

## CONTENTS

<b>Editorial Board</b>	<b>ii</b>
<b>From the Editor</b>	<b>iv</b>
<b>Notes to Contributors</b>	<b>v</b>
<b>Research at CDA College</b>	<b>x</b>
<b>Articles:</b>	
Corporate fraud	1
Elena ANTONIOU	
How Do Humor and Cartoon Relate To Introductory Economics?	7
Athina KYRIAKIDOU-CHRISTOFIDOU	
Motivation-Expectations-Reality	28
Fiorentina POULLI	
Reviewing a Workforce Diversity Management Program in the Hotel Industry of Cyprus	35
Michael ANASTASIOU	
Creating of Website in Ruby on Rails	51
Olga PELEKANOU	
Phubbing	61
Katerina KYRIAKIDOU	

Indirect Effects in Consumption: the Wealth Effect in the Economy	65
Charoula CHARALAMBOUS	
Market Research for the Development of the Religious and Pilgrimage Tourism in Cyprus	73
Nicos RODOSTHENOUS	
School Leadership as Human Interaction: An Alternative Approach	81
Ioanna THEOTOKATOУ	
Η Ελληνική γλώσσα ως δεύτερη γλώσσα. Παράγοντες που επηρεάζουν την εκμάθηση της ελληνικής γλώσσας.	92
Tónia ΓΕΩΡΓΙΟΥ	

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***"The Cyprus Research Facts"***

***The Research Journal of CDA College***

**From the Editor**

**Call for Papers**

We invite you to publish your paper in Summer 2015 Journal publication of CDA College, ***The Cyprus Research Facts (TCRF)***.

The Journal publishes original papers in the areas of Business, Marketing, Humanities and Social Sciences, Pure and Applied Sciences, Economics, Tourism and Management.

All submissions should comply with the guidelines identified in the "Notes for Contributors" attached to this Call for Papers.

If you are interested in publishing in *The Cyprus Research Facts* but the full text is not ready for submission, please send by the 31<sup>st</sup> December, an abstract of your article to the Editor's office. The deadline for receiving manuscripts is the 29<sup>th</sup> May. Papers are acknowledged upon receipt.

Applications from interested academics to serve in the Editorial Board as well as reviewers are also welcomed.

**Pantelis Ioannou, *Editor***  
***The Cyprus Research Facts***

## **Notes for Contributors**

The Cyprus Research Facts is a refereed publication with an international character and a broad perspective. The journal covers a wide spectrum of areas of interest, including among others, Business, Marketing, Humanities and Social Sciences, Pure and Applied Sciences, Economics, Tourism and Management. It publishes empirical, theoretical and methodological articles. Survey research, commentaries and book reviews are also of interest. Papers submitted to *the CRF* should not be under concurrent consideration at another journal.

Manuscripts should begin with a cover page indicating the title (Times new Roman, size 14) of the paper and the full address (i.e., author's name, affiliation, address, telephone number, fax number, and email address) for each author (in Times New Roman, size 11). The second page should repeat the title and contain an abstract (in Times New Roman, size 11, in italics) of no more than 100 words. Keywords (in Times New Roman, italics, size 10) should appear below the abstract, highlighting the main topics of the paper. The text (in Times new Roman, size 11, one space and the special about the paragraphs should be first line by 0.6 cm) should begin on page 3 and as far as possible should not exceed 7,000 words. Paragraphs should be numbered, be in capital letters and in the middle of the page. Sub-paragraphs should be numbered, be in small letters, in italics and in the far left side. Affiliations and acknowledgements should appear as a footnote (in Times New Roman, size 10) at the bottom of the first page and should be preceded by an asterisk. Where possible, affiliations should include the author's department and institution. Footnotes should be labeled NOTES (be numbered) and should appear at the end of the main text. Bibliographies should be labeled REFERENCES and should be listed alphabetically at the end of the main text without numbering them. Authors should adopt the following style:

Ioannou, P. (2010). The Essential Principles of Achieving Competitive Advantage in the Airline Industry. *The Cyprus Research Journal*, pp.1-23.

Tables and Figures should be numbered, titled and the source should be mentioned below them. Appendices should appear after the NOTES but before the REFERENCES. Photographs in the text are preferable to be in black and white. The typeface for notes, appendices and references should be in Times New Roman, size 11 and the content of notes, appendices and references should be in Times New Roman, size 10. The margins used are: left and right margins 1.5 cm, top and bottom 2.5 cm. From edge the header should be 1 cm and the footer should be 1.2 cm. When mailed

electronically the paper size should be width 16.2 cm and length 22.9 cm. You may email a copy of the submission as an attachment to [business.studies@cdacollege.ac.cy](mailto:business.studies@cdacollege.ac.cy) in Microsoft Word format. The attachment must be ONE file that includes all components of the manuscript (i.e., title page, abstract, paper, endnotes, appendices and references). Alternatively manuscripts can be submitted via mail. If mailed, authors should include a copy of the manuscript on standard A4 paper and, a disk containing ONE file that includes all components of the manuscript with the specifications mentioned above. Papers are acknowledged upon receipt.

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## CORPORATE FRAUD

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### Abstract

*Internal fraud at companies is a big enough problem to be considered an industry unto itself. It is estimated that organizations lose an average of 5% of revenue annually to internal fraud, which equates to \$652 billion in losses each year just in the United States.*

*People often wonder why so much fraud occurs and why it is not caught sooner, hereby limiting the losses. The answer is simple. Companies have systems in place to help ensure that accounting transactions are recorded accurately and that proper procedures are followed. Companies have policies to guide the behavior of people who would generally strive to act in an ethical manner, but occasionally need rules to dictate their behavior. Those systems, procedures, and policies often work to catch errors and honest mistakes in the accounting process.*

### Introduction

However, when an employee is committing fraud, he or she is deliberately trying to thwart those systems and policies. The person is purposely circumventing the system, while at the same time attempting to conceal his or her actions. While systems, policies, and procedures may be reasonably good at bringing errors to light, they typically cannot and do not expose fraud. Fraud constitutes a purposeful disregard for the system and a deliberate attempt to violate that system for personal gain, and most companies' systems aren't designed to stop this.

There are also the companies that have inadequate or nonexistent systems to ensure accurate accounting records and financial statements.

Those companies can barely keep adequate and reliable records, even with honest employees. But if they can't even ensure a basic level of accuracy, management will hardly be able to prevent, detect, and stop fraud from within.

Legally speaking, fraud is generally defined as an intentionally false representation about a material point, which causes a victim to suffer harm. Essentially, when

someone purposely lies about an important fact and someone else loses money because of that lie, a fraud has been committed. Most of the instances of fraud are fairly straightforward to prove. After all, it's usually pretty clear when something is false, and whether it was material and there was a loss to a victim.

It is not always so easy to prove intent. One of the first defenses that often surfaces in a fraud case is that the perpetrator simply made a mistake or error and there was no intent to defraud. In some situations, that may truly be the case. Plenty of errors are made daily in business, so that defense can't immediately be ruled out.

Fraud investigators, therefore, look for evidence of intent to defraud in the documents and actions of the accused. Manipulation of documents and evidence is often indicative of such intent. Innocent parties don't normally alter documents and conceal or destroy evidence.

Although there may be times when these actions are taken to cover up a mistake due to fear of discipline, these things are usually perpetrated by those who had an active part in the fraud and its cover-up.

Finally, two additional factors to consider when determining the intent of an involved party are past behavior and the benefits obtained from the fraud. Employees, managers, and executives who have a prior history of engaging in unacceptable behavior or being involved in inappropriate transactions should be eyed carefully. Although past behavior doesn't prove fraud in a current investigation, a pattern of unethical behavior certainly indicates something about the character and tendencies of the accused.

One of the most basic concepts in the field of fraud examination originated with the famous criminologist, Donald R. Cressey. While doing research for his doctoral thesis in the 1950s, Cressey developed the following hypothesis about fraud:

Trusted persons become trust violators when they conceive of themselves as having a financial problem which is nonshareable, are aware this problem can be secretly resolved by violation of the position of financial trust, and are able to apply to their own conduct in that situation verbalizations which enable them to adjust their conceptions of themselves as trusted persons with their conceptions of themselves as users of the entrusted funds or property.

## **How to prevent Fraud**

- Fraud Prevention: Education**

One proposed fraud prevention framework is a three-part program that is applied to every department and employee. This comprehensive fraud prevention program is

not just a one dimensional plan that focuses on accounting department activities; it must be implemented companywide for the best possible results.

Such a program can be expensive and can take months or years to implement fully. Furthermore, the most effective comprehensive fraud prevention program will not be a one-time project. It will require ongoing work as the company monitors the effectiveness of the program, makes updates to keep up with changes in operations and technology, and improves processes based on results of the program.

The three-part program includes fraud education, fraud investigations, and proactive fraud prevention techniques. All three ultimately depend on one another, so eliminating any one of them severely damages the framework and makes it wholly ineffective.

Fraud awareness training is important because studies have shown that employees are excellent corporate watchdogs, willing to report fraud if they know what to look for and have a way to notify management.

It makes sense, then, to give them the tools they need to help in detecting fraud. Initially, all employees should be given one to two hours of training that introduces them to fraud, how it is committed, who perpetrates it, and what it looks like. On an ongoing basis, similar training should be given to new employees, and annual “update” training should be done for all employees.

- Fraud Prevention: Investigation**

The fraud investigation portion of the comprehensive fraud prevention program is necessary even if the company has truly effective fraud controls in place and rare occurrence of employee fraud. Ideally, the need for investigations will decrease as the preventive controls become more effective. Still, the need for investigations will never completely go away, given that some frauds will still occur and that investigations can provide a deterrent effect. When employees see that the company investigates suspicions of fraud, they are less likely to engage in it.

The final critical piece of the investigation component of the comprehensive fraud prevention program is tracking the fraud incidents, analyzing what occurred and who was involved, analyzing the controls involved, and utilizing the findings to prevent future frauds. Each fraud yields competitive intelligence that can help management refine training, policies, and procedures and prevent future frauds.

- Fraud Prevention: Proactive Prevention Techniques**

The following steps should be taken to ensure a thorough assessment of the risks and control activities within a company:

**Step 1.** Ensure that those participating in the evaluation have a thorough understanding of the business.

**Step 2.** Identify the functional areas to be assessed, and develop a process for ensuring that all areas are evaluated.

**Step 3.** Identify significant accounts in the accounting system that will be evaluated, as well as the classes of transactions that must be examined.

**Step 4.** Examine the company's financial reporting objectives and assess the risks surrounding them.

**Step 5.** Acquire a detailed understanding of the company's current control activities, and test them to determine how they have been implemented, how they are working, and how they are affecting the numbers recorded in the accounting system.

**Step 6.** Based on testing performed, determine the effectiveness of current control activities. Also, identify deficiencies and the financial statement assertions that may be affected by these deficiencies.

**Step 7.** Evaluate the deficiencies and begin development of enhanced and new internal control activities. This process should involve employees from throughout the company to the extent that it is practical and desirable to do so.

Since all departments throughout the company will have new controls implemented, it is important that management seek buy-in and assistance from key employees. The key employees have first-hand knowledge of many of the risks and possible solutions, so they are a natural source of information in the development of fraud prevention procedures.

## **Managing the Fraud Risk**

As with any area of the company, when it comes to fraud, management must measure the cost of potential losses against the risk of fraud occurring. Even with excellent fraud prevention controls in place, no company can be completely free from fraud. Therefore, insurance coverage for employee theft losses is an important part of anti-fraud best practices.

Basic coverage against fraud losses in many business policies will cover against fraud committed by the company's employees, usually with a deductible and a smaller policy limit. The basic coverage often does not cover acts by people outside the company, so separate coverage must be obtained to cover acts of vendors, directors, or other outside parties.

In addition, it's advisable to increase coverage beyond standard policy limits. As any company that has experienced an internal fraud will state, the policy limits will be quickly exhausted if a scheme continues for any length of time. It pays to investigate the cost of additional coverage.

Another optional coverage includes indirect and consequential losses caused by employee dishonesty. Under this category are such things as lost profits, lost business opportunities, investigative costs, and legal fees. These items are not covered by the standard policies, but companies can usually purchase this coverage separately. It's no secret that the costs to investigate and prosecute an internal fraud can escalate quickly, so this might be a worthwhile option.

### **Coming Full Circle**

Fraud management is not a simple process. There is no one method, technique, or control that prevents fraud. It is a combination of education, discipline, modeling ethical behavior, and development of preventive controls that can reduce fraud. To suggest that there is anything straightforward or easy about that process would be silly.

Experts estimate that up to 75% of corporate frauds may go undetected.

We'll never know the exact figure, as the fact that the frauds are undetected means that we don't know about them. Therefore, managing fraud also includes attempting to prevent those previously undetected frauds.

There are many actions that should be taken by management and only a limited amount of time and resources are available to do so. As management balances the risks of fraud and the costs of prevention efforts, the most important thing is to start making progress.

If companies begin to move in the right direction and begin to see progress, that is an ideal way to move toward effective fraud management. The fraud prevention programs can be developed over time.

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# HOW DO HUMOR AND CARTOONS RELATE TO INTRODUCTORY ECONOMICS?

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## ***ABSTRACT***

*This paper presents innovative teaching methods from the economic education literature about how to make Introductory Economics an appealing course and enhance student learning. Suggested methods/ tools include use of humor, cartoons, media, story-telling, experimental classes and partnerships between full-time and adjunct economics instructors. The traditional “chalk and board” method is not rejected, but rather suggested to be used interchangeably with other teaching techniques to create an environment which facilitates student learning.*

**Keywords:** introductory economics, undergraduate economics degrees, principles of microeconomics, principles of macroeconomics, teaching methods, experimental classes

## **1. Introduction**

Economics have been perceived by students as boring (Poon, 2012), dry and difficult (Becker, Hamilton, Gail, McMillin, et al, 2003; Jones, 2014). This paper aims at drawing attention at innovative teaching techniques in the economic education literature. The study has been divided into 5sections. Section 1, the current section, is the introduction to the problem and a brief description of what follows in the next sections. Section 2 considers views on humor and cartoons as an innovative teaching technique, whereas section 3 studies classroom experiments and real world examples as an alternative teaching tool. Section 4 briefly identifies other

teaching techniques / tools to be used by instructors to enhance learning. Finally, the conclusion is composed in section 5.

## **2. Humor and cartoons as an innovative teaching technique**

When literature has described introductory economics as dry and dull (Jones, 2014), there has been a concern on how to overcome the problem. Use of humor and cartoons is one way suggested to overcome the problem.

Economics students need fun examples from real-world (Gullason, 2009 ). Jones (2014) views humor as a teaching tool to be used in every disciplinary. Students view economics as a dry, boring and difficult topic and humor can be the cause of a turn in the way economics is perceived. There are many benefits to students when humor is used in the classroom, as described by Jones. There are (a) social benefits, as humor helps bridging the gap between students and instructors, (b) psychological benefits, as it reduces tension in class, (c) communicative benefits as it provides a channel through which difficult information may be presented and (d) cognitive benefits as it creates an environment that facilitates student learning. The author highlights the need to care about not being offensive to students and he goes on to lay his paradigms of how an instructor can go about using humor in class. He suggests one's own experiences as a student or as an instructor as a good source of humor that can be used in class. Other humorous materials related to economics can be selected from books, newspapers and internet.

Zhang (2012) suggests another teaching tool. He promotes animated cartoons as a substitute of text. An example of how he uses animated cartoons in the text of economics, are icons of tea and coffee in place of text explaining the definition of substitutes, or icons of sugar and milk in place of text explaining the definition of complements. Moreover, he uses icons of a basket full of commodities in place of

text describing the definition of CPI (Consumer Price Index). His study implies that animated cartoons can significantly enhance student learning and understanding. Interview results in his study show that students with dyslexia as well as international students might have a preference to the method. International students, whose language skills are deficient, rely highly on the instructor's teaching methods (Walstad & Becker 2010). However, Zhang recognizes the limitation on the lecturers' ability to draw cartoons. Both Jones' (2014) and Zhang's (2012) studies enhance learning but there is a limitation on the available material (cartoons and humorous material) to be used in class.

### **3. Classroom experiments and real-world examples as a teaching technique**

Economics introductory courses tend to be encyclopedic at the expense of application (Siegfried, Bartlett, Hansen, Kelley, McCloskey & Tietenberg, 1991a). In the search of teaching techniques to make undergraduate economics classes more appealing and motivating for students, classroom experiments and real-world examples used in class are some of the methods suggested.

Emerson and Taylor's (2004) study presents an alternative teaching technique. Their study concludes that classroom experiments increase students' achievements. The study used the scores of TUCE (Test of Understanding of College Economics) pre- and post-scores. Results indicated that the students achieved higher scores after having participated in an experimental class, as compared to the control group class.

Emerson and Taylor's (2004) study results indicate "that certain groups of students that have historically been at a disadvantage in economic classes, particularly low ability/ achievement students, appear to perform much better relative to appropriate comparison groups when they participate in the experimental curriculum" (p. 689). Experiments have to be well

## How Do Humor And Cartoons Relate To Introductory Economics?

prepared before using in class. The findings are also supported by those of Dickie (2006) who argues that experiments increase learning. Siegfried, Bartlett, Hansen, Kelley, McCloskey & Tietenberg (1991b) argue that laboratories facilitate student's learning process.

*A lecture/ laboratory format rather than the traditional lecture or lecture / discussion format is used in most economics courses at Denison. In economics laboratories, students use real-world data to develop, explore, and test economic theories. The tutorial nature of laboratories creates an apprenticeship atmosphere drawing students more actively into the learning process (Siegfried, Bartlett, Hansen, Kelley, McCloskey, & Tietenberg, 1991b, p.209).*

Becker, Hamilton, Gail, McMillin et al (2003) claim that economics departments keep economics classes at a high standard, harder than other courses and that students get lower scores. They argue that the examples used by economics instructors are far from what students can relate to. They refer to perfect competition, a topic covered thoroughly in introductory economics, and how it hardly ever reflects real-world markets, other than agricultural ones. They suggest that bright students understand the limitations of oversimplifications made in economics and “they rightly dismiss it as irrelevant, but then wrongly dismiss all of economics with it” ( p. 197). They claim that improvement of the introductory economics course lies in effectiveness of making the students realize the power of economic analysis. They give a list of subjects that are missing from an introductory economics course, like “experience goods”, “bundling and complementarity”, “cost-based versus value-based pricing” and more.

While Becker, Hamilton, Gail, McMillin et al (2003) argue that the examples used by economics instructors are far from what students can relate to, Gullason (2009) suggests that full-time instructors work along with adjunct instructors. The former who have the academic theoretical background can help students on the theoretical part whereas the latter who are usually part-time instructors also having a non-academic job, from where they get expertise in their field, can help students with real-world examples. Working together, full-time instructors and adjunct instructors can bring the real-world examples in class, to motivate students, boost their confidence level and enhance student learning process as well as bring a beneficial outcome in research.

Case (2002) talks about how real-world examples are missing from microeconomics principles class and he shares his own real-world example.

*What is completely left out of most treatments of microeconomics is where firms and households locate... At least pointing out that the profit-maximizing equation for a firm is made up of variables with location subscripts seems to me to be important. Why do service-sector firms locate in downtown high-rise office buildings while manufacturing has retreated farther and farther from the centers of our major cities? The answer to this question can be explained with Principles concepts: it is easy for service-sector firms to substitute capital for land, while this is difficult for manufacturing firms (Case, 2002, p. 458).*

Bringing real-world stories into classroom can be achieved with the use technology. Archives of news organizations can be accessed to with class internet availability and the instructor can introduce the latest stories from radio and television (Porter, 2009). Real world examples can also be formulated by instructors. Case (2002) gives his own example of how he uses story-telling to introduce the concepts of income / substitution effect. He talks about how an individual with a certain budget

for air-ticket prices would react in case the prices are halved. He gives an example that the majority of students, if not all, can understand and relate to.

Bringing real-world examples to class can be very beneficial but time-consumption is a drawback.

#### **4. More methods to be considered for enhancing student learning**

In section 2 and section 3, specific techniques for creative teaching found in literature were covered. In section 4, more general techniques / strategies/ methods /tools for facilitating student learning are briefly addressed.

