the participation of the incorporate company);
- (4) Acceptance on the side of the investor all risks of the future management of the company which is subject of investment and
- (5) Conditioning of the amount of the inflow of invested resources with future business results of the company, subject of investment.

The basic leaders of FDI in the world today are the big transnational companies (TNC). Regarding the subject of investment, TNC is in position of a parent company, which is defined as a company which controls the resources of another company in a country which is different of its resident country, usually through possessing certain part of the capital (UNCTAD, 2008 p. 249). The motifs of TNC for direct investment abroad are different but regardless of this, the courses of foreign direct investments will be directed towards a country for which any individual investor will estimate that his interests will be maximized, i.e., a country seen from the perspective of the investor, will provide optimal combination of implementation of future income, risks that might lead to financial losses or in any other way to endanger the security of the investment, the format of the market and availability of the production resources.

## **3. FOREIGN DIRECT INVESTMENTS FROM THE POINT OF VIEW OF THE TARGET COUNTRY**

Seen from the position of the target country where the FDI are aimed at, the implementation of foreign investments via construction of new facilities, beside presenting a suppletion in the domestic lack



of saving, it directly contributes in the rise of the employment rate and have a positive impact on the structure of production, building of completion in the domestic economy, positive impact on the balance of payments and gross domestic product. According to Moos (2002, cited in Kovacevic, 2012, p.50) „, if the host country is characterized by macroeconomic imbalance in a form of unemployment and modest home savings, the inflow of foreign direct investments would have a favourable impact on the increase of production, improvement of the balance of payments and rise in the employment and salary rates. On a microeconomic basis, the inflow of FDI can lead to structural changes of production and building of competition in the country, although it can lead to enforcement of monopolistic or oligopolistic elements in the economy“. Todaro and Smith (2006, p. 680-683) observe the FDI as the most favourable form of engagement of savings from one country for financing of the economic development of another country where the local savings is not sufficient for the financing of the planned investments, whereas the contribution of the FDI in the target country, beside the direct effects that emerge from the external sources of financing of the economic development of the target country, also see in the transfer of modern technologies, managerial and entrepreneurship experiences. Dunning and Lundan (2008, p. 315) state that FDI through transfer of financial resources, transfer of technologies, managerial and marketing experiences and other business knowledge and skills, can positively impact on the economic development on several ways, where all of them lead to an increased production in the target country (growth of domestic investments as a result of net inflow of foreign investments, where space is left for financing of local companies which indirectly leads to stimulation of the development of entrepreneurship, increase of the production and productivity in the target country; the growing efficiency of the undertaken local company through the increase of production or economy of shape or on the basis of the increase of the productivity which results from the transfer of technologies, managerial and marketing experiences and other business knowledge and skills of the foreign investor; horizontal or vertical overspill of technologies, business knowledge and experiences which the foreign investor has transferred on the target company on other local companies, etc.)

The contribution of FDI in the increase of employment, especially where the target countries belong to the developing countries or countries in transition, is frequently stated as the most important positive effect of the target country. The results from the research of estimation, attitudes and opinions of the public about the importance of FDI for the future development of Macedonia, conducted within the research samples of population that totalled 220 respondents; bearers of political and executive functions in the organs and institutions of the state administration, science and public workers with 220 respondents and business establishment companies that have been established as a result of FDI which are in ownership or majority ownership in residents, with 110 respondents, which means a total number of 550 respondents and which confirms that employment and the contribution of the FDI in the increase of the employment are the most important contribution of realized FDI in Macedonia so far (Lucic, 2017). Namely, for consideration of attitudes, estimations and opinions connected with the importance of FDI and positive effects that FDI have in Macedonia as a target country, the participants in the survey were asked a research question of closed type with nine offered options for answer (nine possible positive effect of FDI in the target country) of which participants in the survey choose five which they believe are most important and rank those five on the level of importance from 1 – being the most significant to 5 – being the least significant.

The results of the research (Chart 1) show that of the overall number of 550 participants in the survey, 81,8 % or 450 participants think that the contribution in the rise of employment one of the five most important positive effects from FDI, whereas 305 of them or 67,8 % believe that the contribution in the rise of employment is the most significant effect of FDI in Macedonia (modus 1)

*Chart 1: Estimation of rank of importance of the five best ranking positive effects of FDI in Macedonia*

Five most important positive effects of FDI	Given rank of importance					Overall involved		Overall participants in the survey
	1	2	3	4	5	Five most important	Insignificant	
Contribution in the rise of employment	305	52	53	17	23	450	100	550
Transfer of new technologies	48	140	100	45	42	375	175	550
Transfer of knowledge, managerial experiences and skills of the foreign investor	39	93	110	58	33	333	217	550
Better material state of the employed and growth of the social standard	27	84	50	42	46	249	301	550
Building of competition of domestic economy	15	39	43	45	38	180	370	550

**Source:** Lučić (2017) Results from the primary research in the research samples of the population, leaders of political and executorial titles in the organs and institutions of the state administration, science and public workers and business establishment company established as a result of FDI in Macedonia.

#### 4. ATTRACTING DIRECT FOREIGN INVESTMENTS AND INTERNATIONAL COMPETITION OF THE COUNTRY

The attitude of certain countries towards FDI can be seen through the policy of their attraction or their limitation. Respecting the contribution of FDI in the overall economic development of the country where they bring transfer of new technologies, business knowledge, managerial experiences and skills of TNC of the direct investor, which is manifested through contribution in the employment at the local companies and engagement of their capacities, stimulation of development of local entrepreneurship and inventiveness of the local companies, building the competition of the domestic economy, raising the home demand on a higher level, contribution in the increase of export, employment, growth of the social standard, etc., certain countries, especially developing countries or countries in transition undertake active measures to stimulate FDI and have investments in their countries. Rakita (2006, p. 329) states that the active policy of attracting FDI and its results has become an issue of national and development prestige of the country.

How much will one country be attractive as potential target destination for inflow of FDI and how much will it be competitive in relation to other countries depends on a range of factors which can be, generally observing, divided into four basic groups:

- (1) Political stability and efficiency of the functioning of the government institutions;
- (2) Fiscal policy and financial system of the country;
- (3) Infrastructural possibilities of the country; and
- (4) Labour force as an input resource;

Political stability and efficiency of the functioning of the government institutions in a certain country at the potential FDI investors creates the first and in case of negative estimations, eliminatory picture of that country as potential target destination for direct investment. Beside the stability of the political situation in the country, observed in long-term progress, very important are also the elements for acceptability of that country are also: stability of legislation and its adjustment with the internationally accepted norms for the protection of the right to private property; confidence in the work of the legislation organs; real protection to the right of private property; efficiency of the state administration; procedures and the necessary time

connected with the request for registration of a company, acquiring all the permits and energy access for construction and registration of the property; and efficiency of the state organs in prevention of corruption, especially in the public sector and criminal prevention.

Fiscal policy and financial system of the country are the most frequently used elements in the policy of attracting FDI in a country and refer to tax policy of the country in function of stimulation of foreign direct investments; the tax rates and income rates; regulations for foreign currency business; possibilities of the investor for free disposal of the realized income; efficiency in the functioning of the paying system; possibility for access of sources of financing; amount of salary shares for taxes and contributions on the net salaries, etc.

Infrastructural possibilities of the country, possibilities for provision of energy media, traffic infrastructure, development of air, road and railway traffic and informational infrastructure, coverage of the country with mobile phone network, wired telephones and Internet are very significant determinants in the business and element in the estimation of the attraction of certain country as a potential target destination for FDI.

Labour force as an input resource is also very important element of attraction of a certain country in attracting direct foreign investments. The labour price, efficiency of the labour legislation, availability of working force, rate of unemployment, qualified and age structure of unemployed, efficiency of the educational system from the point of adequacy of the educational profile of the labour force are one of the very important elements for reaching an estimation of competition of a certain country in relation to another.

## **5. LABOUR FORCE RESOURCES IN MACEDONIA AS A FACTOR IN ATTRACTING FOREIGN DIRECT INVESTMENTS**

In the analysis of the labour force of Macedonia as a factor in attracting FDI, on the basis of the available statistical data, the following will be processed: the state with population of working age according to age and working activities or non-activities; rate of unemployment regarding the overall population of working age compared with the immediate neighbouring countries and the average of the twenty eight EU member countries; educational structure of the population of working age and unemployed population; price of labour force and quality of the educational system. In the analysis will be also presented results of the primary research of the estimation of the criteria of Macedonia's competition as a target destination for FDI connected with the resource of labour force.

Within the frames of primary research of the competition of the economic environment in Macedonia, where the participants in the survey estimated the overall of twenty different elements of competitiveness which refer to: political stability and efficiency in the functioning of the government institutions, fiscal policy and financial system of the country, infrastructural possibilities of the country and labour force an input resource, as elements of competitiveness directly or indirectly connected with the labour force resource, also are analysed: efficiency of the educational system from the perspective of adequacy of the educational profiles of the labour force, efficiency of the working legislation and labor price, i.e. gross salaries. The primary research connected with the estimation of the given criteria have been executed on representational samples of the basic groups: political and executional officials in the organs and institutions of the state administration, science and public workers, leaders of the most important managerial positions, business establishment of the Macedonian companies that have emerged as a result of FDI and which are in ownership or major ownership of ino residents;

The research samples from the given basic groups have the character of stratificatory samples and the number of the respondents and stratum are determined at:

- Basic group of political and executional representatives in the organs and institutions of the state administration, science and public workers – total number of 200 respondents.

Bearing in mind the strong polarization of the contrasting political interests of the government and opposition on the political scene in Macedonia, in the period of the conducting of the immediate research (2016) the stratification of the research sample was executed on the basis of the preferred political opinion

of the participants in a way that 35% of the participants to be from the government, 30% from the opposition and 35% from those who have declared as politically neutral.

The estimation is that such structure of participants of research background of political and executorial officials in the organs and institutions of the state administration, science and public workers is representative and the overall results depict the situation in Macedonia.

Gender, age and educational structure of the participants in the survey have not previously been considered and are of random character.

- At the basic group of leaders of the most important managerial functions, business establishment of the companies that have developed as a result of FDI and which are in ownership or major ownership in residents – total number of 110 respondents;
- At the basic group of leaders of the most important managerial functions, business establishment of the companies that are in ownership of Macedonian residents – total number of 110 respondents.

The participants in the survey from the basic group of business establishment companies that have developed as a result of FDI and basic group of business establishment companies in ownership of Macedonian residents are from companies which basic activity is production, construction or services. The production activities, construction and services have been selected as representative, having in mind that the participation of these sectors in the overall situation with FDI in Macedonia, according to the available data of the National Bank of Macedonia, in the last ten years totals the average of 95 %.

Gender, age and educational structure of the participants had not previously been agreed and have a random character.

The participants in the survey have estimated every one of the given elements, criteria of competitiveness on the scale of 1 to 5, where (1) is the worst and (5) the best mark.

#### **4.1 Working age population in Macedonia and unemployment**

According to the data from the State Statistical Office of Macedonia 2016, the overall working age population in Macedonia totals 1.676 million (Chart 2). Of the overall working age population 954,9 thousands or 57,0 % have the status of active of the working age population (706,0 thousands or 73,9 % are employed; 284,9 thousands or 26,1 % are unemployed) and 721,7 thousands or 43 % have the status of working non-active population (students over the age of 15; pensioners; people who do chores; unable to work; other).

The young people (age from 15 to 24) in the overall working age population participate with 16,8 %, in the working age population participate with 5,5 % and working non-active population 26,21 %. In the age group of 25 to 54 years there are 43,1 % of the overall working age population, which is 78,8 % of the overall working age population for that age group. This age group in the structure of the working non-active population participates with 27 %. Old people (population of over 65 years) in the overall working age population participates with 13,1 %, working age population with 0,5 % and working non-active population with 29,1 %.

The biggest number of working non-active age population is on the age group of over 65 years (96 % of the overall working age population of that age group), then in the age group of 15 to 24 (67, 2 % of the working age population of that age group).

Chart 2: Working age population according to age, 2015

Age	Overall working age population	% total working age population =100	Working age population						Working age non-active population	% total working age population =100
			Total	% total working age population =100	Employed	% active working age population =100	unemployed	% total working age population =100		
Total	1.676.660	100,0	954.923	57,0	705.990	73,9	248.934	26,1	721.735	43,0
15-24	281.642	16,8	92.502	5,5	48.711	5,1	43.792	4,6	189.140	11,3
25-54	917.422	54,7	722.707	43,1	544.735	57,0	177.972	18,6	194.714	11,6
55-64	258.563	15,4	130.907	7,8	103.737	10,9	27.170	2,8	127.655	7,6
65+	219.033	13,1	8.807	0,5	8.807	0,9	0	0,0	210.226	12,5

**Source:** State Statistical Office of the Republic of Macedonia (2016), Working age population according to economic activity, gender and age, 2015

The rate of unemployment calculated according to the number of unemployed in relation to the overall number is high and in 2015 totalled 26,1 %. This rate of unemployment is higher or significantly higher than the rates of unemployment in the neighbouring countries for that period – Greece 24,9 %, Serbia 17,7 %, Albania 17,1 %, Bulgaria 9,4 % (Chart 3). In comparison with the average rate of unemployment of the 28 EU member countries, the rate of unemployment in Macedonia is 2,83 times higher, in the age group of 55 to 64 years 2,97 times).

Chart 3: Rate of unemployment in Macedonia, neighbouring countries and EU, 2015  
 (% of unemployed in relation to the overall working age population)

	EU(28)	Bulgaria	Greece	Serbia	Albania	Macedonia
Total	9,4	9,2	24,9	17,7	17,1	26,1
15-24	20,3	21,6	49,8	43,2	:	47,3
25-54	8,7	8,5	24,4	17,1	:	24,6
55-64	7,0	8,7	17,5	11,5	:	20,8
15-64	9,6	9,2	25,1	18,2	17,5	26,3
65+	2,1	:	11,3	0,9	:	:

**Source:** EUSTAT, Unemployment rates by sex, age, and nationality, State Statistical Office of Serbia, (2016), Population according to age groups, sex and activities, 2015, INSTAT Labour Force Surveys 2007-2015, Unemployment rates

For the analysis of the labor force in function of FDI, beside the rate of unemployment and overall number of people who are looking for a job, very important parameter is the educational structure of the unemployed population (Chart 4).

Chart 4: Unemployed according to education

Year	Overall number of unemployed	Overall mostly with primary education		Overall 3 years and 4 years of secondary education		Overall with university education	
		number	Participation	number	Participation	number	Participation

			(%)		(%)		(%)
2011	294.963	94.037	31,9	156.241	53,0	44.685	15,2
2012	292.502	87.712	30,0	159.413	54,5	45.377	15,5
2013	277.219	80.286	29,0	151.111	54,5	45.823	16,5
2014	268.809	76.079	28,3	148.224	55,1	44.506	16,6
2015	248.933	65.908	26,5	137.459	55,2	45.566	18,3

*Source: State Statistical Office of the Republic of Macedonia, MakStat database, unemployed according to education and age*

In the educational structure of the unemployed population in the period from 2011 to 2015, the structural participation of the uneducated population is decreased from 31,9 % in 2011 to 26,5 % in 2015 (average annual rate of decreases 4,5 %)), structural participation of unemployed with three or four years of secondary education is increased from 53,0 % in 2011 to 55,2 % in 2015 (average annual rate of increase 1,05 %), whereas the structural participation of the unemployed with completed university education is increased from 15,2 % in 2011 to 18,3 % in 2015 (average annual rate of increase 4,84 %).

## 5. QUALITY AND EFFICIENCY OF THE EDUCATIONAL SYSTEM

Very important element in the analysis of the labour force resources is the quality and efficiency of the educational system observed from the point of adequacy of the educational profiles of the labour force.

The quality of the educational system of a certain country is a product of the quality of the curricula, equipping of the educational institutions with teaching materials and expertise and dedication of the teaching personnel in the educational process and evaluation. As an indicator of the quality of education in certain countries generally accepted are the results of the researches conducted by OECD within PISA (Programme for International Student Assessment). The research is implemented within the population of students at the age of fifteen and has as a goal to determine how able are students to e apply what they have read and how applicable is that knowledge not only at school but also outside – maths, reading and scientific literacy (OECD, 2016, p. 3).

The mean value of the realized PISA points for Macedonia, some of the neighbouring countries and the average of the OECD member countries for 2015 are given in Chart 5.

*Chart 5: Mean values realized PISA points for Macedonia and some neighbouring countries and OECD average*

Country	Mean value of realized PISA points			% participation in group of at least one of the three areas	
	General science knowledge	Reading literacy	Math literacy	best (Level 5 and 6)	worst (under level 2 )
OECD average	493	493	490	15,3	13,0
Greece	455	467	454	6,8	20,7
Bulgaria	446	432	441	6,9	29,6
Albania	427	405	413	2,0	31,1
Montenegro	411	427	418	2,5	33,0
Macedonia	384	352	371	1,0	52,2

*Source: OECD PISA 2015 Results in Focus*



The indicators for the quality of education received from the research with the target group showed that Macedonia has a very low quality of education. The mean values of PISA realized points given in the chart 6 are among the lowest of all countries where the research has been conducted. In the general science knowledge and reading, Macedonia is ranked on the sixty-sixth position and in the area of maths on the 65<sup>th</sup> of 69 countries. The low quality of the educational system in Macedonia is illustrated with the fact that the percentage of participation of students in at least one of the three areas in the group of the best is only 1 % and in the group of the worst 52,2 %.

The efficiency of the educational system from the point of adequacy of the labour force profile was the subject of the survey conducted within the frames of the research samples: political and executional officials in the organs and institutions of the state administration, science and public workers, business establishment company established as a result of FDI in Macedonia and business establishment company owned by Macedonian residents (Chart 6)

*Chart 6: Estimation of the elements of competitiveness: efficiency of the educational system from the point of educational profiles of the labour force – results from the survey*

Mark	Political and executional officials; public workers		Business establishment FDI company		Business establishment company with Macedonian residents		Total (1+2+3)	
	No. of answers	%	No. of answers	%	No. of answers	%	No. of answers	%
1	55	25,0	7	6,4	7	6,4	69	15,7
2	70	31,8	47	42,7	73	66,4	190	43,2
3	50	22,7	40	36,4	18	16,4	108	24,5
4	23	10,5	14	12,7	11	10,0	48	10,9
5	22	10,0	2	1,8	1	0,9	25	5,7
Total	220	100,0	110	100,0	110	100,0	440	100,0
$\bar{x}$	2,49		2,61		2,33		2,48	
Position	17/20		17/20		15/20		17/20	
$\delta$	1,251		0,858		0,779		1,061	
(Cv)	50,2%		32,9%		33,4%		42,8%	

**Source:** Lučić (2016) *Results from the primary research in the research samples of the population, leaders of political and executional titles in the organs and institutions of the state administration, science and public workers and business establishment company established as a result of FDI in Macedonia and business establishment company owned by Macedonian residents*

Mean value ( $\bar{x}$ ) of all participants in survey about the efficiency of the educational system in Macedonia is 2,48, which the Macedonian educational system positions in the seventeenth place out of twenty estimated criteria of competitiveness (fourth worst position). Observed according to certain research samples, the efficiency of the educational system as a criterion for competitiveness is best positioned at the research sample of business establishment company owned by Macedonian residents (fifteenth position), while the other two research samples are positioned identically – on the seventeenth position.

The coefficient of variation (Cv) total for all participants in the survey is 42,8 % and shows lack of homogeneousness of the given answers. It is particularly expressed at the research sample political and



executional officials in the organs and institutions of the state administration, science and public workers where the coefficient of variation is 50,2 %.

The presented results of the OECD research within the PISA programme and the results of the immediate research about the efficiency of the educational system from the point of educational profile of labour force impose a conclusion that the educational system in Macedonia lacks quality and is inefficient in terms of adequacy of the educational profile of the labour force. We cannot avoid the impression that the educational institutions define the curricula so they could be easily completed, not taking into account of the very little or none qualifications of the completed high school or university students so that without any additional training they could be able to complete any concrete task. Hence, long-term observed non-consistency of the educational system from the point of the efficiency of the educational profiles of the labour force instead of being a factor in attracting FDI it can become a strong disincentive factor in the inflow of FDI.

## 6. LABOUR FORCE PRICE

According to the data from the State Statistical Office of Macedonia the overall paid monthly average gross salaries in 2016 totalled about 33.000 MKD (535 EUR). In the period from 2011 to 2016 (Chart 7 – data for October per years) the overall paid monthly average gross salaries grew with an annual growth rate of 1,48 % - from 30.680 MKD (500 EUR) in October 2011 to 33.023 MKD (537 EUR) in October 2016.

