

CONTENTS

Editorial Board	ii
From the Editor	iv
Notes to Contributors	v
Research at CDA College	x
Articles:	
QUALITY ASSURANCE IN HIGHER EDUCATION IN CYPRUS Pantelis IOANNOU	1
EURIPIDES' ANTIGONE, FRAGMENT 16 Sousanna PEPI	18
RELIGIOUS TOURISM IN CYPRUS: DETERMINANTS AND PROSPECTS Nicos RODOSTHENOUS	31
A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND PRACTICE. Constantinos MICHAEL	41
BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY: A NECESSITY FOR CONTEMPORARY BUSINESSES. EXAMPLES TO FOLLOW IN THE GLOBALISED ENVIRONMENT Amvrosios PRODROMOU	56
THE PORTRAYAL OF THE DIVINE AND DEMONIC ASPECT IN ROMANTIC LITERATURE Christina THEODOROU	68

IMPROVE OF THE EFFECTIVENESS AND EFFICIENCY OF DMO'S BY TAKING A SYSTEMIC APPROACH TOWARDS STAKEHOLDERS Iordanis KATEMLIADES	75
ROBOTS IN SOCIETY Olga PELEKANOU	87
THE INFLUENCE OF SCHOOL LEADERSHIP ON CITIZENSHIP EDUCATION Ioanna THEOTOKATOU	
Η ΚΟΜΜΩΤΙΚΗ ΤΕΧΝΗ ΣΤΟ ΠΕΡΑΣΜΑ ΤΟΥ ΧΡΟΝΟΥ ΚΑΙ ΟΙ ΚΟΙΝΩΝΙΚΕΣ ΔΙΑΦΟΡΟΠΟΙΗΣΕΙΣ Μαρία ΠΑΙΣΗ	113
KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN THE CYPRUS COOPERATIVE BANKING SECTOR. Christina TSOLAKI	129
Research at CDA College	149

Editor:

Pantelis Ioannou, Editor
The Cyprus Research Facts
CDA College
Evagorou Avenue 2, Eleftheria Square
P.O.Box 21972, Nicosia 1515– Cyprus
Email: business.studies@cdacollege.ac.cy

Editorial Board:

Dr. Nicos Rodosthenous, PhD Tourism, MSc Airline Management, Dip. Marketing
Dr. Pavlos Panayi, PhD Communication Data, MBA, BSc Computer Science
Ms. Athina Koliandri, M.Sc. Educational Management, B.Sc. Hotel Restaurant/
Institutional Management, IATA/UFTAA Standard Diploma
Dr. Spyroulla Spyrou, Doctorate Counselling Psychology, MSc Cognitive
Neuroscience, BSc Psychology
Dr. Iosif Kafkalas, PhD Economics, MSc Economics, BSc Economics

Assistants to Editors:

Tonia Georgiou, PhD (C) Sociology, MBA Business Adm., MSc History, BA Greek Education

Katerina Kyriakidou, PhD (C) Education, MA Applied Translation Studies, BA English Literature

Dorita Chrysanthou, MBA Business Adm., MA Marketing & HR, BSc Economics

Ioanna Theotokatou, PhD (C) Education, MSc Leadership & Mgt Education, BA Greek

Subscription and other Communication:

The Cyprus Research Facts

CDA College

Evagorou Avenue 2, Eleftheria Square

P.O.Box 21972, Nicosia 1515 – Cyprus

Tel.: 22661104, Fax: 22671387

E-mail: cdacoll@spidernet.com.cy

Website: www.cdacollege.ac.cy

“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 2018 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 31st December, an abstract of your article to the Editor's office. The deadline for receiving manuscripts is the 31st 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

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.

Manuscripts, books for review and related correspondence:

Pantelis Ioannou, Editor
The Cyprus Research Facts
CDA College
Evagorou Avenue 2,
Eleftheria Square
P.O.Box 21972
Nicosia 1515– Cyprus
Email: business.studies@cdacollege.ac.cy

Quality Assurance in Higher Education in Cyprus

(A Summary of a Research paper on the Quality Assurance in Higher Education in Cyprus, secondary research for a PhD Program)

PANTELIS IOANNOU*

* Professor of Marketing, Business Administration Department
CDA College, Cyprus

Abstract:

The purpose of this project is that due to the globalization and the liberalization of higher education, universities and colleges face new challenges. Given this competition, universities and colleges have no choice but to improve the quality of their programs and compete locally and globally and attract more domestic and international students. Higher education is operating in a service industry, placing greater emphasis on satisfying the expectations and needs of its customers, the students. That's why there is a need of enhancing educational quality so as gain image and to encourage and attract more students' enrolment both domestic and international.

Keywords: *Quality in Education, Service Quality, Quality Assurance.*

Findings: *Acquiring Quality Assurance, an important factor for competitiveness in the higher education market worldwide.*

Introduction

This project examines the quality assurance in higher education in Cyprus. The aim of the quality assurance agency is to ensure the quality of programs provided by the higher academic institutions to develop and implement corresponding quality assessment methods and tools to encourage students' enrolment. In order to provide 'quality' of higher education, quality assurance is necessary. The Quality assurance for higher education has become an important issue worldwide towards students' satisfaction.

The issue of quality assurance in higher education began when Bologna Process was first launched in 1999, the most important goal was to increase the competitiveness of European universities. One of the steps that had to be taken was to strengthen the quality assurance systems of universities. Quality and quality assessment started to rise as a major issue in 1980's. Due to intense competition, many universities and colleges face declining student enrolment and there is a need to address the problem of the quality of programmes and services offered.

Moreover this study also evaluates the quality assurance in the higher education in Cyprus with the objective of determining whether quality of the programs and quality assurance systems constitute the service variables in the education industry for attracting more students. To use gap analysis, to examine whether there are any service gaps in the institutions higher education system of current quality attributes for students' satisfaction.

Quality

It is hard to identify what quality actually is, how it can be recognized and how it can be measured. Quality is defined as 'fitness for purpose' and quality assurance is defined as 'those systems, procedures, processes and actions intended to lead to the achievement, maintenance, monitoring and enhancement of quality' (Woodhouse, 1998, p. 258).

'Quality' as a mechanism refers to processes of assessment, accreditation, audit, and external examination (Harvey and Newton 2005).

Defining quality is an important prerequisite for defining quality assurance. Bobby, 2014 said that quality is not a static but rather a dynamic, ever changing pursuit of excellence that must be considered in the context of the larger educational, economic, political and social landscape. That is why, globalization in the higher education has resulted in an increased demand for quality assurance, accountability and transparency so universities and colleges are urged to apply quality assurance of their programs (Smidt, 2015, p. 626).

Service Quality

Since higher education institutions are operating in a services industry, after identifying quality we should then define what service quality is. Zeithaml (1988) defined quality as

the customer's judgement about a product or service's overall excellence or superiority. Additionally, in marketing service quality show to what extent service performance matches consumers' expectations (Gronroos 1984). Also Parasuraman et al. (1985) said that if service performance matches or exceeds consumers' expectations they will have favourable assessments toward service quality.

Further, Parasuraman et al. (1985) suggested 10 dimensions for service quality: reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding/knowing the customer and tangibles. In a further study Parasuraman et al. (1988) summarized the 10 dimensions into five dimensions: tangibles, reliability, responsiveness, assurance and empathy.

Moreover, service Quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationship with valued customers. In this way, the association between service quality and customer satisfaction has emerged as a topic of significant and strategic concern (Cronin and Taylor, 1992). In general, perceived service quality is an antecedent to satisfaction (Spreng and Mckoy, 1996).

Quality Assurance

Quality Assurance (QA) reviews provide external, third party, independent, objective insights. QA reviews offer observations about partner institutions, products, programs, services and processes and they provide recommendations for improvement. Vlasceau et al. p.48 (2007) defined quality assurance as “an ongoing continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system” Further, Vlasceau et al. p.37 (2007) defined accreditation as “the process by which a (non-) governmental or private body evaluates the quality of a higher education institution in order to formally recognize it as having met certain predetermined minimal criteria or standards. After acquiring quality, it should then be accredited and assured and this is the job the quality assurance agencies. Quality assurance is undertaken by independent agencies formulated by the law. In Cyprus, the quality assurance law (136(I)/2015 “Ο περί της Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης και της Ίδρυσης και Λειτουργίας Φορέα για Συναφή Θέματα Νόμος του

2015, ΔΙ.Π.Α.Ε)”. The Quality Assurance and Certification of the Overall Education and the Establishment and Operation of the Association for Related Matters.

The QA law is voted in June 2015 and it’s introduced in the academic year 2016-17. The quality for the programs in higher education is evaluated by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A) CY.Q.A.A and the Ministry of Education and Culture of the Republic of Cyprus. CY.Q.A.A is an autonomous Authority responsible for ensuring the quality of higher education in Cyprus and to support the processes provided by the relevant Legislation, for the continuous improvement and upgrading of higher education institutions and their programs of study.

Synthesis of up-to-date Research on the Quality in Higher Education

Higher education institutions and the relevant authorities need to realize the importance of creating an attractive image of quality education in order to have loyal customers/students (Briukhanov, Kiselev, Timchenko, & Vdovin, 2010). Higher institutions should design appropriate value propositions, which factor(s) influence the students’ perception.

Lizzio et al. (2002) explored that perception about university learning environment contributes to academic outcome, whereas it is not influenced by prior academic achievements. According to Walker (2008), students’ expectation can be measured by explaining three broad categories: course contents, academic staff, and grades. Quality assurance of services influences the perception of the students towards their knowledge and ability to build the student trust. The lack of quality assurance in their marketing approaches and services could be a difficulty to compete. Nonetheless, as per the Cyprus Higher education law (Quality assurance law (136(I)/2015), if an institution has not accredited at least one program by July 2020, then it must be withdrawn from the education market.

Additionally, the generic Service Quality (SQ) dimensions of Parasuraman and Berry mode, with an observation in an education setting indicates the attributes of SQ dimensions are more demanding and take a more student-oriented approach as proposed by Sangeeta (2004), Owlia and Aspinwall (1996) and Hadikoemoro (2002). By applying the

dimensions and attributes of Parasuraman could lead to students' satisfaction. According to Parasuraman et al. (1985), the direction of gap between customer expectation and perception as measured by SERVQUAL affects service quality. Service quality is defined as a function of gap between customers' expectations of a service and their perceptions of the actual service delivery by organization (Parasuraman et al.,1988).

Furthermore, knowing what the customer expects is an essential step for delivering good service quality (Zeithaml et al.,1990). This indicates the importance of understanding customer expectations, how they develop and their significance when managing education quality. In the context of higher education, Hill (1995) suggests that students' expectations of higher education are informed by their experiences at high school leading to a potential mismatch between expected and perceived service quality.

Due to the increase of technology, higher institutions are also offering online/distance academic programs. These programs should also have quality assurance and Quality Matters (QM) is a leader in quality assurance for online education. Quality Matters is also a leading provider of tools and processes used to evaluate quality in course design and the Quality Matters Rubric is a widely used set of standards for the design of online and blended courses.

Kotler and Clarke (1987) define satisfaction as a state felt by a person who has experience performance or an outcome that fulfill his or her expectation. The expectation may go as far as before the students even enter the higher education, suggesting that it is important to determine first what the students expect before entering the university (Palacio, Meneses and Perez, 2002). According to Lassar, Manolis and Winsor (2000), two most established and widely accepted perspectives on service quality include the SERVQUAL model and the Technical/Functional Quality framework.

Another important factor in quality assurance is students' engagement. Involving students as students' representative, to quality assurance processes and allowing participating in external evaluation panels provide good experiences for students. The benefits for involving students in QA processes can be grouped in two categories: benefit to the students and benefit to the QA process. As per the research findings the service quality

dimensions (tangibility, assurance, responsiveness, reliability and empathy) have a significant relationship with students' satisfaction. In fact, Mahiah., S. et al. (2006), shown that tangibility, empathy, reliability, responsiveness and assurance are highly correlated and very significant with one another.

Different Quality Assurance Systems around the World

In USA, government plays an important role in the quality assurance of higher education. The USA Department of Education is one of the two institutions that carry out the recognition of accrediting agencies (Eaton, 2004).

Similarly, in Japan independent evaluation bodies must be recognised by the Ministry of Education, Culture, Sports, Sciences and Technology (Kimura et al., 2004). The requirements for establishing a new institution are stipulated in a ministerial ordinance, the "Standards for University Establishment" (Kimura et al., 2004).

In Australia, the National Protocols for Higher Education Approval Processes were recommended by the Joint Committee on Higher Education (composed of representatives from the Commonwealth and each State and Territory department with responsibility for higher education) and approved by the Ministerial Council on Education, Employment, Training and Youth Affairs (AQF, 2000).