Instructors can categorize the material to be covered during the course as best suited by their own teaching style. Different books cover the same material in different order. It is up to the instructor to sort and present data in a personal preferable manner, following the according course outline prepared (Gullason, 2009). It is further suggested that exams or tests are to be administered not right after having covered the material but possibly a couple of lectures afterwards. For example, if the test will be on chapters 1 to 5, the test should be given to students two weeks after having finished the according lectures which have covered chapters 1 to 5. Students will be better prepared and have more possibilities of achieving better. The feeling of being able to achieve is one of the best motivating tools for students (Gullason, 2009).

Introductory Economics instructors searching for improving teaching tools may consider administering TUCE (Test of Understanding College Economics) (Courtney, Lee, Boatman, 2013). TUCE is standardized test

which can help instructors ascertain subject areas or cognitive areas that need to be focused on. In case the test is used as a pre- and post-test, an instructor can identify content areas in which students did not improve as much as in other content areas.

Further, CMS (Course Management System) or LMS (Learning Management System) may be a tool used by instructors to improve their teaching effectiveness (Harsanto, 2014). Web 2.0 technologies can serve “as a platform for open source productivity and online learning through the new dynamics of collaboration” (Daniels, 2009).

## **5. Conclusion**

This paper presents innovative teaching methods for economic education settings which facilitate making Introductory Economics an appealing course and enhance learning. Suggested methods/ tools include use of humorous stories, cartoons in substitution of text, media, story-telling, classroom experiments, real-world examples and use of CMS or LMS. It is further suggested that instructors use their own preferred sorting of chapters and create their own course outline. Collaboration between full-time and adjunct instructors can cause beneficial outcomes from bringing real-world examples in class.

However, every method might have its own limitations. For example, if the instructor or the students fear technology, using CMS will not bring the expected outcome. If the instructor is not very good at drawing, economics related cartoons might not be easy to find from external sources. If there is a class time constraint many classroom experiments will not be possible. If there is an instructor preparation time constraint, bringing latest real-world stories in class might be a tough job. “Repeated doses of a single pedagogical technique, such as lectures, are likely to suffer from marginal diminishing returns” (Siegfried, Bartlett, Hansen,

## How Do Humor And Cartoons Relate To Introductory Economics?

Kelley, McCloskey & Tietenberg, 1991a). The interchangeability of methods used will bring the desired results.

Graduate student instructors should be encouraged to experiment and try out different teaching methods until they find an approach or a teaching philosophy that works for them” (Walstad & Becker, 2010, p.209). The traditional “chalk and board” method is not rejected, but rather suggested to be used interchangeably with other teaching techniques to create an environment which facilitates student learning.

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# HOW DO HUMOR AND CARTOONS RELATE TO INTRODUCTORY ECONOMICS?

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## ***ABSTRACT***

*This paper presents innovative teaching methods from the economic education literature about how to make Introductory Economics an appealing course and enhance student learning. Suggested methods/ tools include use of humor, cartoons, media, story-telling, experimental classes and partnerships between full-time and adjunct economics instructors. The traditional “chalk and board” method is not rejected, but rather suggested to be used interchangeably with other teaching techniques to create an environment which facilitates student learning.*

**Keywords:** introductory economics, undergraduate economics degrees, principles of microeconomics, principles of macroeconomics, teaching methods, experimental classes

## **1. Introduction**

Economics have been perceived by students as boring (Poon, 2012), dry and difficult (Becker, Hamilton, Gail, McMillin, et al, 2003; Jones, 2014). This paper aims at drawing attention at innovative teaching techniques in the economic education literature. The study has been divided into 5sections. Section 1, the current section, is the introduction to the problem and a brief description of what follows in the next sections. Section 2 considers views on humor and cartoons as an innovative teaching technique, whereas section 3 studies classroom experiments and real world examples as an alternative teaching tool. Section 4 briefly identifies other

teaching techniques / tools to be used by instructors to enhance learning. Finally, the conclusion is composed in section 5.

## **2. Humor and cartoons as an innovative teaching technique**

When literature has described introductory economics as dry and dull (Jones, 2014), there has been a concern on how to overcome the problem. Use of humor and cartoons is one way suggested to overcome the problem.

Economics students need fun examples from real-world (Gullason, 2009 ). Jones (2014) views humor as a teaching tool to be used in every disciplinary. Students view economics as a dry, boring and difficult topic and humor can be the cause of a turn in the way economics is perceived. There are many benefits to students when humor is used in the classroom, as described by Jones. There are (a) social benefits, as humor helps bridging the gap between students and instructors, (b) psychological benefits, as it reduces tension in class, (c) communicative benefits as it provides a channel through which difficult information may be presented and (d) cognitive benefits as it creates an environment that facilitates student learning. The author highlights the need to care about not being offensive to students and he goes on to lay his paradigms of how an instructor can go about using humor in class. He suggests one's own experiences as a student or as an instructor as a good source of humor that can be used in class. Other humorous materials related to economics can be selected from books, newspapers and internet.

Zhang (2012) suggests another teaching tool. He promotes animated cartoons as a substitute of text. An example of how he uses animated cartoons in the text of economics, are icons of tea and coffee in place of text explaining the definition of substitutes, or icons of sugar and milk in place of text explaining the definition of complements. Moreover, he uses icons of a basket full of commodities in place of

text describing the definition of CPI (Consumer Price Index). His study implies that animated cartoons can significantly enhance student learning and understanding. Interview results in his study show that students with dyslexia as well as international students might have a preference to the method. International students, whose language skills are deficient, rely highly on the instructor's teaching methods (Walstad & Becker 2010). However, Zhang recognizes the limitation on the lecturers' ability to draw cartoons. Both Jones' (2014) and Zhang's (2012) studies enhance learning but there is a limitation on the available material (cartoons and humorous material) to be used in class.

### **3. Classroom experiments and real-world examples as a teaching technique**

Economics introductory courses tend to be encyclopedic at the expense of application (Siegfried, Bartlett, Hansen, Kelley, McCloskey & Tietenberg, 1991a). In the search of teaching techniques to make undergraduate economics classes more appealing and motivating for students, classroom experiments and real-world examples used in class are some of the methods suggested.

Emerson and Taylor's (2004) study presents an alternative teaching technique. Their study concludes that classroom experiments increase students' achievements. The study used the scores of TUCE (Test of Understanding of College Economics) pre- and post-scores. Results indicated that the students achieved higher scores after having participated in an experimental class, as compared to the control group class.

Emerson and Taylor's (2004) study results indicate "that certain groups of students that have historically been at a disadvantage in economic classes, particularly low ability/ achievement students, appear to perform much better relative to appropriate comparison groups when they participate in the experimental curriculum" (p. 689). Experiments have to be well

## How Do Humor And Cartoons Relate To Introductory Economics?

prepared before using in class. The findings are also supported by those of Dickie (2006) who argues that experiments increase learning. Siegfried, Bartlett, Hansen, Kelley, McCloskey & Tietenberg (1991b) argue that laboratories facilitate student's learning process.

*A lecture/ laboratory format rather than the traditional lecture or lecture / discussion format is used in most economics courses at Denison. In economics laboratories, students use real-world data to develop, explore, and test economic theories. The tutorial nature of laboratories creates an apprenticeship atmosphere drawing students more actively into the learning process (Siegfried, Bartlett, Hansen, Kelley, McCloskey, & Tietenberg, 1991b, p.209).*

Becker, Hamilton, Gail, McMillin et al (2003) claim that economics departments keep economics classes at a high standard, harder than other courses and that students get lower scores. They argue that the examples used by economics instructors are far from what students can relate to. They refer to perfect competition, a topic covered thoroughly in introductory economics, and how it hardly ever reflects real-world markets, other than agricultural ones. They suggest that bright students understand the limitations of oversimplifications made in economics and “they rightly dismiss it as irrelevant, but then wrongly dismiss all of economics with it” ( p. 197). They claim that improvement of the introductory economics course lies in effectiveness of making the students realize the power of economic analysis. They give a list of subjects that are missing from an introductory economics course, like “experience goods”, “bundling and complementarity”, “cost-based versus value-based pricing” and more.

While Becker, Hamilton, Gail, McMillin et al (2003) argue that the examples used by economics instructors are far from what students can relate to, Gullason (2009) suggests that full-time instructors work along with adjunct instructors. The former who have the academic theoretical background can help students on the theoretical part whereas the latter who are usually part-time instructors also having a non-academic job, from where they get expertise in their field, can help students with real-world examples. Working together, full-time instructors and adjunct instructors can bring the real-world examples in class, to motivate students, boost their confidence level and enhance student learning process as well as bring a beneficial outcome in research.

Case (2002) talks about how real-world examples are missing from microeconomics principles class and he shares his own real-world example.

*What is completely left out of most treatments of microeconomics is where firms and households locate... At least pointing out that the profit-maximizing equation for a firm is made up of variables with location subscripts seems to me to be important. Why do service-sector firms locate in downtown high-rise office buildings while manufacturing has retreated farther and farther from the centers of our major cities? The answer to this question can be explained with Principles concepts: it is easy for service-sector firms to substitute capital for land, while this is difficult for manufacturing firms (Case, 2002, p. 458).*

Bringing real-world stories into classroom can be achieved with the use technology. Archives of news organizations can be accessed to with class internet availability and the instructor can introduce the latest stories from radio and television (Porter, 2009). Real world examples can also be formulated by instructors. Case (2002) gives his own example of how he uses story-telling to introduce the concepts of income / substitution effect. He talks about how an individual with a certain budget

for air-ticket prices would react in case the prices are halved. He gives an example that the majority of students, if not all, can understand and relate to.

Bringing real-world examples to class can be very beneficial but time-consumption is a drawback.

#### **4. More methods to be considered for enhancing student learning**

In section 2 and section 3, specific techniques for creative teaching found in literature were covered. In section 4, more general techniques / strategies/ methods /tools for facilitating student learning are briefly addressed.

Instructors can categorize the material to be covered during the course as best suited by their own teaching style. Different books cover the same material in different order. It is up to the instructor to sort and present data in a personal preferable manner, following the according course outline prepared (Gullason, 2009). It is further suggested that exams or tests are to be administered not right after having covered the material but possibly a couple of lectures afterwards. For example, if the test will be on chapters 1 to 5, the test should be given to students two weeks after having finished the according lectures which have covered chapters 1 to 5. Students will be better prepared and have more possibilities of achieving better. The feeling of being able to achieve is one of the best motivating tools for students (Gullason, 2009).

Introductory Economics instructors searching for improving teaching tools may consider administering TUCE (Test of Understanding College Economics) (Courtney, Lee, Boatman, 2013). TUCE is standardized test

which can help instructors ascertain subject areas or cognitive areas that need to be focused on. In case the test is used as a pre- and post-test, an instructor can identify content areas in which students did not improve as much as in other content areas.

Further, CMS (Course Management System) or LMS (Learning Management System) may be a tool used by instructors to improve their teaching effectiveness (Harsanto, 2014). Web 2.0 technologies can serve “as a platform for open source productivity and online learning through the new dynamics of collaboration” (Daniels, 2009).

## **5. Conclusion**

This paper presents innovative teaching methods for economic education settings which facilitate making Introductory Economics an appealing course and enhance learning. Suggested methods/ tools include use of humorous stories, cartoons in substitution of text, media, story-telling, classroom experiments, real-world examples and use of CMS or LMS. It is further suggested that instructors use their own preferred sorting of chapters and create their own course outline. Collaboration between full-time and adjunct instructors can cause beneficial outcomes from bringing real-world examples in class.

However, every method might have its own limitations. For example, if the instructor or the students fear technology, using CMS will not bring the expected outcome. If the instructor is not very good at drawing, economics related cartoons might not be easy to find from external sources. If there is a class time constraint many classroom experiments will not be possible. If there is an instructor preparation time constraint, bringing latest real-world stories in class might be a tough job. “Repeated doses of a single pedagogical technique, such as lectures, are likely to suffer from marginal diminishing returns” (Siegfried, Bartlett, Hansen,

## How Do Humor And Cartoons Relate To Introductory Economics?

Kelley, McCloskey & Tietenberg, 1991a). The interchangeability of methods used will bring the desired results.

Graduate student instructors should be encouraged to experiment and try out different teaching methods until they find an approach or a teaching philosophy that works for them” (Walstad & Becker, 2010, p.209). The traditional “chalk and board” method is not rejected, but rather suggested to be used interchangeably with other teaching techniques to create an environment which facilitates student learning.

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## How Do Humor And Cartoons Relate To Introductory Economics?

# MOTIVATION-EXPECTATIONS-REALITY

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## Abstract

*The purpose of this article is to explore the reasons for going to university whilst examining the connection between the future expectations and study choices of students. Particular emphasis will be placed on 40 Cypriot university students of political sciences, social sciences and engineering.*

**Keywords:** Higher education, motivations, future expectations, student's lifestyle, human security

## 1. Introduction

Choosing the field of study is a major issue for young students nowadays. After finishing high school, a high proportion of young people in Europe choose, these days, to pursue further education at university. The purpose of this article is two-fold: to explore the reasons for going to university whilst examining the connection between the future expectations and study choices of students. Particular emphasis will be placed on Cypriot students of political sciences, social sciences and engineering. The methodology of the research was based on qualitative methods, semi-structured interviews. In total I conducted 50 interviews.

My arguments will be that students are deciding to study because of personal satisfaction and pleasure though future job opportunities also participated. Therefore, my general argument will point that young students seek for existential security and they do so by following different paths and having different priorities, additionally the process of being educated serves partly qualifications of securing a future.

Mainly educational theorists speaking about choice behaviour to enter university

referred to social factors, financial needs and personal interest as the most important reasons for doing so (Bornholt, Cristensen et al). Discussing the reasons influenced a student's decision to go to university they highlight on the parental influenced and parents income as well as the educational level of the parents. In the present article I will discuss my own results whilst comparing to those of others.

## **2. Theoretical Framework**

In this section I aim to develop un understanding of how participation in universities is connected to the status of being youth and, at the same time, how education is part of a young person's expectations. Griffin writes that youth is a period of uncertainty where young people have no clear picture of what the future holds (Griffin 2001). Therefore, is education a part of a youth's future? Is the acquisition of a university education perceived as a prerequisite for success? In other words, 'education might offer a sense of security'.

Education might provide a clear route towards a person's development and future planning. The context of education is especially important; it is, after all, the historical basis of youth construction and the notion of youth was developed as a consequence of the development of the educational systems (Morch 2003). Moreover, education is not only a common value that connects to the learning and knowing for people, but it also exists as a gateway to the labour market (Morch 2003:65). Educational systems have developed a higher level of knowledge and more people these days stay in universities longer. Accordingly, education might establish transitional trajectories to jobs and prosperous futures, though whether the transitions are successful or not is unknown. As Piltcher argues, youth is best understood as a position between adulthood and childhood, and best characterised as a stage of transition from the one to the other. A key component of this transition is leaving education and entering an employment environment.

Additionally, education is an important aspect of people's lives and, at the same time, universities are seen as institutions that play an important part in the shaping of young people's identities (Coulby 2000:249). Currently, after finishing high-school, young people generally look forward to entering further education institutions. Therefore, education has become a significant part of many young people's lives.

Education plays an increasingly prominent role in young people's lives (Cartmel and Furlong 1997). McNair writes about universities as places where students create knowledge which is carried out through many processes (1997:37). The easy access to educational institutions reduces the inequalities among students, but there are still disparities related to class and gender.

Moreover, Bourdieu argues that education is one of the major values and sources of identity (as cited in Reed-Danahay 2005: 39). He elaborates on the importance of education and knowledge and the way in which it is reproduced through schools. Bourdieu views education as a personal development and a paper qualification; therefore he presents the educational field as the place which forms the 'educated' and 'civilized' person (Reed-Danahay 2005:64). Bourdieu's theory of education focuses exclusively on the influences that a person has from his family and the state school system (1977:43). He elaborates on the way that the state, through educational policies, influences a student. Bourdieu's ideas are related to present research and facilitate a focus on the family as an influential factor for educational choices whilst strengthening an analysis of how the school system influences the choices of young people.

Besides, university is the place where students obtain their own space and develop their own 'communities' with people who share the same ideas, perspectives and aspirations. Such meetings of minds might help young people to affirm their own positions in society (Comaroff 15). For Cartmel, most of the young people within a sub-culture share some similar characteristics such as lifestyle, fashion, language or dialect use along with certain social norms (Cartmel).

Understanding modern youth is essential in order to understand and conceptualise youth lifestyle. With this in mind, I will focus on the term *youth lifestyles* as discussed by several theorists. Hendry considers the concept of lifestyle as poorly defined within social scientific discourse, with the exception of Weber and Veblen, both of whom developed theories of lifestyles as a way of explaining social status and patterns of consumption ( 1993:163). Therefore, lifestyle is a way of life or lifestyle incorporates not only consumption but also values, attitudes, demographics, gender differences, economic status, occupation, social class and age. Consequently, lifestyle comes to mean everything and, for our purposes, nothing, its

explanatory forces having been so substantially weakened. (Hendry 1993). Thus lifestyle has a strong connection to a person himself and his life choices and further opportunities.

Moreover, lifestyle is a recognisable mode of living which denotes a hierarchical order or set of preferences. They differentiate between more or less valued and distinctive ways of life (Hendry 1993). However, as Brake states, through lifestyles individuals assert their identities and make statements about their social and cultural environments (Brake). Young students follow different lifestyles within the university. Of particular note is the fact that the lifestyle of a person serves as an insight into to life planning and future plans (Giddens 1997).

In the coming section I will analyze the results of my research and I will discuss the findings in relation to the theoretical framework.

### **3.Educational Choices of Youth**

The central theme of my research was focused upon universities and young people's motives for studying at them, both of which were related to the future expectations of students. Surely, the job market was a recurrent factor with students seeming to be acutely aware of the necessity to study at university in order to gain an advantage in the fiercely competitive job market. Family tradition was also an influencing factor with some students going to university either because their parents had done so or, on the contrary, because they had not and, for this very reason, were determined that their children should not miss out. Some students said they had gone to university because they considered it a logical transition after finishing high school, a motive that, to those of a cynical disposition, might suggest an attempt to postpone the obligations of 'real life' and the job market. However, the most compelling reasons to reveal themselves through my research centred upon the sheer pleasure of learning as an end in and of itself and personal satisfaction.

In this section, I will explore the aforementioned in greater detail, discussing young Cypriots students' opinions with regards to their educational choices and the compelling factors behind them.

*'Love of science and learning were the reasons that I entered university... '(Student of Political Sciences).*

*'I decided to enter university because I really like the idea of it, the decision was very personal I chose political sciences because I always wanted to learn more about history and politics... '(Student of Political Sciences).*

Many of the responses to my research followed a similar format to those two that I have quoted above. In most cases, the deciding factor for going to university was a personal one and the choice of what to study was based on a person's interests. In this way, it seems that most students imagined that by studying at university they would not only be learning more and acquiring important knowledge but, at the same time, they would be growing as individuals too. For many students, particularly of political science, the desire to acquire a good job through applied study seemed to come second to cultivating knowledge and self-satisfaction as an end in itself.

Such sentiments were expressed, for example, by George: *'The degree is not important for my future. I don't give too much value to it. Unlike a degree in medicine, for example, this degree is for my self and my own sense of personal satisfaction' ( Student of Social Sciences).*

*'I've always liked the idea of being at university and living the student life. My motivations were really personal. I mainly wanted to meet people and learn - these, for me, were the most important reasons' ( Student of Social Sciences).*

Nevertheless, most students perceived their attendance in university as a decision taken by them and also as a factor depend on them. Some informants categorised their motives for going to university into two distinct groups which labelled them as 'internal' and 'external'. Reasons pertaining to personal satisfaction and the inherent joy to be found from learning, for example, fell into the 'internal' category whilst reasons beyond the student's own internal life, such as family and the job market, were categorised as 'external'. They mentioned that 'internal' reasons were beginning

from them and they were feeling absolutely responsible for their decisions, on the other hand 'external' factors were depend on the others. In some cases, students mentioned that these 'external' factors were often more influential than those of a more 'internal' nature. Although the reference to 'external' factors was not always in a negative manner but they attempted to explain the case in Cyprus and how some factors influence their lives.

Many students referred to the job market and the desire to obtain eventually a good job. The Cypriot job market, offers opportunities to young graduates but, on the negative side, many contracts written up for post-graduates are short which makes finding a good, stable job after their studies notoriously difficult. As mentioned by a participant, the first job is very important and for those reasons rates of unemployment are getting higher as young graduates are very selective. Because of this, many students told me that before entering university they had researched a prospective discipline with a view to discovering which offered the best post-university opportunities. This data shown that young students worried about their future lives and careers, thus one of my main arguments is that young people attend university in an attempt to secure their future lives.