*Chart 7: Average paid gross salaries in October for the period of 2011 to 2016*

ACTIVITIES	Average monthly gross salaries per years (MKD)					
	2011	2012	2013	2014	2015	2016
Overall monthly average gross salary	30.680	30.875	31.228	31.847	32.597	33.023
(A) Agriculture, forestry and fishing	22.367	23.217	23.359	23.179	23.741	24.930
(B) Mining and quarrying	34.023	34.744	36.362	39.839	40.019	39.873
(C) Manufacturing	22.557	22.916	23.258	23.970	24.673	25.218
(D) Electricity, gas, steam and air conditioning supply	53.607	54.822	55.055	55.913	55.236	56.485
(E) Water supply, sewerage, waste management and remediation activities	27.758	27.774	27.935	28.131	28.810	29.911
(F) Construction	23.737	24.516	26.320	28.047	29.441	31.638
(G) Wholesale and retail sale trade; repair of motor vehicles and motorcycles;	26.837	27.557	27.953	28.601	29.301	29.622
(H) Transportation and storage	31.745	31.229	33.263	33.815	33.588	34.482
(I) Accommodation and food service activities;	22.532	22.422	22.843	22.136	22.255	23.501
(J) Information and communication	45.975	48.110	48.537	50.249	52.248	53.288
(K) Financial and insurance activities	54.555	55.185	55.201	56.167	59.131	57.115
(L) Real estate activities	37.651	36.348	37.217	38.807	36.524	35.598
(M) Professional, scientific and technical activities	36.200	39.657	39.233	41.167	40.376	41.065
(N) Administrative and support service activities;	21.128	20.613	20.190	20.956	22.908	24.238
(O) Public administration and defence; compulsory social security	36.864	36.889	37.420	38.339	38.500	39.848
(P) Education	31.258	31.281	31.349	32.537	32.795	32.773

(Q) Human health and social work activities	32.894	33.139	33.988	35.849	36.355	36.620
(R) Arts, entertainment and recreation	28.850	25.883	26.613	27.207	35.004	29.419
(S) Other service activities	33.163	33.431	34.761	35.602	38.549	39.233

*Source: State Statistical Office of the Republic of Macedonia, MakStat database, average paid gross salary per an employee in sectors of activities*

Of the activities which are potentially interesting for FDI, the lowest average paid monthly gross salaries in October were in the following activities: Accommodation and food service activities (23.501 MKD or 382 EUR); agriculture, forestry and fishing 924.930 MKD or 405 EUR) and manufacturing (25.218 MKD or 419 EUR). The highest monthly average paid monthly salaries in October 2016 were in the financial activities and insurance (57.115 MKD or 928 EUR), Electricity, gas, steam and air conditioning supply (56.485 MKD or 918 EUR) and information and communication (53.288 MKD or 866 EUR).

Considering the time serial of data of the paid gross salaries in the period from 2011 to 2016 and the calculated linear trend for the period of 2020 (calculate the coefficient of determination from  $R^2=0,9679$  according to Chadock scale the estimation of representation of regression dependence shows strong connection) it can be expected that the overall paid gross salary will rise at an average annual rate of about 1,45 % so that in 2020 it will be about 35.000 MKD or 570 EUR monthly.

With the presumption that the educational system of the country is efficient and enables education for the educational profiles of the labour force in accordance with the needs, the labour force price and the expense for the investor for the labour force is among the lowest in the region. This is also confirmed by the results from the immediate research of the criteria of competitiveness of the labour force price in Macedonia in function of attracting FDI (Chart 8).

*Chart 8: Estimation of elements of competitiveness:  
labour price (gross salaries) – results from the survey*

Mark	Political and executional leaders; public workers		Business establishment FDI company		Business establishment company Macedonian resident		Total (1+2+3)	
	No. of answers	%	No. of answers	%	No. of answers	%	No. of answers	%
1	55	25,0	2	1,8	0	-	57	13,0
2	26	11,8	10	9,1	5	4,5	41	9,3
3	25	11,4	12	10,9	20	18,2	57	13,0
4	78	35,5	52	47,3	73	66,4	203	46,1
5	36	16,4	34	30,9	12	10,9	82	18,6
Total	220	100,0	110	100,0	110	100,0	440	100,0
$\bar{x}$	3,06		3,96		3,84		3,48	
Position	9/20		3/20		3/20		7/20	
$\delta$	1,460		0,976		0,671		1,261	
(Cv)	47,7%		24,6%		17,5%		36,2%	

*Source: Lučić (2017) Primary research – Research samples: leaders of political and executional titles in the organs and institutions of the state administration, science and public workers; business establishment company as a result of FDI; business establishment company in ownership of Macedonian residents*

Mean value ( $\bar{x}$ ) of all participants in the survey about the labour force price (gross salaries) in Macedonia as a criterion of the competitiveness of the country is 3,48, which positions the price of the labour force on the seventh place of the twenty estimated criteria.

It is interesting that those who pay the labour force – business establishment, the criterion of the labour force price in function of attracting FDI estimate significantly better than those (research sample of leaders of political and executional titles in the organs and institutions of the state administration, science and public workers) who that low price of the labour force offer to the potential foreign direct investors. Observed according to certain research samples, the leaders of political and executional titles in the organs and institutions of the state administration, science and public workers positioned the price of the labour force on the ninth place of twenty estimated (mean value 3,06) while both research samples the business establishment positioned the criterion of labour force price much better (business establishment FDI company – mean value 3,84) on the third position of the twenty estimated criteria.

Coefficient of variations ( $Cv$ ) overall for all participants in the survey totals 36,2 % and shows lack of homogeneousness of the given answers. It is result of the consequences of the lack of homogeneousness in the research sample of leaders of political and executional titles in the organs and institutions of the state administration, science and public workers where the coefficient of variations totals 47,7 %. Coefficient of variation ( $Cv$ ) in research samples at business establishment companies that have emerged as a result of FDI (24.6 %) and business establishment companies in ownership of Macedonian residents (17.5 %) show the homogeneousness of the given answers within the research samples.

## 7. EFFICIENCY OF THE LEGAL LEGISLATION

Results from the immediate research of the estimation of the efficiency of the working legislation (Chart 8) show that the existing systematic solutions in this are not sufficient.

*Chart 8: Estimation of elements of competitiveness:  
Efficiency of working legislation – results from the survey*

Mark	Leaders of political and executional titles; public workers		Business establishment FDI company		Business establishment Macedonian residents		Total (1+2+3)	
	No. of answers	%	No. of answers	%	No. of answers	%	No. of answers	%
1	66	30,0	6	5,5	12	10,9	84	19,1
2	60	27,3	43	39,1	63	57,3	166	37,7
3	33	15,0	43	39,1	27	24,5	103	23,4
4	36	16,4	17	15,5	7	6,4	60	13,6
5	25	11,4	1	0,9	1	0,9	27	6,1
Total	220	100,0	110	100,0	110	100,0	440	100,0
$\bar{x}$	2,52		2,67		2,29		2,50	
Position	15/20		15/20		16/20		15/20	
$\delta$	1,366		0,836		0,782		1,129	
( $Cv$ )	54,2%		31,3%		34,1%		45,2%	

**Source:** Lučić (2017) Primary research – Research samples: leaders of political and executional titles in the organs and institutions of the state administration, science and public workers; business establishment company as a result of FDI; business establishment company in ownership of Macedonian residents

Mean value ( $\bar{x}$ ) of all participants in the survey for the working legislation in Macedonia is 2,50 %, which taken as a whole for all participants in the survey the working legislation positions on the fifteenth position of twenty estimated criteria for competitiveness. The coefficient of variation for all participants in the survey totals 45,2 % and shows the lack of homogeneousness of the given answers. The lack of homogeneousness is particularly expressed in the samples of the political leaders and executional officials in the organs and institutions of the state administration, science and public workers where the coefficient of variation ( $Cv$ ) totals 54, 2 % and shows the expressed polarization of the attitudes about the efficiency of the working legislation within this research sample, which to a great extent depicts extremely expressed polarization in the political and public life in Macedonia during the implementation of the primary research.

## 8. FINAL OBSERVATIONS

The presented data connected with the employment and labour force resources show that Macedonia has the highest rate of unemployment according to all degrees of education and the expenses of the labour force, observed through the gross salary are among the lowest in the region. From the point of view of the FDI, this can present a factor in the attracting of FDI, especially when we talk about intensive working activities.

The labour force resource as a factor in attracting FDI can in significant degree put into question the quality and efficiency of the educational system regarding the adequacy of the educational profile of the labour force. Hence, an essential reform in the educational system is needed that will put into focus the expected needs for the workers and possibilities for execution of concrete working obligations after the completion of the education, including the dual approach in the educational process, since there are a lot of good practice in Europe. Now existing practice where the unemployed with completed secondary or higher education in the educational profiles which are not needed and which will never enable them to get employed, through short programmes of re-training will be enabled for some other occupation that have neither practical nor theoretical connection with their educational profile, should stop as soon as possible. Those short programme re-training would probably not be efficient for complete mastering of certain occupation, which leaves space for belief that the workers are not sufficiently prepared for doing the job. Such example in the preparation of unemployed for occupations for which there is a need can be only a drawback in the establishment of essential adjustment between the need for educational profile and educational process.

## REFERENCES:

- [1] State statistical office of the Republic of Macedonia (2016) Survey on the labour force, 2015 Statistical review: Population and social statistics, State Statistical Office of the Republic of Macedonia
- [2] Dunning J, Lundan S, (2008) Multinational Enterprises and the Global Economy, Second Edition Cheltenham UK, Northampton USA, Edward Elgar Publishing
- [3] Kovačević R, (2012) International market of capital: modern tendencies, Belgrade, Center for publishing activity at the Faculty of Economics
- [4] Krugman P, Obstfeld M, (2009) International economy, Theory and politics, eighth edition, Belgrade, Data Status
- [5] Lučić N, (2017), Analysis and estimation of the foreign direct investments in Macedonia with the projection of basic courses in the long-term development, doctor thesis, Belgrade, ECPD
- [6] OECD, (2016) Education GPS, PISA 2015 Results in Focus, <http://gpseducation.oecd.org/Home>
- [7] Republic state statistical office of Serbia, (2016), Survey on the labour force, 2015, Republic state statistical office of Serbia
- [8] Rakita B (2006), International business and management, Belgrade, Center for publishing activity at the Faculty of Economics

- [9] Torado M, Smith S, (2006), Economic development, ninth edition, Zagreb, TKD Šahinpašić
- [10] UNCTAD, (1999) Comprehensive Study of the Interrelationship between Foreign Direct Investment (FDI) and Foreign Portfolio Investment (FPI), UNCTAD/GDS/DFSB/5
- [11] UNCTAD, (2008) World Investment Report 2008: Transnational Corporations, and the Infrastructure Challenge, Online [http://unctad.org/en/Docs/wir2008\\_en.pdf](http://unctad.org/en/Docs/wir2008_en.pdf)

## ROMA IN THE LABOR MARKET: CHALLENGES, REALITIES AND EXPECTATIONS

**Kamelia Petkova**

Institute for the Study of Societies and Knowledge, Bulgarian Academy of Sciences  
[kamelia.petkova@gmail.com](mailto:kamelia.petkova@gmail.com)

**ABSTRACT:** *The report addresses the issue of the active inclusion of Roma in the labor market. It is a well-known fact that equal and full access to employment is an important factor in enhancing the social inclusion of this community in society and in combating poverty. Employment is not only a source of income that defines material well-being, but also builds human capital and forms survival strategies, relationships between groups and communities. Results from a number of field studies by the World Bank and other international institutions have warned that Roma continue to be one of the communities that are in a situation of social exclusion, discrimination and exclusion. On the basis of data from internationally comparable surveys and analysis of the results of conducted focus groups with representatives of the Roma community, the report presents in a synthesized form the picture of the labor market and the obstacles for which a large part of the Roma are out of work and employment. Without claiming to be exhaustive, this report, in a synthesized form, also presents the Roma's views on the obstacles and challenges they face in the search for employment.*

**KEYWORDS:** Roma; labor market; employment; unemployment.

## РОМИТЕ НА ПАЗАРА НА ТРУДА: ПРЕДИЗВИКАТЕЛСТВА, РЕАЛНОСТИ И ОЧАКВАНИЯ

**Камелия Петкова**

Институт за изследване на обществата и знанието- БАН  
[kamelia.petkova@gmail.com](mailto:kamelia.petkova@gmail.com)

**АБСТРАКТ:** Докладът разглежда въпросът за активното включване на ромите на трудовия пазар. Всеизвестен факт е, че равният до заетост е важен фактор за засилване на социалното приобщаване на тази общност в обществото и за борба срещу бедността. Заетостта е не само източник на доходи, определящи материалното благополучие, но и изгражда човешки капитал, формира стратегии за оцеляване, взаимоотношения между групите и различните общности. Резултати от редица теренни изследвания на Световната банка и други международни институции алармират, че ромите продължават да бъдат една от общностите, която е в положение на социално изключване, дискриминация и изолация. На базата на данни от проведени международно сравними проучвания и анализ на резултати от проведени фокус групи с представители на ромската общност в доклада се представя в синтезиран вид картината на пазара на труда и пречките, поради които голяма част от ромите остават без работа и заетост.

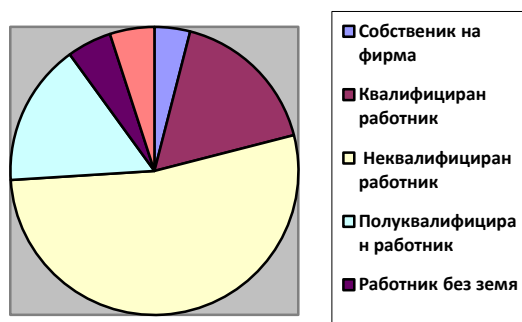
**КЛЮЧОВИ ДУМИ:** Роми; пазар на труда; заетост; безработица.

В днешното динамично общество проблемите на уязвимите и непривилигированите малцинства на пазара на труда все по-често стават обект на обществено внимание. В редица страни членки на ЕС, активен продължава да бъде дебатът относно изследване на взаимовръзките и факторите, които понижават шансовете пред някои малцинства за успешното им включване на трудовия пазар. В специализираната литература са налични редица статистически данни показващи, че ромите са сред най-големите етнически малцинства в Европа, при които проблема за активното им включване на трудовия пазар все още остава нерешен. В България тази общност е



третата по численост и относителен дял при всички проведени преброявания досега. Данни на Националния статистически институт от 2011 г. сочат, че те съставляват около 4.9% от населението на България [7]. Всеизвестен факт е, че равния достъп до заетост е важен фактор за засилване на социалното приобщаване на тази общност в обществото и за борба срещу бедността. Заетостта е не само източник на доходи, определяща материалното благополучие, но и изгражда човешки капитал, формира стратегии за оцеляване, взаимоотношения между групите и различните общности. Резултати от редица теренни изследвания на Световната банка и други международни институции алармират, че ромите продължават да бъдат една от общностите, която е в положение на социално изключване, дискриминация и трудова изолация. Преходът от планова към пазарна икономика допълнително влошава тяхното икономическо и социално положение. Преди 1989 г., ромите в България са били почти сто процента заети, като голям дял от тази общност са работили в стоманодобивни, текстилни и хранително-преработвателни фабрики, както и в селско-стопанските кооперативи по време на комунистическия режим. [3].

*Фигура 1. Заетост по професии при ромската общност в периода преди 1989 г.*



*Източник: [3]*

След 1989 г., в периода на прехода към пазарната икономика в резултат на закриването на много предприятия, голяма част от представителите на тази общност биват изключени от трудовия пазар. Резултатите от проучването на ФРА от 2011 г. показват, че близо 58% от младите роми обхванати в изследването от 11 държави (България, Чешката република, Франция, Гърция, Унгария, Италия, Полша, Португалия, Румъния, Словакия и Испания) са неработещи, неучещи и необучаващи се, в сравнение с 13% средно в ЕС. [1:5] Едва 28% от тях, които са навършили 16 или повече години, посочват платения труд като своя основна дейност. [1] Значителен дял от представителите на тази общност, които все пак упражняват платена работа са поставени в несигурни условия на заетост: 23% имат работа на повикване, 21% са самостоятелно заети и 9% са заети на непълно работно време.[1]. Сходни данни се регистрират и в четирите квартала, в които бяха проведени фокус групи с представителите на тази общност. Всички лица, участвали в качественото проучване през 2015 г. споделят изключителните трудности, които преживяват в днешно време при намирането на работа. Малко над 50% от ромските мъже работят в квартал „Христо Ботев“ и „Шекер махала“ гр. София. В село Лесново, област София са заети едва около 25 процента от мъжете роми, като те биват включени в сезонна заетост, предимно през лятото, когато трябва да се прибира реколтата и да се помага във фермите в района. Резултатите от проведените фокус групи сочат, че независимо от специфичния етно модел на ромката общност, според който ролята на жената е свързана главно с раждане и отглеждане на деца, ромките от „Христо Ботев“, Бяла Слатина и с. Лесново дават своя принос на трудовия пазар, докато в Шекер махала тяхното участие е рядко. Налице е разминаване в мненията на ромките жени относно



нагласата да търсят работа и да упражняват труд извън населеното място където живеят. Ако за жените от „Христо Ботев“ и Бяла Слатина не е проблем да работят извън квартала стига да им се заплащат транспортните разходи, в Шекер махала, гр. София жените предпочитат да работят само в квартала. В Бяла Слатина, ромките, с които разговаряхме бяха доста амбицирани и решени да работят, независимо къде, дори и в чужбина. Всичко това показва, че в условията на трайна бедност и безработица, ромските жени все по-често започват да допринасят за семейния бюджет. Това от своя страна води след себе си и до промяна в традиционните социални роли, които жените изпълняват в общността. На въпроса: Каква работа предпочитате да вършите?, почти всички роми, с които разговаряхме споделят, че това са дейности предимно в сферата на услугите и търговията. Работата в строителството е сред най-често предпочитаната работа за ромските мъже в четирите изследвани района. Дребният бизнес (ресторанти и магазини), шофьори на такси, продавачи, автомонтьори, охранители също се смятат за добри занимания за мъжете в градските райони (т.е. „Христо Ботев“ и Шекер махала). Включеността на ромите предимно в тези сфери се потвърждава и от данните от регионално проучване на ромите [3]. Според него, сектора на услугите и строителството осигуряват около 30 процента от заетостта на ромите. Данните на ПРООН отчитат също така и интересни факти, като например: мъжете от ромската суб група на Калайджиите в Бяла Слатина, смятат, че административната работа и всяка професионална работа е най-добрия начин за изкарване на прехраната.

В контекста на съвременните демографски предизвикателства миграцията все по-често се превръща в ключова стратегия за генериране на доходи и изхранване на семействата от тази общност. Всички роми, с които разговаряхме с ясно съзнание споделят, че са готови да работят зад граница, тъй като тук в страната възможностите за упражняване на трудова дейност са минимални или пък незадоволителни от гледна точка на предлаганите условия и заплащането, което им се предлага.

Резултатите от проучването показват, че ромите са изправени пред множество предизвикателства във връзка със заетостта. Липсата на образователна квалификация, в съчетание с жилищната сегрегация и дискриминация засилват процесите на изключване на представителите на тази общност от официалния пазар на труда. Проучването на FRA показва, че висок остава дялът на повечето млади роми, които не завършват средно образование. Дялът на преждевременно напускащите училище сред младите роми на възраст между 18 и 24 години продължава да бъде висок, не само в България, но и в други европейски страни: от 72 % в Чешката република до 82—85% в България, Унгария, Италия, Полша и Словакия. Във Франция, Гърция, Португалия, Румъния и Испания над 93% от ромите на възраст между 18 и 24 години не са завършили средно образование [3:23]. За сравнение през 2011 г. за цялото население на ЕС-28, дялът на преждевременно напускащите училище, определени от показателя на „Европа 2020“ като млади хора на възраст между 18 и 24 години, които не работят, не учат и не се обучават е 13,5%. [3:24] Предвид тези данни, принудителното включване на ромите в образование е повече от наложително, тъй като множество проучвания алармират за висок процент на неграмотност сред тази общност и висок дял на безработица. В подкрепа на казаното, изследвания на различни агенции отчитат, че неграмотните сред пълнолетните роми са 18,1%, с незавършено основно образование са 24,2%, с основно – 41,4%, с незавършено средно са 2,7%, със средно образование – 12,2%, с висше образование – 0,7%. В районите с концентрирано ромско население без работа продължават да са около 65%-70% от трудоспособните роми, което е един сериозен проблем, имайки предвид демографската структура на населението и отражението ѝ върху пазара на труда. [2]

С оглед по-добрата адаптация и активно включване на представителите на тази общност на пазара на труда повече от нужно е притежаването на качества и умения, с цел справяне с множеството изисквания на работното място. Данни от изготвения през 2016 г. групов профил на 80 икономически неактивни младежи роми, показва, че липсата на образование е една от най-

сериозните бариери за започване на работа. Въпреки че делът на респондентите роми, които не са били изобщо на училище, подчертано намалява при по-младите възрастови групи, общото образователно ниво продължава да бъде ниско за всички, които са над 16 години. Според обобщената информация, делът на безработните роми, които посочват образованието като основна причина за липсата на заетост е близо 40%. Следващата ключова предпоставка за придобиване на статус на безработно лице е липсата на квалификация и опит. Малко над 39% от ромите в изследваната група не работят поради тази причина. Впечатление прави сравнително високия дял на лицата, които в момента не работят поради това, че са в отпуск по майчинство (15%). Нисък е също така и делът на ромите, които са демотивирани да работят, не желаят да търсят работа извън населеното място, в което живеят или не полагат труд поради здравословни проблеми (по 2,6%).