Almost all European countries have an autonomous agency co-coordinating quality assurance. External quality assurance agencies are usually established either by the national or government or by the HEIs themselves, often at the requirement of the government. In Europe only in two cases site visits are not used: In Norway, during accreditation of programmes and in the Netherlands, in benchmarking of programmes (ENQA, 2003). "The British spend up to four days on a visit which even includes observations by experts of class room teaching. The Danes concentrate on a one day visit which, however, is so carefully planned that all relevant groups from the level of Rectors/Deans down to students are covered in sessions" (Thune, 1998).

Quality Assurance Standards and Performance Indicators (PIs) by the Cyprus Agency of Quality Assurance.

The use of performance indicators (PIs) as policy tools in higher education has remarkably increased world-wide, as a result of growing pressure for public accountability (Ewell, 1999). The Quality assurance standards and performance indicators (CY.Q.A.A, Doc. N.:300.1.1).

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES
 - Organization of teaching work
 - Teaching
 - Teaching Personnel

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS
 - Purpose and Objectives and learning outcomes of the Program of Study
 - Structure and Content of the Program of Study
 - Quality Assurance of the Program of Study
 - Management of the Program of Study
 - International Dimension of the Program of Study
 - Connection with the labor market and the society

3. RESEARCH WORK AND SYNERGIES WITH TEACHING
 - Research - Teaching Synergies

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK
 - Administrative Mechanisms
 - Infrastructure / Support
 - Financial Resources

5. DISTANCE LEARNING PROGRAMS
6. DOCTORAL PROGRAMS OF STUDY

Institutional External Evaluation of Program is a five stage process.

First stage, IEP's visiting panels include small European teams of university leaders, experienced in understanding the specific challenges faced by institutions in their national and international contexts. They are knowledgeable about European and international higher educational trends

In the second stage, higher education institution prepares a detailed Institutional Self-Evaluation Report within the frame work defined by EUA.

The third stage the team makes a preliminary visit to get to know the institution. After the first visit the team may ask for additional information and documents if necessary.

The fourth stage is the second visit that the team makes in order to get more detailed information about the institution, and at the end of this visit the team makes an oral presentation of their evaluation report.

In fifth stage, Institutional Evaluation Report is officially presented to the institution to be announced on its website (EUA, 2014).

Reflections/Conclusions

Service Quality in Higher Education It is interesting to identify here about the applicability of SERVQUAL to education sector, meaning that there is a suitability of applying it in higher education. Numerous studies have adapted this measurement in HEI, such as SQ in business schools (Rigotti and Pitt, 1992) and higher educational institutions (Cuthbert, 1996; Soutar and McNeil, 1996; Saaditul, Samsinar and Wong, 2000).

O'Neill and Palmer (2004) said that tangibility is ranked as the best in term of overall performance score, but it has been ranked as the least importance by the students compared to process and empathy. Study by Perisau and McDaniel (1997) is best described as, assurance and reliability has been identified as the most important suggesting that students are most concern with the knowledge, courtesy and ability to inspire trust and confidence which is part of the assurance dimension.

LeBlanc and Nguyen (1997) stressed on the reputation as a factor, which is tied closely to management's capacity to foster an organizational climate directed at serving the needs of its customers and to the image of the HEI. It is also process-related in that, it involves an ability to inspire trust and confidence and provide personal attention to students in a

professional and caring manner. In term of importance, the study has shown that perceived value is derived mainly from price/quality, a factor that is closely tied to the business school's capacity to offer sufficient services to students and convince them that they are receiving quality services in exchange for what they give by means of their tuition fees.

Earlier researches on service quality in higher education also often emphasized academic more than administration, concentrating on effective course delivery mechanisms and the quality of courses and teaching (Atheeyaman, 1997; Cheng and Tam, 1997; Soutar and McNeil, 1996; Griemel-Fuhrmann and Geyer, 2003). However there are also an attempt to look upon the administrative side of higher institution like the study by Kamal and Ramzi (2002), which attempt to measure student perception of registration and academic advising across different faculties and other administrative services to assure positive quality service that compliments the academic.

Higher education has become a competitive enterprise among both private and public HEIs. In view of the increasing competition in higher education industry, many private colleges and universities face the challenging problems of declining student enrolment, poor strategic marketing planning, intense competition between other private college or universities that offer the same courses and service quality found wanting. The quality of education is an important factor that is considered for attracting and retaining the students as it is a substantial investment made by their parents. There is a need to focus on the understanding of how students perceive service quality. Efforts are needed to monitor both local and international initiatives and ensure quality is integral to the higher education environment. More recent studies of service quality in education were focused on higher education as more universities and colleges compete to gain a ranking and accreditation in their programs and institution. Hence, in the quest for internationalization of quality in education, assurance of service quality takes center stage. Service quality enhances a university's image (Sultan and Ho, 2012).

Previous research also done by Mahiah., S. et al. (2006) also confirmed Parasuraman, Zeithaml and Berry (1985) and they suggest that increasing of sophistication of reliability, empathy, tangibility, responsiveness and assurance can increase customer satisfaction

towards services rendered by Human Resource department. There are significant and positive relationship between tangibility, assurance, reliability, responsiveness, and empathy and overall service quality to students' satisfaction. From the output, empathy has the strongest relationship with satisfaction followed by assurance, tangibility, responsiveness and reliability.

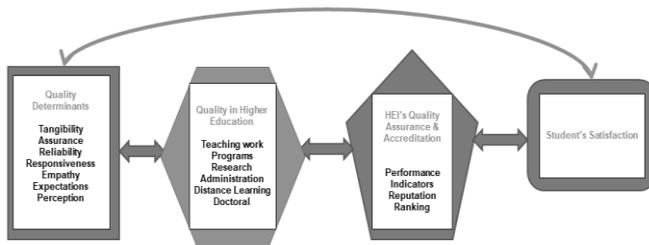
To conclude as per the Conceptual Framework for Quality Assurance and Student's Satisfaction is a multifaceted and dynamic process based on the model of Parasuraman, Zeithaml and Berry (1985) with some modification by adding also expectations and perceptions. Gronroos (1984), Parasuraman (1985), Hill (1995) suggests that students' expectations of higher education are informed by their experiences at high school leading to a potential mismatch between expected and perceived service quality as per their Expectation.

Also, Lizzio, Wilson, & Simons, (2002) focus on students' perception of learning environment across their entire degree and the way these perceptions are related with study and learning outcomes, Students' perception of higher education quality is heavily influenced by the university they study at, scholarship status, extra-curricular activities, parents' education, age, and previous educational success.

There is a need of further primary research in the higher education in Cyprus by applying the educational components as specified by P. Ioannou, Conceptual framework for quality assurance and student satisfaction (P. Ioannou, PhD Selected Studies in Business Adm., 2017), primary research through questionnaires to the higher institutions direction, e-research to current students, to parents and potential students.

Consequently, by concentrating on enhancing the quality of the following determinants the institutions will acquire quality of their programs and increase the image of the Institution. By applying the QAA recommendations and quality procedures will obtain quality assurance, accreditation and certification. As a result this will increase the institution's image, student's satisfaction and increase student enrolment both domestic and international students.

Conceptual Framework for Quality Assurance and Student's Satisfaction



By Pantelis Ioannou

Explanation of the Quality Components Applied in Higher Education towards Students' Satisfaction

Tangibles: facilities/infrastructure, classrooms, libraries, academic-support facilities, visually appealing environment, appearance of the university based on complete and modern equipment, support services, accommodation, sports and neat appearing employee etc.

Responsiveness: Ease of contact, access to teachers and administrative staff, University willingness and attentiveness to help students and provide prompt service Organization of teaching work, Teaching, Teaching Personnel etc.

Reliability: Clearly specified values and aims, consistency of practice, clearly specified policies/guidelines, fairly and firmly-enforced rules and regulations, adherence to course objectives; effective classroom management, trustworthiness, giving valid award, keeping promises, match to the goals; handling complaints and solving problems. Purpose and Objectives and learning outcomes of the Program, Structure and Content of the Program, International Dimension of the Program, Connection with the labor market and the society

Empathy: Understanding student's needs, willingness to help, availability for guidance and advisory, giving personal attention, emotion, courtesy. Administrative Mechanisms and Support.

Assurance: Ability of the university to perform service dependably and accurately, fairness in grading and courteous handling of students problems. Financial Resources and Research - Teaching Synergies

Expectation: Students' expectations of higher education are informed by their experiences leading to a potential mismatch between expected and perceived service quality. If service performance matches or exceeds consumers' expectations they will have favourable assessments toward service quality.

Perception: Students' perception of learning environment across their entire degree and the way these perceptions are related with study and learning outcomes.

References

Research Journals:

A Framework for the dimensions of quality in Higher Education – Mohammad S. Owlia and Elaine M. Aspinwell – Emerald insight

Analyzing Institutional Evaluation Reports prepared from 2013-2015 by European University Association - Zeynep Bumin Sützen - Educational Research Review

Comparing alternative instruments to measure service quality in higher education – Ana Brochado – Emerald insight

Developing alternative perspectives for quality in higher education – G. Srikanthan and J. Dalrymple - Emerald insight

Determinants of Education quality: What Makes Students' Perception Different? - Husain Salilum Akareem & Syed Shahadat Hossain (2016) - Open review of Educational Research – Routledge

Evaluation of Service Quality of Private Higher Education using Service Improvement Matrix - Teo Boon Chui, Mohd Shukur bin Ahmad, Faezah binti Ahmad Bassim, Nurnadirah binti Ahmad Zaimi

E-Service Quality and E-Recovery Service Quality: Effects on Value Perceptions and Loyalty Intentions - Cemal Zehir, Elif Narcıkara - Elsevier - ScienceDirect

Higher Education Marking in the Electronic Age: Quantitative and Qualitative Student Insight - Michael Hast, Caroline Healy

Implementation of Quality Assurance in Romanian Technical Higher Education Objective set by the Bologna Process - Liliana-Luminita Todorescu, Anca Greculescu, Iuliana Lampa (2013) - Elsevier – ScienceDirect

Identifying the Dimensions for Culture of Excellence in Higher Education Nasriman Abdul Rahman, Boo Ho Voon, Abdullah Firdaus - Elsevier – ScienceDirect

Investigating the Relationship among Service Quality, Emotional Satisfaction and Favorable Behavioral Intentions in Higher Education Service Experience - Wan Salmuni Wan Mustaffa, Mass Hareeza Ali @ Hamid, Khuan Wai Bing, Rafiduraida Abdul Rahman -Elsevier ScienceDirect

Managing Service quality in higher education: The role of students as primary consumer – Frances M. Hill - Emerald insight

Measuring Student Satisfaction With The Quality Of Services Offered By Universities – Central European View - David Schuller, Martina Rasticova, Stepan Konecny - ResearchGate

P. Ioannou, (2017), PhD Selected Studies in Business Adm., Quality Assurance in Higher Education in Cyprus

Quality Assurance in UK higher education: issues of trust, control, professional autonomy and accountability – Andreas Hoecht – Higher Education Springer

Quality Assurance System in Higher Education - Vasiliki BRINIA, Nikolaos SOUNDOULOUNAKIS - International Journal of Academic Research in Accounting, Finance and Management Sciences

Quality Management in the Turkish Higher Education Institutions: Preliminary Findings. Mehmet Eymen Eryılmaz, Esen Karaa, Ebru Aydoğana, Olcay Bektaş, Duygu - Acar Erdura Elsevier – ScienceDirect

Service Quality in Education: a student perspective – Mathew Joseph, Beatriz Joseph – Emerald Insight

Service Quality and Student Satisfaction: A Case Study at Private Higher Education Institutions - Hishamuddin Fitri Abu Hasan, Azleen Ilias, Rahida Abd Rahman, Mohd Zulkeflee Abd Razak - International Business Research

Quality Assurance in Tertiary Education: Current Practices in OECD Countries and a Literature Review on Potential Effects - Viktoria Kis - OECD Thematic Review of Tertiary Education

The Impact of Service Quality on Students' Satisfaction in Higher Education Institutes of Punjab - Muhammed Ehsan Malik, Rizwan Qaiser Danish, Ali Usman - Journal Of Management Research.

Bibliography

American Council on Education. (2015). International higher education partnerships: A global review of standards and practices. Washington, DC: Author.

Bobby, C.L. (2014). The abcs of building quality cultures for education in a global world. Paper presented at the International Conference on Quality Assurance, Bangkok, Thailand.

Briukhanov, V., Kiselev, V., Timchenko, N., & Vdovin, V. (2010). Monitoring the opinions of parents as a component of the institution's In-house education quality management system.

Council for Higher Education Accreditation (CHEA). (2014). Information about accreditation. [Para. 1]. Retrieved from <http://www.chea.org/>

Cronin and Taylor, 1992. Measuring Service Quality - A Reexamination And Extension. Journal of Marketing

Cuthbert, 1996; Soutar and McNeil, 1996; Measuring service quality in a tertiary institution

DIPAE, 2016, Doc. N.:300.1.1, The Quality Assurance and Accreditation in Higher Education

Eaton, J. S. (2011). U.S. accreditation: Meeting the challenges of accountability and student achievement.