*'By having a degree, I can at least be sure that I will find a job. I also enjoy my science because it gives me the opportunity to learn new things and meet new people' (Student of)*

Despite the level of optimism shown by some of the students, by all accounts things are not that easy for Cypriot's young labour force. Some students believed they would find good jobs after leaving university; others expressed feelings of disappointment and anxiety owing to the high unemployment levels which have become a constant source of worry for all in Cyprus, not just the young. Some informants referred to friends or relatives who, despite already being in possession of university degrees, were required to take on temporary jobs in order to become independent from their parents.

*'My brother graduated in economics two years ago, yet still has no job. At the moment he is working in an agency right now but he has no stability. This is a common situation in Cyprus.' ( Student of Engineering Sciences)*

Another informant remarked, "*...social influence and the competitive idea of having a university degree in order to enter the job market were important factors. If you want a good job, you need a good degree.*" (*Student of Political Sciences*)

The above informant in reference to the environmental factors which influenced him, talked about the pressure of the job market and worries of finding a good job after his studies. Such preoccupations appear a product of modernity and the society in which we live, tying in aspects already mentioned in the theoretical framework of this thesis. Nowadays people mostly look for material satisfaction, technological development, transformation, those aspects can be mostly achievable through the acquisition of a good fixed job. My data revealed that, today, most young people are more worried about having a good job than having families or getting married. They mostly express desires of being employee in the future.

Similarly, in the theoretical framework I mentioned that higher education is perceived as a gateway to the job market. This is true in Cyprus and students are thinking in this way but similarly a degree never guarantees anything, especially for those students who choose to study social sciences

Furthermore, being at university and choosing a specific discipline is partly influenced by the people around a person, such as family and friends, etc. On the whole, informants referred to their families influence in a positive manner, claiming that family was mostly supportive and helpful influencing factor in their decision making. In the words of a participant:

*'Aged 18 I was not mature enough to take such a serious decision what I want to do in life, whether being a lawyer, a teacher or anything else. On the advice of my family and looking at what would best prepare me for the job market, I chose to study this science hoping that I could find a job easily after my studying'* (*Student of Political Sciences*)

As Maria explained parents advised her to choose the discipline of studying and she seemed satisfied. In some other cases students chose a specific path because their parents had done the same. In the case of family businesses, students chose a subject which would allow them to continue the work of their parents. General discussions demonstrated that whilst students showed feelings of being independent from their families in some cases they were not. Family relationships as mentioned by informants are really strong and important for Cypriot youth, as George said '*I am very close to my parents and I always count on their opinion*'.

Cypriot students from their answers gave the impression that they are giving value to family and they do so by respecting their parents. Furthermore, most of my informants mentioned that family always support their decisions and believe on them. By this they gave them the opportunity to choose what they really want to.

*'Family is an important part for my life. My parents play a unique role for me and influence not only my choices but my entire life. I shared my opinions and beliefs with my parents ... '(Student of Political Sciences).*

*'My family was always supportive in my decisions, they support to what I choose and trust me to make the right choices. For this reason I never have problems' (Student of Engineering)*

The above informants referred to family presence and influence in general, according to my own observations I shall argue that family and parents were approached by students from a positive angle. However, there were students who mentioned that their families played no part in the decision making and in one exceptional case, family had exerted a negative influence. One of my informants mentioned that he wanted to study ancient Greek but his family was really negative as he would face difficulties in finding a job in the future, so he followed their opinion and at the moment he did not like his discipline of studying.

However, I need to write that parents, family income and also parents' educational level were of minor importance among students decision to enter universities. In comparison to other studies that placed family influence as one of the most influential factor in decision behaviour I am arguing that in my research was participated as a supportive factor in combination to personal decision. Most of my informants were saying immediately that they chose their discipline because of personal pleasure and fulfilment.

Furthermore, focusing on family and its influence ties into those ideas of Bourdieu that argues that both family and school system influence young people's decisions. Bourdieu studies emphasize on the way that family and the organization

system shape students identity and also he presents the educational field as the place which forms the ‘educated’ and ‘civilized’ person( Bourdieu 1977)

As my own research confirmed there is a partial influence of the family; parents who support children in their decisions and also the influence of the state school system can be extracted as a significant factor as well.\_Regarding the educational system and its objectives I shall argue that several aspects of the school system such as the option to choose lessons from different disciplines on the 1<sup>st</sup> year of Lyceum or the exams to enter the university were indirect factors forcing students to their decisions.

Another prominent influence shaping the choice to go to university was the desire to postpone adulthood and the inevitable entrance into the workplace. Informants commented that they did not feel ready to start working and shoulder responsibilities and, for these reasons, university was an ideal choice. This attitude is interesting because it ties into different theories that argue that being young and a student, is a stage viewed by young people as one devoid of responsibility, the only obligation being to learn and experience new things. My angle is that young are forced into this way of thinking, adults view young people as immature and unable to take life seriously but also youth mostly take advantage of this and behave in this way.

Furthermore, students tend to postpone the entrance to workplace either as a choice or a fear to unemployment and keep being in a youthful mood by attending university diplomas. Prolonging education is a case to be described, students who finished one degree and followed another one in an attempt to search for their future desires and goals. In the words of an informant '*People parked in universities...*' (*Anna*). It seems that within four words Anna described the case; young people who keep staying in universities as they mostly thinking that there is no other opportunity. Some informants perceived this case negatively and mentioned that an age limit should be legislate considering a person’s participation to university, on the other hand there were those students who expressed ideas of enjoyment and learning by their lifelong stay in universities. Prolonging education might be perceived as an optional case or an unavoidable fact; the fear of unemployment was often discussed with students, though they often said me alternative solutions such as acquiring more

qualifications from studying or going abroad to search for a job. The two informants expressed their opinion regarding their future perspectives.

*'I have fears for tomorrow, every kind of fears, starting from job, if you do not have a job you have no money and no security, you get stress. Unemployment is one of my biggest fear but I probably go abroad to other European countries for working...'*

*'My fear is to be without a fixed job and I know that this will happen, because this is the case in Italy. The system is constructed in this way that they do not offer you standard jobs'*

Additionally, as came up students think for alternative solutions either by staying in universities or not in order to feel secure for their future. However, the case of Sofia differed from the above. Particularly, Sofia's case demonstrating how some students with whom I came into contact finished a degree and went on to complete a second degree. Sofia finished her degree in linguistics and, a year later, enrolled to study a social sciences degree. According to her, she did her first degree to establish a position in society and obtain a job and the second for her own personal pleasure. At the time of speaking to me, she was working in a primary school at the same time as studying in university classes. Her's was an unusual case given her age; she was 28 and, for her, leaving university would be a very difficult decision to make. Despite having a job, she enjoys being in further education, a case that comes in contradiction to the above point that students stay in higher education because have no other solution. I met others during my research who shared Sofia's outlook. As one of my informants said, *'I met a person at my university who has 3 degrees and he is 55. I do not know why people keep studying so much'* (Student of Political Sciences )

This case serves a linkage to my argument that young students are deciding to study because of personal satisfaction and enjoyment though it creates an interesting debate; students who attend social and political sciences degree though they mostly know that finding a job related to their studies is extremely difficult; they claim that they do so because they like and they feel personal satisfaction. Entering university in Cyprus in a public university is a case that requires state exams on specific topics

and in a private university students can enter by applying and showing their high-school diplomas and paying university fees.

Therefore, why social and political sciences students opt for this discipline, do they just pretend that they like it in an attempt not to accept their mistake or there is a real enjoyment? Unfortunately, I am not able to provide an answer, but I will argue that my informants were satisfied to what they were studying and referred positive to their discipline and the content of the lessons.

Some students seemed rather oblivious to their motives for choosing a particular discipline, smiling inanely and saying that they had never stopped to think about it. According to them, going to university was just the normal thing to do after finishing high school. In the words of a participant,

*'I don't know, for me was the logical transition after school, I didn't think about it a lot' (Student of Political Sciences).*

In another case was mentioned:

*'Studying was a kind of a risk for me, if I will manage to do so (Marios, Student of Engineering).*

Mario's statement reflects the feelings of a great many. For him, studying at university was the equivalent of being a stakeholder in himself. From a small village where education is considered a low priority, the decision to go to university was significant and, should he succeed, he shall have achieved an important personal objective. In this way, he is distinguished from the majority for whom university was considered a normal transition after high school. However, Mario's case might seem as an exceptional one and of course do not refer generally to all youth from small villages than reflects on his own perspective.

Also, in a broad discussion about the role of education and the young's people participation in universities Helen explained:

*'I believe the point is not to make university entrance easier but for universities to remain of high quality with students who really want to be there rather than those who are there because everyone else is' (Student of Social Sciences).*

According to my interviews many students are clearly not satisfied with the initial choices they made and treat subjects in a way that suggests they do not give them the attention which they deserve. The above ideas may be used as an instrument to argue that young students are living in ambiguity, searching for their future lives and their educational preferences in an attempt to cover feelings of existential security.

Speaking about motivations and choices of young Cypriots seem that various discussions can be raised up. Giddens writes that motives are essentially born from anxiety coupled with the learning processes in which a sense of existential security is engendered... (Giddens 1997). However are young students being in universities because they are thinking that is the only choice or do they want to avoid entering adulthood or because they like learning? Bornholt argues that choice behaviour is a combination of factors; some are more important than others, therefore my informants seemed to suggest that the choice to attend university is a personal one and aims to fulfil personal goals and desires. My argument will go a step beyond and mention that in every case different reasons are taken part and one of the most important is the priorities that young Cypriot students establish for their future lives. For instance some students worried more of finding a good job and some others of being happy or travelling; those different future aspirations lead them to think differently.

In conclusion, there are several factors which play a part in a person's decision to attend university, though I shall argue that some are more important than others, the most important tending to relate personal satisfaction to family influence and the exigencies of the job market. My own opinion is that different students all have different motives for going to university and choosing a specific area of study, all of which are connected strongly to the individual, his background and his outlook for the future.

### **3.1 Discipline of studying and future aspirations: ‘Our dreams are frozen, is like they put them in a box that is locked and you cannot open it’ (Petro)**

Is the discipline of studying correlates to a person’s aspirations or is the other way around? In this section I will mostly refer to students who studying engineering and political and social sciences by discussing their expectations and perspectives in correlation to their discipline of studying. Without a doubt those two sciences were rather different and additionally during the research process I discovered that students from those disciplines followed different perspectives not only in their way of thinking but also in their ideas and plans for the future. Given that the discipline of studying is involved in a person’s way of thinking and personal opinion I shall proceed explaining how and to which extent.

Again I am arguing that students considered education as medium for their personal development that offered them thoughts of existing and opportunities of dreaming a future. Within the theoretical framework I referred to the significant role that education carries for a person (Coulby) and also the knowledge acquisition that one will achieve within university attendance (McNair). Education according to my informants is an important facet for an individual personal growth and further future aspirations. Students mentioned that studying enriched them with qualifications and knowledge that hopefully will use in the future.

Furthermore, several informants mentioned that the discipline of studying is in an open discussion with their future ideas. For instance Anna mentioned:

*‘My dreams are related to my studies, political sciences and development influence a lot my dream, that’s why I want to go to a 3<sup>rd</sup> world country and work in an NGO’(Student of Political Sciences).*

*‘My dream is to stay always in university and study, I am looking forward to do a PhD and become a university teacher, although I know that things are difficult I will try to make them reality’...Yes my dreams are absolutely influenced by the discipline that I am following, as I want to keep studying and being in university. My worst nightmare is to stay away from books and reading...’ (Student of Political Sciences)*

*'The discipline of studying is influencing me a lot , the more I read the more I learn about other people way of thinking and things happening around me, this is obviously connected with my entire life... '(Student of ,Social Sciences)*

Additionally, Political and Social Sciences students expressed principally stronger feelings of uncertainties and worries about the future in comparison to Engineering students who feel that they are more advance and they are able to dream and plan easier their future.

To illustrate my arguments I shall quote the opinions of informants who are following Political Sciences degree:

*'I do not expect to find a job related to my subject of studying as is difficult, but I know that my parents will support me...' (Student of Political Sciences).*

*'A degree in Social Sciences is not serves anything, I do not know what I can do because I know that with these two disciplines my opportunities are few' (Student of Social Sciences-Political Sciences)*

The above informants expressed thoughts of being in ambiguity regarding their future lives. Expressing their doubts about future ideas and thoughts of being insecure demonstrate that educational choices are unable to guarantee any stable future. Thus the question that appears is whether humanistic sciences offer less certainty to students or it has to do with higher education in general?

As the majority of my data showed young students are interested in finding a job in their field of studying though they mostly think that is not so achievable. Given that the science of engineering is the one with high rates of employment for young graduates I shall argue that students from engineering tend to think more positive about their future lives and expressed hopes of finding a job related to their studies. They often mentioned '*we are more advanced than other sciences though we still do not know'* (Student of Engineering Sciences).

However, students who study engineering argued that their aspirations did not relate to the discipline of studying (engineering), but through conversations I understood that the discipline affect their dreams indirectly and for example having

several thoughts of high possibilities to find a future job illustrates on the way that those student operate on their future; future expectations mainly concentrate on having a job or working in a company. Alongside, ideas of existential security might unravel in this point that mainly focusing on ideas of future career. Throughout conversations I often heard claims such as '*I chose this discipline in order to be able to have a possible, achievable future*' (*Student of Engineering Sciences*).

*'The degree that I will hopefully have make me think positive about my future, I think I can find a job related to what I am studying and I like also, in our field you have many job opportunities, engineering, electronics, take part everywhere.'* (*Student Engineering Sciences*)

Resultantly, I will argue that education offers thoughts of existing for both, students of engineering and those of political and social sciences. Following different perspectives students of the two disciplines often referred to existential thoughts and feelings of fulfilment that would enrich via education. I am then arguing that students perceive and operate existential security very differently, social science students mostly perceive existential security as an aspect focus on their personal fulfilment and self cultivation in comparison to engineering students who operate existential security as finding a future job. This serves a link to ideas discussed by Giddens in the theoretical framework; particularly Giddens writes that existential security is referred to the meaning that people give to their lives, to control over reality and fulfilment one's dream (Giddens 1997).

During the research I often discussed those topics with students and they mostly expressed their thoughts about their life, feelings of satisfaction or disappointment and choices for their future. I consider those conversations of a great importance as students frequently claimed that the future will be created in the basis of the present. Particularly, analyzing the present of those students and understanding their perspectives helps to discover the future. Giddens writes 'the future is unknowable and falls into the present' (1991:23). In our conversations we regularly turned attention to their present life as well as their future thoughts. In the words of an informant '*I am really sure about my present decisions but I do not know about my future.*'

Besides, students argued that the process of education enabled them to dream, though sometimes those dreams might be blocked. My informants expressed thoughts of blind dreams that are mostly driven by others than the individual itself.

*'Our dreams are frozen, is like they put them in a box that is locked and you cannot open it' (Student Engineering Sciences).*

Petros expressed his opinion about future aspirations and he is mainly arguing that Cypriots have dreams but they are mostly disappointed, they do not know if they can make their dreams realities though they mostly argued that they will try to do their best. Petro's aspirations referred mainly to opportunities to choose his future job, to participate actively in society and being able to express his ideas. Some of my informants followed a similar line arguing that they are disappointed from their country, political parties etc, so they see no reason to dream. This case shall make some people to worry about, rethink the case in Cyprus and the limitations that young people faced.

*'I dream to have my own company...I have to study hard in order to arrive to my dream, step by step, I will try to make it real but I know that I can not do everything...' (Student of Engineering Sciences).*

The above quote illustrates the way that some students tend to think and construct their future ideas. My point of departure is centred on the kind of aspirations that someone has and their connection to the discipline of studying. Stability and precariousness of job satisfaction are the priorities of many young Cypriots. Aspects of youth aspirations have mostly to do with material goals, job safety, well-being and personal satisfaction. However, George followed another aspect saying that '*immaterial dreams bring the real happiness*'.

Students several times referred to material and immaterial aspirations and their further influenced on their lives. The case of George was not an exceptional one since students often expressed thoughts of categorizing their aspirations and putting priorities in order to have a satisfy future life. Establishing goals has to do with the way that someone is living the present and making his choices.

In conclusion, regarding the data collected my final argument is that students of Political and Social sciences are closer to the science of studying; in other words humanistic sciences influenced students not only in their way of thinking but also in their future expectations. The content and the topic of studying has an influence to individual, it shapes their perceptions and future priorities and as an informant mentioned '*I believe I would be a different person if I was studying chemistry*'(Maria). Besides, Engineering students do not consider that discipline of studying influenced their entire life though this appears only in consideration with their future careers. Therefore, one might observes two different dimensions which both demonstrate that young students dream their future differently, considering their present lifestyles and choices as well. As my data proved young students search for existential future security via their present lives.

#### **4. Conclusion**

This article deals with basic issues such as higher education, motives to be a student of university in general and to choose a discipline of studying in particular. Ideas and opinions of the informants were explicitly discussed in relation to the before mentioned topics. This article undeniably focuses on the process of becoming educated and acquiring knowledge qualifications; one of the two significant process of the whole research. Furthermore, the process of being young is another element that undeniably correlated to the process of being educated. Being young and facing innumerable uncertainties has also to do with the case of being a university student and not knowing what the future holds for you. Thus, the two processes discussed have to do with changes, not only in a personal level but also in a social one. A young person's position is changing after finishing university according to informants; students argued that adulthood is starting when they will finish their degrees though a new life level will begin. Several transformations will occur that proved the significance of focusing on young people and their present lifestyles; young students will start searching for a job and trying to build their lives, thus the qualifications and things that would earn during university years hopefully will be in useful.

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## **REVIEWING A WORKFORCE DIVERSITY MANAGEMENT PROGRAM IN THE HOTEL INDUSTRY OF CYPRUS**

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### ***Abstract***

*This theoretical article presents a comprehensive discussion of a hypothetical diversity management program to be used in the hotel industry of Cyprus. Diversity and its parameters are acknowledged along with the new challenges emerging from the diverse workforce. Hence, the unpreparedness of the industry's stakeholders to deal with diversity is explained. All hotel organizations need to implement a common diversity management program. The critical point for such a long scale project is with the set up of performance and productivity objectives and standards. Assessment mechanisms should be developed to secure not only the success of the program but also the continuity of high performance and productivity. However, serious ethical challenges should be considered in the effective implementation of a diverse management program as the discrimination of minority groups in hotels might cause the collapse of the entire program. The obstacle of discrimination emanates from the faulty perceptions of the dominant group of employees within the organization, which support and share the belief that it is not necessary to treat minority groups equally. The unification link, emerging from the diversity management program, should face inequalities and unfair treatment, located in a cultivated working environment. The management should foster a business model that supports employees to assume socially responsible roles within the operational framework of the hotel. Social responsibility of the employees is a major component of engineering organizational cultural practices, in order to develop a common identity and to share the same code of conduct to eliminate ethical dilemmas. By developing a code of conduct, the management might set inhibitors to control the competitive pressures that lead to conflicting interests, prejudice and the division of*

*individuals among the groupings of employees that differ in terms of national, religious, race and gender characteristics.*

## **1. Introduction**

The intense labour mobility and the changing workforce of the hotel industry in Cyprus brought forth certain ethical, legal and economic issues in managing diversity and defending performance problems (Anastasiou, 2009). A serious ethical challenge in the effective implementation of a diverse management program is the obstacle of the discrimination of minority groups in hotels (Ozgener, 2008). The obstacle of discrimination emanates from the faulty perceptions of the dominant group of employees within the organization, which support and share the belief that it is not necessary to treat minority groups equally (Mitra, 2003). Minority groups might be treated as inferior groups of people (Ozneger, 2008). Indeed, the dominant group of employees within the organization might get addicted to the feeling of superiority towards minor groups with legal implications (Wentling, 2001). Minority groups faced unfavourable and unacceptable working conditions, as a result of the missing proactive management practice to bridge the gap between the local dominant element and the immigrant workforce.