Фигура 2. Дял на безработните роми по причини поради които в момента не работят ( в %)



Важен критерий за оценка на качеството на заетостта е достъпът до медицинско и здравно осигуряване, включително и до пенсионни схеми [1]. Резултатите от проучването на ФРА показват, че значителна част от ромите са на несигурна или неофициална заетост и нямат достъп до медицинско и здравно осигуряване, включително до пенсионни схеми. Средно 19% от ромите на платена работа казват, че нямат здравно осигуряване. Що се отнася до пенсиите, резултатите от проучването показват, че всеки трети респондент ром на 45 или повече години не очаква или — ако вече е престанал да работи — не получава пенсия. [1: 12]

Предразсъдъците и етническата дискриминация са други основни фактори, спъващи интегрирането на ромите на трудовия пазар. Много от тях заявяват, че са били обект на неравно третиране, когато са търсили работа през последните пет години. Според цитираното по-горе прочуване, между 38 и 40% от ромите казват, че са се сблъскали с подобни случаи на негативно отношение и нарушаване на права на пазара на труда в Испания, Румъния и Португалия. В други държави като Италия, Гърция и Чешката република числените данни са между 66 и 74%. Мнозина споделят също, че са били подложени на такова третиране на работното място, например в Чешката република (41 %) и Гърция (33%). [1: 15].

Данните от проучването на FRA показват, че моделите на работа в ромските общности, с цел по-лесното им адаптиране на пазара на труда следва да бъдат съобразени с демографската

структура на тези общности. Анкетираните роми са значително по-млади, живеят в големи домакинства и имат средно взето повече деца. [1].

### **ЖИТЕЙСКИ СТРАТЕГИИ ПРИ ТЪРСЕНЕ И НАМИРАНЕ НА РАБОТА**

Когато разглеждаме въпроса за различните стратегии при търсене и намиране на работа следва да имаме предвид и спецификите на начина на живот на тази общност. При по-консервативните от тях, традиционния начин на живот, влияе силно върху изборът им по отношение на заетостта. Данни от проведените фокус групи показват, че мнозинството млади роми съобщават, че решението какво да правят след като напуснат училище вземат самостоятелно, макар и да нямат голям избор. Както мъжете, така и жените съобщават, че си търсят каквато и да е работа, за да внасят своя дял в семейния доход. Когато им бе зададен въпросът кой решава какво да правят след училище, мъжете на възраст 18-24 години от с. Лесново обрисоваха ситуацията по следния начин: „нямам избор”, „ние само се опитваме да следваме традицията, но е по-трудно” и „няма работни места.” Макар повечето млади жени да твърдят, че те вземат решенията за живота си след завършване на образование, все още предимно изборът им се корени в традиционните ценности и социални норми (т.е. да се оженят рано, да родят деца и да стоят в къщи). Ромите посочват дискриминацията срещу ромите от страна на мнозинството от неромско население като фактор от решаващо значение, който силно ограничава възможността им за избор на работа.

Представителите на този етнос се припознават като една от основните групи, които често пъти стават обект на дискриминация при наемане на работа:

- „Циганина си личи много добре и какво става, когато отива да кандидатства не го вземат на работа. Има дискриминация и то в големи размери” (Мъж, гр. Куклен)
- „Има дискриминация, преди време намирам обява за работа и звънкам по телефона. Аз съм на 29 г. и имам три деца, зная добре български и изглеждам сравнително добре. По телефона ми казват: подгответе си медицинското и елате в офиса. На другия ден отивам , но се оказва, че офиса на фирмата е много близо до нас и ние се познаваме. Като ме видяха и ми казаха изненадано: Оооо ми ние вече взехме работник. Отивам си и моля една съседка българка да им се обади пак по телефона - на нея ѝ казват, че има свободни места. Ето я дискриминацията. Видяха ме, че съм ромка, защото се виждаме често и това е.” (Жена, гр. Пазарджик)

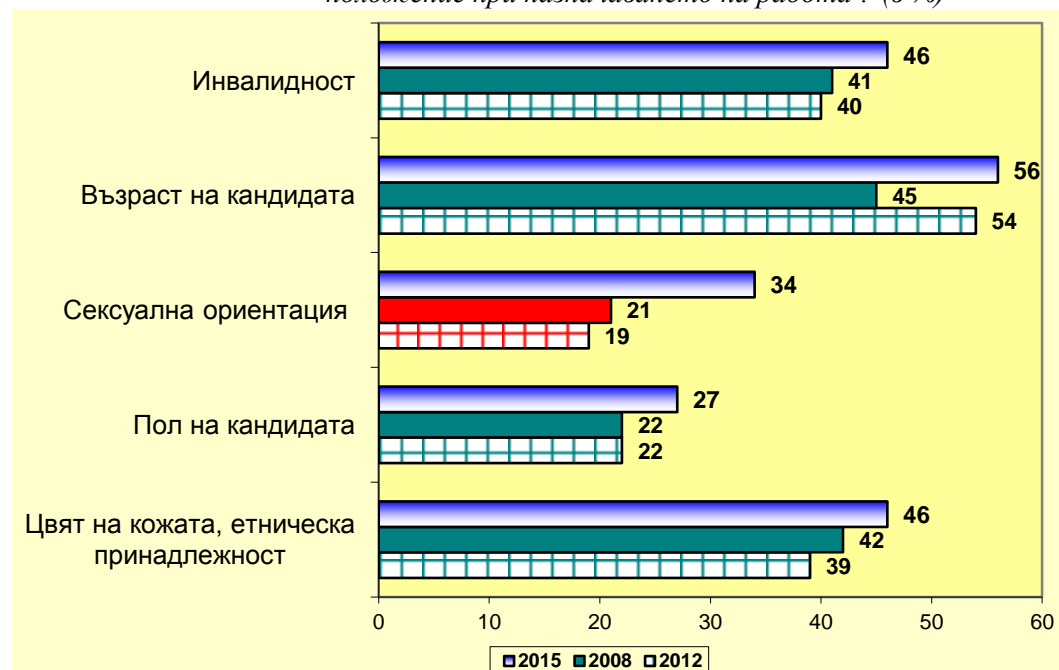
Независимо, че Рамковата директива за заетостта осигурява нужната защита на всеки при упражняването на заетост, дискриминацията на работното място, остава често срещана и особено разпространена сред ромите, като принуждава много от тях да „прикриват“ и да не споделят своя етнос, с цел наемане на работа или пълноценно интегриране в обществото:

- „Моят син учи в строителния техникум в Пловдив и 3 години се крие и не каза на приятелите си, че е ром. По външен вид не си прилича на ром. Той ми казва, майко аз ги чувам моите съученици как говорят срещу ромите и аз ако призная, че съм такъв вече ще ме гледат с друго око. Иначе са големи приятели. Последната година тази, 4-5 момчета вече са разбрали, че е ром и те вече го приеха , даже са идвали и у нас и викат: искаме и ние да сме роми” (Жена, гр. Пазарджик);
- „От години слушам такива истории: момиче студентка, тя се крие от години, че е ромка . Ромите с по-високо образование се крият обикновено при търсене и намиране на работа” (Жена, гр. Куклен);
- „Моят син също се крие. Завършил е санитарен инспектор и се криеше, щото го е страх да не го пренебрегват на работа, след като разберат, че е циганин” (Мъж, гр. Куклен)

- „Една жена ми разказа, че си е намерила работа, но при нея не ѝ личи нито по говора, нито по външния вид, че е ромка. Наели са я, няколко месеца е работила в радиото, чистила е, помагала в кухнята. В един момент, идват нейните роднини и шефовете ѝ виждат, че е ромка, че говори с тях на ромски. Те се шокират и казват :Ама ти ромка ли си? И собственичката казала:Ами аз, ако знаех нямаше да те взема на работа. В края на краищата са я оставили да работи там. Има предубеденост и предразсъдъци спрямо ромите” (Жена, гр. Сливен).

Резултатите от ежегодните проучвания на Евробарометър верифицират казаното по-горе. На въпроса: „Когато във Вашата страна една компания иска да назначи някого и изборът е между двама кандидати с равни умения и квалификация, кой от следните критерии според вас ще постави единия от кандидатите в неизгодно положение?” повече от половината европейци, през 2015 г. отдават приоритетно значение на възрастта на кандидата (56%), на това дали има увреждане (46%), на неговия етнически произход (46%), на пола (27%) и на неговата сексуална ориентация (34%) [5]. Следователно, дискриминацията на пазара на труда в най-голяма степен засяга по-възрастните лица, инвалидите и групите в риск ( в това число ромите и лицата с различна сексуална ориентация). Предвид на това, че процесите на развитие сред ромската общност са огледало на процесите в обществото като цяло, в сферата на работното място се наблюдават често пъти и дискриминационни практики и по признака възраст. Според участниците във фокус групите, повечето от младите роми на възраст между 18-30 г., които имат нужното образование в повечето случаи имат шанс да започнат работа, докато най-трудно си намират работа по-възрастните лица над 60 г., следвани от ромите във възрастовата група 46-59 г. Този извод се потвърждава и от данните, получени в рамките на проект: „Равенството – път към прогрес“ – съвместен проект на ИОО - София с водеща институция Министерство на труда и социалната политика и партньор Комисията за защита от дискриминация.

Фигура 3. В Европа кой от следните критерии ще постави единия от кандидатите в неизгодно положение при назначаването на работа ? (в %)



Източник: [4:35]

Различни форми и проявления на дискриминацията спрямо ромската общност в сферата на заетостта се наблюдават и по отношение на неспазването на трудовото законодателство. Участниците във фокус групите споделиха че, ромите обикновено биват наемани за упражняване на нискоквалифицирана работа без трудов договор, за която обикновено се заплащат символични суми.

- „Изпращат ме на борсата за работа и знам, че ще получа минималната заплата от 420 лв. Отивам и работодателят ми казва, не мога да ти дам 420 лв. ще ти дам 320 лв. , ако искаш, ако не- има много такива като теб” (Мъж, гр. Пазарджик)
- „Ромите даже са с предимство пред българите. Това го наблюдавах 7 г. в завод Язак Сливен. Това е завод за кабели – японска фирма. Оказа се, че ромите там са на почит, защото работят за малко пари. На линията бяхме 10 българи, останалите 10 турци и цигани . Аз като напуснах бяхме 5 българки и останалото беше цигани на 18 г. Завода ги наема защото те работят за 350 лв.” (Мъж, гр. Сливен)
- Друга форма на дискриминацията при ромите, споделена от самите тях в сферата на здравословните и безопасни условия на труд това е работата на ненормирано работно време:
- „Налагало се е много често по празници да работим, но ти казват няма пари за извънреден труд. Ако ти откажеш почват да те гледат с друго око и става лошо за теб” (Мъж, гр. Пазарджик)
- „Винаги работя повече от 8 часа. Работното време не се спазва. Не смея да се оплача, защото веднага ще ме изгонят” (Мъж, гр. Дупница)
- Липсата на работно облекло е често срещана практика при някои професии, като например общ работник в мина, в цех за дървообработване, в тухларна. Ромите, с които разговаряхме споделят, че от години не им се предоставя работно облекло:
- „ Какво облекло? Преди години давах по един работен гащеризон, а сега нищо, всеки се оправя както може” (Мъж, гр. Дупница);
- „Работя е един мебелен цех- прашино, мръсно, но работни дрехи не дават.” (Мъж. Гр. Сливен).

С оглед противодействие срещу всякакви форми на дискриминация на пазара на труда (била тя под формата на пряка, непряка или множествена), държавните институции и всички заинтересовани страни предприемат поредица от мерки и действия. Тяхната ефективност, обаче в голяма степен зависи и от активната позиция на самите потърпевши лица.

Проблемите, пред които са изправени ромите в процеса на тяхната реализация на пазара на труда са сложни и поради това изискват интегриран подход — ниското ниво на образование, пречките на пазара на труда, сегрегацията и лошите условия на живот трябва да бъдат преодоляни с помощта на координирани, взаимно подсилващи се мерки. С оглед противодействие и намаляване на случаите на създаване на междуетническо напрежение е необходимо да бъдат предприети държавни мерки в посока:

- Засилване на полицейското присъствие в ромските квартали;
- Активна работа с неформалните ромски лидери, с оглед по-активното включване на представителите на тази общност в процесите на трудова интеграция.

В заключение можем да кажем, че са налице редица доказателства за наличието на различни по характер пречки и предизвикателства спрямо ромите в сферата на пазара на труда. Тези практики обаче имат своето по-силно или по-слабо отражение, в зависимост от образованието и възрастта на ромите. Идентифицираните специфики налагат необходимостта от изготвяне на детайлен анализ на ситуацията на социалното включване на тази общност на пазара на труда, както по места, така и на регионално ниво, с цел недопускане или минимизиране на подобни практики спрямо представителите на тази общност. Предвид негативните демографски

предизвикателства пред страната и тяхното отражение върху структурата на работната сила повече от необходимо е търсенето на възможности за по-активно включване на тази общност на пазара на труда, които да дадат своя принос за развитието на обществото.

#### ЛИТЕРАТУРА

- [1] Бедност и заетост: положението на ромите в 11 държави — членки на ЕС Проучване сред ромите — Данни на фокус. Обобщен доклад на Агенция за основните права (FRA), 2016
- [2] Ромите в България: новите предизвикателства. Фондация „Фридрих Еберт“, 2007
- [3] Световна банка. Равенството между половете и приобщаването на ромите, 2014
- [4] Special Eurobarometer 437, 2015. *Discrimination in the EU in 2015* [[http://ec.europa.eu/public\\_opinion/index\\_en.htm](http://ec.europa.eu/public_opinion/index_en.htm), 08.04.2017]
- [5] Special Eurobarometer 393, 2012. *Discrimination in the EU in 2012* [[http://ec.europa.eu/public\\_opinion/index\\_en.htm](http://ec.europa.eu/public_opinion/index_en.htm), 15.03.2016]
- [6] Special Eurobarometer, 2009. *Discrimination in the European Union: Perceptions, Experiences and Attitudes*. [[http://ec.europa.eu/public\\_opinion/archives/eb\\_special\\_en.htm](http://ec.europa.eu/public_opinion/archives/eb_special_en.htm), 20.03.2017]
- [7] [www.nsi.bg](http://www.nsi.bg)



## QUESTIONING ATTITUDES TOWARDS EDUCATION OF CHILDREN WITH DISABILITIES TROUGH INCLUSION

Radomir Arsić<sup>1</sup>, Bojana Vuković<sup>2</sup>, Slađana Čalasan<sup>3</sup>

<sup>1</sup>Teacher Training Faculty in Prizren – Leposavić, raca13@gmail.com

<sup>2</sup>Faculty of medicine, Foča, bvukovic75@yahoo.com

<sup>3</sup> Faculty of medicine, Foča

**ABSTRACT:** *Open and flexible system of education is an imperative of modern society is complex and demanding. Teachers as the leading carrier educational process required openness to change and new skills. Therefore, the professionalization of teachers has become one of the key topics in the field of education policy.*

*In relation to education, inclusion refers to the process of improving conditions for learning and providing opportunities for all students to become successful in education.*

*The aim of this study is to assess the attitudes of teachers in kindergartens, teachers in lower and higher grades of primary schools and teachers in regular secondary schools towards inclusive education of children with disabilities to compare their views, and to determine the relationship between these attitudes with experience of working with children with disabilities.*

*Based on the results of this research can be concluded that the general attitude towards inclusive education of children with disabilities mainly negative.*

**KEYWORDS:** *children with special needs; education; inclusion.*

### 1. INTRODUCTION

Education of children with disabilities in recent years received increasing attention from the scientific and professional circles, state bodies, various NGOs and associations of persons with disabilities (Rapačić, Nedović, Ilić, Stojković, 2008).

However, there is divided opinion about the education of children with disabilities, some active advocate for the inclusion of a second are ardent opponents of inclusion. Those who advocate for the inclusion advocate for the education of all children with disabilities, regardless of their abilities and needs. This attitude is based more on children's rights and less on understanding the needs of each individual child (Milačić-Vidojević, Glumbić, Đorđević, 2008). Although it is certain that some children with disabilities can benefit from inclusive education and to stand behind the inclusion of a strong moral imperative, which justifies the efforts in its implementation, we need further research in the application of different models in different environments inclusive (Brojčin, Glumbić, 2007). Even the advocates of inclusion frequently claim that inclusion should not be implemented at all costs. Some authors draw attention to *the fact that the wave of demands that schools be the same for all children regardless of differences in abilities of children sets irrevocably and also authoritatively as the previous wave of demands that he asked that the school is only for healthy children* (Bojanin, 2002). There is also the view that in some cases, when it is estimated that it is in the best interest of the child, children should be placed in specialized institutions or to work with them individually (Stanković-Đorđević, 2003).

The attitude towards the disability throughout the history of human society has changed and evolved (Nikolic-Simončić, 1994). The earliest sources indicate denial or ignoring the rights and inhuman attitude toward people with disabilities. A little later, in the period of development of Christianity promotes the compassionate and merciful attitude. Noble attitude towards this population has resulted in first organized, systematic and responsible care for people with disabilities, however, the creation of asylum and institutions for their care often leads to isolation, closing the institutions and emphasizing diversity (Savić, 1966).

*Inclusion means to be accepted, included in the company that belongs to every society and in its own way it contributes* (Bratković, 2007). *It rests on the conviction that every person has equal rights and*



*opportunities regardless of individual differences* (Došen, Gačić-Bradić, 2005). *Inclusion is not an event but a process that lasts through time* (LeRoy, Simpson, 1996; Rose, 2001). So, the main goal is the *inclusion of a comprehensive inclusion of persons with disabilities in all regular social activities, institutions, systems and equalization and recognition of the rights of persons with disabilities, the rights of all other members of society* (Pavlović, 2007).

When we talk about inclusion in education of students from marginalized groups, and the accessible, high quality and equitable education for all we talk about inclusive education, and the inclusion in the narrow sense. It is well known and generally accepted phrase Child-friendly School. New in pedagogy and psychology introduced by Swiss scientist Edward Klepard in 1929 (Hrnjica, 2004). Besides Edward Kleparda hint idea that for every child the best to be educated with their peers and under the same conditions in the first half of the last century gave Maria Montessori in Italy and Karl Steiner in Austria (Hrnjica, 2009 ). However, this idea has gone through many trials to inclusion as a social movement and philosophy developed only nineties.

From the moment in many countries, primary education became compulsory (early twentieth century) school for the first time faced with the fact that some children are not able to follow the classes with their peers. Leading authorities among pedagogues and psychologists (especially in the UK and France), represented by the thesis that children with disabilities the best set aside in a special school for them to prepare special teachers. Sir Cyril Burt from Britain's next idea eugenics movements of individual differences, given the suggestion that, for children with disabilities organized special education system. So they created special schools, were formed special educators, adapted curricula and created a special segment of education (Hrnjica, 2004).

This approach to education of children with disabilities is based on a medical model. The medical model treats the impairment as a medical problem that impairs the health, which leads to a loss or limitation of some functions that require treatment, rehabilitation, or correction in order to assist the person to move closer to the normal functioning, so that it can be inserted into an existing system, and functions in it. This movement is focused on the inclusion of children with disabilities in regular kindergartens and schools with an emphasis on preparation and adaptation of children and child average institution. The main weakness of this process is to adjust the requirements of school students, not school student (Vujačić, 2009). The environment in which the child has remained unchanged, educators, teachers and parents are unprepared.

A critical examination of the concept of integration and special education systems appear to be the idea that schools should accommodate the needs of students, not students of school requirements. Basics such, a different approach to the inclusion of children with disabilities in mainstream institutions are still in motion for normalization, which originated sixties in northern Europe (Nirje, 1969, according: Thomaz, 2009). In a move to normalize, we find a set of principles that are based on the idea that people with disabilities should have the greatest possible extent, the normal patterns of everyday behavior, the normal routine of life and the environment (Nirje, 1994). These ideas are being developed in the late twentieth century movement called inclusions.