Gronroos C., 1984, A Service model and its marketing implications, European Journal of Marketing, 18(4), pp.36-44

Lee Harvey, 2007, Epistemology Of Quality, Quality Assurance Agencies in Higher Education, Toronto, April, 2007. Published as Harvey, L., 2007, 'The epistemology of quality', Perspectives in Education, 25(3), pp. 1-13.

Hill, F, 1995, Managing Service quality in higher education: the role of the student as primary consumer, Quality Assurance in Education, 3 (3), pp. 10-21

Kotler, P., & Clarke, R. N. (1987). Marketing for health care organizations. Englewood Cliffs, NJ: Prentice-Hall.

LeBlanc G., & N. Nguyen (1997) Searching for excellence in business education: an exploratory study of customer impressions of service quality

Lizzio, A., Wilson, K., & Simons, R. (2002). University students' perceptions of the learning environment and academic outcomes: Implications for theory and practice. *Studies in Higher Education*, 27(1), 27–52

Mahiah., S. et al. (2006). Service Quality and Student Satisfaction: A Case Study at Private Higher Education Institutions. *International Business Research*

Owlia, M.S. & Aspinwall, E.M. (1996). A framework for the dimensions of quality in higher education. *Quality, Assurance in Education*, 4(2), 12–20.

Parasuraman A., Zeithaml V., & Berry, L. 1985, A Conceptual model of service quality and its implications for the future research. *Journal of Marketing*, 49. Pp, 41-50c

Parasuraman A., Zeithaml V., & Berry, L. 1988, SERQUAL: a multi-item scale for measuring consumer perceptions of service quality, *journal of Retailing*, 64 (1),pp 12-40

Quality Assurance Agency for Higher Education (2012). The UK quality code for higher education: A brief guide. Retrieved from <http://he.macclesfield.ac.uk/>

Quality Matters (2014). Quality matters higher education rubric. Annapolis, MD: Author.

Quality assurance law (136(I)/2015

Sangeeta (2004), Owlia and Aspinwall (1996) and Hadikoemoro (2002

Saaditul, Samsinar and Wong, 2000).

The Association for Quality Assurance in Higher Education (ENQA),

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DIPAE) and the Ministry of Education and Culture of the Republic of Cyprus.

Vlasceau et al. p.37-48 (2007), Internal Evaluation: Appropriate Strategic for Quality Evaluation and Improvement of Management in Departments at Universities

Walker, P. (2008). What Do students think they (should) learn at college? student perceptions of essential learning outcomes. *Journal of the Scholarship of Teaching and Learning*,

Woodhouse, D. (1998). Quality assurance in higher education: The next 25 years. *Quality in Higher Education*, 4(3), 257–273.

Zeithaml, V., Berry, L., & Parasuraman, A. 1985, Problems and strategies in services marketing, *journal of marketing*, 49 (1), pp. 33-46

EURIPIDES' *ANTIGONE*, FRAGMENT 16

DR. SOUZANA PEPPI*

**Professor., Business Administration Department
CDA College, Cyprus*

Abstract

The fragment 16 belongs to the tragedy of Euripides', *Antigone* and it was found in Stobaeus, *Anthologium* in Book IV, chapter 24c, section 43. This evidence which I am going to examine in this article, among others is the only direct evidence we have for the existence of the play since we have only 24 fragments which survived from the whole play. Through the examination of this evidence we highlight the innovation of Euripides in his treatment of the myth and we conclude that the myth of Antigone which was treated by Euripides is probably different from the *Antigone* of Sophocles and might be similar to Hyginus' work *Fabulae*.

STOB. IV, 24c, 43

Ioannes Stobaeus Anthologus, *Anthologium*. {2037.001}

- (36.) Εὐριπίδου Ἴφιγενεία (T. 57).
 Στυλοὶ γὰρ οἰκῶν παῖδες εἰσὶν ἄρσενες.
- (37.) Μενάνδρου (fr. 60 v. 1 K.).
 Εὐδαιμονία τοῦτ' ἐστὶν υἱὸς νοῦν ἔχων.
- (38.) Μενάνδρου Ἀνεμιοῖς (fr. 60 v. 2 K.).
 Ἀλλὰ θυγάτηρ κτήμ' ἐστὶν ἐργῶδες πατρί.
- (39.) Μενάνδρου Ἀλιεῦσι (fr. 18 K.).
 Χαλεπὸν γε θυγάτηρ κτήμα καὶ δυσδιάθετον.
- (40.) Ποσειδίππου Ἐρμαφοδίτου (fr. 11 K.).
 Υἱὸν τρέφει πᾶς, κἂν πένης τις ὦν τύχη·
 θυγατέρα δ' ἐκτίθησι, κἂν ἧ πλούσιος.
- (41.) Διφίλου (fr. 136 K.).
 Κόρησ ἀπαλαττόμεθα ταμείου πικροῦ.
- (42.) Σοφοκλῆς Ἀλεάδαις (fr. 84 N.2).
 Ὁ δ' εἰ νόθος τις γνησίοις ἴσον σθένει·
 ἅπαν τὸ χρηστὸν γνησίαν ἔχει φύσιν.
- (43.) Εὐριπίδου Ἀντιγόνη (fr. 168 N.2). **Euripides' *Antigone***
Ὄνοματι μεμπτὸν τὸ νόθον, ἢ φύσις δ' ἴση. = translation:
- (44.) Εὐριπίδου Εὐρυσθεῖ (fr. 377 N.2).
 Μάτην δὲ θνητοὶ τοὺς νόθους φεύγουσ' ἄρα
 παῖδας φυτεύειν· ὅς γάρ ἂν χρηστὸς φύη,
 οὐ τοῦνομ' αὐτοῦ τὴν φύσιν διαφθερεῖ.
- (45.) Εὐριπίδου Ἀνδρομέδας (fr. 141 N.2).
 Ἐγὼ δὲ παῖδας οὐκ ἔω νόθους λαβεῖν·
 τῶν γνησίων γὰρ οὐδὲν ὄντες ἐνδεεῖς
 νόμῳ νοσοῦσιν· ὅ σε φυλάξασθαι χρεῶν.

Euripides', *Antigone*

Translation: "His title was transferred to a blameable bastard, whose nature, in spite of that, worth as much as the others"

The Fragment 16 of Euripides' Antigone¹

“ὄνόματι μεμπτὸν τὸ νόθον, ἢ φύσις δ' ἴση”

“His title was transferred to a blameable bastard, whose nature, in spite of that, worth as much as the others”

Introduction

This fragment belongs to the tragedy of Euripides', *Antigone* and it was found in Stobaeus, *Anthologium* in Book IV, chapter 24c, section 43. This evidence which I am going to examine in this article, among others is the only direct evidence we have for the existence of the play since we have only 24 fragments which survived from the whole play. Unfortunately, though, as James M. Paton says, “The fragments are so scanty and in character so largely gnomic that they throw but little light upon the treatment.”² Indeed, they are so little that is quite difficult to connect them and to place them in the right order as they would be in the original play. Therefore, what made me decide to examine that particular fragment is that even though it's only a sentence it's incredible how many important information we can get from it for the reconstruction of the play. The combination of that sentence with the rest of the survived fragments and the literary evidence we have about the

¹ This is the fragment 16 in the edition Bude, but for Avgustus Nauck (*Euripides, Perditarum Tragoediarum Fragmenta*, vol. III) and for Richard Kannicht (*Tragicorum Graecorum Fragmenta TrGF*, vol.5 Euripides), this fragment it is number 168.

² James M. Paton (1901) 267

play give indeed a logical meaning to it in order to be possible to guess where it should be placed in the play.

As it was previously said, Stobaeus a Greek anthologist who might lived during the 5th century AD, in his *Anthologium* which is constituted by 4 books added that fragment in his collection of fragments included in the chapter 24c whose title is “ΟΤΙ ΚΡΕΙΤΤΟΝΕΣ ΟΙ ΑΡΡΕΝΕΣ ΤΩΝ ΠΑΙΔΩΝ, ΚΑΙ ΟΤΙ ΤΟΥΣ ΝΟΘΟΥΣ ΟΥΚ ΕΛΑΤΤΟΝΑΣ ΧΡΗ ΚΡΙΝΕΙΝ ΤΩΝ ΓΝΗΣΙΩΝ”

That is, “*the male children are the most worthy of the children and the bastards should not be criticized as not worthy in comparison with the legitimate children*”. Therefore in that chapter, as we can see from the page of his *Anthologium* which include the fragment 16, in Section 43, Stobaeus apparently presents fragments which are talking about male and female children or we can say, that are using words which normally allude to children. So in section 36 in the same page where the fragment is, there is the word *παῖδες* (children), in section 37 the word *υἱός* (son), in section 38 and 39 the word *θυγάτηρ* (daughter) in section 40 the word *υἱόν* and *θυγατέρα* and in section 41 the word *κόρης* (daughter). All of these words obviously are referring to children. Furthermore the sentences in which are included show the importance of male children for the family and the disadvantage of having a daughter. In addition, it's worthy to note that from the section 42 to section 45 we can apparently see that Stobaeus has gathered together the phrases which include the word *νόθος* which means the illegitimate child, bastard, and are talking about the equal value about legitimate children and

bastards. Thereby it is important that the use of the fragment 16 of Euripides' *Antigone* is used by Stobaeus not only as a reference to an illegitimate child but also as a paradigm of the notion which was expressing.

The chronology of the play and the fragment 16

The fragment as a part of the whole tragedy *Antigone* of Euripides, it was might written after the Sophocles' *Antigone*, which was written in 442 BC and this argument is based to the different metric structure of the plays.³ Nowadays Sophocles' *Antigone* is the most famous survived tragedy which treats the myth of Antigone. Euripides' *Antigone*, however, is known sketchily from a couple of ancient comments and some largely gnomic fragments.⁴

The myth of Antigone and Euripides' treatment of the myth

According to the myth, Antigone is the daughter of Oedipus, the king of Thebes and his mother Jocaste. When Oedipus learned the truth about his involuntary crimes, that is to kill his father and to marry his mother,

³ Francois Jouan, Herman Van Loou, *Euripide* (1998) 193

In addition, as it is also being declared there, there is a debate about the date of the play: Th. Zielinski 415-419 BC; T.B.L. Webster 416-409 BC, R. Aelion 413-409 BC, M. Cropp-G. Fick 420-406 BC.

⁴Martin Cropp (2005) 285

blinded himself and left Thebes. His sons Eteocles and Polynices then were fighting for the ruling of Thebes and they even provoke a civil war since Polynices used a foreign army in order to attack his own city. In the end the two brothers killed each other. The story in Euripides' *Antigone* starts from that point of the myth. King Creon orders the burial of Eteocles and forbids the burial of Polynices because he attacked his own city. Antigone rebels and performed a ceremonial burial, by spreading a cup of sand on the dead body of Polynices. She gets arrested though and she gets convicted by Creon to death. Whereas though in Sophocles' *Antigone* she suicides and after her death, Haemon, King's Creon's son and Antigone's fiance, and his mother Euridice also suicide, in Euripides' *Antigone* it looks like that Haemon helped her escape and they might even got married. She might even bear him a child, Maeon, whose existence when Creon found out he was in furious.

Therefore, from all the fragments we have, according to the edition Bude, in the work of Euripides', *Antigone*, the fragment 16 is considered to be almost in the end of the tragedy. There, in an *agon logon* between Haemon and King Creon, was mentioned the existence of a bastard but as it is suggested in the Bude edition, that it has obscure role in the play (fr. 16).⁵

The importance of the fragment 16 for the reconstruction of the play

This fragment of the play is a phrase which was might be a part of the speech of the King Creon. As we can understand from it, there is the

⁵ Francois Jouan, Herman Van Loou (1998) 191-201

possibility, one interpretation of it to be that Creon said that, when he was informed not only for the marriage of Antigone's and Haemon's, but and for the birth of their son, Macon. Probably full of anger calls Macon "νόθον", which means bastard, and declares the defamation of his name by the union of his own blood Haemon, his son with the blood of Antigone. Creon in this fragment is presented saying a moral truth. Even though Antigone and Haemon made a child maybe out of a wedding, secretly, that child even illegitimate has the same human value, like all other people. This characteristic of him doesn't decri the value of his existence as a human being. So, even though, in that case, that child is a descendant of a prince it is also an illegitimate child and Creon might through that sentence wanted to highlight that to his son Haemon.

Moreover, it's worthy at this point to examine why this fragment is important in the play. Apart that it's unique in the sense that it is one of a very small number of verses which survived of the Euripides' tragedy, it's also important for the information it gives us for the reconstruction of the story.