The discrimination of minor groups is expressed through gender, age, religious, racial, wages and salary and ethnicity discrimination. The major question arising from the exploration of the discrimination incidents within the hotel industry basically challenged the status of the dominant group, the local population. The question concerns the case whether or not the dominant group is a majority or minority in terms of workforce population percentages. Therefore, discrimination practices fortify the sense of inequality and unfair treatment leading to lower performance and productivity standards by developing withdrawal intentions, increasing the levels of absenteeism and high rates of turnover (Schmidt, 2004). As a consequence, discrimination and the sense of inequality and unfair treatment had a negative impact with a disastrous outcome on individual performance and the overall quality and consistency of the hotel's services.

Discrimination stigmatizes and stereotypes individuals and through the sidelining feelings of inequalities might fertilize resisting elements towards change and any management practice and effort employed to recover low performance

(Schmidt, 2004). Inequalities and unfair treatment have a negative impact on productivity and performance (Ozneger, 2008). Race or gender wage discrimination particularly, is a serious economic issue that threatens any healthy organization (Ozneger, 2008). Hence the problem takes a bigger dimension and becomes more complicated when the discriminated group makes up the backbone of the hotel industry in Cyprus. Low productivity and performance are the characteristics of an uncontrollable workforce which might follow the wrong way, an unethical way to express disappointment and dissatisfaction towards employers. For example, inappropriate poor personal and food hygiene practices might lead to health issues and risks for the customer, raising serious professional and ethical issues that might lead the hotel company to court with disastrous results due to unfair treatment of minor groups.

The unification link faces inequalities and unfair treatment, located in a cultivated working environment. The management then, could foster a business model that supports employees to assume social responsible roles within the operational framework of the hotel (Lund, 2003). Social responsibility of the employees is a major component of engineering organizational cultural practices, in order to develop a common identity and to share the same code of conduct to eliminate ethical dilemmas (Herriot & Pemberton, 1995). By developing a code of conduct, the management might set inhibitors to control the competitive pressures that lead to conflicting interests, prejudice and the sweating of individuals among the groupings of employees that differ in terms of national, religious, race and gender characteristics (Lund, 2003). The major characteristic of the code of conduct should be the setting of a culturally neutral network at the workplace which promotes and supports only the organizational culture which is free from ethical and legal obligations (Herriot & Pemberton, 1995).

Legal implications and obligations concerning employment, since the post 2004 accession period of Cyprus into the European Union (EU), were serious milestones concerning the decision-making of the employment for all hotel organizations. The Equal Employment Opportunity Law (EEOL) set the baselines for proactive management to avoid race-targeted practices and policies to improve the bottom line of the company (Cunill, 2005). The argument of the hotel manager and owners that the customers prefer the local element-employees is no longer valid and any

## Reviewing A Workforce Diversity Management Program In The Hotel Industry Of Cyprus

decision based on this perception might be the basis for employment discrimination (Cunill, 2005). The EU set strict guidelines concerning discrimination practices at the workplaces, escorted by high penalties as all European citizens should have the same rights and opportunities for employment.

### **2. Hotel Industry of Cyprus and Diversity**

The changing hotel industry in Cyprus alters the need to develop diverse positions, requiring high and low specialization skills (Karris, 2006). Thus, the intensified labour mobility since the island's accession into the EU led to the massive entrance of cheap labour from other EU member states. As a result diversity causes certain operational and performance obstacles leading to low productivity (Hellriegel & Slocum, 2004), forcing managers to develop an awareness of the transition from the homogenous workforce to the diverse workforce (Schmidt, 2004). The necessity to value individual and group characteristics such as different cultures, religions, gender, norms and beliefs, become a source from which any organization drafts strength to face competition (Hellriegel & Slocum, 2004).

However, the hotel industry in Cyprus is experiencing a tremendous challenge due to the entrance of a diverse workforce. The homogeneous and consistent, but costly local workforce is replaced by an alternative low cost employment practice (Angelodemou, 2007). The emerging-diversified structure of the island's workforce becomes a threatening turbulence not only for the quality standards of the tourism product but also for the profitability of the hotel companies. The rising issue, questions the ability and capability of the management team to manage the diverse workforce productively in order to maintain high performance standards (Schmidt, 2004).

### **3. Background**

The competition in the international hotel business environment forced organizations-hotels, from different regions, to search internally for the factors that could create and sustain the competitive advantage of the company (Cunill, 2005). Through the systematic study of the individual, group and organizational behavior managers have the opportunity to improve the effectiveness of the organization. The

effectiveness of an organization can foster operational adaptation, flexibility and innovation, which are key-elements in building the competitive advantage of the organization. As a consequence, the management of workforce diversity should prioritise the profitable operation and effective management of hotels in Cyprus (Petasis & Anastasiou, 2008).

Workforce diversity is a multifunctional concept with adaptive dynamics that support advantageous or impaired elements in productivity and organizational performance. Cox (1993) suggests that through the multi-level interdisciplinary approach managers nourish a diverse working environment. The diverse working environment sets the baseline in developing the organizational culture which is based on the heterogeneity of individual behavior and attitudes, norms and beliefs (Robbins & Judge, 2007). The common denominator will assist in the development of a homogenous workforce with the main characteristic being the cross-fertilization of unique ideas, which contributes to operational effectiveness and efficiency (Cunill, 2005). Intra and inter-group threats emerge from the workforce diversity being reflected in communicational and co-operational issues, employees' absenteeism, withdrawal intentions. Those factors might lead to high rates of employees' turnover, lowering productivity standards, and work-life quality. Hence, they can become critical milestones for achieving operational effectiveness and efficiencies (Cox, 1993). Operational effectiveness and efficiencies are cost related variables with direct impact on productivity and performance as well as on the profitability and the competitiveness of a hotel (Lund, 2003).

The management of the hotel companies in order to support the profitability of the company need to explore the utility to construct knowledge of the drivers and the pressures that diversity employs on the productivity and the performance of the company (Cunill, 2005). The effective and productive management of workforce diversity lead to the improvement of organizational performance as well as to organizational development through individual and group involvement (Robbins & Judge, 2007). Organizational development vitalizes the principle of a learning organization, through which the management guards the effective workforce diversity management in achieving high organizational performance (Herriot & Pemberton, 1995).

## Reviewing A Workforce Diversity Management Program In The Hotel Industry Of Cyprus

Cyprus, as a member-state of the EU, faces a tremendous challenge and a major dilemma concerning the waves and the mass of labor mobility that has been observed, especially in the hotel industry (Anastasiou, 2009). The hotel industry is the backbone of the economy. However, the industry, due to the competition from other famous Mediterranean destinations such as the Sharm el Sheikh, Malta, and Turkey took the downturn. As a consequence, the authorities of the Cyprus Tourism Organization to secure the island's competitiveness considered important the turn to quality tourism because of the changing needs of the international-hotel market. Hotel owners and managers need to collaborate with the island's authorities in order to manage workplace diversity and performance standards.

Indeed, the ultimate challenge in managing workforce diversity is to understand the cultural influence on individuals and groups (Petasis & Anastasiou, 2008). The homogenous mosaic of employees dictates the necessity for managers to be aware of the transition from the local homogenous workforce to the diverse workforce (Schmidt, 2004). Miller and Rowney (1999) suggest the development of a diversity management program in order to create a liaison of the cultural elements that positively or negatively affect workplace performance. The diversity management program reduces prejudice and bias and disfavourable situations, minimizing the criticism of challenging the accuracy of the performance appraisal and the appropriateness of tasks allocation (Petasis & Anastasiou, 2008). Through the diversity management program the management of the hotel companies sets common interest, goals and expectations for the workforce, enhancing productivity, innovativeness and organizational profitability (Allen, Dawson, Wheatley & White, 2008). The diversity management program creates a diverse karma of knowledge which might improve the production process of goods and services by adopting new production techniques (Schmidt, 2004).

### **4. Problem and Purpose of the Study**

Experiencing low financial performance in combination with the serious downturn of the hotel industry in Cyprus, due to global competition and the current financial crisis, forced the hotel managers to employ alternative low cost strategies in order to fulfil the financial goals of the company. As a result, the payroll was a priority for the management to consider for cutbacks. The recruitment of employees from other member states of the EU, with lower financial requests, was a major

discovery in the post accession period (since 2004). Although, the low labour cost financial strategy reduced the payroll of the hotel companies, the tendency to recruit EU citizens created other operational obstacles and barriers related to the performance standards, increasing certain operational costs. The heterogeneity of the workforce also questioned the organizational culture and the quality standards of hotels. The hotels had to face a weak link within the service chain especially at the front-of-the-house services where the performance of the employees was noticeable to customers

The test for the hotel companies is to develop an understanding of the changing demographics of the workforce as well as the level of the effective implementation of diversity management programs to form a quality oriented organizational culture (Miller & Rowney, 1999). The healthy organizational culture sustains communication channels, enhancing cooperation, performance and productivity improvement (Cox, 1993). With the diversity management programs, the management of the hotels can cultivate organizational culture, which imparts the elements of common identity, sharing of the same vision and goals by having similar expectations (Miller & Rowney, 1999).

#### **4.1. Significance Of Problem**

In the case of Cyprus, which accepts more than 2.1 million visitors every year, the 98,920 employees from seven different countries (NSS, 2013), call for an effective management of diversity for the profitability of the local hotel companies and to support the turn to quality tourism. The National Hotelier Association should act as a molecule that nourishes all the hotel members, assisting in the strategic implementation of the diversity management program. Hence, the business scientific support could be provided by the Cyprus Human Resource Development Authority (HRDA).

Thus, the financial subsidies of the European Union could support multiculturalism, and cross-fertilization of innovative ideas and practices to enhance the operational tactics in order to manage diversity and performance (Tzelepis & Skuras, 2006). The strategic implementation of financial subsidy programs has beneficial outcomes for all the participant companies due to the absence of financial

## Reviewing A Workforce Diversity Management Program In The Hotel Industry Of Cyprus

burden for the hotels to adopt the diversity management programs as all costs are covered by HRDA and EU financial subsidies.

The targeted homogeneity offers the essential means to recover the barriers of diversity and low performance for mutual benefit. On an individual level, the employees could pursue career advancement with affective feelings towards the employer and the company (Cox, 1993). Hence, affective outcomes could improve an individual's morale in performing individual duties and responsibilities (Miller & Rowney, 1999). On an organizational level, the management could convert the organizational integration of the diversified characteristics of the workforce into the dominant organizational culture of the company. All diversity variables could be acculturated in a way that leads to homogeneity and high performance (Cox, 1993).

### **4.2. Strategic plan**

The crisis in the financial performance and the quality standards of the hotels led to a negative impact on performance and homogeneity, concerning the organizational culture and the services provided by the hotels. The heterogeneity of the workforce shook the consistency of the organizational culture of hotels and the management had to face a weak link within the service process. Human Resources (HR) are essential and critical components in fostering organizational excellence (Dessler, 2003). Organizations, through HR can sustain organizational characteristics and operational qualities to achieve adaptability, flexibility and a competitive advantage within the hotel industry (Jackson & Schuler, 2003). For this purpose, the proposed solution (illustrated in Appendix 1; Anastasiou, 2009) needs a multidimensional and an interdisciplinary approach in managing diversity (Schmidt, 2004). A major requirement is the creation of an environment that fosters change by recognizing and conveying key-roles in the process (Jackson & Schuler, 2003).

The management of diversity in the hotel industry should be a priority not only at an individual but also at an organizational level. Through a comprehensive workforce, and a working environment that respects individuality and offers chances and opportunities to employees to develop full potentials (Petasis & Anastasiou, 2008). The long-term change strategy of the diversity management program targets the improvement of the hotel organizational culture, ensuring simultaneously the individual contribution of the hotel companies.

### **4.3. Diversity Management Strategic Objectives.**

Three major objectives constitute the baseline of the proposed diversity management program: (a) enhance and support hotel companies' participation and accountability in the diversity management program, (b) provide education and training to managers, supervisors and employees, and (c) implement and monitor diversity management program in hotel companies. The first objective aims to create and support bonds and two way communication between the diversity management consultancy firm and the hotel companies, by developing a communication mechanism in order to secure the transfer of information at the workplaces.

A milestone for the success of the diversity management program is the establishment of a marketing team to promote the diversity management program, considering always the Equal Employment Opportunities. The second objective aims at the recruitment of a diversity manager, to identify the agents of change within the supervisors group, to develop the necessary education and training and to get the financial subsidies by the Human Resource Development Authority in Cyprus and the European Union. The third objective targets the development of performance and productivity quantifiable goals and measurements in order to review performance and productivity metrics, utilizing also the diversity best practising company award policy.

#### **4.3.1. Vision of the Project.**

Within two years the diversity management program could assist hotel owners and managers to create, develop and sustain a strong hospitality oriented culture based on workforce diversity. Based on the diversity of the workforce and by integrating the diversity management policies this will link the diversity management program to high performance standards.

#### **4.3.2. Mission of the Project.**

The diversity management program as a cross-disciplinary practice should provide the opportunity to the participants, companies and individuals, to improve awareness about the individuality and the uniqueness of the nature of diversity. Thus, developing skills and affording opportunities could support interpersonal communication within a diversified workforce, facilitating interactions between diverse groups and achieving workplace conflict resolutions and problem solving.

#### **4.3.3. Milestones and Timelines.**

Two years is considered appropriate for the deployment of a long scale project for a diversity management program. For the successful completion of the project the timing is a critical factor. For this purpose, winter, due to low tourist arrival, offered the appropriate conditions for the program's implementation. As a consequence, the diversity management program could be completed within two winter time. The thematic areas during the first phase will deal with individual and group issues, and the hotel's organizational culture. Important milestones for the completion of the first phase of the diversity management program should be for the management to create the hospitality destination culture, determine the role of individuals within the diversified organizational framework, and analyze and reshape group behaviour. The management of the participant hotels should face the hospitality destination culture as a prerequisite and simultaneously as the targeting outcome of the diversity management program. The last season before the implementation of the project should be spent in providing background information to all the participants concerning the requirements and the limitations of the diversity management program.

The period between January and March, focuses on the education and training on diversity issues and more specifically on the role, duties and responsibilities that individuals will have towards the program and the new, diversity oriented organizational culture of the hotel company (Appendix 1). The period between March and May concentrates on training issues concerning group behaviour towards diversity issues where the effective implementation of group behaviour within the organizational framework will contribute not only to the development of the diversity management program but also to the hotel's organizational culture. Due to the high seasonality affect, the summer season offers the opportunity for the management of the hotel companies to implement the program at the workplace. The second phase of the diversity management program, commencing by the end of summer season from October to December, will be consumed in developing the organizational culture of the individual hotel companies. The assessment of the first phase will be completed by the end of the first season and the implementation of the project.

The second summer season will enable the management and the employees of the hotel companies to work in a new, healthy, and diversified hospitality culture. This will enhance the organizational culture in absorbing and assimilating any new elements and new coming employees in order to secure service quality, performance and productivity.

#### **4.3.4. Leadership and Management Actions.**

For the success of the diversity management program the top management of the hotel companies have to communicate with all employees via group meetings through which senior management could transfer the messages, policies and goals of the diversity management program to the employees (Allen et al., 2008). The management is liable also in involving the employees, by organizing and forming diversity task forces and networks in order to identify barriers and obstacles, recommend policies and support any initiatives for effectively implementing the diversity management program at the workplace (Allen et al., 2008). Most importantly, the management can send a clarified message of the relevance of the diversity management program to the strategy, goals and mission of the company (Schmidt, 2004).

However, the commitment of the management will not only deal with the communication mechanisms and processes but also needs to link the diversity management program to performance standards, as performance is a major problem, a negative outcome of diversity (Anastasiou, 2009). “Quantitative and qualitative performance and productivity measures and tools might be used to convert the actual actions and practices into measurable and realistic objectives with efforts to measure the degree of change as well as the return on investment of the diversity management program” (Anastasiou, 2009, p. 6). To ensure a high return on investment of the diversity management program, a mentoring program, through which front-line supervisors might act as diversity agents could contribute to more productive results of the diversity management program (Schmidt, 2004).

### **5. Plan For Action**

Two major dilemmas for the success of the diversity management program affect the action plan: (a) the financial aspect of the problem and (b) the case whether or not the diversity management program should be faced as an individual

## Reviewing A Workforce Diversity Management Program In The Hotel Industry Of Cyprus

case for each hotel separately or as a group problem. The estimated cost depends also on the process and the approach adopted to manage diversity. The proposed solution of the diversity management program, calls for an aggregate approach which allows the development of a strong hospitality culture which can be used as the baseline to build the organizational culture of the local hotels.

The strategic plan, which targets the management of diversity and the improvement of performance and productivity, reflects also the efforts employed by the Cyprus Tourism Organization to turn Cyprus into a quality tourist destination. For the action plan three financial pillars might be considered and used to subsidise the proposed solution:

1. Financial subsidies available by the semi-governmental organization, the Human Resource Development Authority (HRDA) which targets the support of training programs and the provision of scientific knowledge to companies for overcoming operational barriers.
2. Financial subsidies provided by the European Union as a part of the long term policy to support the movement of labor, goods, services and ideas from one member state to the other. This will enhance diversity and competition by fusing innovative ideas and practices that sustain operational tactics to manage diversity and improve performance (Tzelepis & Skuras, 2006).
3. Private investments where owners from individual hotels will invest to shape the individual organizational culture of the company.

The development of a strong hospitality culture in the hotel industry of Cyprus relies on the investment of the government and the European financial subsidies, on diversity management programs, which eliminate the individual expenditure of the hotel companies. The creation of a common hospitality culture leads to the differentiation of the tourist product in the area, contributing to the transition to quality tourism. The enhanced hospitality culture countermoves diversity problems and performance and productivity related issues within the operations of the hotels, assisting hotels to proactively solve diversity problems and performance obstacles.

A consultancy firm, specialized in diversity management will act as the molecule to coordinate and guide each hotel company. Through the networking of the hotels the involved management might gain the necessary information and experience on diversity issues which are related to performance obstacles (Schmidt,

2004). The challenge now is based on the way that hotels will explore and manage the guidance and advice of the consultancy firm. The first step dictates the recruitment of a diversity manager or the differentiation of the role of a member staff. Staff's role will focus on the implementation, supervision and support of the diversity management program (Miller & Rowney, 1999).

The diversity manager will have the responsibility to harmonize the policy and the practices of the hotel according to the guidance provided by the diversity management consultancy firm. The next important step, for the hotels is to identify key players in the diversity management process. Front-line supervisors can play a vital role for the harmonic and effective implementation of a diversity program (Schmidt, 2004). Front-line supervisors act as diversity mentors, agents of change positively influencing all employees (Jackson & Schuler, 2003).

However, to fulfil such a difficult mission, the training of front-line supervisors on diversity and performance issues should be considered as a milestone and the commencement for the effective and active implementation of the diversity management program (Schmidt, 2004). Training costs are serious financial obstacles. The subsidies provided by the HRDA act catalytically for the appropriate design and implementation of training programs. Those training programs not only will support the role of the front-line supervisors but will also cultivate an environment of acceptance within the labor force (Anastasiou, 2011).

Indeed the cornerstone in the success of the diversity management program is the establishment of assessment tools and mechanisms, to detect the level of the effective implementation of the program. The assessment process is a crucial practice and determinant for the successful implementation of the diversity management program. As a consequence, the ultimate responsibility should rely on the specialized consultancy firm, for guidance and most importantly for corrective action taking.

In the case of individual hotel companies and more specifically, the corporate management should invest in management policies and practices, training programs and workshops to homogenize the heteronymous diversity workforce (Schmidt, 2004). The main goal for the company is the creation of a homogenous workforce.

## Reviewing A Workforce Diversity Management Program In The Hotel Industry Of Cyprus

This homogenous workforce will have a mosaic of multivariate skills and knowledge, fortifying a strong hospitality culture and satisfying simultaneously the twofold goal of the project: (a) contribute to the turn to quality tourism, and (b) improve service standards and productivity by managing diversity

### **6. Thematic Areas of the Diversity Management Program**

The major goal of the diversity management training should be to equip both supervisors and employees with the necessary qualifications to manage the diversified workforce in a service company. The following thematic should be covered via the diversity management program:

- Individuals in organization
  - Understand individual differences
  - Enhance workplace communication
  - Become familiar with cultural differences
  - Foster a learning environment
  - Manage diversity
  - Motivate for high performance
- Group behaviour
  - Understand individual differences
  - Enhance workplace communication
  - Become familiar with cultural differences
  - Foster a learning environment
  - Manage diversity
  - Motivate for high performance
- Organizational culture
  - Cultivating organizational culture
  - Fostering organizational change
  - Building the competitive advantage on diversity

### **Summary**

The two main threats of the hospitality industry in Cyprus, international competition and the pursuit of lower operational costs, alters the necessity for the hotel companies to search for lower cost strategies in order to achieve the financial goals of the companies. As a consequence, due to the island's accession in the European Union, intense labor mobility was observed. At the beginning, the hotel companies in the area, faced the phenomenon as an opportunity to maximize profit rates by recruiting cheaper labour from EU member states rather than the local and

expensive workers. Although, the payroll was reduced, the rise of other serious operational issues started affecting the performance and the productivity of the company. The diversity and the parameters of diversity were amongst the new challenges for the hotel industry and most importantly; companies did not have the experience to deal with diversity.