The word inclusion (lat. Inclusio) is of Latin origin and means inclusion, inclusion, inclusion, Containment in itself, accounting and implication (Vujaklija, 1980). Inclusion can be defined as the most general term or the process of including parts of the whole, then as access to education to all children an equal opportunity to develop their potential and finally as a human process of inclusion of children with disabilities into the regular educational system and society in general (Suzić, 2008). Inclusion is based on the so-called. social model of approach to persons with disabilities (Vujačić, 2009).

The social model based on the assumption that the situation of persons with disabilities socially conditioned, that is, the obstacles and prejudices that society creates those that do not provide equal opportunities and leading people with disabilities in a discriminatory position (Pavlović, 2007). The social model approach to persons with disabilities focus moves from the individual as the source of problems in society and its institutions. Identifying children with learning difficulties is replaced by the identification

of conditions and barriers to education for all children. The inclusive approach starts from the premise that it is necessary to change the school to all children (gifted, average or reduced capacity) could make progress according to their ability. It is pointed out that school is the one that changes and adapts, not the child, and that is an inclusive school one school where all children are accepted (Thomas, 1997).

Although generally accepted definition of inclusion does not exist (Odom, Diamond, 1998), the point is that it refers to the active participation of children with disabilities in his immediate and wider environment in accordance with its capabilities. Inclusion does not imply that all children are equal but creates a new attitude towards diversity (Vujačić, 2009).

In relation to education, inclusion refers to the process of improving conditions for learning and providing opportunities for all students to become successful in education. The key problem is how inclusive education, in accordance with the existing conditions and opportunities, to build an education system that will take into account individual differences of children with disabilities and involve them more in regular educational institutions.

Termini integration and inclusion are often regarded as synonymous and it is necessary to distinguish conceptually (Cerić, 2004). In practice, the concept of integration is present as the concept of inclusion, although the two concepts are fundamentally different. It states that it is not just about replacing the term integration term inclusion rather than in terms of changing the concept of treating children with disabilities (Kavkler 2004, according: Cerić, 2004).

When we talk about inclusive education generally refers to the inclusion of children with disabilities, therefore, it should be emphasized that under the inclusive education means an education system that is open to all children in order for children with disabilities and for children belonging to ethnic and linguistic minorities, children from institutions and children from socially deprived families (Došen, Gačić-Bradić, 2005).

Inclusion is based on the principle of respect for the right to education, as proclaimed in the documents relating to human rights. Of particular importance is the Convention on the Rights of the Child by the United Nations General Assembly adopted in 1989, which was adopted a year later and verified in the former Yugoslavia. The Convention includes general legal standards that apply to ensure the protection of children from neglect, ill-treatment and exploitation, and the need for them to guarantee basic human rights, above all the life, development and full participation in social, cultural, educational and other activities necessary for their development and their welfare. At the Conference on *Education for All* held in 1990 (Jomtien, Thailand), adopted the *World Declaration on Education for All* (EFA). Article 3, paragraph 5, of the Declaration contains a recommendation according to which the learning needs of people with disabilities require special attention. Very important for the field of education, the document Salamanca Statement adopted at the *World Conference on Education of Children with Special Needs* in 1994 in Spain. It states that every child has unique characteristics, interests, abilities and learning needs. The education system should take into account the different needs and characteristics of children and to provide all children access to education. *World Educational Forum* in Dakar (Senegal) in 2000 was the first significant set of pointing out that the key to change the admission vision of education for all, that the concept of inclusive education.

The most important legal acts that define the field of education in Serbia (preschool, primary and secondary education), the Law on Preschool Education (Official Gazette of RS, 2010) and the Law on Primary Education (Official Gazette of RS, 2009). These pieces of legislation are incorporated basic principles of international instruments relating to the right to education of children with disabilities, access to education, equal opportunities for all and quality education. Access to education and quality education for all children is one of the priorities of the Government of the Republic of Serbia and the Ministry of Education. Implementation of measures aimed at increasing the availability and the strengthening of inclusive education began in all schools in Serbia at the beginning of the 2010/11 academic year, ie 1 September 2010. (Ministry of Education, 2010).

A child with disabilities is primarily a child, any child, whether with developmental or not, has the same basic needs - to be loved, accepted and safe (Došen, Gačić-Bradić, 2005). Disability should not be grounds for either kind of discrimination but sometimes it is necessary to find specific ways to meet the needs of the child has. A child with a disability, that is, a child whose physical, mental or emotional development, growth and maturation distracted by the Convention on the Rights of the Child, has the right to special care, education and training, which will provide him with a full and decent life and achievement for it highest level of independence and social integration (UN, 1989).

It should not, however, lose sight of that child with a disability is not a disadvantaged child has already developed to a different child, in particular, unique for its organic and psychological structure. For teachers or teachers is very important to know the characteristic of the way which should bring the child in the educational work (Vygotsky, 1996). Inclusive education requires the creation of an open and flexible system of education for all children (Vujačić, 2009). It is not a goal in itself, but inclusive education is just one of the ways that a child with disabilities is progressing within the limits of their capabilities. If the school is not well prepared, the consequences could be large. Feelings of inferiority, depressed or even aggressive towards their peers, and ignored by teachers and peers, educational failure and even create resistance to the inclusion of teachers, are just some of the possible consequences of a failed inclusive program (Hrnjica, 2009).

A child with a disability is sometimes difficult to accept liability and responsibility because it is often one of them no one is looking. Everyday habits are often in these children sufficiently established (clothing, hygiene, etc.) As the child and the educator / teacher an additional burden. Barely social experience, which is often characteristic of children with disabilities, it may result in a lower sensitivity of these children for the needs of others and rejection by peers. For most children the process of adapting to a new group or department takes place spontaneously while children with disabilities requires an active support. *Creating a positive atmosphere, successful social experiences and a sense of comfort conditions for the acceptance of schools and school obligations* (Hrnjica, 2004).

Respect for diversity and respect individual differences among children in regard to learning methods and speed of progress is one of the most important principles underlying the inclusive process. To every child provide knowledge and skills in accordance with the aims of education, the complexity and scope of the curriculum, the choice of the most useful teaching methods, teaching materials and the organization of work in a group / department must adapt to individual characteristics, abilities and needs of children (Lazor, Marković, Nikolić, 2008). It is pointed out that the Individual teaching precisely this key that inclusive education seems reasonably possible in practice. The essence of individualized teaching in a variety of didactic and methodological procedures aimed at meeting the individual needs of each student so that to maximize impact on their learning and development. Individual teaching refers to individualization: the speed and tempo of coping content, volume of content, material, mode of adopting the content, methods, teaching tasks and others. (Đukić, 1995).

Individual Education Plan (IEP) is a written document from the establishment, which plans additional support in the education and upbringing of the child, or the student if above adjustments and the elimination of physical and communication barriers have not led to the realization of the general outcomes of education, and to meeting the educational needs of children with exceptional abilities (Official Gazette RS, 2010). This document provides adjustment of the educational process for children with disabilities to achieve educational and educational objectives in line with their development status and opportunities. IOP is essential for the successful advancement of children with disabilities (Rajović et al., 2009).

As our society changes, so must change and institutions for education (Whithworth, 1999). The introduction of inclusive practice in education requires changes in the curriculum, training of educators and teachers, methodology of work and attitudes of educators and teachers. The ideal is to change a play involving children. On the other hand, it is considered that this might be unrealistic to expect changes before the introduction of inclusive education (Hansel et al., 1996). Changes to the education system and

society in general on the principles of inclusive policies and practices are generally accompanied by difficulties. It is important to identify factors that can foster successful inclusive education, as well as factors that may pose significant obstacles (CETI, 2006).

Negative attitudes towards children with disabilities stand out as the biggest obstacle to the inclusion of these children in mainstream education. Negative attitudes can have parents, community members, school teachers, even the children with disabilities. On the negative attitudes affect uncertainty, fear, lack of knowledge and information and distorted value system, and illustrates their impact on every segment of life of children with disabilities (CETI, 2006).

The negative attitudes and prejudices towards children from educationally disadvantaged groups could be just the result of inadequate training of educators and teachers, all of which contributes to the further exclusion of these children. For this reason, they must be provided vocational training as well as continuous monitoring of modern strategies and approaches to teaching, and questions of qualification for the invitation of educators and teachers and the quality of their work must be monitored, measured and checked (Kovač-Cerović et al., 2004).

As already stated, educators and teachers are an important factor in the education of all children including children with disabilities. Their role is significant and decisive but also most complicated variable in the activities of the kindergarten and school (Getzels, Jackson, 1963, according: Djordjević, 2008). There are a number of conditions that teachers and educators who work with children must meet. As inevitable, usually we find that teachers must have a solid professional knowledge and be emotionally balanced personality able to successfully establish emotional contact with the children.

When the teacher must be an awareness that all students including students with disabilities primarily children, all children have the right and can be brought up and educated in accordance with their capabilities, and that is in addition to what is taught important and how, what and what sort of environment does the process of learning.

Adverse peer relationships of children with disabilities are essentially unprepared children with typical development for the acceptance of diversity (Čolić, 2009). The teacher can prevent, mitigate or eliminate the rejection of children with disabilities by their peers (Suzić, 2008). Promoting friendship and acceptance individual differences among students, teachers and educators can show by example that all the students valued, respected and accepted (Salend 2003, according: Milačić, Glumbić, Brojčin, 2010).

In an effort to define the paragraph we will begin with the simplest but most extensively and definitions in paragraph by which *the position of a tendency to react positively or negatively according to certain features, objects or situations* (Morgan, 1956, according: Rot, 1989). In accordance with the objectives of this research is interesting and definitions by which the position of the permanent acquired predisposition to consistently treat a group of objects (English, English, 1958, according: Rot, 1989). More complex and more complete definition of the paragraph is the famous definition (Allpert 1935, according: Rot, 1989) according to which, under paragraph should involve *neural and mental readiness, formed on the basis of experience, which makes directive or dynamic influence on the response of an individual to objects and situations with which it comes in touch*. This definition suggests that once formed bets relatively stable and unchanging in time.

One of the most important theories in social psychology is Festinger's theory (Festinger, 1957, according: Joule, 2001) according to which attitudes *organize and change according to the principle of the theory of cognitive consistency*. Consistency means consistency, stability, no contradiction. The essence of the theory of cognitive consistency is the assumption that the attitudes and behavior of individuals tend to be organized in a meaningful and rational way. Cognitive dissonance occurs when there is a mismatch between our attitudes and behavior and can be solved so that the attitude or change or modify behavior.

## 2. RESEARCH METHODOLOGY

The aim of this study is to assess the attitudes of teachers in kindergartens, teachers in lower and higher grades of primary schools and teachers in regular secondary schools towards inclusive education of children with disabilities to compare their views, and to determine the relationship between these attitudes with experience of working children with disabilities, years of service in education and opinion on the appropriateness of inclusive education for children of different types of disability. The aim of the research is to identify the most significant barriers to inclusive education and identify methods that teachers and educators are considered most useful for the improvement of inclusive practice.

The survey was conducted during November, December and January 2015/2016. in institutions for education located in the municipalities of Northern Kosovska Mitrovica, Leposavic and Zubin Potok. The paper presents a part of the research.

The sample included 122 preschool teachers and teachers of regular primary and secondary schools. The number of respondents in each analysis varies depending on the missing data for some respondents. It consists of four sub-samples. The first sample educators of preschool (26.1%), the second primary class of elementary schools (25.5%), the third subject teachers elementary schools (23.6%), whereas the fourth sub sample consisted of high school teachers (24.8 %).

In order to assess the attitudes of teachers and teachers towards inclusive education of children with disabilities was used Skala My opinion on the inclusion of a question mark (My Thinking About Inclusion Scale - MTAI) (Stoiber, Gettinger, Goetz, 1998) and an additional questionnaire (Kunstmann, 2003).

## 3. RESEARCH RESULTS

The largest number of respondents surveyed have no experience of working in an inclusive classroom or group - as much as 67%. Of those who have experience, most reported that this is a period of one to five years. Such respondents is about 15%. Respondents who have less than one year and more than five years of experience is relatively low. The percentage of the individual groups varies from 7.5% to only 1.2% in those who are 10-15 years of experience.

*Table 1. Descriptive observation data for variable length work in inclusive group / class*

Length of service in the inclusive classroom / group	number examinee	of %
I have never worked / la in inclusive group / class	82	67,1
This is my first year	6	4,7
1 year or less (if you ever do)	9	7,5
1-5 year	18	14,9
5-10 year	3	2,2
10-15 year	1	1,2
15 and over	3	2,5
<b>Total</b>	<b>122</b>	<b>100</b>

Total 33.6% of respondents who answered that they have experience in working in an inclusive group / class is judged to what extent this experience was positive or negative (Table 2). Almost half of respondents (49.1%) claimed that their experience is somewhat positive. Exactly one-quarter (25%) assessed their experience as somewhat negative. Those who believe that their experience in working in an



inclusive group / classroom has a very positive 18.5%, and the least of those who believe that this experience is very negative - 7.4%.

*Table 2. Descriptive observation data for a variable positivity of experience in inclusive work*

Positivity experience in inclusive work	number of examinee	%
very negative	3	7,4
slightly negative	10	25,0
somewhat positive	20	49,1
very positive	8	18,5
<b>Total</b>	<b>41</b>	<b>100</b>

Measure how participants accept or reject each of said statements using a five-degree Likert scale (1 - Strongly Agree, 2 - partially agree, 3 - hesitant I, 4 - partially disagree, 5 - totally disagree). The range of possible scores for the overall scale was from 28 to 140. Higher values on all subscales and the whole scale MTAI talk about positive attitude towards inclusion and some of its aspects.

The questionnaire (Stoiber, Gettinger, Goetz, 1998) respondents stated level of beliefs about how inclusive education is appropriate in relation to the type of disability of the child and how they feel prepared to work in an inclusive classroom / group with children with different types of disability.

To compare the average values of the overall sample with the theoretical arithmetic means T test was used for one sample. To determine whether the attitudes of teachers and teachers in the custom prevailing negative or positive used the following descriptive indicators - mean, standard deviation, and percentages. To test for the difference between two samples of respondents used the T test.

When testing the difference between the three or more sub-samples of respondents used the way analysis of variance, while for testing the difference between the three or more sub-samples was obtained after crossing two variables used by grouping two-way analysis of variance. When it is determined a statistically significant difference between the sub-samples was used Tukey test in order to accurately determine the size of that difference. To determine the association between two continuous variables were used Pearson correlation.

*Table 3. Positivity attitude towards the inclusion of all respondents.*

Dimensions.	AS	AS <sub>teor.</sub>	Min	Max	T test for one sample	p
The general attitude towards inclusion.	80,40	84	38	122	<b>-4,138</b>	<b>0,001**</b>
Basic perspective	35,19	36	13	54	<b>-1,964</b>	<b>0,05*</b>
Expected outcomes of inclusion	35,75	33	15	55	<b>6,212</b>	<b>0,001**</b>
Working in an inclusive classroom / group.	9,46	15	5	20	<b>-30,875</b>	<b>0,001**</b>

\* level of significance  $p \leq 0,05$

\*\* level of significance  $p < 0,01$



Of Table 3 it is evident that a general attitude towards inclusion predominantly negative (General statement:  $t = -4.138$ ,  $p = 0.001$ ). As for the individual dimensions of the views according to the inclusion, in the dimension of the principal perspective result is statistically significant values (Basic perspective:  $t = -1.964$ ,  $p = 0.050$ ), while the result of the dimension of the work in an inclusive class / group indicates a predominantly negative position (published in the inclusive classroom / group:  $t = -30.875$ ,  $p = 0.001$ ). Expected outcomes of dimension mainly suggests that inclusion of teachers and nursery have positive expectations of the inclusions (inclusion Expected outcomes:  $t = 6.212$ ,  $p = 0.001$ )

We've established what percentage of patients achieved scores on the dimensions of attitudes towards inclusion that are above and below the theoretical arithmetic mean of the scale. In view of the general attitude towards including 63.5% of respondents have attitudes that are below the theoretical average. On the dimension of the basic perspective, 59.4% of subjects achieved a result below the theoretical arithmetic mean, and the dimension Work in inclusive class / group average is below the theoretical attitude as much as 95% of respondents. The other dimension Expected outcomes for inclusion by the t-test for one sample demonstrated that the attitudes of the generally positive, 35.5% of them had a theoretical average paragraph below, and the remaining 64.5% of theory above has the attitude average.

*Table 4. Dimension attitude towards inclusion Working in an inclusive classroom / group in patients with a variety of workplace*

Group	AS	Min	Max	% Below the theoretical AS	% below the 25th percentile for the entire sample	% Above the 75th percentile for the entire sample
Educator in preschool	9,23	5	20	95,2%	32,5%	19,3%
Class teacher in elementary school	8,64	5	20	96,3%	42%	12,3%
Subject teachers in elementary school	8,97	5	18	97,3%	36%	18,7%
Subject teachers in secondary schools	11	5	19	91,1%	13,9%	35,4%

Finally, when it comes to the dimensions of the views according to the inclusion of named work in an inclusive class or group, the results shown in Table 4 below demonstrate that the theoretical expected average values of the subscale (AS<sub>teor</sub> = 15) is more than 90% of the respondents from all sub-samples.

The analysis per cent of respondents below the critical values obtained for the entire sample, we can conclude that the majority of primary school teachers from primary schools has an extremely negative view of how inclusion affects the dynamics of work in the department and I work teachers - even 42% have a very negative and very positive attitude has only 12.3%.

Educators and subject teachers in elementary schools have quite similar view - antagonize has 32.5% and 36% of educators teacher, a very positive and educators 19.3% 18.7% teacher.

The most positive attitude towards work in an inclusive classroom / group with teachers from secondary schools - only 13.9% have extremely negative attitude, while an extremely positive attitude has even 35.4% of respondents, which is significantly higher than the expected 25%.

One of the goals of the research was to determine whether there are differences in attitudes towards inclusion among respondents who have any experience in inclusive work and those who have no experience.

*Table 5. Differences in attitudes towards inclusion depending on the experience in inclusive work*

Dimension	t	df	p	AS no experience	AS has experience
Basic perspective	<b>-2,089</b>	316	<b>0,038*</b>	34,59	36,42
Expected outcomes of inclusion	<b>-2,646</b>	316	<b>0,009**</b>	34,94	37,41
Working in an inclusive classroom / group	0,729	316	0,466	9,55	9,27
The general attitude towards inclusion	<b>-2,181</b>	316	<b>0,030*</b>	79,08	83,10

\* level of significance  $p < 0,05$

\*\* level of significance  $p < 0,01$

Results (Table 5) suggest that between educators and teachers who have experience in inclusive work and those who do not have such an experience, there are significant differences in the dimensions of the basic perspective, the inclusion Expected outcomes in terms of the general attitude towards inclusion. For all of the above dimensions of respondents who have experience in inclusive work achieved higher scores than those who have no such experience.

#### 4. DISCUSSION

Judging by the results of this study general attitude of educators and teachers towards inclusive education of children with disabilities is predominantly negative (Table 3). If we look at the individual dimensions of attitudes toward inclusion dimension of the basic perspective, especially dimension Working in an inclusive classroom / group found that they also point to the largely negative attitude, and sizes Expected outcomes of inclusion indicates predominantly positive attitude.

In the light of the results obtained and the fact that in our country there is a long experience in inclusive education, these results are not surprising. During the research and contact with the respondents noted the great concern and uncertainty of educators and teachers in terms of their ability to meet the educational needs of children and students with special needs due to the fact that most of them are not adequately prepare to have a large number of children in group / department, demanding curricula, etc. However, a positive attitude on the dimension of inclusion Expected outcomes suggest that educators and teachers have positive expectations for the inclusion of this we can assume that with adequate support and experience gained attitudes towards inclusive education of children with disabilities all the time to be positive.

As far as positivity attitudes among respondents who work at different levels of educational work, the results of previous studies generally indicate positive attitudes of teachers in preschools towards inclusive education of children with disabilities (Avramidis, Norwich, 2002) as well as negative attitudes class and subject teachers in schools. Also, we find that the views of classroom teachers significantly more negative attitudes of their teachers (Hrnjica, 2007 CETI, 2006, Save the Children UK, UNICEF, 2003).

According to previous research is often the existence of experience in working with children with special needs associated with more positive attitudes of educators and teachers towards inclusion (Avramidis, Bayliss, Burden, 2000; Gilmore, Campbell, Cuskelly, 2003; Kalyva, Gojkovic, Tsakiris, 2007; Opdal, Wormnaest, Habayeb, 2001, Parasuram, 2006). Overall, having analyzed the results of all

respondents can be concluded that the experience of working with these children and contributes to positive attitudes towards their education in the regular system. Between teachers and teachers who have experience in inclusive work and those who do not have such an experience, there are differences in the dimensions of the basic perspective, the inclusion Expected outcomes in terms of the general attitude towards inclusion (Table 2). For all of the above dimensions of respondents who have experience in inclusive work achieved higher scores.