Furthermore, as J. H. Huddilston says, "This is the most important line of all; it is in a way, the key to the whole situation".⁶ He explains that maybe this sentence was said by Creon when he discovered the marriage of Antigone and Haemon and the birth of their child which being enraged he

⁶ J. H. Huddilston (1899) 189

called *vóθov*.⁷ If that's true, and given that from that small phrase we are probably able to imagine the state in which Creon was when he discovered the truth about Maeon, we can only imagine the mastery by which Euripides was revealing the characters of the heroes in the rest of the play.

Bearing in mind the direct literary evidences we have about the *Antigone* of Euripides another reason which lead me to make the decision to examine this fragment of the play is that it might shows the main difference between the premised tragedies and in particular of the treatment of the myth between Sophocles from one side and Euripides and Hyginus on the other side.

Therefore, as we have seen so far, in Euripides' play there is a possibility that this fragment is the proof for the birth of a child from Haemon and Antigone which in fact indicates the difference between the homonym Sophoclean play where at the end, as it was said before, Antigone and Haemon suicide and they didn't even get married. It looks like that Euripides is taking the story a bit further from the point where Sophocles left it and he makes it more dramatic. Maybe, he continues the story by presenting Antigone and Haemon a few years later when their son Maeon was older and by some way his identity just as his parent's marriage was exposure to Creon. This fact makes the play even more dramatic and unique. It's worthy to be noted the way, by which Euripides presents the sentiments of Creon the time of the reveal of the identity of Maeon. As J. H. Huddilston

⁷ *Ibid.*, 189

indicates, “Euripides has cast everything to serve better his delineation of *πάθος*”⁸ (passion). He declares that he does not focus on the burial of Polynices but to the representation of “men as they are”.⁹ This consist the difference between Euripides’ and Sophocles’ treatment of the myth. Thus, J. H. Huddilston continues saying that “The pronounced religious and ethical tenor of Sophocles has been abandoned, and the everyday, matter-of-fact Euripides has dealt somewhat severely with the ideal heroine of the earlier master.”¹⁰

On the contrary, James M. Paton believes that, in this fragment there is also the possibility that the word *νόθος* might not only refer to Maeon but it might indeed be a part of Oedipus speech maybe in his lamentations over his daughters and their fate.¹¹ This is an apparent example that, the interpretation of the fragment is always difficult because you can only guess what was been said before each surviving fragment and therefore the feelings of the characters of the play in each occasion. That is because it is not easy to guess the way that a tragedy was presented and even more when you have so many little fragments of the play. Therefore the tragedy could be interpreted in various ways.

As we can see the treatment of the remaining fragments of Euripides’ *Antigone* in the editions Bude in regard to the fragment 16 which

⁸ J. H. Huddilston (1899) 189

⁹ *Ibid.*, 189

¹⁰ *Ibid.*, 189

¹¹ James M. Paton (1901) 272

this article was aiming to examine, it is different in the sense that it does not declare directly the existence of a child whose parents are Antigone and Haemon. Even more, in edition Bude is stated as well that in the end when Creon ordered the death of Antigone and Haemon, Dionysus came and saved them by announcing their marriage and prophesising the birth of a child. This indication brings the story to another direction; maybe points out the possibility that this will be their first child.

James M. Paton contrarily states that this fragment (16) just like two other survived fragments, fragment 14 and 15¹² of the play, is supposed to prove the presence of a son of Antigone and Haemon.¹³ Thereby that is one more indication that this fragment could be placed nears those fragments during the reconstruction of the play as sentences which refer to the same theme, that is the existence of a child.

Furthermore, even the literary evidence we have for the existence of the play indicates the existence of this child in Euripides', *Antigone*, and in addition the difference of Euripides' and Sophocles' play. That is a note of

¹² Fr.14: τὸ μῶρον ἀντῶ τοῦ πατρὸς νόσημ' ἔνι φιλεῖ γὰρ οὔτως ἐκ κακῶν εἶναι κακούς.

His folly's a disease he from his father; inherits, for the wicked thus are wont to be the authors of a wicked race.
(translation: Michael Wodhull (1782) 4.243)

Fr.15: ἡ γὰρ δόκησις πατράσι παιδας εἰκένας τὰ πολλὰ ταύτη γίγνεται τέκνα πέρι.

Many by their degenerate lives confuse the notion that each child is like his Sire.

(translation: Michael Wodhull (1782) 4.243)

¹³ James M. Paton (1901) 271

Aristophanes Byzantium in his *Hypothesis for Antigone of Sophocles*: “κεῖται ἡ μυθοποιία καὶ παρὰ Εὐριπίδῃ ἐν Ἀντιγόῃ· πλὴν ἐκεῖ φωραθεῖσα μετὰ τοῦ Αἴμονος δίδεται πρὸς γάμου κοινωνίαν καὶ τέκνον τίκτει τὸ Μαιμόνα”¹⁴ which is the only unambiguous information we have about the play. From that fragment we can see again that the difference between Sophocles’ and Euripides’ works is that in Euripides’ *Antigone*, Antigone marries Haemon and she gives birth to Maeon. The fact that they got married was annotated as well, within the scholia, verse 1350, of Sophocles: “ὅτι διαφέρει τῆς Εὐριπίδου Ἀντιγόνης αὐτῆ, ὅτι φωραθεῖσα ἐκείνη (I. ἐκεῖ μὲν) διὰ τὸν Αἴμονος ἔρωτα ἐξεδόθη πρὸς γάμον, ἐνταυθα δὲ τὸνναντίον.”¹⁵

In addition, nowadays we have also the Hyginus' version of the legend¹⁶ in his work *Fabulae*, which was probable influenced by a later version of the Euripides’ *Antigone*. This information can be very useful because in Hyginus’ work, Antigone after trying to bury Polynices, King

¹⁴R. C. Jebb, *Sophocles: The plays and fragments*, part III: The Antigone, Cambridge, 1891, pp. 1,2

Is quoted also in Francois Jouan, Herman Van Loou (1998) 193
Aristophanes of Byzantium: translation: “The topic was treated similarly by Euripides; except that there, Antigone, is caught with Haemon given to him as a bride and she gives birth to a child named Maeon”.

¹⁵Is quoted in Francois Jouan, Herman Van Loou (1998) 194
Scholia of Sophocles: translation: “Euripides’ Antigone differs of it (Sophocles’ Antigone), because being caught because of her love for Haemon she married him, but there (in Sophocles), happened the contrary thing”.

¹⁶ More specifically, according to the treatment of the myth in Hyginus’ work, *Fabulae* 72, as J.H.Huddilston says (p.191), Hyginus’ work indicates a series of accretions. It is also different of Sophocles treatment of the myth.

Creon orders his son Haemon to kill her. However, he fell in love with her and he helped her escape. Antigone here is also bearing Haemon's a son, Maeon, whose identity though is being revealed to Creon years later when Maeon participated to a funeral game.¹⁷ Therefore if that tragedy was influenced by Euripides' *Antigone*, this sentence could also be used by Creon when in furious by the birth of that child, whose existence didn't know he calls him bastard because he was born secretly out of a marriage.

Conclusion

Therefore as we can see, the myth of Antigone which was treated by Euripides is probably different from the *Antigone* of Sophocles and might be similar to Hyginus' work *Fabulae*. The importance though of the fragment which was aiming to be examined in that article is that is indicating probably that main difference between the plays and thereby it highlights the innovation of Euripides in his treatment of the myth. This can be very useful for the enhancement of our knowledge not only for the different versions of the myth of Antigone but also for Euripides himself, his techniques and his uniqueness of the way he was presenting the myth.

¹⁷ cf. Mary Grand (1960) 71

BIBLIOGRAPHY

Ancient sources

- Francois Jouan, Herman Van Loou, *Euripide*, vol. VIII, Paris, 1998
- R. C. Jebb, *Sophocles: The plays and fragments*, 7 v., Cambridge, 1889-1971
- Avgustus Nauck, *Euripides, Perditarum Tragoediarum Fragmenta*, 3 v., Leipzig, 1885-1889
- Richard Kannicht, *Tragicorum Graecorum Fragmenta (TrGF)*, (ed.) Bruno Snell, 5 v., Göttingen, c1971-c2004
- Mary Grant, *The Myths of Hyginus*, Lawrence, 1960
- Euripides, *The nineteen tragedies and fragments of Euripides*, trans. Michael Wodhull, vol.4, London, 1782

Modern sources

- Martin Cropp, “Lost Tragedies: A Survey”, *A Companion to Greek Tragedy*, ed. Justina Gregory, Mass., Oxford, 2005
- James M. Paton, “The Antigone of Euripides”, *HSCP*, vol.12 (1901), pp.267-276
- J. H. Huddilston, “An Archaeological Study of the Antigone of Euripides”, *AJA*, vol.3, No. 2/3. (1899), pp. 183-201

RELIGIOUS TOURISM IN CYPRUS: DETERMINANTS AND PROSPECTS

DR. NICOS RODOSTHENOUS*
Head of Research Center “Aristotelis”
Professor C.D.A. College, Cyprus

Abstract

This article examines the importance and defining characteristics of religious tourism in Cyprus, along with the potential of growth and diffusion in the socio-economic environment of the area. Religious tourism, as general faith tourism or pilgrimage, is considered to be the earliest form of non-economic travelling and is one of the most understudied areas in tourism research. Spiritual travelling has significantly increased in the last decades, coinciding with the general growth of most touristic sectors, especially after the 19th century when social and economic factors changed dramatically the landscape of transportation, leisure time and the culture of travelling. Every year it is estimated that approximately 240 million people travel to pilgrimage destinations around the world, with Greece and Cyprus exceeding in providing a plethora of historical and religious sites. This research investigates religious tourism determinants and prospects in Cyprus, and how this is supported by the awareness of local population over the notion and prospects of religious tourism, as well as the connection with local tradition and culture.

1. Introduction

According to the mythological tradition, Cyprus was the place Aphrodite reached after its emergence from the sea, and Paphos was its special place of worship in the 2nd millennium BC. As a notion, “pilgrimage” generally provides a frame for specific motivations, expectations and experiences (Stausberg, 2011). The rituals to her honor were popular until the 5th century AD. century, proving the religious tradition of ancient Cypriots through the ages. Due to the fact that Aphrodite, came from Cyprus (Peristani, 1955, Shepherd, 2008), she had the first place in the Cypriot pantheon, which is evidenced, among other things, by the multimodal and long-time worship (John, 2005) a small island, with a large number of holy places and places devoted to it, and the huge amount of

RELIGIOUS TOURISM IN CYPRUS: DETERMINANTS AND PROSPECTS

archaeological finds associated with its worship (Bolger, Serwint, 2002). This great religious event resulted in the movement of many people, locals and foreigners (Clerides, 1952), thus creating the first worship expulsions and then a large tourist and religious stream to Cyprus (Karageorghis, 2005). With the arrival of the first apostles of Christ in Cyprus (Oikonomou, 1996), the former idolatrous "island of Aphrodite" leaves the darkness of such lack of knowledge and comes to the light of theology, and over the centuries gradually emerges in a theological area. Finally, Cyprus is transformed into an island of the Virgin Mary and the Saints and becomes a place of pilgrimage and an island of missionary and touring (Angelopoulos, 1998). It can be said that since ancient times Cyprus is a diverse island, which has since developed its tourism and today has an enviable position on the world map as one of the best tourist destinations in the Mediterranean.

This social phenomenon of the Religious and Pilgrimage tourism can also be found in many other countries like Saudi Arabian, where the Hajj, the pilgrimage all Muslims aspire to make at least once in their lifetimes to Mecca which represents \$16.5 billion, around 3% of the Saudi GDP; the one of Kumbha Mela, in India, which takes place for two months every twelve years in India, counted around 75 million of people. The pilgrims to Lourdes in France have reached the 6 millions per year, while those to Tibet and Santiago de Compostela in Spain also count by millions and do not cease to increase (Yunis, 2006). Many other religious sites also exist around the world, and among them are the Mount Athos, Tinos, Corfu, Patmos in Greece the Holy Land in Israel, Kykkos, Stavrovouni, St.Lazaros in Cyprus, Jordan, Syria, Lebanon, Egypt and Turkey moving millions of pilgrims every year, while others receive discrete numbers. According to experts, pilgrimage is no longer the sole driver of religious tourism. The desire to experience and learn in travel is increasing among spiritual individuals. They also seek greater quality travel experiences across the full spectrum of sub-sectors of the special interest tourism which drive the industry. These demands need to be met by hosting countries. Thus, Religious tourism, particularly in the Middle East, has become one of the most flexible and lucrative types of business markets in the travel industry and it is only obvious that every country in the region should want to gain a greater share. It is therefore expected that the prospects for Cyprus will be very significant and optimistic, bearing in mind the relevant data of the World Tourism Organization, where the turnover of the Religious and Pilgrimage tourism is estimated at €18 billion annually. In addition, approximately 400 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. (UNWTO, 2016).