The proposed solution will have a twofold impact on the tourist product. First, all the hotel companies will participate in a diversity management program, which is going to help in developing a strong hospitality destination culture. The hospitality oriented culture will assist in familiarizing new coming employees with the hospitality culture as well as to set the baseline and the main criteria for the recruitment process, through which a better selection process will be adopted. The careful selection and recruitment of diversity related employees will permit individual hotel companies to construct a powerful organizational culture which might be in a position to assimilate new employees.

The critical point for such a long scale project is estimated in the milestones of the project where all the initiatives, goals and objectives of the diversity management program will merge successfully with the performance and productivity standards that will result from the program. The local authorities and the management of the hotel companies in the area, should be proactive and develop simultaneously assessment mechanisms to secure not only the success of the program but also the continuity of high performance and productivity. However, serious ethical challenges should be considered in the effective implementation of a diverse management program as the discrimination of minority groups in hotels might cause the collapse of the entire program (Ozgener, 2008). The obstacle of discrimination emanates from the faulty perceptions of the dominant group of employees within the organization, which support and share the belief that it is not necessary to treat minority groups equally (Mitra, 2003). Minority groups might be treated as inferior groups of people (Ozneger, 2008). The unification link, emerging from the diversity management program, should face inequalities and unfair treatment, located in a cultivated working environment, where the management might foster a business model that supports employees to assume socially responsible roles within the operational framework of the hotel (Lund, 2003). Social responsibility of the employees is a major component of engineering organizational

## Reviewing A Workforce Diversity Management Program In The Hotel Industry Of Cyprus

cultural practices, in order to develop a common identity and to share the same code of conduct to eliminate ethical dilemmas (Herriot & Pemberton, 1995). By developing a code of conduct, the management might set inhibitors to control the competitive pressures that lead to conflicting interests, prejudice and the division of individuals among the groupings of employees that differ in terms of national, religious, race and gender characteristics (Lund, 2003).

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## CREATING OF WEBSITE IN RUBY ON RAILS

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### **Abstract**

*What is Rails?*

*Rails is a web application development framework written in the Ruby language. It is designed to make programming web applications easier by making assumptions about what every developer needs to get started. It allows you to write less code while accomplishing more than many other languages and frameworks. Experienced Rails developers also report that it makes web application development more fun.*

### **1. Introduction**

Rails is opinionated software. It makes the assumption that there is the "best" way to do things, and it's designed to encourage that way - and in some cases to discourage alternatives. If you learn "The Rails Way" you'll probably discover a tremendous increase in productivity. If you persist in bringing old habits from other languages to your Rails development, and trying to use patterns you learned elsewhere, you may have a less happy experience.

The Rails philosophy includes two major guiding principles:

- **Don't Repeat Yourself:** DRY is a principle of software development which states that "Every piece of knowledge must have a single, unambiguous, authoritative representation within a system." By not writing the same information over and over again, our code is more maintainable, more extensible, and less buggy.
- **Convention Over Configuration:** Rails has opinions about the best way to do many things in a web application, and defaults to this set of conventions, rather than require that you specify every minutiae through endless configuration files.[1]

## 1.2 Problem domain

This Web Site is called CSD. It is held on a certain topic – Catering.

Our Web Application is a powerful tool for the success of your business. The success of your advertising on our Web Site will have a direct impact on the success of your business.

The concept of this Application is that Users (Companies) can sign in to the website and create their companies.

The Web application shall support any number of users

Ruby on Rails was used as development platform

All customer data shall be securely submitted

A user shall be able to find a desired product in a few seconds.

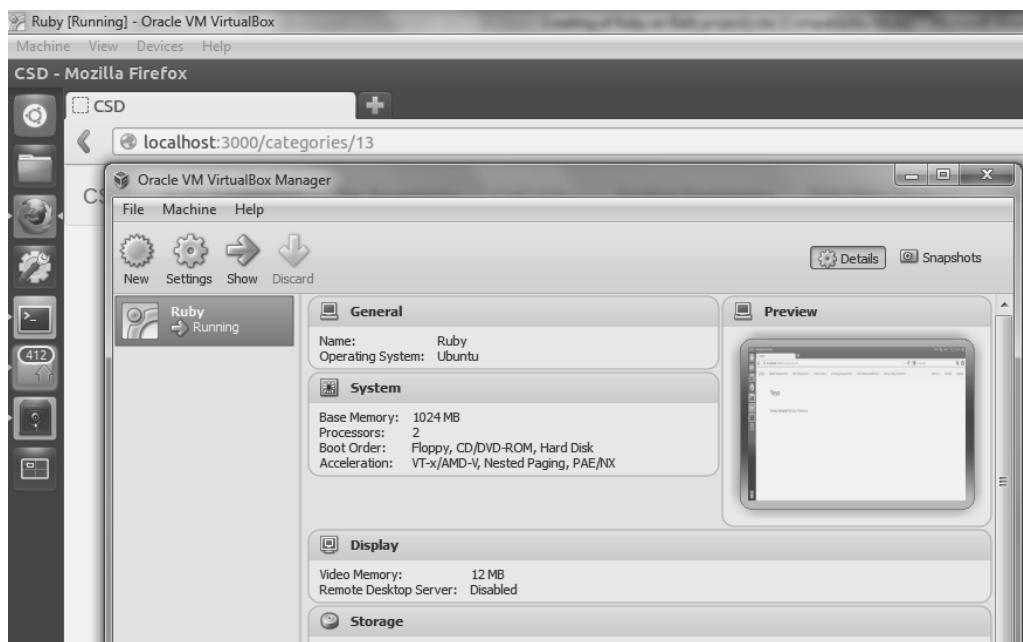
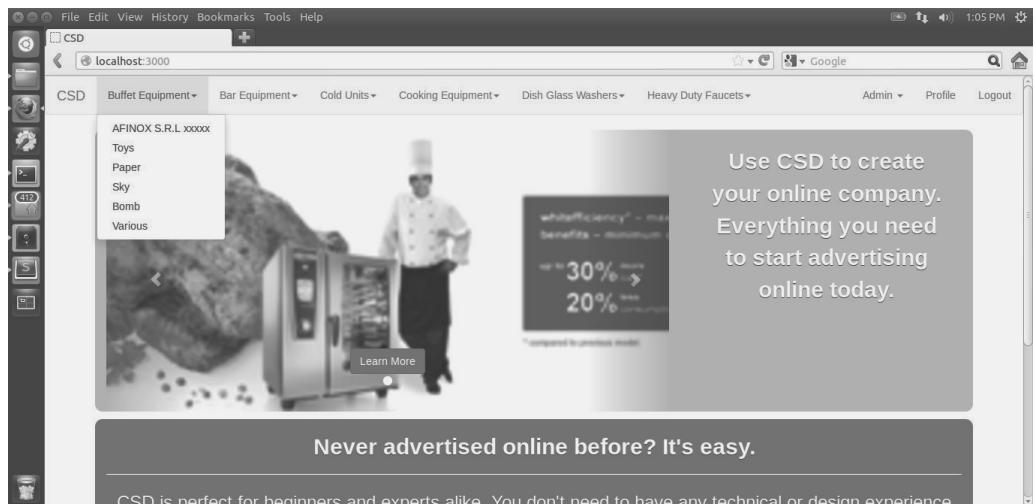


Figure 1 Oracle VM VirtualBox Manager

In figure 2 CSD Web site is opened in Oracle VM VirtualBox .



**Figure 2 CSD Web site from Oracle VM VirtualBox**

### 3. Methodology

#### 3.1 Web Site Design.

##### 3.1.1 The Administer

The Administer can sign in as fe\_olga@mail.ru

The image shows two screenshots of a web application interface. The top screenshot displays a 'Sign in' form with fields for Email (fe\_olga@mail.ru) and Password (represented by a series of asterisks). There are checkboxes for 'Remember me' and 'Sign in', along with links for 'Sign up' and 'Forgot your password?'. A large black arrow points upwards towards the top right corner of this screen. The bottom screenshot shows a successful login message ('Signed in successfully.') in a grey box. It features a large industrial stainless steel food preparation cart with multiple shelves and compartments. To the right of the cart, there is promotional text: 'MIRES CO.' at the top, followed by 'Use CSD to create your online company. Everything you need to start advertising online today.' Below this text is a hand holding a starburst graphic containing the words 'Special OFFER'. A small 'Learn More' button is located at the bottom left of the cart's image.

The Administer can not only view all submitted Users and Companies but also to allow them to be visible on the Web Site after the payment is fulfilled.

This screenshot shows a user profile and company management interface. At the top, there's a navigation bar with 'CSD', 'Products', 'Support', 'Admin', and 'Profile'. On the left, a user profile for 'Olga' is shown with an 'Edit Profile or Password' link. Below it, a company profile for 'ZITH' is displayed with its logo, name, and a 'Edit Company' link. A sidebar on the right lists options like 'Edit Company', 'Manage Products', 'Manage Banners', and 'Destroy Company'. At the bottom, a note says 'Contact Designed by Olga Facebook'.

### 3.1.2 Companies.

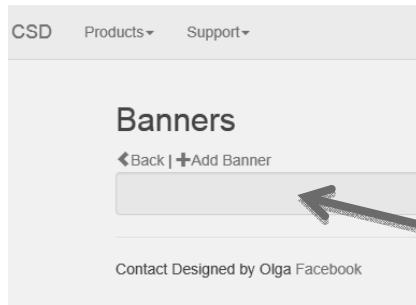
After signing in (signing up) on the Web site the User has an access to his profile to manage his companies and products.

This screenshot shows the 'Edit Company' form. It includes fields for 'Company Name' (set to 'ZITH'), 'Description' (containing placeholder text about ZITH being an advanced company in Cyprus), and 'Logo' (with a 'Browse...' button). Below the form is a note 'Contact Designed by Olga Facebook'. A file upload dialog box is overlaid on the page, showing a preview of a logo image and file navigation options.

### Figure 3 Companies

Company has properties like Name, Description, Logo. You can download any image for the Logo of your Company.

#### 3.1.3 Banners.



Each Company may have many Banners. You can attach to each Banner a link to any Source.

Products					
Various Accessories	(3)	RATIONAL - Accessories For Rational -- Accessories & Detergents - Available			
Bar Equipment	(5)	Baskets - - Baskets for Glass/Dish Washer - Available			
Buffet Equipment	(3)	Drink Mixers - - Frappe / Milkshake Mixer - Available			
Cold Units	(4)				
Cooking Equipment	(0)				
Dish Glass Washers	(0)				
Support					
Contact Designed by Olga Facebook					

### Figure 4 Banners and Products31.4 Products and Categories.

You may create any number of Products in each Category but You cannot edit Categories.

You can add any number of images for each Product.

The screenshot shows the 'Categories' section of the CSD web application. At the top, there are navigation links: 'CSD', 'Products', and 'Support'. On the right, there are links for 'Admin', 'Profile', and 'Logout'. A dropdown menu for 'Admin' is open, showing 'Categories', 'Companies', and 'Users'. The main content area is titled 'Categories' and contains a list of categories with their counts: 'Various Accessories (1)', 'Bar Equipment (2)', 'Buffet Equipment (3)', 'Cold Units (4)', 'Cooking Equipment (5)', 'Dish Glass Washers (6)', and 'Support (2)'. Each category entry has a 'Remove' and 'Edit' link next to it. Below the list, a note says 'Contact Designed by Olga Facebook'.

Categories can be edited only by the Administrator of this Web Site.

The screenshot shows the 'Companies' section of the CSD web application. At the top, there are navigation links: 'CSD', 'Products', and 'Support'. On the right, there are links for 'Admin', 'Profile', and 'Logout'. A dropdown menu for 'Admin' is open, showing 'Categories', 'Companies', and 'Users'. The main content area is titled 'Companies' and lists two companies: 'Mires' and 'ZITH'. Each company entry has a 'Remove' and 'Edit' link next to it. Below the list, a note says 'Contact Designed by Olga Facebook'.

Figure 5 Categories

The Administrator can also edit Companies. Also He can block Companies. That means Companies will be invisible on the Web Site. New Companies are blocked by default.

forth.

### 3.2 Text Editor Sublime.

Text Editor Sublime was used for Linux.

Sublime Text 2 is available for Windows, OS X and Linux at [www.sublimetext.com/2](http://www.sublimetext.com/2) for free.

Sublime Text 2 can be heavily customized and a multitude of plugins just wait for you to be used. But even in its basic form it is a very strong and well-provided programme. The first thing you notice when opening the editor will be its minimalist interface. The code plays the lead role and almost the whole screen is devoted to it. But another important area on the right side should get some attention: the so called minimap which allows you to literally see your code. You will never ever need the scrollbar again and can instantly browse through the currently opened file with ease. [2]

*The technology uses particle based simulations.*

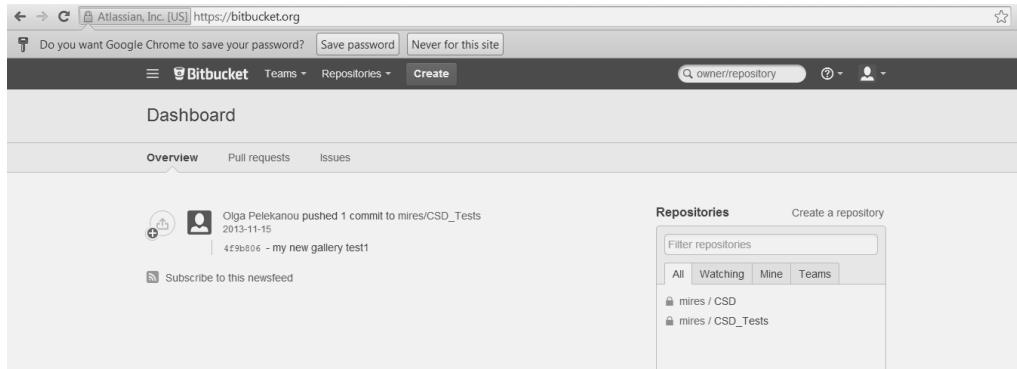
-/Sites/csd/app/controllers/admin/categories\_controller.rb (csd) - Sublime Text 2 (UNREGISTERED)

```
14 end
15
16 def create
17   @category = Category.new(category_params)
18   if @category.save
19     redirect_to(admin_categories_url)
20   else
21     render :action => "new"
22   end
23 end
24
25 def update
26   @category = Category.find(params[:id])
27
28   if @category.update(category_params)
29     redirect_to(admin_categories_url)
30   else
31     render :action => "edit"
32   end
33 end
34
35 def destroy
36   category = Category.find(params[:id])
37   category.destroy
38   redirect_to(admin_categories_path)
39 end
40
41
42 def category_params
43   params.require(:category).permit(:name, :parent_id, :position)
44 end
45
46 end
```

Figure 6 Text Editor Sublime

For storing the project and synchronization with hosting we used Bit bucket. A Bitbucket repository is where you can store your code or other project files. Bitbucket is great for sharing and collaborating on projects. You can have a private

repository, where only the people you choose can see the code. Or you can let everyone see the repository and choose the people who can update it. [3]



**Figure 7 Bitbucket**

### 3.3 Ubuntu and Oracle VM VirtualBox Manager

#### 3.3.1 Basics

We take as a base Ubuntu as it is the popular operating system. We executed Ubuntu using virtual machine, as windows is not an appropriate environment for development of this project. As all internet servers work in Linux.

Oracle VM VirtualBox Manager is running multiple operating systems simultaneously. VirtualBox allows you to run more than one operating system at a time. This way, you can run software written for one operating system on another (for example, Windows software on Linux or a Mac) without having to reboot to use it. Since you can configure what kinds of "virtual" hardware should be presented to each such operating system, you can install an old operating system such as DOS or

OS/2 even if your real computer's hardware is no longer supported by that operating system..[4]

#### **4. Conclusion**

*The task to create a web site using ruby on Rails was not an easy one. The difficulty was in finding methods to combine Oracle VM VirtualBox, The Sublime Text Editor Ruby on Rails programming language and Bit Bucket.*

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## PHUBBING

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### Abstract

*Nobody can argue that we live in a high-tech world. Our everyday life is haunted by the excessive use of technology. Almost everybody owns a smart phone which has become our most valuable possession. Phubbing is a neologism which was coined as part of a campaign by Macquarie Dictionary to describe the habit of ignoring someone in favour of a mobile phone. Furthermore, in May 2012, the advertising agency which was behind the campaign - McCann Melbourne - invited a number of lexicographers, authors, and poets to coin a neologism to describe this new trend. Moreover, the term “phubbing” has appeared in the media around the world, and became popular by the Stop Phubbing campaign created by McCann.*

Nobody can argue that we live in a high-tech world. Our everyday life is haunted by the excessive use of technology. Almost everybody owns a smart phone which has become our most valuable possession. The people of the older generation have repetitively described our generation as anti-social and passive.

Moreover, there is no doubt that we have become victims of technology. In other words, just take a quick look at a table in a restaurant and apart from the various gourmet dishes on the table you would definitely see all kind of smart phones. Thus, instead of enjoying the company of your friends and the delicious food you are phubbing. Phubbing is a neologism which was coined as part of a campaign by Macquarie Dictionary to describe the habit of ignoring someone in favour of a mobile phone. Furthermore, in May 2012, the advertising agency which was behind the campaign - McCann Melbourne - invited a number of lexicographers, authors,

and poets to coin a neologism to describe this new trend. Moreover, the term “phubbing” has appeared in the media around the world, and became popular by the Stop Phubbing campaign created by McCann.<sup>1</sup>

The neologism was coined by Alex Haigh, a 23 –year old Melbourne resident. Moreover, phubbing stands for “phone snubbing”, and describes “the act of snubbing someone in a social setting by looking at your phone instead of paying attention”.<sup>2</sup> A campaign was organized against phubbing in order to make people realize that there is more to life than becoming a smart phone addict and therefore fight the digitally derived rudeness that has started to go global. There are some very interesting posters on the StopPhubbing website which are downloadable. For example, “While you finish updating your status, we’ll gladly service the polite person behind you.” “No Tweeting, No Facebook, No Instagram, No Foursquare, No Sexting: respect the food, the music and the company you’re in”.

Furthermore, the aim of the specific campaign is not to go against technological advances but its intention is to highpoint the blight of glazed faces in public places, text-tapping fingers during supposedly intimate dinners, and reunions that might as well have been held via Google Hangouts given the screen time involved.

Moreover, phubbing is an indicator of our increasing reliance on mobile phones and the internet which is unfortunately substituting normal social interaction. According to research, 44 per cent of us spend more than half an hour a day looking at our phones, eight per cent admit to checking it for three hours a day and three per cent say they spend five or more hours on their mobiles.<sup>3</sup> In addition, a third of Britons questioned admitted to being phubbers and more than a quarter (27 per cent) said they would answer their phone in the middle of a face-to-face conversation. The survey also found that 57 per cent of Britons check their emails on holiday,

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<sup>1</sup> "Stop Phubbing" <http://www.stopphubbing.com>. Retrieved 2013-10-12.

<sup>2</sup> Tom Chatfield (2013-08-05). "The rise of phubbing - aka phone snubbing - Features - Gadgets & Tech". The Independent. Retrieved 2013-10-12.

<sup>3</sup> Claire Ellicott (2013-08-04). "Are you a phubber? Campaign launched to stop smartphone addicts snubbing others by checking their mobiles | Mail Online". Dailymail.co.uk. Retrieved 2013-10-12.

compared to 32 per cent who did not and 11 per cent who were not sure.<sup>4</sup> Also, the research showed that a third of the people questioned they would answer the phone in a restaurant and 19 per cent said they would while being served in a shop.