Educators and teachers who have experience in inclusive work of the opinion that the inclusion of children with disabilities certainly implies their extra work and those who do not have the experience to assume the additional commitment required. Educators from preschool and teachers of class and subject teachers of primary schools have an equally positive, ie. negative general attitude towards inclusion, and if they have, and if you have no experience in inclusive work. In line with previous conclusions, the experience of working in an inclusive group of educators is likely to provide a better insight on the necessary efforts are undisputed in the implementation of inclusive work and their responses to this sub-dimension Scale lower value. However, this result starts and doubt that the experience of the teachers surveyed preschool institutions is not positive and that as such it contributes to the general negative attitude towards inclusion.

The results obtained in this study confirm the importance of the experience of educators and teachers to work in inclusive classroom / group is positive and that only as such contributes to their positive attitude towards inclusive education.

## 5. CONCLUSION

Based on the results of this research can be concluded that the general attitude towards inclusive education of children with disabilities mainly negative. The attitudes of teachers in pre-school and secondary school teachers have more positive attitudes of primary school teachers, a significantly more positive attitude of subject teachers of primary schools.

Experience in working with children with disabilities influence the attitudes of teachers and teachers towards inclusive education. What is the personal experience of educators and teachers working with children with special needs to the more positive their attitudes toward inclusion of more positive.

Inclusion is the least suitable when it comes to children with mental disabilities and children with severe intellectual disabilities. More appropriate for inclusive education, educators and teachers believe that children that they feel more prepared, or having their limits clearer and better known.

Educators and teachers lack experience in inclusive work and lack of knowledge about inclusion rated as the most disruptive factors inclusive education of children with disabilities. Direct experience in working with children with disabilities, observing other teachers in their work and training in the field of inclusive education is considered to be the most useful methods for unepredivanje inclusive practice.

To be successful and stimulating, the inclusion of children with disabilities into the regular system of education must be well planned, organized, supported and accompanied. If the institutions and their employees are not adequately supported and trained to work with children with disabilities, inclusive education can be counter-productive and a source of frustration for both educators and teachers but above all for the very children with disabilities and their families.

If children with disabilities are included in regular education system, and while lacking adequate staff training, and experience of educators and teachers as well as children with disabilities will not be positive.

Schools for students with disabilities, their capacities, which include primarily professionals with knowledge and experience in working with children with disabilities as well as assistive technology, ie, the means and tools used in working with these children, can be a significant aid inclusive education.

## REFERENCES

- [1] Bojanin, S. (2002): *Tajna škole*, Grafička radionica ŠOSO "Milan Petrović", Novi Sad.

- [2] Brojčin, B., Glumbić, N. (2007): *Uključivanje dece sa intelektualnom ometenošću u redovne vaspitne grupe*, Pedagogija 62 (4), 610–619.
- [3] Bratković, D. (2007): *Pojam i značaj inkluzije*, Inkluzivno obrazovanje-perspektive u Srbiji i iskustva iz okruženja, Udruženje studenata sa hendikepom, Beograd.
- [4] Vigotski, L. S. (1996): *Osnovi defektologije*, Zavod za udžbenike i nastavna sredstva, Beograd.
- [5] Vujačić, M. (2009): *Mogućnosti i ograničenja inkluzije dece sa teškoćama u razvoju u redovne osnovne škole*, Doktorska disertacija, Filozofski fakultet–odeljenje za pedagogiju, Univerzitet u Novom Sadu
- [6] Vujaklija, M. (1980): *Leksikon stranih reči i izraza*, Prosveta, Beograd.
- [7] Došen, Lj., Gačić-Bradić, D. (2005): *Vrtić po meri deteta–priručnik za primenu inkluzivnog modela rada u predškolskim ustanovama*, Save the children UK, Beograd.
- [8] Đukić, M. (1995): *Didaktički činioci individualizovane nastave*, Filozofski fakultet–Odsek za pedagogiju, Univerzitet u Novom Sadu.
- [9] Đorđević, J. (2008): *Ličnost i funkcije nastavnika u savremenim društvenim i ekonomskim promenama*, Pedagoška stvarnost 54 (9–10), 842–853.
- [10] Le Roy, B., Simpson, C. (1996): *Improving student outcomes through inclusive education*, Support for Learning 11 (1), 32–36.
- [11] Rose, R. (2001): *Primary school teacher perceptions of the conditions required to include pupils with special educational needs*, Educational Review 53 (2), 147–157.
- [12] Rapaić, D., Nedović, G., Ilić, S., Stojković, I. (2008): *Zakonski okvir i inkluzivna praksa*, U susret inkluziji-dileme u teoriji i praksi, Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu, 9–25.
- [13] Hrnjica, S. (2004): *Škola po meri deteta–Priručnik za rad sa učenicima redovne škole ometenim u razvoju*, Institut za psihologiju Filozofskog fakulteta Univerziteta u Beogradu, Save the Children UK, Beograd.
- [14] Hrnjica, S. (2007): *Inkluzija učenika sa teškoćama u razvoju u redovne osnovne škole*, Institut za psihologiju Filozofskog fakulteta u Beogradu, Save the Children UK–Program za Srbiju, Beograd.
- [15] Hrnjica, S. (2009): *Inkluzija kao pedagoški izazov, Škola po meri deteta 2–Priručnik za primenu inkluzivnog modela prelaska sa razredne na predmetnu nastavu za učenike sa teškoćama u razvoju*, Save the Children UK, Beograd, 10–19.
- [16] Ivić, I. i sar., (1996): *Aktivno učenje–Priručnik za izvođenje kooperativnog seminara primene aktivnih metoda u nastavi*, Ministarstvo prosvete Republike Srbije, Institut za psihologiju, UNICEF-Kancelarija u Beogradu.
- [17] Joule, R. V. (2001): *Double Forced Compliance: A new Paradigm in Cognitive Dissonance Theory*, The Journal of Social Psychology 131 (6), 839–845.
- [18] Cerić, H. (2004): *Definiranje inkluzivnog obrazovanja*, Naša škola L (29), Sarajevo, 87–95.
- [19] Kovač-Cerović, T. i sar. (2004): *Kvalitetno obrazovanje za sve-izazovi reforme obrazovanja u Srbiji*, Ministarstvo prosvete i sporta Republike Srbije.
- [20] Kunstmann, A. (2003): *A path analysis for factors affecting Head Start teachers' beliefs about Inclusion*, Unpublished doctoral dissertation, Ohio State University, Columbus.
- [21] Lazor, M., Marković, S., Nikolić, S. (2008): *Priručnik za rad sa decom sa smetnjama u razvoju*, Novosadski humanitarni centar (NSHC), Novi Sad.
- [22] Milačić-Vidojević, I., Glumbić, N., Brojčin, B. (2010): *The perception of the attitudes of concern and self-efficacy of teachers regarding inclusive education*, Review of Thematic Collection Papers „Special education and rehabilitation–science and/or practice“, Society of Special Educators and Rehabilitators of Vojvodina, Novi Sad, 749–778.

- [23] Ministarstvo prosvete RS (2010): Razvojni projekti–*Dostupnost obrazovanja i inkluzija dece iz osetljivih grupa*, Ministarstvo prosvete Republike Srbije, [www.mp.gov.rs](http://www.mp.gov.rs) (25/03/2010).
- [24] Millar, M. G., Millar, K. U. (1990): *Attitude Change as a Function of Attitude Type and Argument Type*, Journal of Personality and Social Psychology 59 (2), 217–228.
- [25] Nikolić-Simončić, C. (1994): *Sociologija hendikepiranih osoba*, Defektološki fakultet, Univerzitet u Beogradu.
- [26] Nirje, B. (1994): *The Normalization Principle and Its Human Management Implications*, The International Social Role Valorization Journal, 1 (2), 19–23.
- [27] Odom, S. L. and Diamond, K. E. (1998): *Inclusion of Young Children with Special Needs in Early Childhood Education: The Research Base*, Early Childhood Research Quarterly 13 (1), 3–25.
- [28] O'Connor, E., Yasik, A. (2007): *Using information from an early intervention program to enhance literacy goals on the individualized education program (IEP)*, Reading Psychology 28 (2), 133–148.
- [29] Pavlović, G. (2007): *Inkluzivno obrazovanje–perspektive u Srbiji i iskustva iz okruženja*, Udruženje studenata sa hendikepom, Beograd.
- [30] Rajović, V. i sar., (2009): *Individualni program podrške*, Škola po meri deteta 2–Priručnik za primenu inkluzivnog modela prelaska sa razredne na predmetnu nastavu za učenike sa teškoćama u razvoju, Save the Children UK, Beograd, 57–70.
- [31] Rot, N. (1989): *Osnovi socijalne psihologije*, Zavod za udžbenike i nastavna sredstva, Beograd.
- [32] Savić, Lj. (1996): *Teorija i praksa specijalnog školstva u Srbiji do drugog svetskog rata*, Savezni odbor Saveza Gluvih Jugoslavije.
- [33] Sretenov, D. (2009): *Međunarodna isustva vezana za realizaciju i razvoj inkluzivne politike i prakse*, Škola po meri deteta 2–Priručnik za primenu inkluzivnog modela prelaska sa razredne na predmetnu nastavu za učenike sa teškoćama u razvoju, Save the Children UK, Beograd, 20–35.
- [34] Stanković-Đorđević, M. (2003): *Integracije dece sa posebnim potrebama u redovne grupe vrtića: Zašto?*, Pedagoška stvarnost 49 (9–10), 758–756.
- [35] Stojanović, A., (2008): *Kompetencije nastavnika u svetlu promena u savremenom obrazovanju*, Inovacije u nastavi – časopis za savremenu nastavu 21 (1), 61–69.
- [36] Suzić, N. (2008): *Uvod u inkluziju*, XBS, Banja Luka.
- [37] Službeni glasnik (2009): *Zakon o osnovama sistema vaspitanja i obrazovanja*, Službeni glasnik RS, broj 72/09, Narodna skupština Republike Srbije.
- [38] Službeni glasnik (2010): *Zakon o predškolskom vaspitanju i obrazovanju*, Službeni glasnik RS broj 18/10, Narodna skupština Republike Srbije.
- [39] Stoiber, K. C., Gettinger, M., Goetz, D. (1998): *Exploring Factors Influencing Parents' and Early Childhood Practitioners Beliefs about Inclusion*, The entity from which ERIC acquires the content, including journal, organization, and conference names, or by means of online submission from the author. Early Childhood Research Quarterly 13(1), 107–131.
- [40] Thomas, G. (1997): *Inclusive school for an inclusive society*, British journal of special education 24 (3), 103–107.
- [41] Čolić, T. (2009): *Opažanje, Stigmatizacija i prihvatanje slabovide djece u redovnoj školi*, Istraživanja u specijalnoj edukaciji i rehabilitaciji, Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu, 569–568.
- [42] CETI (2006): *Inkluzivno obrazovanje u Srbiji*, CETI–Centar za evaluaciju, testiranje i istraživanje.
- [43] UNICEF (2007): *Promoting the rights of children with disabilities*, Innocenti research Centre, UNICEF, 13.
- [44] Whithworth, J. (1999): *Seven steps to successful inclusion*, ERIC-Education Resources Information Center, ED436040.



## STATISTICAL PROCESSING AND ANALYSIS OF RESEARCH IN THE FIELD OF SECURITY OF STUDENTS IN SECONDARY TECHNICAL SCHOOLS ON THE TERRITORY OF THE CITY OF BELGRADE

**Aleksandra Penjisevic**

Faculty of Management Studies – Sremski Karlovci, Republika Srbija  
aleksandra\_penjisevic@yahoo.com

**ABSTRACT:** *Secondary education institutions are faced with an increased number of factors and risks that affect the security of students both at school and on the way to the school. Violence in secondary schools has unfortunately been part of everyday life and rarely educational institutions in Serbia successfully manage to combat it. This situation requires the adoption of adequate measures that would reduce the risks that call into question the safety of pupils, peer violence, and violence in general. Violence in the educational institutions indicates that there is a socially unacceptable behavior of students caused by family crisis and the degradation of the value system, the influence of peer groups and the media, as well as the lack of functionality of the educational system itself. The aim of this paper is to examine, based on statistical analysis and analysis of the results of the survey obtained by interviewing students of one state and one private secondary vocational school in Belgrade, the students' expectations regarding their personal safety in both the school and in its immediate vicinity, in order to come to referential conclusions and recommendations for improving the situation in this field.*

**KEYWORDS:** *student safety; educational process; statistical processing and data analysis.*

## STATISTIČKA OBRADA I ANALIZA ISTRAŽIVANJA IZ OBLASTI BEZBEDNOST UČENIKA U SREDNJIM STRUČNIM ŠKOLAMA NA TERITORIJI GRADA BEOGRADA

**Aleksandra Penjišević**

Fakultet za menadžment – Sremski Karlovci, Republika Srbija  
aleksandra\_penjisevic@yahoo.com

**REZIME:** *Srednjoobrazovne ustanove su suočene sa povećanim brojem faktora odnosno rizika koji utiču na bezbednost učenika kako u školi tako i na putu do same škole. Nasilje u srednjim školama je, nažalost, deo svakodnevice i retko koja obrazovna ustanova u Srbiji uspešno uspeva da mu se suprotstavi. Ovakva situacija iziskuje preduzimanje adekvatnih mera koje bi dovele do smanjivanja rizika koji dovode u pitanje bezbednost učenika, vršnjačko nasilje, kao i nasilje uopšte. Nasilje prisutno u srednjoobrazovnim ustanovama ukazuje da postoji socijalno neprilagođeno ponašanje učenika čije uzroke pronalazimo u krizi porodice i sistema vrednosti, uticaju vršnjačkih grupa i medija, ali i nefunkcionalnosti samog obrazovnog sistema. Rad ima za cilj da na osnovu statističke obrade i analize rezultata istraživanja dobijenih anketiranjem učenika jedne državne i jedne privatne srednje stručne škole u Beogradu, sagleda očekivanja učenika koja se tiču njihove lične bezbednosti kako u samoj školi tako i u njenoj neposrednoj blizini, da bi se došlo do referentnih zaključaka i preporuka radi poboljšanja stanja u ovoj oblasti.*

**KLJUČNE REČI:** *bezbednost učenika; obrazovni proces; statistička obrada i analiza podataka.*

### 1. UVOD

Svaki čovek ima iskonsku želju da živi i radi u sigurnoj ljudskoj zajednici i bezbednom prostornom okruženju, pa je zato i imperativ ostvariti bezbedno društveno stanje. Bezbednost je jedan od osnovnih uslova života, budući da podrazumeva određeno stanje u kojem se mogu normalno obavljati životne, društvene i radne funkcije. Stvaranje optimalnih uslova bezbednosti je neophodno kako za egzistenciju i progres pojedinca, radnog okruženja tako i šire društvene zajednice. Individualni osećaj bezbednosti se



reflektuje kroz fizičku i psihološku dimenziju bezbednosti. Psihološka dimenzija se ogleda u činjenici da osoba radi i živi u svakodnevnicu bez straha, dok se fizička dimenzija ogleda u odsustvu opasnosti.<sup>30</sup>

U savremenim društvenim okolnostima bezbednost u školama, naročito srednjim, narušavaju slučajevi: međuvršnjačkog nasilja, nasilja od strane zaposlenih u školama prema učenicima, nasilja od strane učenika prema zaposlenima i nasilja od strane odraslih osoba koje nisu zaposleni u školi prema učenicima i zaposlenima. Nasilje se u školskom kontekstu definiše kao "svaki oblik jedanput učinjenog ili ponovljenog verbalnog ili neverbalnog ponašanja koje ima za posledicu stvarno ili potencijalno ugrožavanje zdravlja, razvoja i dostojanstva dece/učenika." Nasilje može imati različite forme, i to: "fizičko nasilje se odnosi na ponašanje koje dovodi do stvarnog ili potencijalnog telesnog povređivanja deteta/učenika (npr. udaranje, šutiranje, guranje, šamaranje i sl. i emocionalno/psihološko nasilje odnosi se na ono ponašanje koje dovodi do trenutnog ili trajnog ugrožavanja psihičkog i emocionalnog zdravlja i dostojanstva deteta/učenika (omalovažavanje, etiketiranje i dr.)".<sup>31</sup>

Bezbednost učenika u srednjim školama smatra se važnim i prioritetnim društvenim zadatkom, a istovremeno je i merilo nivoa standarda kvaliteta kojeg te škole ostvaruju. S tim u vezi, aktivna uloga učenika predstavlja bitan segment efikasnog ostvarivanja bezbednosti u srednjim školama. U tom cilju, neophodno je istražiti očekivanja učenika koja se tiču njihove lične bezbednosti kako u samoj školi tako i u njenoj neposrednoj blizini, a u radu su sagledana na osnovu statističke obrade podataka dobijenih na osnovu ankete pod nazivom "Bezbednost učenika".

## 2. BEZBEDNOST U SREDNJIM ŠKOLAMA

U Republici Srbiji postoji zakonski okvir u pogledu bezbednosti učenika u srednjim školama. Obaveze koje srednjoobrazovna ustanova treba da preduzme po pitanjima zaštite i bezbednosti učenika propisane su Zakonom o osnovama sistema obrazovanja i vaspitanja ("Službeni glasnik RS", br. 72/2009, 52/11 i 55/13, 35/2015 - autentično tumačenje, 68/2015 i 62/2016 - odluka US). U skladu sa navedenim Zakonom, bliže uslove, oblike, mere, način, postupak i smernice za zaštitu i bezbednost dece i učenika u ustanovi, propisuje ministar, dok su škole u obavezi da donose Pravilnike o merama, načinu i postupku zaštite i bezbednosti učenika.

Prema članu 42. Zakona o osnovama sistema obrazovanja i vaspitanja ustanova je dužna da "propiše i sprovodi mere i postupke zaštite i bezbednosti dece i učenika za vreme boravka u ustanovi i svih aktivnosti koje organizuje ustanova, u saradnji sa nadležnim organom jedinice lokalne samouprave." Takođe član 45. istog Zakona predviđa da je u "ustanovi zabranjeno: fizičko, psihičko i socijalno nasilje; zlostavljanje i zanemarivanje dece i učenika; fizičko kažnjavanje i vređanje ličnosti, odnosno seksualna zlostupotreba dece i učenika ili zaposlenih. Pod nasiljem i zlostavljanjem podrazumeva se svaki oblik jedanput učinjenog ili ponavljano verbalnog ili neverbalnog ponašanja koje ima za posledicu stvarno ili potencijalno ugrožavanje zdravlja, razvoja i dostojanstva ličnosti deteta i učenika ili zaposlenog."

Da se bezbednosti učenika u srednjim školama mora svakodnevno pratiti i podsticati govori činjenica da jednom počinjeno nasilje nad učenikom, u bilo kom obliku, može se negativno odraziti na njegov celokupni razvoj i život. Zbog različitih razloga, a često i ograničavajućih faktora, danas je teško prognozirati odnosno predvideti kada i gde će se nasilje dogoditi, ko su mogući učesnici i kakve će biti posledice. Dosadašnja praksa pokazuje da se među glavne prepreke za efikasniju zaštitu dece od nasilja, zlostavljanja i zanemarivanja u srednjim školama, uglavnom ubrajaju nejasne procedure i uloge svih učesnika u tom procesu. Zbog tih razloga, u prioritetne zadatke ustanova koje se bave obrazovanjem

---

<sup>30</sup> Mijalković, S. (2009). *Nacionalna bezbednost*, Kriminalističko - policijska akademija, Beograd, str. 55

<sup>31</sup> *Posebni protokol za zaštitu dece i učenika od nasilja, zlostavljanja i zanemarivanja u obrazovno-vaspitnim ustanovama*. (2007). Beograd: Ministarstvo prosvete Republike Srbije, str. 3

učenika srednjoškolskog uzrasta ubrajaju se: inteziviranje uticaja na formiranje i razvoj stavova o neprihvatljivosti ovakvog vida ponašanja, kao i razvijanje bezbednosne kulture, tolerancije, vlastite odgovornosti, razumevanja i prihvatanja različitosti kod učenika.