2. Theoretical overview and factors contributing to the development of the Religious Tourism

Religious tourism can be described as the human movement in space for the search for the sanctuary or the divine, which is a significant psychological and spiritual need for every pilgrim, regardless of race, ethnicity or religion, and which involves multiple economic, cultural and social consequences in places of pilgrimage or religious destination (Mira, 2009).

One of the most serious problems currently faced by the tourism industry in Cyprus is the problem of seasonality. The congestion of foreign visitors during the summer period implies not only the poor utilization of the production capacity of tourist businesses over the course of the year but also the ineffective effort to further develop the tourism industry in Cyprus. Consequently, there is a great need to extend this period. The global trend today is based on the effort for a sustainable tourism development, where tourism is now considered to be human and natural environment friendly (William, 2005).

Much research on religious tourism has been focused on what motivates tourists to undertake religious journeys to sacred places (Timothy and Olsen, 2006). Forms of tourism such as agritourism, cultural tourism, conference tourism, religious and urban tourism are nowadays type of alternative tourism that should prevail, in order to make tourism development sustainable and at the same time to combat the problem of seasonality.

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 sector and enable it to innovate and to develop sustainably for the benefit of the Cyprus tourism industry and for the citizens of the island. A range of religious resources (churches, monasteries, icons, holy relics, etc.) are required as incentive for visiting purposes, either to participate in religious and pilgrimage tours or to fulfill one's or simply by the devoted mood of the visitor.

According to the UNWTO, during 2017 global tourism grew by 7% with a total of 1,3 billion, compared to 25 million in 1950, while the number of tourists will reach the 1.8 billion by 2030. You might be surprised, but it's one of the fastest growing economic sectors in the world. While historically, travel was a luxury only offered to those wealthy enough to afford it, the lowering of travel barriers and falling real travel costs have led to the

RELIGIOUS TOURISM IN CYPRUS:
DETERMINANTS AND PROSPECTS

flourishing of the travel and tourism industry. These factors, combined with the growth of disposal income, the growth of the middle class in many growth markets, and changing attitudes of people towards travel, have enabled the surge of international travel. It is clear that the big winners will be Africa (157% increase), the Middle East (125% increase) and Asia-Pacific (87%). While Europe and the Americas are expected to continue growing, their rate is incomparable to the other regions. (UNWTO World Tourism Barometer, 2017)

Region	2015 Outbound Tourists (Millions)	2030 Expected Outbound Tourists (Millions)	% Increase
Global	1180	1809	57%
Africa	35	90	157%
Americas	199	265	33%
Asia-Pacific	290	541	87%
Europe	594	832	40%
Middle-East	36	81	125%

Table 1: World expected outbound tourists increase.

Not only will emerging destinations become larger source markets, but they will also become more attractive destinations. 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.

At an international level, Religious Tourism is quite developed and nowadays, it might, hold the first place. The various travel organizers, in cooperation with public bodies, airlines and tourism ministries internationally, contribute to the strategic development of Religious and Pilgrimage Tourism. In particular, they organize packages of pilgrimage trips to countries of interest corresponding to the religious beliefs of the participants, from the place of origin to the place of destination, for example the Catholic English travel to the Vatican and the Orthodox Russians to Greece, Cyprus and the Holy Land (Lagos, 2011).

Many people travel to a widening variety of sacred sites not only for religious or spiritual purposes or to have an experience with the sacred in the traditional sense, but also because they are marked and marketed as heritage or cultural attractions to be consumed (Timothy and Boyd, 2003). Based on this, it can be concluded that religious tourism refers not only to the form of tourism with strong or single-minded religious motivation of pilgrimage, but also to those non-pilgrimage tourist activities, such as travelling to the religious sites for sightseeing, cultivation and recreation (Mu et al, 2007).

3. Research Methodology

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

1. Investigating the creation of the monasteries, churches and religious monuments and the first religious worship on the island.
2. Identifying the existence and development of the Byzantine and post Byzantine art with iconography, architecture, music, through the centuries and its contribution to attract foreign pilgrims and tourist.
3. Identifying trends and factors that currently affect the development of religious tourism in Cyprus.

This market research was made by the Cyprus University of Technology in collaboration with the C.D.A. College in Cyprus, and it is mainly based on the results of a comprehensive questionnaire used as the basis of extracting information from the Cyprus Market, during September and October 2017. This research investigates religious tourism determinants and prospects in Cyprus, and how this is supported by the awareness of local population over the notion and prospects of religious tourism, as well as the connection with local tradition and culture. Primary data are collected through an original questionnaire and analyzed in the SPSS software. Apart from demographics and travelling preferences, the questionnaire examines the knowledge, interest and contribution of local people and communities in the development of religious tourism in Cyprus, as well as the associated social and economic interactions and benefits. A collection of 170 completed questionnaires, 150 questionnaires from Cypriot residents and 20 from the stakeholders of tourism in Cyprus, provide a robust sample of qualitative data, set in the 5-point Likert scale with an addition of a no-response option. Through 36 categorical questions over religious tourism's benefits and determinants, social awareness, evaluation and support are captured in detail. There were 5 demographic questions: age, gender, education, religious site visits, purpose of visit, 17 qualitative questions over the potential of religious tourism growth in Cyprus, 20 qualitative questions over the benefits of

RELIGIOUS TOURISM IN CYPRUS:
DETERMINANTS AND PROSPECTS

religious tourism in Cyprus and 4 open-type questions, answered through short interviews in selected individuals. The data are thoroughly examined through descriptive statistics, frequency tables and graphs, and results are deduced through comparison with secondary data, according to the European and international statistics standards and practices. Data analysis in the SPSS environment provided chi-square scores as a measure of variable association and joint frequency distribution cross-tabulation as an appropriate approach to examine statistical independence of the categorical variables. 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.

4. Research Results

The results obtained through the questionnaires, presenting some of the main findings and conclusions of this research. The majority of the visitors were male 58% and they belonged in the 31-40 age group 28,7%, followed by 20,7% for both in the age of 41-50 and 51-60. Based on the data, 91,3% were well educated having achieved the highest level of education. Thirty two percent of them visited the religious sites more than 5 times per year, whereas 30% visited only once a year. The 48,7% of the visitors travelled to Cyprus for the primary purpose of summer vacations and therefore were labelled vacationers. Religious tourists represent the second largest segment of the sample, comprising 35,3% of the total. Data analysis revealed strong predominance (85%) that the development of the religious tourism will help to protect and preserve sacred sites and monuments. Sixty three percent responded that the religious tourism will contribute positively in alleviating the problem of urbanism and seasonality on the island.

Crosstabulation: Age group (q.A1) vs Annual Touristic Visits (q.A4)					
Age group	Touristic visits per year				Sum
	1	2-3	4-5	>5	
<20	3 30,0%	2 20,0%	2 20,0%	3 30,0%	10 6,7%
21-30	8 44,4%	3 16,7%	4 22,2%	3 16,7%	18 12,0%
31-40	15 34,9%	11 25,6%	7 16,3%	10 23,3%	43 28,7%
41-50	13 41,9%	6 19,4%	4 12,9%	8 25,8%	31 20,7%
51-60	3 9,7%	7 22,6%	3 9,7%	18 58,1%	31 20,7%
>60	3	6	2	6	17

	17,6%	35,3%	11,8%	35,3%	11,3%
Sum	45	35	22	48	150
	30,0%	23,3%	14,7%	32,0%	100%
Chi-Square Tests					
	Value			AsSig	
Pearson	20,975			,138	
Chi-Square					
Likelihood Ratio	21,324			,127	

Table 2: Crosstabulation of age against visits.

Table 2 shows that there is no significant correlation between age groups and the number of individual touristic visits. This could be explained as a tendency of the population, as well as Cyprus meeting the expectations on a multitude of interests, a unique religious culture, local tradition and natural resources, combined with relaxation and entertainment, covering the interests of all ages.

Crosstabulation: Visits (A4) over Media info (C5)						
How often do you visit religious destinations?						
		1	2-3	4-5	>5	Total
The visit matches information from the media.	Very High	7	2	6	3	18
	High	15,6%	5,7%	27,3%	6,3%	12,0%
	High	5	13	3	8	29
	Average	11,1%	37,1%	13,6%	16,7%	19,3%
	Average	17	11	4	13	45
	Low	37,8%	31,4%	18,2%	27,1%	30,0%
	Low	7	8	4	16	35
	Very Low	15,6%	22,9%	18,2%	33,3%	23,3%
	Very Low	3	0	3	7	13
	NA	6,7%	0,0%	13,6%	14,6%	8,7%
NA	6	1	2	1	10	
Total	13,3%	2,9%	9,1%	2,1%	6,7%	
Total	45	35	22	48	150	
		7	2	6	3	18
Chi-Square Tests						
		Value			AsSig	
Pearson	Chi-Square	31,931			,007	
Likelihood Ratio		33,147			,004	

Table 3: Crosstabulation of visits against media information.

RELIGIOUS TOURISM IN CYPRUS: DETERMINANTS AND PROSPECTS

Table 3 verifies a strong but negative correlation over the experience of travellers and the match they find between touristic site reality and the expectations formed by the media. This may indicate that media present a shallow image of the actual experience of religious tourism, which is understood by more experienced visitors.

Finally, opportunity was given to record any comments or suggestions about the development of the Religious Tourism in Cyprus, which could also contribute positively for the 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) Organizing 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) Promoting 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 44 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.

From the above-mentioned, it can be concluded that the visitors are mainly pilgrims whose principal motive and purpose of visiting Cyprus is to get spiritual experiences, to make a vow or to improve their chances of salvation and to seek the fulfillment of the spiritual and religious needs and aspirations.

5. Conclusion

The results of the study indicated the potential for the development of the Religious and Pilgrimage tourism in Cyprus, while the findings of the research showed considerable copresence of religious tourists interested in combining pilgrimage with visiting religious attractions being surveyed as monuments of architectural or historical importance. The pilgrims stimulated mainly by the monuments of Christian worship and the Byzantine churches with their important iconography, mosaics, murals and rare icons, the chapels and shrines of the countryside and especially the monasteries of the "Troodos" area, which are protected by UNESCO (C.T.O., 2008). At the same time, the research indicated an increased number of tourists that tend to visit, cultural attractions along with holiday making, while a number of

visitors travel to the island for vacations, relaxation and amusement. The findings of the research suggest that in order to attract specific market segments (Eastern Christian Orthodox of Europe, Russia and Diaspora) in Cyprus, the Cyprus Tourist Organization, the Church of Cyprus, and the local authorities as well as the private sector of stakeholders of the tourism industry need to be partnered with tour operators specialized in religious tourism. Moreover, emphasis should be placed on cooperation between religious tourism and other forms of special-interest tourism such as ecotourism with various paths and nature trails, cultural tourism and medical tourism, in an attempt to extend the length of stay and overcome the seasonality problem in Cyprus.

Finally, the "Saints Island" can again boast because it is now seeing the Orthodox Spirituality, its monasticism and its monasteries booming to be reborn and staffed above all by young and educated monks, which contribute to a great extent the pastoral ministry and the offer of the various visitors and pilgrims to them, elements which are essential prerequisites for the development of the Religious and Pilgrimage Tourism on the island.

6. References:

1. Angelopoulos, A. (1998). *Ecclesiastical History*. The Church of Cyprus in the past and present. Thessaloniki, Kyriakides.
2. Bolger, D., Serwint, N. (2002). *Engendering Aphrodite. Women and Society in Ancient Cyprus* (ASOR Archaeological Reports 7), Boston.
3. Clerides, N. (1952). *Monasteries in Cyprus. Legends and traditions*, Nicosia, Foundation Nearchos Clerides.
4. C.T.O (2008). *Cyprus Island of Saints: Religious Tour*: Cyprus Tourism Organization: 98.
5. Karageorghis, J. (2005). *Kypris. The Aphrodite of Cyprus*, Nicosia, A.G..Leventis Foundation.
6. Lagos, D. (2011). *Possibilities for the Development of Religious Tourism on the island of Chios, Creative Coexistence*. Issue of the Interconnection Committee of the University of the Aegean with the Xiaiiki Society. Issue 6/2011.
7. Mira, P (2009). *Religious Tourism*, Athens: Interbooks.
8. Mu, Z., Li, H., Jian, W., Ji, L., Yan-Geng, J. and Xiting, L. (2007). Religious tourism and Cultural Pilgrimage: A Chinese Perspective. In:R.Raj and N.D. Morpeth (Eds) *Religious Tourism and Pilgrimage Management, an International Perspective*:p.p:153-160, Ray, R. Morpeth N.D., Leeds, U.K.