Additionally, 54 per cent of people said that they check their Facebook, Twitter or other social media daily and what is more interesting is that 16 per cent of those interviewed check their Facebook or Twitter more than ten times a day. Some even argued that it is worse not to reply to a message than it is to “phub” your friends.

Phil Reed, a professor of psychology at Swansea University who has studied internet addiction disorder, said many phubbers show symptoms of addiction and withdrawal sign if they are forbidden to use their mobiles repetitively. What is more, he said that 'The internet and social media are good things up to a point but we have to control them. If you were talking to someone and someone else came up and you started talking to the other person without including the first person in your conversation that would be thought of as very rude.'<sup>5</sup>

On a last note, Rodney Collins, regional director of McCann's Truth Central unit which carried out the research, said: 'People do not appreciate the influence mobiles have had on their lives.

In conclusion, social media or social interaction has transformed us into anti-social human beings. Instead of trying to enjoy the company of our friends and family and find a way to truly interact with each other we look for the truth meaning of life in the various social media pages. I remember when I was child we used to play in playgrounds with our friends and we did not go home until our mothers called us. Nowadays, I look at my students and realize that they are more concerned about the number of tweets they receive than trying to make memories with their friends.

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<sup>4</sup> Claire Ellicott (2013-08-04). "Are you a phubber? Campaign launched to stop smartphone addicts snubbing others by checking their mobiles | Mail Online". Dailymail.co.uk. Retrieved 2013-10-12.

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## ***INDIRECT EFFECTS IN CONSUMPTION: THE WEALTH EFFECT IN THE ECONOMY***

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### **Abstract**

*In the previous decade there were two main shocks that the global and domestic economy has been tolerated: the stock exchange and the real estate sector blow. The magnitude of these two fields of investments in the economy and especially in the consumption was the subject of worry and study of many economic experts not just the previous decade but also many decades before. What is really the reflection of the portfolio values in our everyday life? And if there is indeed a reflection how can investors, us- the households, be protected? Economists often mention something called the 'wealth effect' - referring to the link between the level of personal wealth and our decisions about how much to spend on goods and services or how much to save.*

### **Introduction**

#### **The wealth effect**

The "wealth effect" refers to the principle that consumers tend to spend more when there is a bull market in assets like real estate or stocks, because rising asset prices make them feel wealthy: Household consumption is affected not only by disposable income but also by wealth, such as real estate and stock ownership. When real estate or stock prices rise the wealth of homeowners or shareholders increases and household consumption can rise even when labour income remains constant. Portfolio holders, consequently, perceive themselves as more affluent. 'Bull Market' is referred to a market in which share prices are rising, encouraging buying. The term "bull market" is most often used to refer to the stock market, but can be applied to anything that is traded. Bull markets are characterized by optimism, investor confidence and expectations that strong results will continue.

The notion that the wealth effect encourages personal consumption makes sense instinctively. After all, wouldn't you be more inclined to buy that big-screen TV or SUV if your house or stock portfolio had appreciated nicely and you were sitting on huge gains? Psychologically associating higher net worth with having more disposable income, consumers increase their spending.

Experts say not to act so fast and instinctively! Besides some of the researchers that have been practised studies on wealth effect declare that housing gains do produce a wealth effect, but stock market gains do not. This is the opinion of a group of researchers since some others have proved through their survey that both, real estate and stock, have effects on consumption and consequently both create wealth effect. The following paragraphs evidenced the research and studies of many experts. Regardless of whether it is being caused by real estate or the stock market, the lesson from history is that investors should treat the wealth effect with caution, since spending unrealized gains that may be vulnerable to big swings (move backwards and forward) is rarely a good idea.

## **Housing versus Stock Market Wealth Effect**

### **House Price Declines Cause Consumption Decrease**

One of the most widely cited papers on the comparative wealth effect of the stock market versus the housing market was authored by the economic experts: Karl Case, Robert Shiller and John Quigley. They have realised two papers, the first one in 2001 and the second in 2013 based in evidence studied in the US economy. The research period for the first was between 1982 and 1999 and for the next one was between 1975 and 2012. According to their research there is a weak evidence of a stock market wealth effect, but strong evidence that variations in housing market wealth have important effects in consumption. They concluded that changes in housing prices should be considered to have a larger and more important impact than changes in equity prices in influencing consumption in the US and other developed nations. Their extended data analysis showed that house price declines stimulate large and significant decreases in household spending.

Specifically, an increase in housing wealth similar to the rise between 2001 and 2005 would boost household spending by a total of about 4.3% over the four years. Conversely, a drop in housing wealth comparable to the crash between 2005 and 2009 would cause a spending drop of about 3.5%.

Nevertheless the literature on the subject of 'wealth effect' in general without separating equity from house wealth has started many years before ,in 1963, as it

will be explained later in this paper and the empirical researchers found a close association between the wealth effect and the consumption.

### **Mortgages on Houses serve as ATMs for consumers**

Of course not everyone agrees with the above results: some other U.S economists like Calomiris, Longhofer and Miles disagree with the study of the previous three and declare that there is not such economic phenomenon like wealth effect. But the fact that a housing wealth effect does exist can be verified by the spending festival that millions of U.S. homeowners indulged in during the first decade of this millennium. The consumption spree was fuelled largely by home-equity<sup>1</sup>loans as homeowners in essence used them as automated teller machines (ATMs). A home-equity loan, also known as a second mortgage, lets homeowners borrow money for consumption reasons by using as guarantee the equity in their homes. According to a 2007 study by the Federal Reserve Board, home-equity loans were used to finance an average of about \$66 billion in personal consumption expenditures (PCE) from 1991 to 2005, or approximately 1% of total PCE. ‘Personal Consumption Expenditures’ is essentially a measure of goods and services targeted toward individuals and consumed by individuals. While home-equity loans financed an average of 0.6% of total PCE from 1991 to 2000, that share rose to 1.68% from 2001 to 2005 as housing boomed. Two Types of Home-Equity Loans exist: 1. Fixed-Rate Loans and 2. Home-Equity Lines of Credit. Fixed-rate loans provide a single payment to the borrower, which is repaid over a set period of time at an agreed-upon interest rate. The payment and interest rate remain the same over the lifetime of the loan. A home-equity line of credit (HELOC) is a variable-rate loan that works much like a credit card and, in fact, it comes with one. Borrowers are pre-approved for a certain spending limit and can withdraw money when they need it via a credit card or special checks.

### **Wealth Effect in Europe**

#### **The role of housing wealth effect in European Consumption**

However most of the studies regarding the wealth effect and the consumption have been focused on the United States and the United Kingdom, due to the fact that only few countries provide such data. But few of them have also study the euro area. Frauke Skudelny is one of the researchers who studied the wealth effect in Europe

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<sup>1</sup> Equity is ownership in any asset after all debts associated with that asset, are paid off. For example, a car or house with no outstanding debt is considered the owner's equity because he or she can readily sell the item for cash. Stocks are equity because they represent ownership in a company. Here is meant the equity/ownership in houses.

consumption. According to his research the impact of all wealth variables (financial and housing wealth) on euro area consumption is significant and positive in most conditions for two datasets: one on the aggregate euro area for the period 1980-2006, and one on the individual euro area countries from 1997-2006. The marginal propensity to consume (MPC) out of financial wealth is 2.4 cents to 3.6 cents per euro of financial wealth spent on consumption according to the estimations with euro area aggregate data. The marginal propensity to consume (MPC) indicates what the household sector does with extra income. The MPC indicates the portion of additional income that is used for consumption expenditures. Is calculated as the change in consumption divided by the change in income If, for example, the MPC is 0.75, then 75 percent of extra income goes for consumption. Nonetheless, the group-section estimation yields somewhat lower results (0.6 to 1.1 cents). The MPC out of nominal housing wealth lies between 0.7 to 0.9 cents per euro for both datasets. When specifying housing wealth in real terms, i.e. when taking out the effect of house price level changes over time, similar effects are found in the time series estimation while the MPC is larger in the group-section estimation (2.5 cents).

The finding that the MPC of financial wealth is stronger in the time series than in the group-section estimation could be related to this difference in sample size. However, the results are relatively healthy to different specifications and in line with the literature on individual countries and on the euro area as a whole. Indeed, the estimated MPCs for euro area countries range between 0 and 10 cents for financial wealth, and between 0 and 6 cents for housing wealth.

Also related surveys have realised during time in European Countries. For example Bover (2006) analyses Spanish survey data of 2002 and finds an MPC out of housing of 2 to 7 cents per euro. Her results differ across age and location. Grant and Peltonen (2008) analyse micro data for Italy from 1989 to 2002 and find a significant and positive effect of housing wealth which is larger than the effect of financial wealth. Finally, Sierminska and Takhtamanova (2007) analyse the Luxemburg Wealth Survey (LWS) for Canada, Finland and Italy for the years 1999, 1998 and 2002, respectively. Their cross sectional estimates suggest that the housing wealth effect is stronger than the financial wealth effect, with differences across age groups and countries only for the housing wealth effect: the housing wealth effect is significantly smaller for younger households. This can be related to the fact that they do not subtract mortgage debt from their housing wealth variable. According to their estimations, consumption changes by 0.10-0.13% following a 1% change in housing wealth.

## **Financial Portfolios in Italy and United Kingdom and the consequent impact in consumption**

Besides, Sònia Muñoz made a different research of the determinants of consumption: risky assets held in the financial household portfolios of two European countries: the United Kingdom and Italy. Countries that differ dramatically in their financial structure and capital markets. The results show that there are wealth effects in both countries.

Capital markets are the markets for buying and selling equity and debt instruments. Capital markets typically involve issuing instruments such as stocks and bonds for the medium-term and long-term. In this respect, capital markets are distinct from money markets, which refer to markets for financial instruments with maturities not exceeding one year. Furthermore capital markets include primary markets, where new stock and bond issues are sold to investors, and secondary markets, which trade existing securities.

The term portfolio refers to any collection of financial assets such as stocks, bonds and cash equivalents, as well as their mutual, exchange-traded and closed-fund counterparts. She found that households have shifted towards riskier portfolios by substituting stocks and bonds for bank accounts in both countries. Her dataset include liquidity constrained consumers and risky financial asset holders who behave differently from other households. So there are two criterions in her investigation: i) liquidity constraints and ii) stocks and bond-ownership. Sonia's main argument regarding the second criterion was that if asset holders are prevented from investing in capital markets, then the consumption of the households that are in the capital market should be higher than those that are outside the market. An example of that is the case of households that are poor, which do not feel that the fixed costs of investment required to access capital markets are worth the potential payoff. The key issue is that increased participation in capital markets affects both households, already in the capital market and asset prices, while the expectation of entering the capital market affects those that are not in the capital market. Furthermore, endogenous changes in capital stock have effects on all households. She found that the value of financial assets had a significant impact on consumption in both countries, whilst high frequency studies find little relationship (a marginal propensity to consume out of financial assets of 0.04). Results of her study are not clear with respect to liquidity constraints.

## **Wealth effects in emerging market economies**

Three other experts Peltonen, Sousa and Vansteenkiste in there paper for European Central Bank search for wealth effect, have analyze the relationship between

consumption and several wealth components for a panel of 14 main emerging economies. The panel of countries is consisted by 8 countries from emerging Asia (China, Hong Kong, Indonesia, Korea, Malaysia, Singapore, Taiwan, and Thailand), 4 from Latin America (Argentina, Brazil, Chile and Mexico), and 2 others (Russia and South Africa). They estimate the extent of the effects of stock market wealth, housing wealth and money wealth on private consumption using modern panel data econometric techniques.

Drawing upon quarterly data for the period 1990:1-2008:2, that show that wealth effects are statistically significant and relatively large: a 10% rise in housing prices leads to an increase in private consumption of between 0.25% and 0.49%; an increase of 10% in stock prices is associated with a 0.29% to 0.35% increase in consumption; and when money wealth rises by 10%, consumption increases by 0.41% to 0.50%.

In addition, the empirical findings suggest that housing wealth effects: (i) are, in general, larger for Latin American emerging markets; and (ii) have considerably increased for Asian emerging economies in recent years. In contrast, financial wealth effects: (i) have similar magnitudes for Asian and Latin American countries; and (ii) have fallen for Asian emerging economies. For both financial and housing wealth they found that consumption reacts asymmetrically, i.e. that a negative shock has a bigger impact than a positive shock. Among Asian countries, stock market wealth effects tend to be larger in the most developed financial markets (for instance, Singapore). Moreover, housing wealth effects are particularly important in Thailand, Singapore and Hong Kong.

Finally, their results suggest that consumption growth demonstrates a substantial persistence and responds slowly to shocks. This may be an important reason for concern - particularly, in case of a negative downturn -, given that these economies have often witnessed episodes of economic, financial and currency crises.

## **Conclusion**

### **The wealth effect does exist and determine consumption**

A long tradition of research on the wealth effect suggests a link between wealth and consumption. The empirical research dates back to Ando and Modigliani (1963), and posits that increases in wealth may create changes in consumption beyond the effect of disposable income. Several recent estimates of the relationship between wealth and consumption find that a one-dollar increase in household wealth creates a permanent increase in new consumption spending (around four cents of new consumption spending) (Davis and Palumbo, 2001 or Mehra, 2001). In contrast, recent research by Ludvigson and Steindel (1999), estimating a similar long-run

relationship between wealth and consumption, argue that any wealth effect on consumption is, at best, temporary.

The findings of M. Tuttle and Jean Gauger in their empirical research in November 2003 for the period 1990-2002 reinforce the idea that aggregate wealth plays an important role in determining consumption in the long-run. Therefore the rise in equity and housing prices as experienced in the late 1990's can add significantly to aggregate demand, and the subsequent fall in equity prices can also have important negative effects on aggregate demand.

### **Advises for handling your wealth so as not falling into the trap of the “wealth effect”**

Since the wealth effect is a reality in consumers' life what measures can be taken so as each of us to avoid personal financial weakening? Your objective must be to create wealth during periods where property prices rise and preserve and protect your wealth during years where the prices reduce. When buying a property in positive years you must develop a strategy in the back of your head of how to protect it in case of economic depression and not be forced to lose it. For example a good plan would be to keep some money aside and not use all in property investments. Remember the common saying 'don't put all your eggs in one basket'. But such wealth creation and preservation should be attempted in a measured manner, and not by taking an excessive degree of risk. Also making loan by quarantining your home to spend on a vacation or buy stocks and other luxury or needless consumption products is generally not a good idea. Spending unrealized gains generously is not financially prudent and may result in such consumers finding themselves in severe financial damage when boom turns to bust, as was the case with the technology bubble of the late 1990s and the real estate mania in the first decade of this millennium. Furthermore don't be influenced by "get rich quick" tales – Speculators who attempted to day trade stocks on a big scale in the late 1990s faced financial ruin when the market crashed in 2001-02. Real estate investors who invest on or build multiple properties in the last decade faced a similar fate when the U.S. real estate market tolerates its steepest correction since the 1930s Depression.

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# **MARKET RESEARCH FOR THE DEVELOPMENT OF THE RELIGIOUS AND PILGRIMAGE TOURISM IN CYPRUS**

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## **Abstract**

*This paper presents the results of a Market Research made recently for the Development of the Religious and Pilgrimage Tourism in Cyprus. It includes the presentation, the analysis, the purpose and the methodology applied for this research. Analysis is also made, for the experience of the various tourists, visitors and pilgrims who visited the holy places in Cyprus, for the data collected regarding the development of this activity, for the efficiency of the existing frame of the development of this kind of tourism and finally for the expected benefits and positive results which will be created with the development of the Religious and Pilgrimage Tourism in Cyprus. The ability of the tourist industry of Cyprus to monitor the current trends of tourism along with the general comments, suggestions, and innovative ideas made by the participants of this research will eventually identify the customer needs, and wants and appropriately contribute to the development of the Religious and Pilgrimage Tourism in the most efficient and effective way. Within the framework and the strategy of this project, an action plan has also been created, which includes the results and the findings of this research as well as a series of measures and actions need to be taken by the Church of Cyprus, the Cyprus Tourist Organization and the other stakeholders of the tourist industry towards a sustainable tourism development of the island.*

**Key words:** Religious Tourism, Pilgrimage Tourism, Market Research.

# Market Research For The Development Of The Religious And Pilgrimage Tourism In Cyprus

## 1. INTRODUCTION

Tourism as a concept includes all those people moving to amenity for vacation, recreation, entertainment and relaxation. People seek also to change their lifestyle in order to recover physically and to gather as many new experiences and performances as possible. The organization of the phenomenon of mass tourism appeared mainly in the second half of the 20th century and became a real and great industry around the world. Tourism is also a key sector for the competitiveness and growth of Europe, employing 12% of the European labor force and generating more than 10% of Europe's GDP. It is a sector which can play a vital role as a vehicle for growth and job creation, building on Cyprus' historical, religious, cultural and natural heritage. According to the latest *UNWTO World Tourism Barometer*, international tourism receipts hit a new record in 2012, reaching an estimated US\$ 1075 billion (euro 837 billion) worldwide, up 4% in real terms, from US\$ 1042 billion (euro 749 billion) in 2011. (UNWTO, 2013).

The development of the Religious and Pilgrimage travel as an alternative type of tourism is a global and universal effort which falls under the broader sustainable development and special interest tourism, best practices, new trends, environmental protection and respect of sacred sites (Yunis, 2006). According to the WTO, global tourism for the first time in 2012 surpassed the one billion tourists worldwide. For the years to come and until 2020 it is estimated that there would be an increase by 3.8% on average per year, while the number of tourists will reach the 1.3 billion by 2030. In the 21st century, global tourism faces great challenges, which are related to sustainability, balanced and sustainable development, and the proper allocation and management of existing natural resources. (UNWTO, 2013).

The prospects for Cyprus will be very significant and optimistic, bearing in mind the recent data of the WTO, where the turnover of the Religious and Pilgrimage tourism is estimated at €15 billion. In addition, approximately 300 million people travel each year to various religious sites, while in the global market nearly three billion people appear to have religious and pilgrimage references. At the same time the Religious and Pilgrimage tourism is considered to be the only "robust" type of tourism, especially in difficult times of economic crisis, where the travel agencies are rushing to include more information in their advertising programs with religious and pilgrimage material. (WRTA, 2013).

Cyprus today is considered one of the best tourist Mediterranean destinations with tourism to be regarded possibly the best ingredient factor of economic development on the island. The religious tradition of ancient Cyprus through the centuries and the movement of people for purely religious reasons with the foundation of Christian churches on the ruins of ancient temples and the arrival of the Apostles Barnabas, Paul and Marcus, contributing to the continuation and growth of the religious movement of tourists, visitors and pilgrims on the island (Economou, 1996). Eventually, Cyprus was

transformed into the “Island of the Holy Virgin Mary and Saints” and became a famous place of pilgrimage travel and tourism and due to its geographical position through the centuries became also the gateway to the «Holy Land». The variety of monuments of Christian worship and tradition in Cyprus is an integral part of the National Heritage and a valuable tourist attraction on the island. The Byzantine and post Byzantine churches with their important iconography, mosaics, murals and rare icons, chapels and shrines of the countryside and especially the monasteries of the “Troodos” area, which are protected by UNESCO as the World Heritage (C.T.O., 2008), reveal the persistent adherence to the traditions and the close and long connection of art with religious worship. This globalization of cultural capital, the legitimate owner of which is humankind, finds itself in a constructive symbiosis with tourism as a way to explore this universal heritage (Stausberg, 2011). In many areas of the island, visitors have also the opportunity to come across with buildings and places of worship of different faiths and religions, thus highlighting the rare historic and cultural wealth of the island. Among them, is the Hala Sultan Tekke, which is a very prominent Muslim shrine near Larnaca. Today, Hala Sultan Tekke is listed as an Ancient Monument and is visited by a lot of Moslems and tourists. In Nicosia, the church of St. Catherine is located very near to the cathedral of St. Sophia and is one of the most important Gothic monuments in Cyprus. With the conquest of the island by the Ottomans in 1570, the church, like many other Gothic churches converted into a mosque and shrine called “Haidari Pasha”. The Cyprus Medieval Museum is located inside the Castle of Limassol and its exhibits cover a period of 1,500 years. The Kolossi Castle is also situated in the village of Kolossi, 11 kilometers west of Limassol. In Paphos there are a lot of holy sites and ancient temples of Goddess Aphrodite, since more than 2000 years ago. The Saint Paul's Pillar is also one of the most popular stops for pilgrims who come to visit the various religious sites of Christian faith. Cyprus, the “Island of Saints”, is perhaps one of the few countries worldwide, which can develop this form of tourism because the monasteries built from the 3rd century, are wonderful items of art and technique.