Različiti su motivi za upis učenika u privatnu ili državnu srednju školu. Kao primer navodimo, da je jedan od glavnih motiva za upisivanje deteta u privatnu školu za roditelje i pitanje bezbednosti. Ovo su saznanja do kojih se došlo u razgovorima sa roditeljima prilikom upisa dece u školu. Privatne škole su škole zatvorenog tipa koje, osim mera koje preduzimaju po pitanju bezbednosti koje su propisane Zakonom, preduzimaju i posebne mere bezbednosti. Posebne mere bezbednosti se ogledaju u tome da se obrazovni proces realizuje u manjim grupama (oko 15 učenika), da učenik u vreme trajanja nastave nije u mogućnosti da napusti prostor škole kao ni školsko dvorište, pojačanom nadzoru putem sigurnosnih kamera, školskom obezbeđenju, pojačanom radu stručnih službi i odeljenjskog starešine.

Kako bi se sveobuhvatno sagledao problem bezbednosti učenika u nekim srednjim školama u Beogradu, odnosno radi poređenja i dobijanja što preciznijih podataka u ovoj oblasti, za potrebe rada kreirana je i sprovedena anketa „Bezbednost učenika“ u državnoj Mašinskoj školi „Radoje Dakić“ i privatnoj ekonomskoj školi „Dr Kosta Cukić“.

### **3. REZULTATI STATISTIČKE OBRADE I ANALIZE PODATAKA NA OSNOVU ANKETE „BEZBEDNOST UČENIKA“ SPROVEDENE U SREDNJOJ DRŽAVNOJ I PRIVATNOJ ŠKOLI U BEOGRADU**

Anketa „Bezbednost učenika“ sastojala se od devet pitanja, na koju su, u aprilu 2016. godine, odgovarali učenici od prvog do četvrtog razreda Mašinske škole „Radoje Dakić“, opština Rakovica, koja školuje kadrove mašinskih tehničara za robotiku, kompjutersko konstruisanje, mahatroniku, za rashladne i termičke uređaje i oružare. Anketa „Bezbednost učenika“ takođe je sprovedena u privatnoj ekonomskoj školi „Dr Kosta Cukić“, opština Novi Beograd. Škola je zatvorenog tipa i učenici, dok traje nastava, nisu u mogućnosti da izađu izvan školskog dvorišta, a nadzor u samim prostorijama škole se znatno razlikuje od nadzora u državnoj školi. U anketi su takođe učestvovali učenici svih razreda.

Za statističku obradu podataka korišćen je programski paket SPSS i statističke funkcije, a zbog tipova promenljivih kreiranih u upitniku za testiranje hipoteza korišćen je „Hi kvadrat“ test<sup>32</sup>.

Anketa u Mašinskoj školi „Radoje Dakić“ je realizovana u saradnji sa psihologom škole. U anketi „Bezbednost učenika“ učestvovalo je 105 učenika, od toga 92 dečaka (87,6%) i 13 devojčica (12,4%). Na pitanje kako se po pitanju bezbednosti osećaju u školi učenici su dali sledeće odgovore koji se vide u Tabeli 1:

---

<sup>32</sup> Mann, P., (2010), *Uvod u statistiku*, Za izdanje na srpskom jeziku Centar za izdavačku delatnost Ekonomskog fakulteta u Beogradu, Beograd, str. 540 – 565. i Hanić, H., Šojić, M., (2008), *Finansijska statistika*, Beogradska bankarska akademija, Beograd str. 151 – 159.

U školi se osećam:	Broj učenika	Procenat	Kumulativ frekvencija u %
Veoma bezbedno	10	9.5	9.5
Bezbedno	40	38.1	47.6
Nebezbedno	11	10.5	58.1
Veoma nebezbedno	11	10.5	68.6
Ni bezbedno ni nebezbedno	33	31.4	100.0
Ukupno	105	100.0	

Tabela 1. Izvor: Penjišević (2016) rezultati primarnih istraživanja

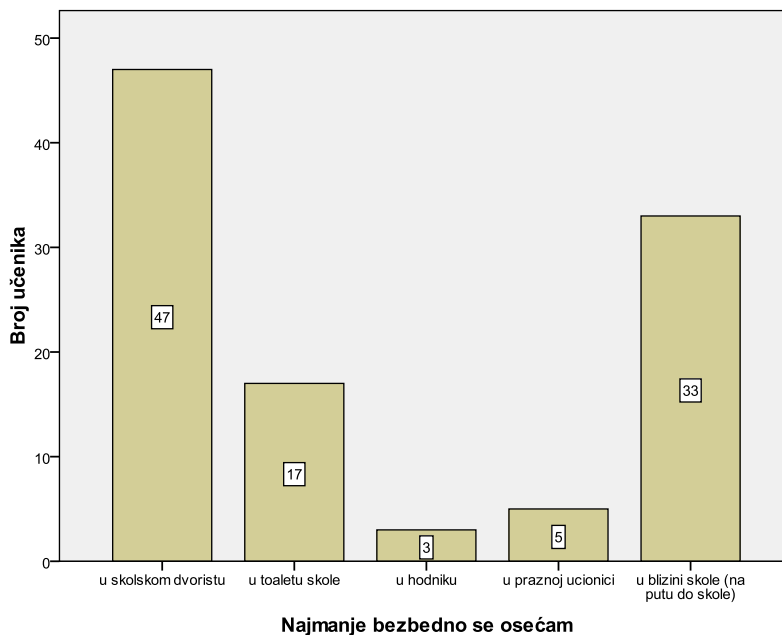
Na osnovu podataka iz prethodne tabele, vidi se da se nebezbedno i veoma nebezbedno u školi oseća 21% učenika, dok se 31,4% učenika oseća ni bezbedno ni nebezbedno, što je zajedno (52,4%) veoma veliki procenat. Ako osećaj bezbednosti uporedimo sa godinom školovanja, imamo sledeću tabelu sa odgovorima:

U školi se osećam:	Godina školovanja			
	I godina	II godina	III godina	IV godina
	Broj	Broj	Broj	Broj
Veoma bezbedno	4	3	0	3
Bezbedno	17	14	6	3
Nebezbedno	5	1	3	2
Veoma nebezbedno	4	1	0	6
Ni bezbedno ni nebezbedno	12	12	6	3

Tabela 2. Izvor: Penjišević (2016) rezultati primarnih istraživanja

Iz Tabele 2. uočava se da se manje bezbedno osećaju učenici viših razreda (trećeg i četvrtog) u odnosu na taj osećaj u prvom i drugom razredu. Ako uradimo Hi kvadrat test zavisnosti za osećaj bezbednosti i godinu školovanja, dobijamo da vrednost Pirosonovog koeficijenta iznosi 0,027, što je manje od 0,05 pa postoji statistički značajna razlika za osećaj bezbednosti u odnosu na godinu školovanja. Što se tiče osećaja bezbednosti u odnosu na pol, ne postoji statistički značajna razlika (vrednost Pirsonovog koeficijenta iznosi 0,714).

Učenici se najmanje bezbedno osećaju u školskom dvorištu, čak manje nego u blizini škole (i to 44,8% u odnosu na 31,4%), što se može videti na Grafikonu 1:



Grafikon 1. Izvor: Penjišević(2016) rezultati primarnih istraživanja

Ne postoji statistički značajna razlika za mesto na kome se osećaju nebezbedno ni u odnosu na godinu školovanja ni u odnosu na pol.

Ako se iz bilo kog razloga osećaju nebezbedno učenici to najčešće ne prijavljuju nikome (33,3%) što je praktično 1/3 ispitanika. Ako se odluče da prijave lični osećaj nebezbednosti najčešće se obraćaju odeljenjskom starešini (29,55%), potom direktoru (11,4%), roditeljima i drugu / drugarici (9,5%) i tek na kraju psihologu škole (6,7%).

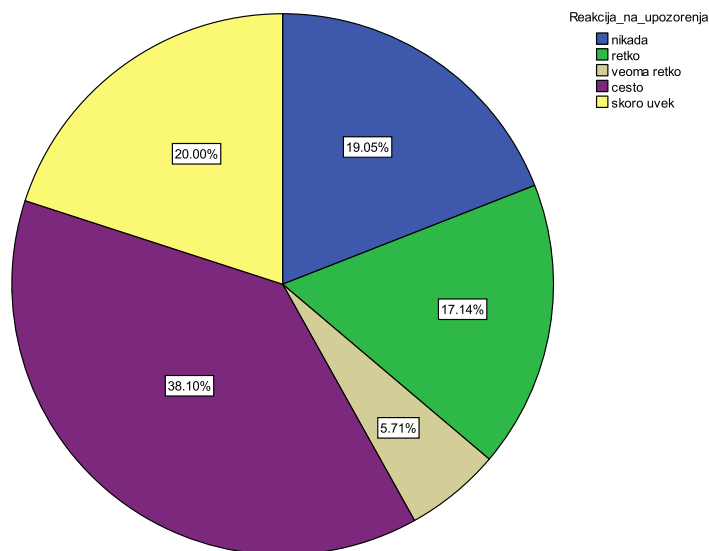
Jedno od najvažnijih pitanja je kako škola reaguje na nasilje i kako rešava nastale probleme. Na pitanje da li se u školi toleriše nasilje najviše učenika kaže da se nikada ne toleriše (37,1%), ali je interesantna situacija da po oko 21% učenika misli da se nasilje retko toleriše i da se često toleriše (Tabela 4).

Da li se u tvojoj školi toleriše nasilje?	Broj učenika	Procenat	Kumulativ frekvencija u %
Nikada	39	37.1	37.1
Veoma retko	23	21.9	59.0
Retko	12	11.4	70.5
Često	22	21.0	91.4
Skoro uvek	9	8.6	100.0
Ukupno	105	100.0	

Tabela 4. Izvor: Penjišević(2016) rezultati primarnih istraživanja

O tome kako učenici doživljavaju reakciju škole ukoliko upozore nadležne da se osećaju nebezbedno, iz Grafikona 2. možemo videti da 38,1% učenika smatra da škola često reaguje na

upozorenja, ali i da 36,1% učenika smatra da škola nikada ili veoma retko reaguje na upozorenja što je, možemo zaključiti, veoma zabrinjavajući procenat.



Grafikon 2. Izvor: Penjišević(2016) rezultati primarnih istraživanja

Još više je zabrinjavajuće što postoji statistički značajna razlika mišljenja o reakciji na upozorenja u odnosu na godinu školovanja učenika (vrednost Pirsonovog koeficijenta iznosi 0,004), a takođe postoji statistički značajna razlika u mišljenju na reakciju škole u odnosu na pol učenika (vrednost Pirsonovog koeficijenta iznosi 0,022). U sprovedenoj anketi 58,82% učenika četvrte godine misli da škola nikada ili veoma retko reaguje na njihova upozorenja, dok 23,52% kaže da škola skoro uvek reaguje. Nasuprot tome 16,67% učenika prve godine misli da škola nikada ili veoma retko reaguje na upozorenja, a 21,42% kaže da škola skoro uvek reaguje na upozorenja. Ako govorimo o aktivnostima koje škola koristi za sprečavanje nasilja, tu su: bezbedonosne kamere (43,8%), školsko obezbeđenje (8,6%), sistem kartica za ulazak u školu (1,9), dežurni nastavnik (18,1%), nešto drugo (27,6%).

Na pitanje koje su to kaznene mere koje škola koristi u svojstvu vaspitnih mera za sprečavanje nasilja, učenici su dali sledeće odgovore (Tabela 5):

Kaznene mere u svojstvu vaspitnih mera, koje škola koristi su:	Broj učenika	Procenat	Kumulativ frekvencija u %
Usmene opomene	27	25.7	25.7
Ocena iz vladanja	36	34.3	60.0
Udaljavanje iz škole	35	33.3	93.3
Slabe ocene	5	4.8	98.1
Nešto drugo	2	1.9	100.0
Total	105	100.0	

Tabela 5. Izvor: Penjišević(2016) rezultati primarnih istraživanja

Uočava se da su najčešće kaznene mere u svojstvu vaspitnih mera u cilju smanjivanja nasilja smanjivanje ocene iz vladanja i udaljavanje učenika iz škole (ukupno 67,6%).

U anketi „Bezbednost učenika“ sprovedenoj u Ekonomskoj školi „Dr Kosta Cukić“ učestvovalo je 110 učenika, od toga 73,6% dečaka i 26,4% devojčica. Anketa je sprovedena u aprilu 2013. godine. Analizirajući rezultate ankete učenika koji pohađaju privatnu školu „Dr Kosta Cukić“, može se reći da su očekivani, shodno samoj organizaciji i konceptu sprovođenja obrazovnog procesa u samoj školi. Učenici u toku vremena koje provode u školi ne mogu izaći izvan školskog dvorišta, školski prostor i prostor školskog dvorišta je skoro u potpunosti pokriven bezbednosnim kamerama, nastavnici i školsko obezbeđenje takođe su prisutni na svakom odmoru na mestima predviđenim za dežurstvo, a najveća prednost je mnogo manji broj učenika koji pohađa školu u poređenju sa Mašinskom školom „Radoje Dakić“.

Učenici Ekonomske škole „Dr Kosta Cukić“ osećaju se bezbedno, tj. ukupno 88,2% učenika kaže da se osećaju bezbedno i veoma bezbedno. Niko od anketiranih učenika se ne oseća nebezbedno, što se može videti u Tabeli 6.

U školi se osećam:	Broj učenika	Procenat	Kumulativ frekvencija u %
Veoma bezbedno	64	58.2	58.2
Bezbedno	33	30.0	88.2
Ni bezbedno ni nebezbedno	13	11.8	100.0
Total	110	100.0	

Tabela 6. Izvor: Penjišević (2016) rezultati primarnih istraživanja

Ukoliko se osećaju nebezbedno u školi, 72,7% učenika se obraća odeljenjskom starešini, koji po samoj organizaciji ima veoma važnu ulogu, pored stručnih službi, u sprovođenju obrazovnog procesa, što se može videti u Tabeli 7.

Ako se oseća nebezbedno učenik to prijavljuje:	Broj učenika	Procenat	Kumulativ u %
Razrednom	80	72.7	72.7
Direktoru	4	3.6	76.4
Psihologu	10	9.1	85.5
Roditeljima	3	2.7	88.2
Nikome	9	8.2	96.4
Drugu / drugarici	4	3.6	100.0
Ukupno	110	100.0	

Tabela 7. Izvor: Penjišević(2016) rezultati primarnih istraživanja

Na pitanje da li se u školi toleriše nasilje, 90,9% učenika kaže da se nasilje ne toleriše ili se toleriše veoma retko, što se vidi iz Tabele 8. a nijedan učenik nije odgovorio skoro uvek.



Da li se u tvojoj školi toleriše nasilje?	Broj učenika	Procenat	Kumulativ frekvencija u %
Nikada	80	72.7	72.7
Veoma retko	20	18.2	90.9
Retko	9	8.2	99.1
Često	1	.9	100.0
Ukupno	110	100.0	

Tabela 8. Izvor: Penjišević (2016) rezultati primarnih istraživanja

Od anketiranih učenika njih ukupno 98,2% (Tabela 9) smatra da škola reaguje na prigovore koji se tiču bezbednosti u školi kako njihovih tako i njihovih roditelja, a 77,5% misli da sve službe koje posluju u okviru škole vode računa o bezbednosti učenika.

Ako obavestiš nadležne u školi da se osećaš nebezbedno, da li škola reaguje na upozorenja?	Broj učenika	Procenat	Kumulativ frekvencija u %
Nikada	2	1.8	1.8
Često	42	38.2	40.0
Skoro uvek	66	60.0	100.0
Ukupno	110	100.0	

Tabela 9. Izvor: Penjišević(2016) rezultati primarnih istraživanja

Učenici smatraju da škola brzo i efikasno reaguje na prigovore koji se tiču bezbednosti u školi kako njihovih tako i njihovih roditelja.

Kada su u pitanju mere koje škola preduzima u cilju sprečavanja nasilja i uopšte neprimerenog ponašanja pojedinaca, u svojstvu vaspitnih mera, 83,5% učenika kaže da je to smanjenje ocene iz vladanja ili nešto drugo. Pod stavkom nešto drugo podrazumeva se pojačan rad stručnih službi sa akterima u cilju prevazilaženja nastalih situacija.

#### 4. ZAKLJUČCI

Na osnovu prethodno navedenih rezultata istraživanja, odnosno mišljenja učenika kao jednog od subjekata obrazovnog procesa, može se zaključiti da postoji veliki prostor za poboljšanje organizacije sprovođenja obrazovnog procesa u državnoj školi „Radoje Dakić“, koji se odnose na pitanje bezbednosti učenika, sprečavanja nasilja i odnosa učenika sa zaposlenima i saradnicima u školi. Ceo proces je otežan mnogo većim brojem učenika u odnosu na privatnu školu „Dr Kosta Cukić“, pa je potrebno uspostaviti što bolju komunikaciju i saradnju na relaciji odeljenjski starešina – učenik (jer samo bi se 29,5% obratilo odeljenjskom starešini po pitanju bezbednosti), a i saradnji na relaciji škola – roditelji. Uloga odeljenjskog starešine je u privatnoj školi naglašena, što potvrđuju rezultati istraživanja da se čak 72,7% učenika po pitanju bezbednosti obraća baš odeljenjskom starešini koji je pak u tesnoj saradnji sa stručnim službama zaposlenim u školi. Sve ovo proizilazi iz činjenice da je privatno obrazovanje nastalo iz potrebe kreiranja

škole po meri učenika koja ga time stavlja u centar pažnje, a osnovna ideja je da su korišćenje strategijskog oruđa i znanja korak ka organizacijskom uspehu.

Zaključci sprovedenog istraživanja ukazuju i na određene smernice (preporuke), radi poboljšanja stanja. Smatram da je, u cilju podizanja nivoa bezbednosti učenika u Beogradu, od značaja da se u srednjim školama: unapređuje bezbednosna kultura (kultura ponašanja, uvažavanje ličnosti, razvijanje osećaja odgovornosti i dr.); razvija podsticaj za međusobnu toleranciju; ne toleriše nasilje; ne čuti o nasilju; relizuje obuka zaposlenih, učenika i roditelja da prepoznaju nasilje i da na njega odgovarajuće reaguju; sprovodi stalno dežurstvo nastavnika, učenika i pomoćno-tehničkog osoblja škole; uvede adekvatno osvetljenje u zgradi i dvorištu škole; koristi video nadzora u prostorijama škole i školskom dvorištu; stalno obilazi škola od strane školskog policajca; obezbeđuju svi elementi zaštite od elementarnih nepogoda (požara, poplava, i dr.) koje mogu ugroziti bezbednost učenika; vrši stručno obezbeđenje učenika škole u školskim i vanškolskim objektima i aktivnostima kao npr. u vreme održavanja nastave (u zgradi škole, fiskulturnoj sali, školskim radionicama, školskom dvorištu), realizaciji ekskurzija i sličnih aktivnosti koje organizuje škola, kao i različitih svečanosti, sportskih takmičenja itd.

Na kraju, u cilju blagovremenog i efikasnog rešavanja problema bezbednosti učenika u srednjim školama u Beogradu, neophodna je permanentna i intezivna saradnja svih nosilaca obrazovnog procesa, državnih organa, lokalne samouprave, nevladinog sektora i dr.