RELIGIOUS TOURISM IN CYPRUS:
DETERMINANTS AND PROSPECTS

9. Nilsson, P., (1979). *Greek Folk Religion*, Philadelphia: University of Pennsylvania Press
10. Oikonomou, Chr. (1996). *The Beginnings of Christianity in Cyprus*, I. Metropolitan of Paphos, Paphos:72-74.
11. Peristianis, J. K. (1995). *General History of the Island of Cyprus*, Nicosia, K. Epiphaniou:317
12. Stausberg, M., (2011). *Religion and Tourism: crossroads, destinations and encounters*. Routledge p.p:20-26, London U.K.
13. Timothy D.J and Boyd S.W (2003). *Heritage Tourism*.Harlow: Prentice Hall.
14. Timothy D.J and Olsen D.H. (2006). *Tourism, Religion and Spiritual Journeys*, Devon: Routledge.
15. William, F. 2005. *Global Tourism*. Elsevier Inc.New York City, USA.
16. Yunis. E., (2006). Religious Tourism and Sustainability, *In: Proceedings of the first international conference on Religious Tourism*. Nicosia, Cyprus, Oct. 2006:1-2.
17. <http://media.unwto.org/press-release/2018-01-15/2017-international-tourism-results-highest-seven-years>. UNWTO World Tourism Barometer. Available through the internet, (accessed 02/06/2018).

**A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND
DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND
TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND
PRACTICE.**

Constantinos Michael*

*Lecturer, , Business Administration Department
CDA College Cyprus

Abstract

How theory, research, and practice, are linked with regards to diagnosing, treating, and destigmatizing Major Depressive Disorder (MDD)? To the present thesis (and on the basis of the current biological approaches to mental illness), two main connective types, are identified, analyzed, and discussed: Type A models; linkage descriptions in which, mental health care practices appear to fail to follow progressive theoretical and empirical directions. Type B models; linkage conditions in which practices appear unjustifiably autonomic and not in line with the classical or the most recent theoretical and empirical literature's propositions.

1. Introduction

Major depressive disorder (MDD; or clinical depression), is one of the largest health related burdens worldwide, leading to general emotional, as well as, cognitive disturbances. Together with the above, the fact that it impairs various aspects of behavior (sleeping, sexual, eating etc.), makes it been recognized, often, as the cause of deterioration of the quality of everyday experience and functioning at school, work, in romantic, familial and social relationships (Kessler et al., 1994). It has high prevalence; empirical estimations suggest that, about 1 out of 4 people will experience at least one episode of MDD, throughout their lives (Dentino et al., 1999). Undeniably, research relating to understanding the pathophysiology of the illness, has progressed, in the recent decades, at a furious pace. However, what appears to be worthy of emphasis and general concern (within the mental health scientific community), with regards to the strategies of eliminating the negative social impact of MDD, is not how many hours of research

A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND
DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND
TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND
PRACTICE.

are devoted in investigating MDD, but how strong, the links among theory, research, and practice, relating to MDD, will remain or become (Fisher, Blackmore, Snaith, & Seamons, 2005). Assessing the strength and quality of these links, consists of the main aim, of the present thesis. Across clinically significant aspects of health care (diagnosis, treatment, prevention, and destigmatization) and within formal structures of mental health care provision (i.e., NHS), examining the linkage models among theory, research, and practice, appears of particular interest.

A number of considerations need to be highlighted, at this introductory section, with respect to the assessing attempts of the present work. Firstly, although the properties of the fashion of linkage of theory, research, and practice are, almost always, considered to have bidirectional functioning and properties (i.e., theory affects and it is also affected by research and practice etc., see Coolican, 2009), a less complicated model, was inferred and employed, in the present work (one in which theory, research, and practice are linked in linear fashion). Second, the current examination was based on the critical predisposition of identifying the weak, rather than each and every possible link, in the relationships among theory, research, and practice relating to MDD. It should be noted that, is out of the scope of the present thesis, to reflect on any harmonious conditions, in the theory and research, as well as, on the research-practice interactions. Contrary, the aim here is to reveal the weak links, in adopting an approach which can be characterized as an eclectic, rather than an exhaustive one, in nature. Part of this investigative 'narrowing' of scope, in the present examination, is also the viewing of MDD, through a twofold biological spectacle; one that considers the pathophysiology and clinical profile of the illness, as a result of neurochemical, as well as, neurofunctional brain imbalances. The most part of the present work, is therefore devoted in the identification and description of, Type A and Type B models of the linkage among theory, research, and practice; based on the relating orthomolecular and bio -structural, -functional approaches. Type A linkage models, describe a condition in which practices fail to follow current theoretical and empirical directions. Type B models, describe cases in which, although the links between theory and research are weak, the links between theory-research integration and practice appear unjustifiably strong; leading to

autonomic practical implications leading to either poor practice or potentially harmful practices.

2. Main Body

2.1. Diagnosis

Not only due to the widely suggested possibility of increased triggering of high-risk behaviors (e.g., self-medication, substances abuse), but also due to the increased mistreatment possibilities (Hanna, Yi, Dufour, & Whitmore, 2001), accurate diagnosis of MDD, is perhaps the most critical facet of the mental health care practice. Inaccurately diagnosed patients, become, very often, subjects of inappropriate clinical management (including treatment), something which leads to more harm than improvement in their general wellness, functioning, and mental health progress. It could be suggested that, in considering a comparison between the demographic evidence of the MDD estimated prevalence and the MDD actual insistence records (Kessler et al., 1994), there is, undeniably, a gap between been suffering from MDD and being diagnosed as such. With respect to diagnostic accuracy, type A linkage models, are outlined and described, in this first section. These include, as previously outlined, conditions in the interaction between theory, research, and practice in which current practice tactics fail to follow theoreticoempirical propositions.

Type A

Although the clinical presentation of the psychiatric patient often appears a psychological one in nature (which generally revolves around emotional and cognitive disturbances), physical examination remains an integral part of what it is considered a holistic approach, within the psychiatric diagnostic practices. With an exception to the fact that there are considerations of an increased tendency of psychiatric practitioners (mental health nurses and psychiatrists) to avoid employing physical diagnostic tactics, formal guidelines stress a clear emphasis on the necessity and significance of a synthesized administration, of both psychological and physical, diagnostic administration (Burgess, 2009).

The histaminergic hypothesis of MDD

A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND
DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND
TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND
PRACTICE.

Physiological factors, such as a state of hypothyroidism (under-active thyroid), are proposed to be related to the triggering of MDD, or MDD-like symptomatologies (Kirkegaard & Faber, 1998). Blood and urine testing, in this case, are employed to rule out the presence of such a condition (and, in turn, provide evidence, with respect to its role to the presentation of the depressed patient). Another clinical condition, which had recently been found to give rise to depressive symptoms, is what is termed as ‘Histadelia’ (Pfeiffer, 1987, p.29); a condition associated with high plasma histamine levels (Hemat, 2004). However, there is no evidence of diagnostic consideration of the role of excessive histamine levels in the pathophysiology of MDD. Although, for instance, blood testing for histamine levels is available widely and used as a reliable diagnostic tool (i.e., histamine intolerance test; Pescatore, 2003, p. 65), its use is isolated and there is no evidence of its formal inclusion in the diagnostic procedures relating to MDD; even within the mature structures of mental health care provision (e.g., within the NHS). Not only the fact of this exclusion is a rather depressive one, in general, but it also appears against fundamental theoretical and empirical propositions, regarding the biological dynamics of MDD. In fact, there is a number of neurobiological reasons supporting the idea of, what could be termed here as, the ‘Histaminergic Hypothesis’ of MDD (this hypothesis comes to add to the rest of the classical hypotheses of MDD; e.g., ‘Serotonergic’). Beyond the general fact of the availability of empirical findings which link histadelic state with MDD (Pfeiffer, 1987; Renee, Goodwin, Castro, Kovacs, 2006), there is a number of strong theoreticoempirical accounts, which appear to suggest that histamine plasma levels could be considered as valid diagnostic indicators of clinical presence of MDD. First, is the proposition that histamine receptors (particularly H3) are found to inhibit release of serotonin in the brain (i.e., the substantia nigra; Threlfell et al., 2004), which combined with what is known as the monoamine hypothesis of depression (MDD as a result of low serotonin levels; Delgado, 2000), would suggest that not only histamine could be involved in, but also be employed as a diagnostic criterion of, MDD. Second, the current histaminergic hypothesis of MDD (high histamine levels cause low serotonin levels and in turn MDD), appears to be strengthened when considering its role in providing theoretically sound explanations with respect to the

positive symptoms appeared in MDD. The etiology of the somatic complaints (found often in many MDD cases; Vaccarin, Sills, Evans, & Kalali, 2008), for instance, could be more appropriately explained (when considering, in this case, histamine receptors' concentration in the somatosensory cortex; Connelly et al., 2009), on the basis of a 'high-histamine', rather than, a 'low-serotonin' neurotransmital model.

Brain scanning techniques

Another Type A, model of linkage, among theory, research, and practice, appears to take the form of a reluctance in utilizing particular brain imaging techniques in diagnosing MDD. Although the employment of brain scanning methods, is widely appreciated in research, the same does not appear to be taking place, within the clinical diagnostic arena. Indeed, diagnosis is largely limited to the diagnostic interviewing with the inclusion of neurophysiological diagnostic procedures, appearing to be a rather rare incidence within the most clinical settings of health care; despite the fact that there is significant amount of theories and evidence to suggest the diagnostic value of neurophysiological approaches. It has been previously proposed, for instance, that MDD is neurobiologically characterized by a hemispheric functional imbalance (i.e., functional insufficiency of the right hemisphere; Rotenberg 2004). While neurophysiological detection of such a condition is possible, with the use of brain imaging techniques, there is no evidence to suggest formal consideration of this particular approach, in the MDD diagnostic practices. In parallel, lack of consideration, appears with respect to the theory and evidence linking what is termed as 'treatment-specific biomarkers' with differential outcomes, to either administration of medication or psychotherapy for treating MDD. For example, levels of brain glucose metabolism (measured with positron emission tomography (PET)), have been found to be related to whether the patient would better respond to medication (i.e., escitalopram oxalate) or psychotherapy (i.e., CBT; Henderson & Tarzwell, 2014) - no evidence of employment of such an approach, appears in the formal diagnostic procedures, either.

2.2. Treatment

Treatment of MDD, is another aspect of mental health practice, in which both types A and B models of linkage are easily detected; when considering theory, research, and

A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND
DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND
TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND
PRACTICE.

practice and in adopting (as outlined in the first section), an orthomolecular perspective and approach. Although psychiatric treatment is an umbrella term (which overshadows both what we refer to as the psychological, as well as, the medical aspects of treatment), a greater emphasis here is stressed on the latter (medical). The present emphasis on the medical realms of treatment of MDD, reveals interesting evidence of presence of linkage models of both the Type A and Type B.

Type A

The Type A model of linkage among theory, research, and practice, emerges here in the form of a weakness within the NHS system, in adopting an orthomolecular approach within the scopes of relieving, or treating, symptoms of MDD, despite the presence of a high level of integration between theory and research proposing the importance of a plethora of vitamins and minerals in promoting empirically detected antidepressant effects. Ascorbic acid (AA; or Vitamin C), for instance, has been theoretically associated (on a neuro-modulatory basis) with antidepressant properties. Although, its biochemical role has been not exhaustively understood (Rice, 2000), AA was previously suggested to promote ‘neuro-modulating’ effects to the neural processings which are believed to be significantly involved in the pathogenesis of MDD; such both the glutamate- (Brown & Gershon, 1993; Tsapakis & Travis, 2002) and dopamine- (Rebec & Pierce, 1994) mediated neurotransmissions. Along with the theoretical proposition considering the antagonistic effect of AA to histamine (Johnston, Martin, & Cai, 1992) - which, as previously outlined, is found in excess in MDD patients (Pfeiffer, 1987) - the above basis line of thought appears solid in the support of the idea that AA could promote either treatment or, at the very least, alleviation of MDD-related symptomatology. Indeed, empirical evidence suggests promotion of a ‘synergistic’ (together with the antidepressant medications; e.g., SSRIs) general antidepressant-like (Binfare, Rosa, Lobato, Santos, & Rodrigues, 2009), as well as, more clinically specific (i.e., mood improvement; Brody, 2002), effects, of AA. Another compound, with a previously proposed therapeutic relevance to MDD, is Zinc (ZN). ZN, is believed to promote antidepressant effects, due to its alteration properties, on the monoaminergic systems (Skolnick, Legutko, Xia, & Bymaster, 2001), as well as, the monoaminergic systems

(Pilc, Kodzinska, & Nowak, 2002); both widely suggested to be involved in the MDD pathophysiology (i.e., ‘monoamine hypothesis’ of MDD; Schildkraut, 1965; Coppen, 1967). Indeed, the enhancing effect of ZN to the effectiveness of the antidepressant therapies, observed in a plethora of clinical investigations (Nowak, Siwek, Dudek, Zieba, & Pilc, 2003; Ranjbar et al., 2013), validates the proposition attaching therapeutic properties to ZN.