## **2. RESEARCH METHODOLOGY**

The research beyond the historical review of the various visitors and pilgrims visited Cyprus from thousands years ago until today it also refers to the literature review of the project and its objectives which include:

1. Investigation on the establishment of the island’s monasteries, churches and religious monuments in general.
2. Identifying the existence and development of art (iconography, architecture, music) through the centuries and its contribution to attract foreign pilgrims.

# Market Research For The Development Of The Religious And Pilgrimage Tourism In Cyprus

3. Identifying trends and factors that currently affect the development of the religious tourism in Cyprus and the sustainable tourism too.

This market research is mainly based on the results of a comprehensive questionnaire used as the basis of extracting information from the Cyprus Market. The questionnaire consists of three different parts with concise and relevant questions that can extract both qualitative and quantitative conclusions about the level of innovation for the religious tourism in Cyprus. The aims of this research, which is performed for the first time in Cyprus, is to investigate whether the inhabitants of the island are aware of the alternative forms of tourism, especially the Religious and Pilgrimage one. Moreover, it aims to illustrate the attitude of the participants and their views on the improvements needed for the proper development of religious and pilgrimage tourism in relation to the environment, monasteries, the pilgrimage sites and the tourist industry of Cyprus as a whole. The field survey was also intended to highlight the religious and spiritual dimension of this activity, in relation to the tourists, the pilgrims, the members of the community of the religious sites, the monasteries and the Church, and the potential access and the visit to the various holy shrines. Finally, it was anticipated to demonstrate the benefits, financial and spiritual, which arise through the development of this type of alternative tourism in relation to the pilgrims, monasteries, tour operators, the Church and the tourist industry of Cyprus in general. These questionnaires were used to collect the necessary data from a number (400) of pilgrims and tourists, the Church of Cyprus, the various monasteries and the travel agents, according to the European and international statistics standards and practices.

## 3. RESEARCH RESULTS

Each questionnaire was designed and divided into four parts: a) Part A contained general information of the person completing this questionnaire b) Part B referred to the potential development of religious and pilgrimage tourism in Cyprus c) Part C focused on the adequacy of the existing development framework of Religious and Pilgrimage tourism and d) Part D dealt with the effectiveness of the existing framework of the development of tourism in Cyprus. At the end, opportunity was also given to record any comments or suggestions about the development of the Religious Tourism in Cyprus. The results obtained through the questionnaires present the findings and conclusions of this research which could focus and demonstrate that:

1) The Religious and Pilgrimage tourism is considered as a friendly one, for both the monasteries and the environment, and it actually ranks as one of the best quality and alternative forms of sustainable tourism in Cyprus.

2) The need for greater cooperation and coordination among the tourism stakeholders, local authorities, the Church, the State and the CTO.

3) There is a need to create space for the reception of visitors to pilgrimage destinations, especially for disable people.

4) The development of the religious and pilgrimage tourism in Cyprus neither in fact creates any special problem to the holy sites nor disturbs the program of the holy community of the monasteries.

5) The factors which positively contribute to the movement of pilgrims to the various holy places and shrines have been set as follows:

a) The history of the sacred site of monasteries,

b) The access to the holy shrines and

c) The educational level of visitors and pilgrims.

6) The acceptance of pilgrims at the various pilgrimage sites depends largely on their behavior, their appearance and the general attitude shown by them.

7) The factors that contribute to the success of a pilgrimage can be ranked as follows:

a) As the first factor of a successful trip is regarded the appropriate choice of the organizers along with the level of their professionalism.

b) Second factor is considered the spiritual level of the visitors and pilgrims.

c) Third factor is regarded the quality or uniformity and the interaction of participants in this pilgrimage journey.

d) Fourth factor is considered the spiritual and physical preparation of the participants of the pilgrimage travel.

e) As a final factor can be considered the phenomenon of repetition of a pilgrimage travel along with the period of realization.

The following programs and specific actions could also contribute positively for the organization, planning and development of the religious tourism through:

a) Important contacts and exchanges with experts in religious interest of the Church of Greece, Russia, Lebanon, Israel and Egypt and other countries with common religious heritage.

b) Issuance of an integrated Guide of religious trips and a Special Church Tourist Map which will include an electronic form of GPS in five languages will easily guide the visitors and pilgrims and successfully navigate the traffic to the various religious and pilgrimage sites, and generally to the whole island.

c) Production of a software material of GIS (DVD) which will include a historical overview, with sound, image and text in Greek, English, German, French and Russian, will be used as a useful guide for the pilgrimage destinations, monasteries, ancient religious monuments, Byzantine icons, mosaics, and places of worship.

d) Information to the visitors and pilgrims can also be provided through the relevant web page which will be created within the framework of the development and promotion of this type of tourism. This website will provide all the relevant information, both to the general public and to the organizers of the Religious tourism, about the

# Market Research For The Development Of The Religious And Pilgrimage Tourism In Cyprus

churches, monasteries and generally the religious sites in Cyprus and any other features of the pilgrimage destination.

- e) Arrival in Cyprus of new scientists, academics and high level of researchers for:
  - 1) Further development of the rich religious and historical research in Cyprus.
  - 2) Organization of international meetings, conferences and events and a series of lectures and workshops both in Cyprus and abroad in order to promote the religious wealth of the island.
  - 3) Promotion of the cultural identity and the religious heritage of the island which lead to the visitors and pilgrims' awareness of the places of worship. Today, after 39 years, 580 churches and monasteries are still in the occupied area of the island without any protection and maintenance. The green line with the presence of the Turkish troops is also considered as an obstacle for the development of the religious tourism in the occupied area of the island.

Introduction of the course of the "Religious Tourism" in the Departments of Theology and Hospitality and Tourism Management, in order to enable the students to undertake either graduate or post-graduate studies for this subject area.

## 4. CONCLUSION

Cyprus lies at the crossroads of three continents and due to its geographical position, through the centuries has become the gateway to the "Holy Land". In many areas of the island, visitors have the opportunity to come across with buildings and places of worship of different faiths and religions, thus highlighting the rare historic, religious and cultural wealth of the island. However, the continuous growth of the tourist movements in Cyprus and the prospect of economic benefits that can be obtained from this activity have led local governments to promote the development of tourism, quite often forgetting to establish the necessary policies, legislation and regulations to make it happen in a sustainable way. The most common situation in Cyprus is the unlimited growth in the number of tourist's arrivals, between 2 - 2,5 millions every year, without considering capacity constraints, i.e. the carrying capacity, (Cooper. et al 1998) or without setting up preventive measures to avoid problems or critical situations. For example, there are physical limits to the number of people who can have access to a given location at any one time-whether that is an ancient tomb, a sacred place, a natural beauty spot, a beach or a historic house of the island. Based on these lines Religious tourism should therefore:

- 1. Protect the physical integrity of the religious sites and respect its religious significance.

2. Ensure the host community wellbeing and preserve its priority right to use the religious places to ensure the visitors fulfillment and satisfaction.

On the other hand the development of the Religious and Pilgrimage tourism will especially address the problem of seasonality and greatly help the sustainable tourism development of Cyprus by preserving the cultural and religious heritage of the island, sacred sites, ancient monasteries and churches, as well as a large number of ancient Byzantine icons, mosaics and religious relics which exist on the island for thousands of years. Efforts should also focus on both, the principles that should guide this type of tourism and the technical conditions that should accompany it, in order to develop religious tourism and tourism in religious sites according to the sustainable patterns for the benefit of all involved, including both, the spiritual and the economic benefits.

As the European financial crisis deepens and the Union is also facing a series of expletive crises stemming from one another, in Cyprus it is expected that the prospects for its economy will be very significant and optimistic in the near future, taking into account the results of a survey conducted by Oxford Economics in 2011, where the aviation sector contributes €622 million (3.6%) to Cypriot GDP. In addition there are €2,035 million in “catalytic” benefits through tourism, which raises the overall contribution to €2,657 million, or 15.2% of GDP. It is also estimated that a 10% improvement in connectivity relative to GDP would see an €11 million per annum increase in long-run GDP for the Cypriot economy. (Oxford Economics, 2011). The results of this study indicated the potentiality for the development of organized Religious and Pilgrimage tourism, while the findings of the research showed considerable copresence of religious tourists interested in combining pilgrimage with visiting religious attractions and holy places being surveyed as monuments of architectural or historical importance and pilgrims stimulated mainly by pilgrimage motives. Finally it is clear that the development of the Religious and Pilgrimage Tourism in Cyprus along with the implementation of effective and coordinated strategies at the national level will upgrade the tourism sector and enable it to innovate and develop sustainability for the benefit of the Cyprus tourism industry and the citizens of the island.

## Market Research For The Development Of The Religious And Pilgrimage Tourism In Cyprus

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# SCHOOL LEADERSHIP AS HUMAN INTERACTION: AN ALTERNATIVE APPROACH

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## *Abstract*

*This article proposes a turn on the examination of school leadership as it is constructed from human interaction. It focuses on leadership's interactive character and suggests that more attention should be paid to the leader-follower relationship. It further proposes the development of a research aiming to capture and analyse human interaction in an effort to shed light to the construction of school leadership.*

**Keywords** Schools, school leadership, ethos, human interaction

**Paper type** Research paper

## 1. Introduction

The concept of leadership is perceived as an interesting field of research for researchers and philosophers for a long time (Draft, 2005). As leadership means different things to different people in different contexts (Lakomski, 1999), numerous definitions of leadership emerged. Leadership can be defined as a dynamic process in which the leader influences followers to contribute to the achievement of the group task (Cole, 1996).

Leadership was repeatedly connected to school effectiveness (e.g. Creemers & Kyriakides 2008; Kythreotis, Pashiardis & Kyriakides, 2010; Ebot Ashu 2012; Mulford 2012; Antoniou 2012) and much attention has been attributed to the important role that leaders play in creating effective learning environments (Buchanan, 2013).

Although an extensive literature and research is devoted on the face of the principal and on leadership tasks, actions and responsibilities there is a lack of research concentrating on the ‘how’ of leadership. Blakesley (2011) mentions that ‘the educational leadership literature base focuses more on ‘what’ a specific leader does and less on ‘how’ and ‘why’ he or she chooses to do it...’ (p.12).

Similarly, Spillane, Diamond and Halverson (2004:4) have stressed researchers’ focus on principal leadership and they support that this focus “...reinforced the assumption that school leadership was synonymous with the principal, resulting in researchers for the most part ignoring other sources of leadership in schools”, such as the followers.

Blakesley (2011) observed that the contribution of followers in leadership construction and the reciprocal process of influencing and being influenced by leadership are neglected through the literature. She supports that ‘ educational leadership literature is often marked by a diminished focus on descriptions or explanations relating to the contexts, situations, and the nature of constituents (students, teachers, parents, community) that may influence and influenced by educational leadership (p.11).

Despite the fact that followers’ contribution on the construction of leadership was neglected in research, leadership was repeatedly connected to human interaction (Spillane, 2005; Luhrmann& Eberl, 2007; Kythreotis et al.2010; Antoniou, 2012). For instance, Spillane (2005) suggests that leadership emerges from human interaction while Antoniou (2012) views leadership as interaction processes.

In this article it is supported that leadership is constructed by the leader-follower interaction. This ‘alternative’ approach is suggested, viewing and examining leadership as human interaction. Furthermore, it proposes the development of a research aiming to capture and analyse human interaction and stresses the main considerations and issues emerged. In an effort to shed some light to the construction of leadership, it presents the most appropriate methodology and the research tools that will be used. It ends with a discussion underlying the main points of the paper and some information of the development of the research.

## **2. The concept of leadership**

In the research presented in this paper, leadership is viewed as a concept generated primarily by human interaction. Through a review of the related literature it was noticed that leadership was characterized as relational (Chemers, 1997; Grint, 2000 c.f. Luhrmann & Eberl, 2007). It was argued that leadership is not something that the leader possesses (Hollander, 1993:29 c.f. Luhrmann & Eberl, 2007 p.116). On the contrary, it is a social phenomenon (Luhrmann & Eberl, 2007) which emerges and is constructed by the interaction between the leader and the followers.

Followers’ contribution on leadership processes was recognized by Hallet (2007). He mentioned that ‘leadership involves a leaving breathing relationship among leaders, followers, and an evolving situation’ (p.5) stressing that this relationship is created by the participants and does not exist a priori.

It is strongly supported that the development of a research investigating the leader-followers interaction is of great importance. Through an investigation of leadership as it is generated by human interaction important findings are expected to emerge. By getting an understanding of how leadership is constructed it will contribute to the improvement of the quality of leader-follower relationship and furthermore to leadership improvement.

To investigate how leadership is constructed by human interaction, we must examine the everyday lives of the leader and teachers, deputy heads and students. We must be in the position to capture and analyze participants’ perspectives and to

examine how the leader and the followers identify themselves in leadership enactment. Of course, by doing all the above, important considerations are generated.

### **3. Considerations**

In an effort to investigate leadership by capturing and analyzing human interaction, inevitably some considerations are created, drawing on the broader school context. For instance:

- a. Ethos, climate culture: The concepts of ethos, climate and culture are primarily related to human interaction (Theotokatou, 2013). What will their role be in the particular research?
- b. Power: In school context there are people with and without formal leadership power. A constant negotiation of power takes place in individuals' everyday lives. How can power associated to leadership be investigated in the particular research?
- c. Leader-followers identity: By examining how the leader and the followers identify themselves in leadership practice we must investigate leader-followers' construction of their identities. How can this be achieved?

In an effort to try to explain all the above, a discussion follows in the next subsection.

### **4. Ethos, power and identities**

#### *4.0. Ethos and its' variations*

It is suggested that ethos, climate and culture are similar concepts. They are used interchangeably through the literature and all the definitions of ethos, climate and culture contain human interaction in their meaning (Theotokatou, 2013).

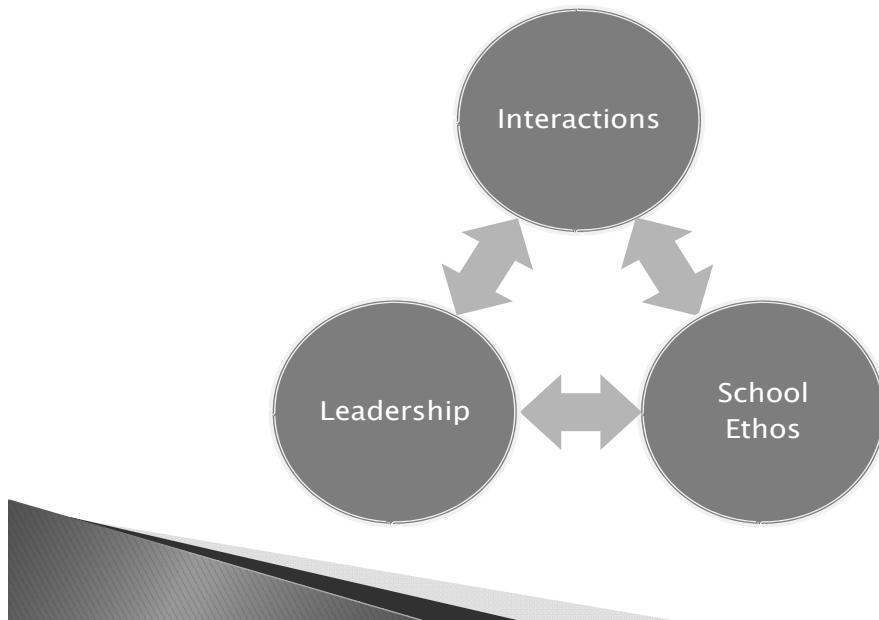
Allder (1993) claims that 'ethos has to do with social activities or human interactions, or their consequences' (p.68) while 'climate always refers to some

aspect of social interaction or its consequences' (p.67). Hinde (2004) suggested that culture is shaped by the interactions of the personnel and the actions of the personnel become directed by culture. For her, culture is a self-repeating cycle with both participants' actions and culture to affect and being affected by each other.

In agreement to Hinde's suggestions, in this paper it is supported that leadership, human interaction and ethos are concepts which interplay and operate as a triad. It is expected that by analysing human interaction, an analysis of school ethos will inevitably take place.

The conceptual framework (Fig.1) that will be adopted for the development of the research presented in this paper takes the following form:

Figure 1. The reciprocal relationship of leadership, interactions and school ethos.



(Source: Theotokatou, 2013.)

#### *4.1. Power*

Foucault (1980) defined power as relations, as a more-or-less organised, hierarchical co-ordinated cluster of relation. For Foucault ‘....power is always already there’ and one can never be ‘outside’ of power’. He suggested that relations of power are not only engendered from the top downwards but they are ‘an unequal and relatively stable relation of forces’ which imply an above and a below, a difference of potentials, a constant negotiation of power.

Taking the critical stance proposed by Foucault (1980), perceiving power as relations and accepting that all the individuals are in the position of power, we further propose that school members are in a constant negotiation of power. The negotiation of power related to leadership will be captured and be analysed through human interaction and participants’ perspectives

#### *4.2.Leader-followers identity*

Luhrmann and Eberl (2007) explored the leader-follower interaction from an identity theory perspective. They suggested that leader- follower identities are socially constructed through interaction. They stressed that a central issue in achieving identity balance is the idea that a leader may henceforth legitimately exert power over a follower (Lord & Hall, 2003; c.f. Luhrmann & Eberl 2007 ).

The identities of leader and follower are ‘power mental models’ (Fiol et al., 2001; c.f. Luhrmann & Eberl 2007) and Luhrmann and Eberl (2007) support that “By reaching an identity balance, leaders and followers define the distribution of power in their relationship” (p.119).

It is suggested that the ways that participants see themselves and construct their identities will be investigated through the analysis of human interaction. Of course, to do that an appropriate methodological approach should be adopted.

## **5. Methodology**

### *5.0. Ethnography*

Ethnography is perceived as the most appropriate method in capturing and analyzing human interaction (and consequently ethos, power relations and identities). The value of ethnography stands up to the existence of variations in cultural patterns across and within societies, and their significance for developing an understanding of the social processes (Hammersley & Atkinson, 2007).

Ethnography offers the opportunity of exploiting any social actors' capacity for learning new cultures, and the objectivity of this process (Hammersley & Atkinson, 2007) while 'the description of cultures becomes the primary goal' (p.9).

Furthermore, ethnography offers the opportunity of using a combination of multiple research tools such as observation, field notes and interviews.

### *5.1. Observation*

Observation is the most direct way in obtaining data (Gillham, 2000). The goal of using observation as one of the research tools, is to understand the culture of the people being studied from participants' perspectives (Hatch, 2002).

Observers attempt to see the world through the eyes of those they are observing (Hatch, 2002) and to try to understand what actually happens. The idea is to be there in the social setting, to make careful record of what people say and do, and to make sense of how the participants make sense within that setting (Hatch, 2002).

### *5.2. Field Notes*

The principal data generated through observation take the form of field notes (Hatch, 2002). During the observation process, field notes will be taken as soon as possible for ensuring reliable data. Field notes will be made selectively; aiming to record not everything but only what is relevant for my research. As the research progresses and emergent issues are identified, field notes will become more restricted and more focused in subject matter (Hammersley & Atkinson, 2007).

### *5.3. Interviews*

In qualitative researches, interviews are used to uncover the meaning structures that participants use to organize their experiences and make sense of their world (Hatch, 2002). Most of the times, these meaning structures are hidden from direct observation and taken for granted by participants, and qualitative interview techniques offer tools for bringing these meanings into surface (Hatch, 2002).

When interviews are used in conjunction with observation as methods for data collection, they provide ways to explore more deeply participants' perspectives on actions observed by the researchers (Hatch, 2002). Hatch (2002) suggests that the interviews "...provide avenues into events and experiences that have not been observed" (p. 91).

## **6. Discussion**

In this paper it is supported that leadership emerges from human interaction (Spillane, 2005). To investigate school leadership as it is generated from the relationship between the leader and the followers, we must capture and analyze human interaction.

To achieve this, an ethnographic research is to be developed. After obtaining a formal permission from the Ministry of Education and Culture, participants' consent will be ensured and specific measures will be taken in regards to the ethical aspect of the research.

The main research phase is designed for the academic year 2014-15 and it involves multiple hours of observation, field notes and interviews. It will take place in the school context as a case study and important findings are expected to emerge.