#### LITERATURA

- [1] Dimitrovski, R., (2010), *Menadžment znanja kao poslovna strategije* [internet], Škola biznisa br. 2, str. 85. Tekst dostupan na: [https://scholar.google.co.uk/citations?view\\_op=view\\_citation&hl=en&user=k-ma-tUAAAAJ&citation\\_for\\_view=k-ma-tUAAAAJ:u5HHmVD\\_uO8C](https://scholar.google.co.uk/citations?view_op=view_citation&hl=en&user=k-ma-tUAAAAJ&citation_for_view=k-ma-tUAAAAJ:u5HHmVD_uO8C) [Pristupljeno 21. novembra 2016.].
- [2] Hanić, H., Šojić, M., (2008), *Finansijska statistika*, Beogradska bankarska akademija, Beograd
- [3] Jevtić, B., (2010), *Prevenција vršnjačkog nasilja u osnovnim i srednjim školama i Vršnjačko nasilje: Priručnik za škole*, Filozofski fakultet, Banja Luka
- [4] *Komentari na predlog Nacionalnog programa za integraciju u Evropsku uniju (NIP) – oblast obrazovanja i nauke*, (2008), Centar za obrazovne politike, Beograd
- [5] Mann, P., (2010), *Uvod u statistiku*, Za izdanje na srpskom jeziku Centar za izdavačku delatnost Ekonomskog fakulteta u Beogradu, Beograd
- [6] Miljković, S., (2009), *Nacionalna bezbednost*, Kriminalističko – policijska akademija, Beograd
- [7] *Posebni protokol za zaštitu dece i učenika od nasilja, zlostavljanja i zanemarivanja u obrazovno-vaspitnim ustanovama*. (2007). Beograd: Ministarstvo prosvete Republike Srbije
- [8] Rot, N., (1999), *Psihologija grupa*, Zavod za udžbenike i nastavna sredstva, Beograd
- [9] Zakon o osnovama sistema obrazovanja i vaspitanja („Sl. glasnik RS“, br. 72/2009, 52/2011 i 55/2013), tekst dostupan na: <http://www.mpn.gov.rs/wp-content/uploads/2015/08>



## ANTIQUES AND TRADITIONAL AREAS OF COLLECTING IN EUROPE, IN SPACE AND TIME: MEDIA AND MARKETING ASPECT OF ANTIQUES

Angelina Janevska  
[pieta@unet.com.mk](mailto:pieta@unet.com.mk)

**ABSTRACT:** *The question of defining antiques and traditional areas of collecting in Europe, understood broadly as historical, cultural, religious, ethnological, socio-economic, social and cultural categories, is very complex. The definition of antiques as an integral part of the material culture encompasses multiple views, analyzes the historical periods, categories, social processes and the interaction between collectors and the market valuation of objects that are collected as a collection. The aim of this paper is through a certain analysis of specific antiques objects, time-historically placed, with specific and non-specific categories to define and track the discovery, buying and valuation of a certain antiques. According to that, as basis for defining antiques and the traditional areas of collecting in Europe served us: the term and the definition, the antiques in the traditional and contemporary context, their classification as movable cultural heritage, historical styles and periods, collector areas, media and marketing aspects and auction houses as the most relevant place for defining and valuating. All these elements are observed and presented in the context of historical, ethnological and cultural interactions in the period from the Renaissance to contemporary art with methodology relevant for ethnology, history of art and economy, as well as scientific disciplines. In a contemporary context, with the emerge of the Internet as a media category, all social categories are allowed to search, sell and buy antique items already categorized on world-known online search browsers. Even though it doesn't play a big role, respecting antiquities is a special personal way to treasure the past with the appearance of the item itself and the information it contains. All antiquities, from any period, have the same time effect and their existence, "survival", contain a vision from another world and time period. It should be obvious that the everyday items which surround us are actually items of passion, which are of personal possession. The items in our lives, even though they have a basic function and useful value, represent something much more, the individual's connection with the item; the item represents a material body, but at the same time it's a psychological area over which we have power, and it is separate from the material culture of every ethnicity. The pleasure which we feel when we are searching for new antiquities is different and serves as a basis for understanding the past. The collectors use certain criteria and aspects in evaluating of the antiques which they have collected today and in the past.*

**KEYWORDS:** *antiques; material culture; auction; collectibles categories; auction houses.*

## АНТИКВИТЕТИ И ТРАДИЦИОНАЛНИ ОБЛАСТИ НА КОЛЕКЦИОНЕРСТВО ВО ЕВРОПА, ВО ПРОСТОР И ВРЕМЕ: МЕДИУМСКИ И МАРКЕТИНШКИ АСПЕКТ НА АТИКВИТЕТИТЕ

Ангелина Јаневска  
[pieta@unet.com.mk](mailto:pieta@unet.com.mk)

**АПСТРАКТ:** *Прашањето за дефинирање на антиквитетите и традиционалните области на колекционерство во Европа, сфатени пошироко како историски, културни, религиски, етнолошки, општествено-економски, социјални и културни категории, е многу сложено и комплексно. Дефинирањето на антиквитетите како составен дел од материјалната култура опфаќа повеќе гледишта, ги анализира историските периоди, категории, општествените процеси и заемното влијание помеѓу колекционерите и пазарното вреднување на предметите кои*

се собираат како колекција. Целта на овој труд е преку определена анализа на конкретни антиквитетни предмети, временско-историски сместени, со специфични и неспецифични категории да се дефинира и следи пронаоѓањето, купувањето и вреднувањето на одреден антиквитет. Во таа смисла, како основа за дефинирање на антиквитетите и традиционалните области на колекционерство во Европа ни послужија: поимот и дефиницијата, антиквитетите во традиционален и современ контекст, нивното класифицирање како движно културно наследство, историските стилови и периоди, колекционерските области, медиумските и маркетиншките аспекти и аукционерските куќи како најрелевантно место за дефинирање и нивно вреднување. Сите овие елементи се согледани и презентирани во контекст на историските, етнолошките и културните меѓусебни влијанија во временски период од ренесансата до современа уметност со методологија релевантна за етнологијата, историјата на уметност и економијата, и како научни дисциплини. Во современ контекст, со појава на Интернетот како медиумска категорија на сите општествени категории им се овозможува да пребаруваат, продаваат и купуваат антиквитетни предмети веќе категоризирани на светски познатите он-лајн пребарувачи. И покрај тоа што не игра голема улога, почитувањето на антиквитетите е посебен личен начин да се чува минатото со самиот изглед на предметите и информацијата што ја содржат. Сите антиквитети, од кој било период, се со ист временски ефект и нивното постоење, “преживување”, содржи визија од друг свет и временски период. Треба да биде очигледно дека предметите што секојдневно не окружуваат се всушност предмети на страст, кои се во лична сопственост. Предметите во нашите животи, иако имаат основна функција и употребна вредност, претставуваат нешто многу повеќе, индивидуите се поврзуваат со предметот; предметот претставува материјално тело, но во исто време е и психолошка област над која ние имаме моќ, а се дели од материјалната култура на секој етнос. Задоволството кое што го доживуваме кога сме во потрага по нови антиквитети се разликува и вреди како основа за разбирање на минатото. Колекционерите користат одредени критериуми и аспекти при проценката на старините кои денес и во минатото ги собираат.

**КЛУЧНИ ЗБОРОВИ:** антиквитети; материјална култура; аукција; колекционерски категории; аукциски куќи.

## 1. МЕДИУМСКИ И МАРКЕТИНШКИ АСПЕКТ НА АНТИКВИТЕТИТЕ

Медиумите се алатки и платформи кои луѓето ги користат за споделување на мислења, искуства, погледи и каква било друга информација. Масовни медиуми е термин кој најчесто се користи за да се означи оној дел од медиумите кој допира до многу голема публика (обично население на една држава). Овој термин е воведен во 1920-тите со појавата на националните радиомрежи, весниците и списанијата со масовна дистрибуција. Публиката на масовните медиуми е особено подложна на влијание на модерните масмедиумски техники, како рекламирањето и пропагандата. Социјалните медиуми можат да користат различни форми: текст, слики, аудио и видео записи. Медиумите се средство кое се употребува за да пренесе маса на комуникации и информации. Интернет медиумите се познати како маркетинг за производи и услуги на Интернет. Тоа обезбедува инстант одговори од страна на публиката, предизвикувајќи нивна реакција. Тој поврзува креативни технички аспекти, вклучувајќи дизајн, рекламирање и продажба. Тој воедно се однесува на пласирање на медиумите низ различни фази на ангажирање на купувачите. Под маркетиншки категории спаѓаат: брендирање, луксузни марки, односи со јавноста, производи, стоки и цени. Антиквитетните продавници се сметаат за место каде што се продава веќе употребена стока, тие се стари предмети кои и понатаму се вредни, како што се мебелот, сликите, среброт, играчките итн.. Повеќето антиквитетни продавници не продаваат архелоски антиквитети и предмети. Обично тие продавници продаваат вредни спомени наменети за колекционерите. Купувањето може да биде добар почеток за хоби или усовршување на

колекционерството. Статистички возрасни луѓе над 45-годишна возраст собираат антиквитети и има многу повеќе мажи отколу жени во колекционерството на антиквитети. Предностите за задоволувањето на колекционерите се во тоа што тие можат да ги понудат и купат на пазарот и он-лајн. Една од главните мотивации на колекционерите е носталгијата, како психолошки момент. Хиерархиски гледано откако ќе се задоволат физиолошките и ќе се реализираат безбедносните потреби следи самодокажувањето како најголема потреба. Според Маслов, луѓето се мотивирани да купуваат антиквитети заради докажување. Тоа истовремено им дава чувство на општествена и социјална почит. Собирањето им обезбедува чувство на самодоверба, гордост, достигнување и знаење.

Од економски аспект, антиквитетите можат да донесат голема заработувачка и добивка. Тие претставуваат голема инвестиција.

Од социолошки аспект, треба да се истакне дека социјалниот фактор има големо влијание врз купувачите и потрошувачите. Со процесот на социјализација, кој се одвива низ целиот животен циклус, се зголемуваат и активностите и желбата за купување на интереси и мислења. Луѓето собираат ако се под влијание на нивното семејство, пријателите, колегите, дури и медиумите. Денес собирањето на антиквитети стана популарно заради минувањето на елитата низ местата каде што се продаваат. Многумина дизајнери ги вметнуваат антиквитетите како акцент при уредувањето и дизајнирање на домовите. Сè повеќе се вметнуваат антиквитетни предмети во модерниот дизајн формирајќи нов еклектичен стил вметнувајќи го старото во новото. Собирачите на историските предмети минуваат време со иста референтна група која има тенденција да влијае при одлуките за купување. Треба да се истакне дека референтната група може да има големо влијание врз колекционерите, бидејќи многумина од нив се успешно етаблирани, од економски добро ситуираната класа и тие имаат директно и индиректно влијание врз судот на останатите.

Однесувањето на потрошувачите на антиквитети се формира од различни фактори. Општествената класа која собира антиквитети повеќето е од високата и средната класа луѓе. Референтна група се состои од групи кои имаат директно и индиректно влијание врз ставовите и судот. Возраста и фазите во животниот циклус се фактори кои влијаат врз вкусот и потрошувачката. Повеќемина собираат старини кога се приближуваат кон средната возраст. Друг фактор кој влијае на желбата и мотивот за собирање антиквитети е начинот на живеење. Луѓе од иста социјална класа и окупација можат да имаат сосема различен стил на живот. Стилот на живеење на луѓето кои купуваат и собираат антиквитети е софистициран, најчесто тие се со префинет вкус или се успешни во кариерата, а нивното купување е заради престижот во средината. Фактори кои влијаат при купувањето на старини се: перцепцијата, учењето, мотивацијата, верувањето и авантурата.

Стратегија за маркетинг кампањата е да се подигне јавната свест за купување и собирање на старини. Како алатки за тоа се користат: веб страниците, е-маилот, односите со јавноста, логирањето, зачленувањето и итн.

Сè до 20 век главен извор на информации биле: списанијата, весникот, радиото и телевизијата, а најнов изум е Интернетот. Тие се добар извор на информации кои влијаат на нашиот став и однесување. Колекционерите се свртени кон медиумите за да научат повеќе за вреднувањето на антиквитетите и нивната пазарна вредност. Тие воедно ни даваат перцепција и информација за различни култури, верувања и религии. Тоа му помага на обичниот човекот да се идентификува со другите, да покаже како другите луѓе живеат и да го долови општественото опкружување.

Медиумите можат да бидат голем извор на мудрост и знаење, но треба да се има предвид влијанието врз нашето општество, семејство и поединецот. Тие можат да бидат печатени и електронски, а во денешни услови сè што е печатено воедно има и електронска форма. Антик Трејд Газет (Antique Trade Gazette) е најпознат весник за продажба на антиквитети кој излегува еднаш неделно и има своја Интернет страница. Во 2006 година компанијата има комплементарна



понува на сервис со вклучен он-лајн весник и потпишувачи за хостирање на он-лајн аукција. Тоа е важна алатка за дилерите, аукционерите и сервис за рекламирање на предметите за аукција. За купувачите, како што се антикварите и колекционерите, водечката веб страна ([www.the-saleroom.com](http://www.the-saleroom.com)) за уметност и антиквитети е во Британија. Од 2006 година сервисот им дава повеќе од 80 000 хостирања на овој сајт. Интернационалната компанија за изложби и за публикување ДМГ Светски Медии (DMG World Media) организира повеќе од 250 изложби на годишно ниво, шоу претстави и саеми за купувачите. Застапена е во повеќе од 30 земји и има свои претставништва во: САД, Канада, Франција, Нов Зеланд, Кина и Индија. Воедно публикува тематски поврзани магазини за уметност и колекционерство.

Луис Блон медиумите (Louise Blouin Media) го држат најсеопфатното портфолио на средствата наменети за културата и уметноста опфаќајќи: списанија, веб страници, водич книги, цени на уметнички дела, база на уметничка продажба, каталози за изложби и издавачки куќи. Исто така, филантропски води, културни фондации, непрофитни институции и годишни креативни глобални самити. Неговата мисија е да обезбеди сигурен пристап кон светот на културата и уметноста, да инспирира, образува и да ги известува читателите и колекционерите. Публиката се состои од креатори и луѓе кои влијаат и ја дефинираат уметноста, културните навики, луксузните стоки и дизајнот. Тие се бренд кој задолжително се занимава со глобалната култура и уметност денес. Партнер е со над 20 000 галерии, музеи, аукциски куќи, биеналиња и уметнички саеми. Луис Блон медиумите имаат способност да го осмислат рекламните партнери со маркетиншките можности, за да пријдат до културната елита.

#### Артинфо (Artinfo)

Динамичното сознание за уметноста и културата ни е податливо преку веб страницата за артинфо ([www.artinfo.com](http://www.artinfo.com)) он-лајн. Артинфо е ексклузивна страница за уметност и аукција, модерно сликарство и култура. Оваа страница обезбедува глобална листа на ликовни уметници, галерии, музеи, доверливи аукции, индекс за уметничка продажба, маркетиншка анализа и известување за меѓународни уметнички настани, луѓе, приказни, во смисла кои, што, каде и кога се одвива во светот на уметноста.

Мај артинфо (Myartinfo) е глобална он лајн страница за уметници и културни дејци. Оваа страница е креирана за креативни уметници кои истражуваат и се вметнуваат во мрежата, визуелната уметност и нивното вклучување во архитектурата, дизајнот, пишаниот збор и старините. На оваа страница се прикажани илјадници уметници со нивните дела над 10 000 од целиот свет, со девет јазични верзии. Таа претставува платформа за промовирање на уметничкиот талент во светот и премостување на културните разлики.

Во светот на колекционерството постојат голем број на печатени медиуми кои денес ги има и во електронска верзија. Тука спаѓаат магазините и списанијата поврзани со уметноста и колекционерството. Интернационален магазин за уметнички колекционери (The international Magazine for Art and Collectors) е водечки меѓународен авторитативен приказ за инвестирањето во ликовната уметност, антиквитетите и другите колекционерски предмети и независен извор на знаење и анализа. Напишан е за сериозни колекционери, давајќи ги најновите вести на пазарот за уметност, ги испитува клучните трендови и ги покажува уметниците кои се водачи во таа област. Воедно, идентификуваат прашања кои влијаат на колекционерските преземања и изборот на уметност. Списанието е за луѓе кои се длабоко навлезени во уметноста и колекционерството, како емоционално така и финансиски.

Списанието за меѓународна современа уметност (The International Contemporary Art Magazine) е извор за анализа на меѓународните случувања во уметноста и културата како што се: сликарството, скулптурата, фотографијата, филмот, архитектурата, дизајнот и перформансот.

Списание поврзано со патниците страсни за уметност и антиквитети е Култура и патување (Culture+Travel). Овој магазин ја има репутацијата на понудувач за авантура. Секогаш изненадува давајќи ни ја културата и патувањето на едно место. Уметничките фотографии, новинарите и

писателите ни даваат пристап прикажувајќи ни ги омилените места и откритијата кои би сакале да ги посетиме.

Месечниот водич за водечките галерии и музеи е извор на информации за галериски изложби низ целиот свет повеќе од 35 години. Постојат пет изданија од кои четири го опфаќаат американскиот континент, а едно европско-азискиот. Галерискиот водич има ексклузивна публика на уметнички колекционери, патрони и дилери кои ги посетуваат уметничките изложби и настани на редовна основа. Независно дали се туристи или локални жители, тие се професионалци кои имаат средства да ги задоволат своите културни страсти и придобивки со подобрување на нивниот живот низ уметноста.

Добар извор на информации е Годишниот водич (The ultimate fire art pricing resources) за индексот на уметничката продажба и уметничките референтни материјали кои обезбедуваат информации за меѓународната публика на уметноста, професионалци, колекционери, уметници, институции, галерии, проценители, аукциски куќи, дилери и ентузијасти. Излегува со повеќе од 4 милиони записи и информации за повеќе од 350 000 уметници, книги за уметноста, индекс за продажба на ЦД-ромови и он-лајн база за податоци која нуди огласи за уметничка продажба, цени и аукции.

Водечкиот издавач на каталози за галерии и музеи, Сомоги (Somogy), е застапен во Франција, Белгија, Швајцарија и Канада. Овие публикации се изработени од најпрестижните истакнати стручњаци во својата област.

Како што населението на планетата земја се зголемува, така светот се чини дека станува се помал. Пред неколку децении не се веруваше дека дилерите на антиквитети и колекционери може да патуваат со таква леснотија и регуларност низ сите поголеми градови низ светот што одржуваат аукција на антиквитети. Постојат неколку фактори кои придонесоа за промена на светскиот антиквитетен пазар. Поврзувањето е важно за нашето секојдневие, бидејќи е дел од нашиот општествен живот. Целиот бизнис е закачен за компјутерот и сите информации преку истражувањето и експлоатацијата на вебот ги задоволуваат нашите основни начела за добивање на каква било информација. Пронаоѓањето на Интернетот во денешни рамки има иста важност како и значењето на огнот и откривањето на тркалото за првобитниот човек. Во наше време Интернетот дава можност на секој да го користи светскиот пребарувач за комуникација и рекламирање. Иако постојат правила и прописи за активностите на вебот во некои земји, значаен фактор на 21 век е тоа што Интернетот овозможува слобода на активност и движење. Не постојат повеќе скриени и неоткриени богатства, а експертите или почетниците во колекционерството може да дебатираат бескрајно. Во старите денови доколку некој посакал да ги види најдобрите рани Минг бели и сини порцелански предмети, имал неколку избори, можел да отпатува во Истанбул и да ги погледне во Топкапи ( најголем покриен пазар во Истанбул ), каде има голем број на антикварници или во Долмабахче палатата (Dolmabahce Palace). Она што е неверојатно за светот во кој живееме е тоа што на аукциите и саемите може да се купи скоро сè од понудата само со еден клик и на тој начин да ни припадне нам. Пазарот стана меѓународен и се разбира секоја поголема аукциска куќа на антиквитети со наддавање остварува профит за себе и за клиентот. Светскиот пазар на старини е овде и сега. Кога говориме за тоа како Интернетот го погоди светот на уметноста и антиквитетите треба да бидеме свесни дека “полето за играње” во голема мера се измени. Не постои нешто што не може да се најде на Интернет. Со он-лајн платформата има клиенти од целиот свет. Тоа што тој го има создадено е потврда за старата латинска поговорка “Caveat Emptor”. Интернетот стана бескрупулозен продавач. Антиквитетите едноставно се дефинирани како стари работи кои се собираат. Колку се постари нивната вредност се зголемува. Нивната цена не расте заради сентименталноста, историската или културната, туку заради монетарната вредност. Ретките антиквитети, иако чинат многу пари, може да ги поседува само оној кој има голема финансиска моќ. Секој антиквитет е бизнис и бренд. Прашањето: “Што е бренд и како се гради ?” е прашање

кое си го поставуваат многумина дилери и аукциски куќи кои имаат желба да го разберат и развијат. Постојат различни аспекти на брендот:

- **идентификација на брендот**, претставува поистоветување на компанијата со производот.
- **ветувањето на брендот**, што е тоа што им се нуди на купувачите и како е позициониран (на пр. брендот може да ветува одличен сервис или најдобра цена за антиквитетите).
- **искуство на брендот**, купувачите сакаат да соработуваат со добрите познавачи на антиквитетите.
- **имиџ на брендот**, е емоционална состојба на купувачите за антиквитети, последователно откако купувачите го идентификуваат, каде, зошто и како го гледаат брендот.

### ЗАКЛУЧОК

Антиквитет (на латински: antiques) претставува стар колекционерски предмет. Тој се чува во колекција и е посакуван поради неговата старост, реткост, состојба, вредност или други уникатни карактеристики. Собирањето антиквитети претставува елементарен начин да се оствари контролата над надворешниот свет: со редување, групирање и управување на предметите. Дефиницијата за антиквитети им дозволува на луѓето да направат разлика помеѓу археолошките, старите и предметите кои што се собираат. Актот за купување, идентификување, договарање и наддавање на антиквитети е поврзан со чинот соодветен на луѓето кои се занимаваат со старини. Тој акт може да се случува на гаражна продажба, при продажба на недвижности и во интернационални аукциски куќи.