The absence of therapeutic approaches resulting from considerations of the neurophysiological substrates involved in the pathophysiology of MDD, in the mental health care settings, is another suggestive facet of evidence of presence of another Type A model of linkage among theory, research, and practice with respect to therapeutic MDD interventions. Although, for instance, MDD is proposed to be related, as previously outlined, to hemispheric functional asymmetry, there is a reluctance in treating methods targeted at neurofunctional restoration of the condition; and which in turn could promote elimination of MDD symptomatologies. Specifically, while biofeedback methods have been previously proposed to be doing exactly that (Hamilton & Gotlib, 2008), there is absence of their use within the formally structured therapeutic interventions. In considering both the fact that there are treatment-resistance cases of depression which appear resistant to conventional pharmacotherapies (Baylock, 2006), as well as, the general safety profiles of the nutrients and the biofeedback interventions (all outlined above), it could be said that there is an unjustified reluctance in adopting alternative, empirically valid, approaches to treatment.

Type B

Here, the identification of the Type B model of linkage among theory, research, and practice, with respect to MDD treatment, does not come without disappointment for the current state of the worldwide mental health service provision. It is concerned with the increasing clinical use of antidepressant pharmacotherapies (i.e., SSRIs), in the face of poor integration between theory and research to support, their widely assumed (DeGrandpre, 2006), therapeutic importance. Although, for instance, SSRIs are medications empirically proposed to elevate cortical serotonin availability (and thus

A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND PRACTICE.

decrease symptoms of MDD), there is no clearly outlined hypothesis with respect to the role of SSRIs to promote encephalic states of therapeutic relevance; i.e., a long-term 'stabilization' of the increase of serotonin levels in the cortex, neither there is empirical evidence to link antidepressant medications with antidepressant dynamics, other than promotion of temporal relieving (and not therapeutic; Schildkraut, 1965; Delgado, 2000) effects. In parallel, the empirical fact of resolution of symptoms (as a result of SSRIs intake), in conditions with distinct clinical and pathogenic presentations and substrates, such as obsessive-compulsive disorder (Sheehan, Raj, Trehan, & Knapp, 1993); panic disorder (Rynn, Siqueland, & Rickels, 2001); narcolepsy (Billiard, 2008); among others, is suggestive of the poor neuropathological understanding of MDD, the validity of the relatively recent and continuously developing argument revealing the idea of SSRIs as ineffective or harmful (see Healy, 2003), and ultimately, the weak integration of theory and research with respect to the current pharmacologic interventions of the illness (Type B linkage model).

2.3. Destigmatization

The role of the whole spectrum of practices relating to what is termed as 'destigmatization' (decreasing social stigma; Rose, 2006) of MDD, is also considered highly important in the promotion of the general quality of the mental health services focusing on the management of the illness (Corrigan, 1988; Ebnetter & Latner, 2013). The negative effects of what we refer as 'social stigma' (Goffman, 1963), on MDD patients, are not solely exerted on them in the 'post-diagnosing' (Link, 1982; resulting in reciprocally-based persistence of their states), but rather in the 'pre-diagnostic', stage; that is, before even sought professional help. The idea of a mentally ill man or woman, avoiding mental health services, on the basis of their negative perception of their condition, cannot be considered far away from the reality. Since highly stigmatized, MDD patients are proposed to be vulnerable to negative consequences of social stigma and thus been repelled from seeking professional help through formal diagnosis and/or treatment). Indeed, there are previously established empirical relationships between decreased levels of motivation to seek mental health care and fear of stigmatization

(Schomerus, Matschinger, & Angermeyer, 2009). In this final section type A linkage models, are detected and outlined, with respect to that somehow underestimated, aspect within the mental health care systems.

Type A

With respect to the aspect of destigmatizing practices, relating to MDD, an interesting Type A model of linkage, among theory, research, and practice, in considering the linguistic trends in the messages urging the public to seek mental health services. What appears here, is a reluctance in the implementation of theory and evidence, supporting the idea that particular grammatical standardization of language, could be effective in decreasing cognitions of fear, resistance, and avoidance, relating to social stigma. Although there were interesting attempts of elimination of stigmatizing processes within the psychoeducational field, there is still either an oversimplification in the fashion theory and evidence is implicated, or weak links in the models of interaction between theory and research, with practice (both lie in what it is termed in the present thesis as Type A models of linkage). There is a tendency (since 1997), for instance, within the NHS, to refer to patients seeking mental healthcare as ‘service users’ (Department of Health, 2000). This practice, has been previously proposed, to provide a grammatical message, discharged from any type of negativity, associated with - and thus eliminate disinclination in seeking mental healthcare due to - MDD-related stigma (Fisher, Blackmore, Snaith & Seamons, 2005, p. 100). However, such type of practices, do not appear to be aligned with the recent theoretical propositions, supporting that the employment of a ‘neutral’ (in terms of triggering negative perceptions) word (i.e., ‘service user’), could remain intact from processes of stigmatization. An example here, is the idea that no term describing a social group could be prevented from stigmatization (Macionis & Gerber, 2010). In other words, we could not expect, any term used to refer to any social group involving the negativity of mental illness (‘service user’ in this case), to remain astigmatized, under conditions which promote its attachment to the negativity of the context, within which that is employed. Along this line of thought, interesting is also the fact that there are no attempts of linking MDD wording with clinically relevant descriptions of the illness, which appear to be (and theoretically believed to remain, over time) astigmatized; when there appear valid reasons for doing so. Associating MDD with

A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND PRACTICE.

terminology, referring to biochemical conditions, such as ‘allergy’ (e.g., ‘brain allergy’, ‘brain nutrients intolerance’; Pfeiffer, 1987), for example, could promote astigmatization of the illness. According to the theory and evidence, previously outlined, regarding the role of histamine in the pathophysiology of MDD, referring to the illness as a brain allergy is a valid terminology to be employed in this case.

In parallel, there is a reluctance in adopting fundamental communicational tactics, considering the current practices associated with what could be refer to here as ‘verbalization’ of MDD-related messages (i.e., description of mental conditions, states, interventions etc.). Use of verbs (‘Are you suffering from MDD?’), instead of nouns (‘Are you depressed?’; Tait & Lester, 2005), is theoretically proposed not only to denote temporariness of a situation (Fromm, 1976, Pasman, 2011), but also can prevent the triggering of effects, associated with social identification; and thus stigma internalization processing. Indeed, particular empirical (neurocognitive) piece of evidence, (suggesting that verbs and nouns are processed by distinct encephalic networks) (temporal and left inferior frontal areas respectively; Daniele et al., 1994)), synthesized with the fact that temporal inferior region is highly involved in the processing of social-emotional information (Ross & Olson, 2010), appears to support the above proposition of the beneficial employment of verbs, rather than nouns, for the purposes of preventing social stigma.

3. Conclusion

To synopsise, in reviewing the related medical and psychological literature, concerned with the current facts associated with diagnosis, treatment, and destigmatization, of MDD, two main kinds of models of interaction among theory, research, and practice, were detected and described: Type A linkage models; conditions in which mental health care practice fail to follow theory and research, and Type B models; connective models among theory, research, and practice, representing conditions in which particular clinical practices relating to MDD, are employed in the presence of insufficient integration of theory and evidence.

References

Baylock, L.R. (2006). *Health and nutrition secrets: that can save your life: harness your body's natural healing powers*. New Mexico: Health & Fitness.

Billiard, M. (2008). Narcolepsy: current treatment options and future approaches. *Journal of Neuropsychiatric Disease and Treatment*, 4(3), 557-566.

Binfare, W.R., Rosa, A.O., Lobato, R.K., Santos, A.R.S., & Rodrigues, A.L.S. (2009). Ascorbic acid administration produces an antidepressant-like effect: Evidence for the involvement of monoaminergic neurotransmission. *Progress in Neuro-Psychopharmacology and Biological Psychiatry*, 33(3), 530-540.

Brody, S. (2002). High-dose ascorbic acid increases intercourse frequency and improves mood: a randomized control clinical trial. *Biological Psychiatry* 52, 371-374.

Brown A.S. & Gershon, S. (1993). Dopamine and depression. *Journal of Neural Transmission*. 91(2-3), 75-109.

Burgess, W. (2009). *The depression answer book*. Illinois: Sourcebooks Inc.

Coolican, H. (2009). *Research methods and statistics in psychology*. London: Hodder Education.

Coppen, A. (1967). The biochemistry of affective disorders. *British Journal of Psychiatry*, 113(504), 1237-1264.

Daniele, A., Giustolisi, L., Silveri, M.C., Colosimo, C., & Gainotti, G., (1994). Evidence for a possible neuroanatomical basis for lexical processing of nouns and verbs. *Neuropsychologia* 32, 1325-1341.

A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND
DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND
TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND
PRACTICE.

DeGrandpre, R. (2006). *The cult of pharmacology: how America became the world's most troubled drug culture*. North Carolina: Duke University Press.

Delgado, P.L. (2000). Depression: the case for a monoamine deficiency. *Journal of Clinical Psychiatry*, 61(6), 7-11.

Dentino, A.N., Pieper, C.F., Rao, M.K., Currie, M.S., Harris, T., Blazer, D.G., & Cohen, H.J. (1999). Association of interleukin-6 and other biologic variables with depression in older people living in the community. *Journal of American Geriatric Society*, 47, 6-11.

Department of Health (2000) The NHS plan. A plan for investment, a plan for reform. London: Department of Health.

Ebneter, D.S. & Latner, J.D. (2013). Stigmatizing attitudes differ across mental health disorders: a comparison of stigma across eating disorders, obesity, and major depressive disorder. *Journal of Mental Nervous Disorders*, 201(4), 281-285.

Fisher, A., Blackmore C., Snaith M., & Seamons, S. (2005). *Health and social care*. Oxford: Heinemann Educational Publishers.

Fromm E., (1976). *To have or to be?* London: Bloomsbury Publishing.

Goffman, E. (1963). *Stigma: Notes on the Management of Spoiled Identity*. New York: Simon and Schuster Inc.

Goodwin, R., Castro, M., & Kovacs, M. (2006). Major depression and allergy: Does neuroticism explain the relationship? *Psychosomatic Medicine* 68, 94-98.

Hamilton, J.P. & Gotlib, I.H., (2008). Neural substrates of increased memory sensitivity for negative stimuli in major depression. *Biological Psychiatry*, 63(12), 1155-1162.

Hanna, Z.E., Yi, Hsiao-ye, Dufour, C.M., & Whitmore, C.C. (2001). The relationship of early-onset regular smoking to alcohol use, depression, illicit drug use, and other risky behaviors during early adolescence: Results from the youth supplement to the Third National Health and Nutrition Examination Survey. *Journal of Substance Abuse*, 13(3), 265-282.

Healy, D. (2003). Lines of evidence on the risks of suicide with selective serotonin reuptake inhibitors. *Psychotherapy and Psychosomatics*, 72, 71-79.

Hemat, R.A.S. (2004) *Principles of orthomolecularism*. New York: Urotext.

Henderson, T. & Tarzwell, R. (2014). Certainly not the first neuroimaging treatment selection biomarker. *Archives of General Psychiatry*, 71(2), 210-211.

Johnston, C.S., Martin, L.J., & Cai, X. (1992). Antihistamine effect of supplemental ascorbic acid and neutrophil chemotaxis. *Journal of the American College of Nutrition*, 11(2), 172-176.

Kessler, R.C., McGonagle, K.A., Zhao, S., Nelson, C.B., Hughes, M., Eshleman, S., Wittchen, H.U., Kendler, K.S. (1994). Lifetime and 12-month prevalence of DSM-III-R psychiatric disorders in the United States. Results from the National Comorbidity Survey. *Archives of General Psychiatry* 51, 8-19.

Kirkegaard, C. & Faber, J. (1998). The role of thyroid hormones in depression. *European Journal of Endocrinology*, 138, 1-9.

Kovacs, M., Obrosky, D.S., & Sherrill, J. (2003). Developmental changes in the phenomenology of depression in girls compared to boys from childhood onward. *Journal of Affective Disorders*, 74, 33-48.

Macionis, J.J. & Gerber, L.M. (2011). *Sociology*. Toronto: Pearson Print.

A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND
DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND
TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND
PRACTICE.

Maggini, S., Beveridge, S., & Suter, M., (2012). A combination of high-dose vitamin C plus zinc for the common cold. *Journal of Internal Medical Research*, 40(1), 28-42.

Nowak, G., Siwek, M., Dudek, D., Zieba, A., & Pilc, A. (2003). Effect of zinc supplementation on antidepressant therapy in unipolar depression: a preliminary placebo-controlled study. *Polish Journal of Pharmacology*, 55(6), 1143-1147.