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**Η ελληνική γλώσσα ως δεύτερη γλώσσα.**

**Παράγοντες που επηρεάζουν την εκμάθηση της ελληνικής γλώσσας.**

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«Όλος ο κόσμος πρέπει να μάθει Ελληνικά, επειδή η Ελληνική γλώσσα μας βοηθάει πρώτα από όλα να καταλάβουμε την δική μας γλώσσα».

Ζακλίν Ντε Ρομιγύ (Σύγχρονη Γαλλίδα Ακαδημαϊκός και συγγραφεύς)

**Εισαγωγή:**

Η ελληνική γλώσσα είναι μία από τις ινδοευρωπαϊκές γλώσσες. Τα πρώτα γραπτά κείμενα στην ελληνική γλώσσα ανάγονται στον 15ο αιώνα π.Χ. Η ελληνική γλώσσα υπήρξε στην αρχαιότητα πολύ διαδεδομένη καθότι οι Έλληνες άποικοι κατοικούσαν στα παράλια της Μεσογείου και μετέδιδαν τις γνώσεις τους στους αυτόχθονες διαδίδοντας την ελληνική γλώσσα. Επίσης οι Έλληνες της αρχαιότητας επιδίδονταν στο εμπόριο καθιστώντας τα ελληνικά γλώσσα του εμπορίου. Η ελληνική γλώσσα και η ελληνική γραφή δεν είναι μόνο από τις παλιότερες του κόσμου και της Ευρώπης, όπως μαρτυρούν τα γραπτά τους μνημεία, αλλά είναι και η γλώσσα και η γραφή της έκφρασης του ανθρώπινου πνεύματος στις πρώτες μεγάλες στιγμές της δημιουργίας του. Έχει επηρεάσει τόσο τις άλλες γλώσσες όσο και πολλούς τομείς όπως τη φιλοσοφία, τις τέχνες, την πολιτική. Τα πρώτα κείμενα

Η ελληνική γλώσσα ως δεύτερη γλώσσα.  
Παράγοντες που επηρεάζουν την εκμάθηση της ελληνικής γλώσσας.

Μαθηματικών, Φυσικής, Αστρονομίας, Νομικής, Ιατρικής, Ιστορίας, Γλωσσολογίας κ.τ.λ. γράφτηκαν στην ελληνική γλώσσα και γραφή. Τα πρώτα θεατρικά έργα, καθώς και τα βυζαντινά λογοτεχνικά έργα έχουν γραφτεί στην ελληνική γλώσσα.

Στη σημερινή εποχή τα ελληνικά είναι η επίσημη γλώσσα της Ελλάδας και της Κύπρου και μια από τις επίσημες γλώσσες της Ευρωπαϊκής Ένωσης. Εκτός αυτού όμως παρατηρείται αυξημένο ενδιαφέρον για εκμάθηση της γλώσσας ως δεύτερη/ξένη γλώσσα και το παρόν άρθρο προτίθεται να διερευνήσει τους παράγοντες που επηρεάζουν την εκμάθηση της ελληνικής γλώσσας ως δεύτερη γλώσσα.

**Λέξεις- Κλειδιά:** Ξένη γλώσσα, Δεύτερη γλώσσα, Τρόποι εκμάθησης, Παράγοντες που επηρεάζουν, Λόγοι εκμάθησης.

Καταρχήν θα πρέπει να γίνει μια σημαντική διάκριση μεταξύ των ορισμών «δεύτερη» και «ξένη» γλώσσα. Ως δεύτερη γλώσσα ορίζουμε την γλώσσα που μαθαίνει ένα άτομο μετά την πρώτη/ μητρική του γλώσσα με στόχο να την χρησιμοποιήσει για να καλύψει τις καθημερινές του ενασχολήσεις συνομιλώντας με φυσικούς ομιλητές της γλώσσας αυτής ενώ ως ξένη γλώσσα ορίζεται η γλώσσα που επιλέγει ένας άνθρωπος να μάθει μέσω φροντιστηριακών μαθημάτων με στόχο να την χρησιμοποιήσει στο μέλλον σε ενδεχόμενες επικοινωνιακές καταστάσεις.<sup>1</sup> Το άρθρο αναφέρεται λοιπόν στην εκμάθηση της ελληνικής γλώσσας ως δεύτερης γλώσσας λαμβάνοντας υπόψιν ότι η διδασκαλία του μαθήματος από την γράφουσα αφορά φοιτητές οι οποίοι προβαίνουν στην εκμάθηση της ελληνικής από φυσικούς ομιλητές με στόχο να μπορούν να αντιληφθούν και συμμετέχουν σε επικοινωνιακές καταστάσεις που αντιμετωπίζουν λόγω της παραμονής τους στην Κύπρο.

Θα πρέπει να ληφθεί υπόψιν ότι η εκμάθηση της δεύτερης γλώσσας εμπεριέχει βαθμό δυσκολίας διότι το άτομο έχει ήδη κατατάξει την πρώτη και μητρική του γλώσσα οπότε το άτομο προβαίνει στην εκμάθηση της δεύτερης γλώσσας

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<sup>1</sup> Σκούρτου, Ε. (1997), Διγλωσσία και εισαγωγή στον αλφαριθμητισμό, στο: Σκούρτου, Ε. (1997), Θέματα Διγλωσσίας και Εκπαίδευσης, Αθήνα, Νήσος, σ.54

συσχετίζοντας την με την πρώτη του γλώσσα και ανακαλύπτοντας διαφορές και ομοιότητες.

Οι δύο βασικοί τρόποι που ένα παιδί ή ένας ενήλικας μαθαίνει μια δεύτερη γλώσσα είναι δύο, η φυσική και η κατευθυνόμενη κατάκτηση της δεύτερης γλώσσας. Η φυσική κατάκτηση της δεύτερης γλώσσας συνεπάγεται με την επαφή του μαθητή με φυσικούς ομιλητές της γλώσσας όπου χρησιμοποιεί την γλώσσας για την κάλυψη των καθημερινών του αναγκών. Η κατευθυνόμενη κατάκτηση αναφέρεται στην εκμάθηση μέσω φροντιστηριακών μαθημάτων.<sup>2</sup>

Οι υποθέσεις και οι θεωρίες σχετικά με την κατάκτηση της δεύτερης γλώσσας είναι η υπόθεση της παρεμβολής, η υπόθεση της ταύτισης, η γενίκευση και η υπόθεση των περιβαλλοντικών γλωσσικών ερεθισμάτων.

Η υπόθεση της παρεμβολής αφορά τον συσχετισμό της πρώτης με την δεύτερη γλώσσα επομένως διακρίνεται σε θετική και αρνητική παρεμβολή. Πιο συγκεκριμένα θετική παρεμβολή είναι όταν η μητρική και η δεύτερη γλώσσα έχουν κοινές δομές, στοιχεία και κανόνες. Στην περίπτωση αυτή η δεύτερη γλώσσα μαθαίνεται πιο εύκολα και σε μικρότερο χρονικό διάστημα. Αντίθετα αρνητική παρεμβολή θεωρείται όταν δεν υπάρχουν ομοιότητες μεταξύ μητρικής και δεύτερης γλώσσας άρα η εκμάθηση της γίνεται πιο δύσκολα και απαιτείται μεγαλύτερο διάστημα. Γενικά η μητρική γλώσσα όταν παρουσιάζει κοινά με τη δεύτερη γλώσσα διευκολύνει τον μαθητή. Η σύγκριση των δύο γλωσσών οδηγεί στην καλύτερη εμπέδωση και κατανόηση της δεύτερης γλώσσας.<sup>3</sup>

Η υπόθεση της ταύτισης είναι εκ διαμέτρου αντίθετη με την υπόθεση της παρεμβολής, παραγγωρίζει δηλαδή την επίδραση της πρώτης γλώσσας στην εκμάθηση της δεύτερης γλώσσας. Σύμφωνα με την θεωρία αυτή, η εκμάθηση της νέας γλώσσας είναι ανεξάρτητη από την εκμάθηση της μητρικής γλώσσας δηλαδή οι μαθητές της δεύτερης γλώσσας θα κάνουν τα ίδια λάθη και θα ακολουθήσουν την ίδια πορεία με τα παιδιά που μαθαίνουν την μητρική τους γλώσσα για πρώτη φορά.

<sup>2</sup> Τριάρχη- Herrmann B. (2000), *Η Διγλωσσία στην Παιδική Ηλικία. Μια Ψυχογλωσσική Προσέγγιση*, Αθήνα, Gutenberg, σ. 134.

<sup>3</sup> Μήτσης, N. (2003), *Στοιχειώδεις αρχές και μέθοδοι της εφαρμοσμένης γλωσσολογίας, Εισαγωγή στη διδασκαλία της ελληνικής ως δεύτερης ή ξένης γλώσσας*, Αθήνα, Gutenberg, σ. 28-29.

Η ελληνική γλώσσα ως δεύτερη γλώσσα.

Παράγοντες που επηρεάζουν την εκμάθηση της ελληνικής γλώσσας.

Η θεωρία όμως αυτή δεν υιοθετείται από την πλειοψηφία των ειδικών επιστημόνων.<sup>4</sup>

Η γενίκευση είναι η διαδικασία κατά την οποία τα επιμέρους στοιχεία ανάγονται στο σύνολο και αποκτούν καθολική ισχύ. Στην περίπτωση της εκμάθησης μιας γλώσσας ισχύει όταν στοιχεία μιας γλώσσας θεωρείται ότι ισχύουν για όλες τις γλώσσες. Η πρόθεση για υπερβολική γενίκευση ονομάζεται υπεργενίκευση και στην περίπτωση της εκμάθησης της δεύτερης γλώσσας μπορεί να οδηγήσει σε λανθασμένα συμπεράσματα.<sup>5</sup>

Η υπόθεση των περιβαλλοντικών γλωσσικών ερεθισμάτων αναφέρεται στα γλωσσικά ερεθίσματα που παρέχονται από το περιβάλλον, δηλαδή στην επαφή του μαθητή με τους φυσικούς ομιλητές της γλώσσας η οποία συμβάλλει στην καλύτερη εκμάθηση της γλώσσας. Τα γλωσσικά ερεθίσματα μπορούν να θεωρηθούν βασική προϋπόθεση που όμως δεν αρκεί για την ολοκληρωμένη εκμάθηση μιας γλώσσας. Επομένως οι μαθητές μπορούν να λαμβάνουν τα γλωσσικά ερεθίσματα από το περιβάλλον τους και να τα μεταφέρουν στην τάξη όπου θα τύχουν της σωστής επεξήγησης τους.<sup>6</sup>

Η εκμάθηση της δεύτερης γλώσσας τόσο σε επίπεδο διαδικασίας όσο και στο αποτέλεσμα της διαδικασίας, επηρεάζεται από ατομικούς, γλωσσικούς και κοινωνικούς παράγοντες. Οι ατομικοί παράγοντες περιλαμβάνουν τις γλωσσογνωστικές ικανότητες (οι ειδικές ικανότητες γλωσσικής κατάκτησης), τους συναισθηματικούς παράγοντες (τα κίνητρα και τα συναισθήματα που οδηγούν στην εκμάθηση της γλώσσας), τα στοιχεία της προσωπικότητας του ατόμου (οι ικανότητες και οι εμπειρίες του κάθε ατόμου) και τις βιομετρικές παραμέτρους (το φύλο και η ηλικία).<sup>7</sup> Συγκεκριμένα τα κίνητρα που οδηγούν στην εκμάθηση της ελληνικής γλώσσας είναι η προσπάθεια για κοινωνική ενσωμάτωση των μεταναστών ή επαναπατριζόμενων ώστε να αποκτήσουν ένα κώδικα επικοινωνίας

<sup>4</sup> Τριάρχη- Herrmann B. (2000), ό.π, σσ. 148-149.

<sup>5</sup> Μήτσης, N. (2003), ό.π, σ. 30.

<sup>6</sup> Τριάρχη- Herrmann B. (2000), ό.π, σσ. 158.

<sup>7</sup> Τριάρχη- Herrmann B. (2000), ό.π, σσ. 186-187.

και η αυτοπραγμάτωση του ατόμου δηλαδή η απόκτηση αυτοπεποίθησης και εσωτερικής πλήρωσης.<sup>8</sup>

Επιπλέον η μητρική γλώσσα και τα γλωσσικά ερεθίσματα είναι παράγοντες ιδιαίτερα σημαντικοί στην εκμάθηση της δεύτερης γλώσσας. Συγκεκριμένα η συγγένεια των γλωσσών με την μητρική τους και το επίπεδο κατοχής της πρώτης γλώσσας διευκολύνουν τη διγλωσσία. Τα γλωσσικά ερεθίσματα από το άμεσο ή έμμεσο περιβάλλον έχουν αποφασιστικό ρόλο γιατί η αλληλεπίδραση και η ερευνητική διάθεση του μαθητή συντελούν στην καλύτερη καλλιέργεια των δομών και λειτουργιών της νέας γλώσσας.

Παράλληλα οι κοινωνικοί παράγοντες επηρεάζουν σε μεγάλο βαθμό την εκμάθηση μιας νέας γλώσσας. Το οικογενειακό και σχολικό περιβάλλον συμβάλλουν στο ρυθμό και το βαθμό εκμάθησης καθώς και στο τελικό αποτέλεσμα. Συγκεκριμένα οι κοινωνικοοικονομικές συνθήκες της οικογένειας, οι ευκαιρίες που παρέχει το περιβάλλον για επικοινωνία και τα γλωσσικά πρότυπα της οικογένειας μπορούν να επηρεάσουν θετικά ή αρνητικά στη γλωσσική ανάπτυξη ενός παιδιού. Σημαντικές παράμετροι είναι η επαφή με φυσικούς ομιλητές κυρίως στον ελεύθερο χρόνο διότι υπάρχει χρόνος συζήτησης και η διάθεση για επικοινωνία είναι μεγαλύτερη και το επίπεδο μόρφωσης των ατόμων και της οικογένειας τους που επηρεάζει την ετοιμότητα του να ασχοληθεί με μια γλώσσα.<sup>9</sup>

Ένας άλλος παράγοντας είναι η απόσταση που συντείνει στην εκμάθηση της γλώσσας είναι η απόσταση μεταξύ της ομάδας που μαθαίνει τη γλώσσα και των φυσικών ομιλητών της.<sup>10</sup> Επιπρόσθετα η δομή των γλωσσών, αν ανήκουν δηλαδή στην ίδια γλωσσική οικογένεια συμβάλλει στην ευκολότερη ή όχι εκμάθηση της γλώσσας.

Οσον αφορά τους λόγους που επιλέγουν οι μαθητές για να μάθουν την ελληνική γλώσσα σύμφωνα με έρευνες τα πιο ισχυρά κίνητρα είναι η εργασία, η διαμονή και

<sup>8</sup> Χαραλαμπάκης Χ. (2003), *Η νέα ελληνική ως δεύτερη και ξένη γλώσσα: Προβλήματα, στόχοι και προοπτικές ενός νέου επιστημονικού κλάδου*, Αθήνα, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών, σ. 556.

<sup>9</sup> Τριάρχη- Herrmann B. (2000), ό.π., σσ. 204-205.

<sup>10</sup> Μήτσης, Ν. (2003), ό.π., σ. 75.

Η ελληνική γλώσσα ως δεύτερη γλώσσα.  
Παράγοντες που επηρεάζουν την εκμάθηση της ελληνικής γλώσσας.

οι σπουδές. Οι λόγοι που ισχύουν για το κάθε άτομο επηρεάζουν τον βαθμό και το αποτέλεσμα στην εκμάθηση μιας γλώσσας.<sup>11</sup>

Συμπερασματικά, ο βαθμός και ο ρυθμός εκμάθησης μιας δεύτερης γλώσσας και εν προκειμένω της ελληνικής γλώσσας, είναι ανάλογος με την σχετικότητα της με την μητρική τους γλώσσα και τον εντοπισμό κοινών δομών και στοιχείων. Επίσης η επαφή με τα περιβαλλοντικά γλωσσικά ερεθίσματα καθίσταται ιδιαίτερης σημασίας. Η διαδικασία όμως επηρεάζεται και από το άτομο που επιλέγει να μάθει την ελληνική γλώσσα, τις εμπειρίες και το επίπεδο μόρφωσης τόσο του ιδίου όσο και της οικογένειας του.

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<sup>11</sup> Μάνικα Δ. (2006), Παράγοντες που επηρεάζουν την εκμάθηση της ελληνικής ως δεύτερης γλώσσας σε αλλοδαπούς φοιτητές του Πανεπιστημίου Πατρών, Πάτρα, σ.101.

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## **Research at CDA College**

### **From the Editor**

CDA College aims at excellence in research and is fully committed to developing and promoting research activity. Research, both pure and applied, being an essential academic activity is an integral part of CDA College's mission. Research and advancement of knowledge as intellectual activities, are an integral part of our educational environment that fosters innovation and enthusiasm for excellence. Research at CDA College is concentrated in the areas of Humanities and Social Sciences, Pure and Applied Sciences, Economics and Management.

The Faculty at CDA College aims at publishing papers in International Academic Journals and at submitting and presenting papers at International Conferences. The development of the research skills of the Department's team is not only one of the main goals of the team members but this effort is also financially and ethically supported by the Administration of CDA College. Contacts with other research institutions and organisations for research collaboration and for research support play a vital role in the development of the researchers and of the Research Department as a whole.

The Research Department of CDA College targets at continuous development, at enriching its research activities and at strengthening the cohesiveness and the collaboration among its members.

The *Cyprus Research Facts* is a refereed publication with an international character and a broad perspective. It covers a wide spectrum of areas of interest and publishes empirical, theoretical and methodological articles as well as book reviews.

### **Aims and Objectives**

The activities at the Research Department are centered at *enhancing theoretical and empirical research, at developing solutions and guiding thinking to current and future problems, and at creating new knowledge.*

As a research department, however, we aim for higher achievements both internally as an academic institution, and externally in the public and private sectors. Our vision is through research to contribute to the Cyprus society, to the academic

community and to societies beyond the boarders of the Republic of Cyprus. Thus, our current and future research projects cover areas that sustain quality of life and performance, and contribute to a better implementation and monitoring of improvements and changes.

The Research Department, being sensitive to the societal needs as well as to the needs of the business world both public and private, has set the following as its main objectives:

**The Mission of the Research Team is:**

*"To enhance theoretical and empirical research, to develop solutions and guide thinking to current and future problems, and create new knowledge taking into consideration leading-edge technology and socio-economical developments globally.»*

As a research team we aim for higher achievements both internally as an academic institution, and externally in the public and private sector. Thus, our current and future research projects cover areas that sustain quality of life and performance, and contribute to a better implementation and monitoring of improvements and changes.

**The Main Objectives Of The Research Team Are:**

- To carry out academic research in order to support the college's teaching and project activities.
- To carry out pure research in collaboration with domestic and international institutions, in order to enhance expertise of the Research Team of the College.
- To undertake research projects covering issues, that have an impact on the Social, Economical and Technical developments of the Public and Private sectors in Cyprus and abroad; and
- To Provide Independent Research Services to external organisations.

With the increased complexity and demands for a better achievement, both internally as an academic institution and also externally in the Public and Private sector, we aim to carry out research and development projects which will enhance and sustain quality of life and performance, and contribute to a better implementation and monitoring of improvements and changes.

## **Research Interests and Opportunities for Collaboration with CDA College**

The Research Department undertakes activities in the following areas:

The Research Team of CDA College has several research interests in the following areas:

- The Dynamic Business Environment of the Service Industry
- Management and the Leading-edge Technologies applied in business.
- Analysis of Contemporary and innovative marketing theories and concepts
- Innovative Marketing Strategies
- Globalisation Vs Localisation impacts in Business
- Information Technology and Science.
- Wireless Networks and security. Computer Ethics.
- Politics and Economy.
- Evolution of man and other species
- Educational Management
- Dyslexic children.
- Creative Drama in School.
- Greek and Roman Civilization and Archaeology.
- Political and Legal translation methods.
- Globalisation of Education

## **The Cyprus Research Facts**

The Cyprus Research Facts is a refereed publication with an international character and a broad perspective. The journal aims to cover a wide spectrum of areas of interest, including among others, Humanities and Social Sciences, Pure and Applied Sciences, Economics and Management. It publishes empirical, theoretical and methodological articles. Survey research, commentaries and book reviews are also of interest.

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