### ЛИТЕРАТУРА

- [1] Halligan B., Shah D., (2010) *Inbound Marketing*, Jonh Willey&Sonc.Inc, New Jercey, USA
- [2] Thierer A., Eskelsen G., (2008) *Media Metrics: The true state of the modern media market place*, Washington, D.C.
- [3] Holden G., (2009) *Starting an online business for dummies*, New York, USA, 200528 Dionne Cordel, Upholstery journal,
- [4] Freedom, (June 09, 2010) Internative Reporting in the public interest, CNN 360 article
- [5] Vickers M., (2006) *Marketing and buying fine art Online*, Oregon, USA
- [6] Klemperer P., (2004), *Theory and Practice*, Princeton University Press, N.J.

## ANGLICISMS IN THE TERMINOLOGY OF RESTORATIVE DENTISTRY IN SERBIAN

**Djukica Mirkovic**

Foreign Languages Centre “Big Ben” – Brcko, Bosnia and Herzegovina [djukica.m@hotmail.com](mailto:djukica.m@hotmail.com)

**ABSTRACT:** *This paper deals with Anglicisms in the terminology of Restorative Dentistry in Serbian. It also includes the influence of English on Serbian in the same discourse. The process of borrowing words is connected with the prestige of one civilization over other civilizations. This explains why English is the most dominant language. As the most widespread and dominant language in the world, English has influenced many languages. Serbian is no exception and it belongs to the languages which are greatly under the impact of the English language. This has caused the frequent use of many Anglicisms in the different areas of scientific vocabulary of Serbian. However, they are accepted and adapted to Serbian due to the rules and principles of the Serbian language.*

*The main aim of the research is to give an overview of these Anglicisms found in the Serbian language system. Not only will the analysis show how and to what degree English has influenced Serbian, but it will also show the crucial similarities and differences between these two languages through contrastive analysis. Contrastive analysis (CA) is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. It is an inevitable element of translation process. The paper also elaborates translation performance so to better perceive the connection between these two languages and the English influence on Serbian. This encompasses diverse translation techniques that are vital for the process of conveying the information from the source language into the target language. In order to transfer the correct message, we need to be aware of the principles and rules of the target language. Restorative Dentistry is part of Dentistry, which has not been studied much in Serbian. As the paper concludes, not only should Linguistic Experts pay more attention to examining and analyzing this scientific area, but Dentistry Experts ought to do more research on it too. We also concluded that no language can avoid the influence of a foreign language considering economic, political, cultural and other kinds of communication and language contacts. However, new words are formed and adapted from other languages, as a result of the previously mentioned facts. All this can lead to disappearance of a native language, in this case Serbian. The problem arises when English words are part of the Serbian language system regardless of the fact that there is a proper native word. The conclusion also emphasizes that we need to be cautious and save our mother tongue. The corpus for the paper was taken from the book “Pulp-Dentin Biology in Restorative Dentistry”.*

**KEYWORDS:** *English; Serbian; Restorative Dentistry; Anglicisms.*

### 1. INTRODUCTION – ENGLISH AS A LINGUA FRANCA

English is on top of the global language hierarchy. English is now the most widely spoken foreign language in 19 of the 25 EU Member States where it is not an official language. There is one more important issue to the growth of English as a world language – the cultural legacy of the post-war decades. In other words, speaking English is no longer considered as something special, it is a requirement. Nowadays the English language has definitely become a global lingua franca. Speaking English makes it possible to communicate with people all over the world and from many different cultures. The result of this is that English has a large influence on a multitude of other languages, particularly in Europe where many words have been adopted outright. English is the dominant giving language in almost all aspects of our lives, including the language of various scientific terminology fields. In the twentieth century we faced an expansion of scientific areas at world level and many scientific discoveries and inventions which caused the need for an international language. The role of the international language belonged to English due to major economic power of the United States and Great Britain. Many scientific inventions originate from these two countries. This made English a dominant

language in all spheres. As such, English is much studied, and numerous papers of world literature have been written in English as the source language. New terms and titles which contributed to lexical language of other nations have been formed as part of English. The power of the English Language surrounds us. Among the six official languages of the United Nations Organization, English is the most relying one, and one of the working ones.

## 1. THE CONTACT BETWEEN LANGUAGES

There are many reasons for contacts between languages. The results of such contact differ according to several factors, including the types of social, economic, and political relationship between them, then the level of similarity between the languages. This can also occur when a person uses two or more languages actively, or because of the geographic closeness of another language. Sometimes people are forced to learn one more language, or the need to be bilingual has roots in colonialism. The 15<sup>th</sup>–19<sup>th</sup> centuries experienced European colonial expansion, which caused the formation of new communities. Consequently, colonial languages came in contact with the native languages of the colonized. Bilingualism is a very important aspect of language contacts. Bilingualism is almost imperative in a multilingual community, in which people need to understand and speak more than one language, apart from their first language. All this leads to borrowing words from another language which is in contact with the indigenous language. Therefore, modern linguists have dealt with this issue of language contacts constantly. The influence of one language on another may occur in all areas of grammar, including the lexicon, phonology, morphology, syntax and semantics. There is no limit that controls borrowing, in some cases only a few words are borrowed. On the other hand, the whole new languages may be formed. The term borrowing figures very prominently in the work of Haugen who used it to refer to linguistic diffusion in general and defined it as “the attempt by a speaker to reproduce in one language patterns which he has learned in another” (1969: 363). Haugen clearly identifies borrowing as a historical or diachronic process (1950: 213) such that at one point in time, a borrowed word must have appeared as an innovation which later spread in the language.

### 1.1. Definition of Anglicisms

English borrowed words that are used in other languages are called Anglicisms. An Anglicism is a word, phrase, or idiom characteristic of or peculiar to the English language. The names for some new inventions, discoveries and developments are often very hard or impossible to translate, and therefore it is acceptable to simply keep the original English name (e.g. *molar* – *молар*). The concept of Anglicism is broadly defined as a lexical unit in Serbian borrowed from English (Filipović 1986:192). Prčić (2005), defines Anglicisms as lexemes or bound morphemes from English which are used in another language, with varying degrees of integration into its system. Anglicisms are lexical units in Serbian with higher frequency of usage and / or semantic modification under the influence of English, such as *circulatory* – *циркулација*. Why does it happen that Serbian is under the impact of English to such a degree?

### 1.2. Penetration and spreading of Anglicisms in the Serbian language

The use of Anglicisms from a language for specific purposes is usually supported by increasingly frequent belief of experts from almost all scientific fields that today only English terms are original, although they do not have a good proof for this belief. At the same time, present words from mother tongue are ignored. A good base for acquiring scientific terminology is gaining knowledge of general and academic language. In order to successfully translate the text of the dental profession and terminology, it is necessary to acquire some knowledge of dentistry. Dentistry is developing more and more and this requires studying and expanding dentistry terminology, especially restorative dentistry which has not been studied so much in this area. Considering the fact that various types of publications and textbooks exclusively appear in English, it is not surprising that nowadays most loanwords in the terminology of Dentistry in Serbian are, in fact, Anglicisms.



"An Anglicism is a word taken from the English language that illustrates an object, an idea or concept as parts of the English civilization; It does not have to be of English origin, but it must be adapted to the English language system and integrated into the English vocabulary "(Filipović, 1990:17).

An Anglicism is unnecessary if the Serbian language contains the word with the same meaning. Such Anglicism and its corresponding native word are in relation to each other's synonymia, they express identical meaning and therefore they are completely semantically equal (Filipović, 1990:78).

- *afferent* – аферентна / доводна;
- *dental* – дентински / зубни;
- *accumulation* – акумулација / нагомилавање;
- *application* – апликација / наношење;
- *dentition* – дентиција / стање зуба;
- *dentin* – дентин / зуб;
- *penetration* – пенетрација / продор;
- *injury* – деструкција / повреда;
- *pellicle* – пеликла / опна

## 2. THE IMPACT OF ENGLISH ON SERBIAN

All languages are created in accordance with their own features, principles and rules. If some languages belong to the same group of languages, they are alike, but the languages from different groups of languages rarely have mutual elements.

The main role in better understanding to what degree English has influenced Serbian includes the process of translation from English into Serbian. This process is complex because we find grammatical codes very hard to be processed and this is essential for receiving the original message. The fundamental rule of translation is to convey the message or information, not the word or sentence itself (Mičić, 2009). This means that we should avoid the translation "word by word". "The translation is a process of *forming* translation and it consists of modification (Hlebec, 2008:12).

### 2.1. Contrasting two languages in the Terminology of Restorative Dentistry

When we use a foreign language, we may make mistakes as a consequence of the impact from our mother tongue - mistakes in pronunciation, grammar, and other levels of language - often referred to as interference. The similarities and differences between languages can be noticed through the methods of Contrastive Linguistics, which includes three areas of contrastive studies: Contrastive Analysis, Theory on Translation Performance and The Analysis of Errors. All these areas are equally necessary and they are mutually influential (James, 1980:4). Contrastive analysis is a process in which two languages are contrasted. These languages are compared with the help of some mutual features or one language is studied through another in order to reach similarities and differences between them. As Đorđević says (Đorđević, 2004:8) contrastive analysis is a process in which systematic comparison of the description of the two languages leads to the explicit similarities and differences between two or more languages. James claims that these similarities and differences are discovered through the methods of contrastive linguistics, contrastive analysis, theory of translation and the analysis of mistakes (James, 1980:4). The goal of contrastive analysis is to predict linguistic difficulties experienced during the acquisition of a second language; as formulated by Lado (1957), it suggests that difficulties in acquiring a new (second) language are derived from the differences between the new language and the native (first) language of a language learner.

### 2.2. Translation in the Terminology of Restorative Dentistry and Translation Techniques

Contrastive analysis and translation studies are completely different, though, related fields. Translation activity is ideally a matter of bilingualism due to the "bridging" process between two languages. When we do a translation process, we must be careful about the content of the message that we



tend to transfer. It is frequently inevitable to change word order, or to omit some words and to insert some new non-present words from the source language. Sometimes we also tend to replace one part of speech with different part of speech. All this is crucial if we want to transfer the original information from the source language (Jovanović, 1991:109), since each language has its own principles and rules.

<b>adjective – noun:</b>	<i>circulatory</i> < циркулација <i>inflammatory</i> < запаљење
<b>noun - adjective:</b>	<i>diffusion</i> < дифузиона; <i>fenestration</i> < фенестрирани; <i>granulation</i> < гранулациони; <i>induction</i> < индукована; <i>pulp</i> < пулпи; <i>repair (process)</i> < репаративни (процес); <i>secretion</i> < секретациони; <i>dentin-predentin</i> < дентинско-предентински; <i>coagulation (polip)</i> < коагулациони (полип); <i>cellularity</i> < ћелијски;

Jovanović claims that an interpreter should not translate foreign words when they are part of the source text, it is not possible for a translator to speak all languages whose words are accepted and adopted in the English language system. We take a risk to lose the original meaning of such word if it is not translated into the target language properly, so it is a better solution to keep its source form (Jovanović, 1991:47).

*plaque* – плак

There are a lot of differences between English and Serbian, which requires a special approach to the process of adaption. Transliteration is very close to adaptation and transcription. The final process of adaptation in Serbian is gender and number adaptation (Jovanović, 1991:44). All this implies that we sometimes need to add some words in the target language so that the translation makes sense (Jovanović, 1991:49).

- *rubber-based* < на бази силикона;
- *diffusion of agents* < дифузија одређених средстава;
- *nuclear membrane* < мембрана ћелијског једра;
- *primer-resin* < прајмер комбинован са смолом ;
- *pedodontists* < дјечији стоматолози;
- *excruciating* < веома болан

Permutation is a translation technique which is important for the structure of a sentence, actually word order in a sentence of the target language alters comparing to the source language (Jovanović, 1991:59).

- *electron microscopic studies* < проучавање електронским микроскопом;
- *total-etch technique* < техника тоталног нагризања;
- *afferent sensory nerve fibers* < осјетљива доводна нервна влакна;
- *dead tract reaction* < реакција мртвих зона;
- *enamel-dentin rods* < лезија у глеђи и дентину
- *gene-related* < сродни гени

In some situations the process of translation urges omitting or cutting off part of the language unit meaning.

- *self-strangulation* < самоугушење
- *high-speed dental engine* < турбински колањак

One of the techniques is compensation, that is, we add the missing part of the translation in the target language:

- *odontoblast-like cells* < ћелије које личе на одонтобласте;
- *osteoblast-like cells* < ћелије сличне остеобластима
- *pulp- capping material* < материјал за прекривање пулпе;
- *general practitioners* < лекари опште праксе;
- *irritants* < јака надражајна средства;
- *luting cements* < материјал за цементирање;

All these techniques of translation are substantial for receiving the original semantic structure of the translated text.

### 2.3. Terminology adaptation from the source into target language

The process of adaptation involves several phases. All the borrowed words are subjected to phonetic, morphological and lexical regulations in the process of adaptation in the language corpus. The integration process of a foreign word covers a few stages and it is based on two views: encoder and decoder. It is present since the moment of the occurrence of the word till the moment of its codification (Mičić, 2009). Terms as kind of scientific lexicon in the terminology of Restorative Dentistry are result of the inventions that they signify. Terms are often defined as groups of words and they should be translated in that way (*transcapillary transport of fluid* - *транскапиларни транспорт флуида*). If each word is translated separately, we might not convey the right message from the source language and its original semantic structure (Jovanović, 1990: 85-87).

Terms can be formed as follows:

- Terminologization of standard language words (*круна, зуб*)
- With the root of the present word by adding endings for the formation of new words (*infectious-инфективан*)
- By forming compounds with the tool of joining two present words (*anti-bodies* – *антитијела*)
- By borrowing internationalisms (*biology* – *биологија*, *bulimia* – *булимија*)

Terms are the most borrowed words. Terms must precisely indicate to the original concept, otherwise the message may be misunderstood or hardly understood.

According to the use they can be divided into:

- Terms used in one scientific field (Dentistry)
  - *canine* – очњак;
  - *cavity* – кавитет;
  - *caries* – каријес;
  - *incisors* – сјекутићи
- Terms used in some other scientific fields:
  - *examination* - испитивање;
  - *trauma* – траума;
  - *restoration* – рестаурација;
  - *grinding* – брушење;
  - *erosion* – ерозија;
  - *chamber* - комора

**Neologisms** are new words that replace loanwords. They are formed to signify new objects yet they still are not part of standard language. We differ lexical neologism – completely new words (Savić, 200:40) (*putice* – пловућак; *bur* - сврдло) and semantic neologism – new meaning of present words (*gap junction- пукотинске везе, care-хиџијена*).

The main reason for borrowing foreign words is the need to name an unfamiliar referent, which has no proper equivalent in a language. The second reason may be a complete lexical gap in a target language. We are sometimes aware that a foreign word is more economical for use.

#### 2.4. Loanwords as part of the Serbian lexical system

Loanwords are proof of historical movements and touch of different cultures. Loanwords are words of foreign origin but they are adapted to the Serbian language through contacts with other nations. There are a few reasons for borrowing: Serbian tends to find the proper words for gaps in the language system (*anaesthetic* – *анестетски*); technical connections; direct geographic contact of the language regions (Savić, 2000: 33-37) (*fixative* – *фиксиран*).

Borrowings can be divided into:

- Direct borrowings (semantically the same or similar to the words from the language from which they are adopted) (*fractured* – *фрактурисан*; *minilesion* – *минилезија*; *infectious* – *инфективан*).
  - Lexical calque – literally translated words
- Not adapted word is called a loanword (*fluid* < *флуид*; *trauma* < *траума*).

Loanwords need to be adapted to the target language at three levels:

1. Graphology and orthography (*pellicle* – *пеликла*)
2. Phonological (*hyperemia* – *хиперемиа*)
3. Morphological (*to apply* – *апликовати*)

Semantic language meaning must be the same in the source and target language, that is, Serbian.

*circulation* < *циркулација*

*decomposition* < *распадање*

*desensitization* < *неосјетљивост*

*fracture* < *прелом*

*hypersensitive* < *преосјетљив*

*reinfection* < *поновна инфекција*

There are four categories of loanwords:

1. Integral loanwords – after phonological-graphology adaptation, the replica has the same form / model  
*nerve* – *нерв*;  
*composite* – *композит*;  
*receptor* – *рецептор*;  
*bacteria* – *бактерија*  
*gangrene* – *гангрена*  
*stimulants* – *стимуланс*
2. Adapted loanwords, which includes morphological assimilation according to target language principles:  
*semipermeable* – *семипермеабилан*;  
*trigeminal* – *тригеминалан*;  
*reparative* – *репаративан*;  
*dentition* – *денциција*
3. Hybrid loanwords one part is imported (usually the root of the word, and the other part is translated with the target language tools – (*microleakage* – *микроцурање*)
4. **Calque** – a direct translation in which the replica follows the language structure. In this process some parts of words or expressions are translated literally from the source language in accordance with the source language model but with Serbian lexical tools. All this happens because there is no equivalent in Serbian. A morpheme by morpheme is translated, in the order as in the source language (*blood flow* – *крвни ток*).

#### 3. CONCLUSION

The concept of Anglicisms should include all language features either adopted from English, adapted from English or inspired by English. The influence of foreign languages is unavoidable due to economic, political, cultural and the other kinds of communication and language contacts. Since there are a lot of English words in Serbian, English words will contribute to the Serbian language system.

However, these terms should be linguistically analyzed, adopted and adapted to the principles of the Serbian language. We can conclude that contrastive analysis helps to better understand and notice one language influence on another. As language for specific purposes is improving and changing more and more, new words are formed or they are adapted from other languages, all this can lead to the disappearance of a native language, Serbian. Anglicisms find their way to the Serbian vocabulary more and more and they become part of Serbian. This is not a problem when Anglicisms are used for gaps in Serbian, but it can cause a problem when English words are used in everyday Serbian communication even when there is a proper native word, so we need to be aware of the fact that we will lose our mother tongue unless we take care to save it.

#### REFERENCES:

- [1] Đorđević, R. (2004). *Uvod u kontrastiranje jezika*. Beograd: Univerzitet u Beogradu, Filološki fakultet.
- [2] Đorđević, R. (2007). *Gramatika engleskog jezika*. Beograd: Univerzitet u Beogradu, Filološki fakultet.
- [3] James, C. (1980). *Contrastive Analysis*. London and New York: Longman.
- [4] Jovanović, M. (1991). *Tehnika prevođenja*. Beograd: Zavod za udžbenike i nastavna sredstva.
- [5] Klajn, I. (2002). *Tvorba reči u savremenom srpskom jeziku: Slaganje i prefiksacija*. Beograd: Univerzitet u Beogradu, Filološki fakultet.
- [6] Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. University of Michigan Press: Ann Arbor.
- [7] Milosavljević, N. (2008). *English in Dentistry*. Niš: Medicinski fakultet.
- [8] Mjör, I. A. (2002). *Pulp-Dentin Biology in Restorative Dentistry*. Illinois: Quintessence Books
- [9] Mjör, I. A. (2008). *Biologija pulpe i dentina u restaurativnoj stomatologiji*. Beograd: Data Status.
- [10] Surdučki, M. (1978). *Srpskohrvatski i engleski u kontaktu*, Matica srpska, Novi Sad.
- [11] Prčić, T. (2005). *Engleski u srpskom*. Zmaj: Novi Sad
- [12] Thomason, Sarah G. 2001. *Language Contact: An Introduction*. Edinburgh: University Press.
- [13] Savić, B. (2000). *Leksika i nastava leksike u školi*. Bijeljina: Učiteljski fakultet u Bijeljini.
- [14] Stanojčić, Ž. i Popović, Lj. (2000). *Gramatika srpskog jezika*. Beograd: Zavod za udžbenike i nastavna sredstva.
- [15] Filipović, R. (1986). *Teorija jezika u kontaktu, uvod u lingvistiku jezičkih dodira*. Zagreb: JAZU – Školska knjiga.
- [16] Filipović, R. (1990). *Anglicizmi u hrvatskom ili srpskom jeziku*. Zagreb: Jugoslovenska akademija znanosti i umjetnosti - Školska knjiga
- [17] Hlebec, B. (2008). *Opšta načela prevođenja*. Beograd: Beogradska knjiga.
- [18] Haugen, E. (1969). *The Norwegian Language in America*. Bloomington. Indiana University Press.

#### DICTIONARIES:

- [1] Vujaklija, M.(1980). *Leksikon stranih riječi i izraza*. Beograd: Prosveta
- [2] Mičić, S. (2007). *Medicinski rečnik: englesko-srpski, srpsko-engleski*. Beograd: Zavod za udžbenike.
- [3] CAMBRIDGE Academic Content Dictionary. (2009). Cambridge: Cambridge University Press.
  - a. Longman Dictionary of Contemporary English. (2008). Longman

#### PAPERS:

- [1] Mirkovic Dj., (2011), Master Thesis: *The Influence of English on Serbian in Terminology of Restorative Dentistry*, Univerzitet u Beogradu, Filološki Fakultet.