Pasman, J. (2011). The consequences of labeling mental illness on the self-concept: A review of the literature and future directions. *Social Cosmos*, 2, 122-127.

Pfeiffer, C.C. (1987). *Nutrition and mental illness: an orthomolecular approach to balancing body chemistry*. Rochester: Healing Arts Press.

Pilc, A., Kodzinska, A., & Nowak, G. (2002). A role for glutamate in the treatment of anxiety and depression: focus on group I metabotropic glutamate (mGlu) receptors. *Drugs of the Future*, 27, 753-763.

Ranjbar, E., Kasaei, M.S., Mohammad-Shirazi, M., Nasrollahzadeh, J., Rashidkhani, B., Shams, J., Mostafavi, S.A., & Mohammadi, M.R. (2013). Effects of zinc supplementation in patients with major depression: a randomized clinical trial. *Iran Journal of Psychiatry*, 8(2), 73-79.

Rice, M.E. (2000). Ascorbate regulation and its neuroprotective role in the brain. *Trends in Neurosciences*, 3, 209-216.

Robins, L.N. & Regier, D.A. (1991). *Psychiatric disorders in America: the epidemiologic catchment area study*. New York: The Free Press.

Rose, D., Thornicroft, G., Kassam, A., & Sartorius, N. (2007) 250 labels used to stigmatize people with mental illness. *BMC Health Services Research*, 7, 97.

Ross, L.A. & Oslon, I.R. (2010). Social cognition and the anterior temporal lobes. *Neuroimage*, 49, 3452.

Rotenberg, S.V. (2004). The peculiarity of the right-hemisphere function in depression: solving the paradoxes. *Progress in Neuro-Psychopharmacology and Biological Psychiatry*, 28, 1-13.

Rynn, M.A., Siqueland, L., & Rickels, K. (2001). Placebo-controlled trial of sertraline in the treatment of children with generalized anxiety disorder. *American Journal of Psychiatry*, 158(12), 2008-2014.

Schildkraut, J.J. (1965). The catecholamine hypothesis of affective disorders: a review of supporting evidence. *American Journal of Psychiatry*, 122, 509-522.

Schomerus, G., Matschinger, H., & Angermeyer, M.C. (2009). The stigma of psychiatric treatment and help-seeking intentions for depression. *European Archives of Psychiatry and Clinical Neuroscience*, 259(5), 298-306.

Sheehan, D.V., Raj, B.A., Trehan, R.P., & Knapp, E.L. (1993). Serotonin in panic disorder and social phobia. *International Clinical Psychopharmacology*, 8(2), 63-77.

Skolnick, P., Legutko, B., Xia, L., & Bymaster, F.P. (2001). Current perspectives on the development of non-biogenicamine-based antidepressants. *Pharmacological Research*, 43, 411-423.

Tait, L. & Lester, H (2005). Encouraging user involvement in mental health services. *Advances in Psychiatric Treatment*, 11,168-175.

A BIOLOGICAL APPROACH IN DIAGNOSING, TREATING, AND
DESTIGMATIZING MAJOR DEPRESSIVE DISORDER (MDD): TYPE A AND
TYPE B CONNECTIVE MODELS AMONG THEORY, RESEARCH, AND
PRACTICE.

Threlfell, S., Cragg, J.S., Kallo, I., Turi, F.G., Coen, W.C., & Greenfield, A.S. (2004). Histamine H3 receptors inhibit serotonin release in substantia nigra pars reticulata. *The Journal of Neuroscience*, 24(40), 8704-8710.

Tsapakis, E.M. & Travis, M.J. (2002). Glutamate and psychiatric disorders. *Advances in Psychiatric Treatment*, 8, 189-197.

Vaccarin, A.L., Sills, T.L., Evans, K.R., & Kalali, A.H. (2008). Prevalence and association of somatic symptoms in patients with major depressive disorder. *Journal of Affective Disorder*, 110(3), 270

**BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY: A
NECESSITY FOR CONTEMPORARY BUSINESSES. EXAMPLES TO
FOLLOW IN THE GLOBALISED ENVIRONMENT**

Dr. AMVROSIOS PRODRMOU *

*Senior Professor, Business Administration Department
CDA College, Cyprus

Abstract

The article has examined the concepts of Ethics focusing on Business Ethics and the development of Corporate Social Responsibility (CSR) from both, theoretical and professional viewpoint and attempted to identify the issues and implications that arise from its development in real business life. Attention has been given to how contemporary companies understand, design, develop, execute, and finally evaluate their CSR activities as part of an overall Strategic policy. The article has also focused on issues such as Green Marketing as this is considered to be directly linked with the environment protection, an issue that has attracted a lot of attention and caused a great deal of controversy with ethical, legal, economic, and political implications. The article rationale aims to identify the actors that have an active role in the implementation of CSR. These actors include companies, and both the Stakeholders and Shareholders. Additionally, the role of Governments and political organisations such as the European Union have been identified in order to provide further understanding of why Ethics and CSR are important, who implements them, when, and what are the major objectives of companies that proceed to these actions. The examples provided attempt to justify a possible bias that Business Ethics and CSR are important for both businesses and communities; however, these examples have been justified with the financial results of companies. Finally, the article has concluded that BE and CSR is not a choice for companies, is rather a necessity that must be adopted as part of comprehensive Strategic Planning.

Introduction

The rapid development of Globalisation has created the need for contemporary companies to identify and implement new ways of serving their existing as well as potential customers. This need expands from Small Businesses (SMEs) to large multinational corporations. It is therefore, now more than ever before, obvious that companies need to adjust accordingly and managers must design and implement

BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY: A
NECESSITY FOR CONTEMPORARY BUSINESSES. EXAMPLES TO FOLLOW
IN THE GLOBALISED ENVIRONMENT

practices that will effectively identify the needs and wants of nowadays informed consumers who do not just view companies as organisations that exist to make Profit, but as entities that must have an active; therefore, positive role within the societies that they operate. Managers, at all levels, must be able to develop serious and deep critical thinking that will allow them to gain market understanding. This understanding can only lead their companies to develop a more comprehensive organisational structure and culture that will inevitably lead them to long-term success as they will gain a serious competitive advantage. Competitive advantage is simply identified as the set of actions an organisation applies in a more effective and efficient way than its competitors (McDonald, 2009) Therefore, critical thinking, creativity, and innovation are identified as part of a comprehensive set of managerial actions that have a significant level of impact on the organisational and financial performance. It is only through this organisational culture that contemporary organisations will become more competitive, increase their market position, and consequently increase Profit and Wealth for both, the Shareholders and Stakeholders respectively. Within this identification it is strongly suggested that Profit Maximization cannot and should not be developed at the expense of Wealth Maximization. That would constitute a business and marketing myopia (Levitt, 1960) which would lead to serious problems causing long-term failure for companies to identify not only what is beneficial for their (potential) customers, but most importantly, what is beneficial for the entire organisation, for both Shareholders and Stakeholders. All the abovementioned issue create a rather challenging business environment for managers to focus on, in order to strategically develop customer-oriented policies that will take into consideration the undisputed fact that nowadays consumers are well-educated with high demands. The development of Information Technology (IT) has grown to become beneficial not only for businesses but also for consumers. This must be at the epicenter of management actions and at no-point this can be underestimated as it can have serious negative impact. This approach requires clarified business planning which will include all of the organisation's Human Resource (HR) which must be fully aware of the organisation's Objectives and Ethical policies. The real, and possibly only, question that remains in power is what alternatives do companies have in order to replace Ethics. Primarily answering this question, it is strongly suggested that the answer is that there is no real alternative. Businesses that support the opposite are simple neglecting a fact; Consumer is the King and the King does not forgive. Therefore, the earlier companies understand the importance of Ethics the better for them, their Shareholders and their Stakeholders. Businesses destiny is to co-exist alongside with Ethics, otherwise...

Business Ethics concept and Definitions

But what is really Ethics? This is a question that has been causing a level of confusion as identifying Ethics is far from being an easy task as it must take into consideration several issues such as Demographic, Geographic, Social-cultural, etc. (Smith and Cooper-Martin, 1997) Simply, what is considered unethical in one country may be considered as ethical in another country. Is it Ethical to call a girl a Cow in Britain? Of course no, you will probably get a kick on the backside! But that is not the case in India. You call a girl a Cow and you are her friend forever as Cows are a respected animal in India, beef consumption is not a popular thing in India, and in many areas is even banned. All these issues must be taken into serious consideration before identifying what the real of concept is all about. Neglecting the social-cultural issues can cause controversy and when this is transferred into the real business world it can become catastrophic. Globalisation makes this approach even more important and managers must be fully aware of it. Can a manager in USA neglect the Ethical issues that arise in China and vice versus? Can a businessman in France afford to ignore the Ethical concerns of his/her counter-part in India? Simply not. The world is changing, business, fiscal, and physical borders are experiencing a massive change; however, social factors remain in place and businesses through the development of particular strategic activities must develop critical and creative skills in order to identify these issues shall they wish to remain competitive in the global village.

Through the course of time Ethics as well as Business Ethics (BE) have attracted several definitions that have eventually shaped its concept. Ancient Greek philosophers such as Socrates and Aristotle have paid exceptional attention to the value of Ethics considering it as a distinctive field from the traditional theoretical sciences that experienced rapid growth in ancient Greece. Baumhart (1968) has importantly suggested that in BE the business man must simply keep his promise, and that promise will not be harmed deliberately. The specific approach sets the basis for future development of the overall BE concept. Jones (2007) clarifies that Ethics constitutes an inner guide that enables organisations to set the limits in order for the organisation to avoid legal implications. Daft (2008) took the concept of BE a step further as he argued that Ethics is the code that governs the behaviour of a person or a group in respect with what is right or wrong. Daft not only recognises the increasing importance of BE but importantly identifies that Ethics are highly affected by Ethical Dilemmas, a situation in which people are not sure of what actions to take as they are fully aware of the possible consequences. One of the most powerful professional organisations, the International Federation of Accountants (IFAC) provides its own definition about BE and explains that: “Ethics is a distinguishing mark of the accountancy profession is its acceptance of the responsibility to act in the public interest.” Donaldson and Walsh (2015) provide a more clarified approach in regards of Ethics and Business operations by stating that Business ethics constitutes the study of the ethical dimensions of productive organizations and

BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY: A NECESSITY FOR CONTEMPORARY BUSINESSES. EXAMPLES TO FOLLOW IN THE GLOBALISED ENVIRONMENT

commercial activities. The identification of all the above-mentioned authors and professional bodies clearly leads to the conclusion that BE has an increasing importance and its historical development is not just a fact that is obviously identified, but most importantly, it can be argued that BE will indeed have a more crucial role to play in future business activities, especially since Consumer Protection Laws in both sides of the Atlantic have been strengthened. The elimination of physical and fiscal borders between organisations and countries not only justifies the need for applying BE but also makes the definitions of BE as a crucial aspect that must be taken into account from companies, both SME and global corporations. The recent (and possibly on-going) banking and financial meltdown must become a serious example-to-avoid as companies in several countries in both sides of the Atlantic have (re)acted within limits which are considered to be far from being described as Ethical.

Business Ethics, Corporate Social Responsibility, and Business Sustainable Development

BE and its contemporary approach, that of the Corporate Social Responsibility (CSR) constitute two of the most important and popular actions that managers use to achieve Wealth Maximization instead of the – until recently – popular approach of Profit Maximization. Several scholars have long focused on this issue of BE (Carroll, 1975; Lewis, 1985; Stark, 1993; McDonald, 2007; Daft, 2008; Kotler and Keller, 2009; Crane and Matten, 2016) and still attract the interest on both academic and professional levels. All of the authors have identified the need for applying BE and special reference must be paid to the work of Carroll (1975) who has expanded his research in order to identify the ethical issues that aroused from the (in)famous scandal of Watergate and ruled the USA political and business life for a number of years. A scandal that has had an impact on a global scale, therefore, turning BE into an important element which has to be (re)considered in order for both, politicians and business people to take into serious consideration as such issues have a broader social impact that people will no longer be tolerant towards. As Carroll (1975, p.75) clearly states: “The current interest in business ethics should be properly viewed as only one of the recent trends in American society concerning business related social problems.” Considering the massive impact that the Watergate scandal had on the political life of the USA, it is obvious that the concept of Ethics has been seriously violated and has left the entire globe wondering of why and how can again trust both the political leaders and the business world. The question that remains in power is: “Do Businesses apply Ethics or is it just a wishful thinking? What is really the future of Ethics in contemporary business world? These questions are definitely not easy to ask and it can be primarily argued that there is no ‘One size fits all’ policy; therefore, each case must be examined based on an individual basis.

The concept of Corporate Social Responsibility (CSR) can be identified as the practice of the BE theory. It constitutes the next level and the practical identification of how companies at all sizes understand and apply Ethics in the real business battlefield in order to create a mutual gain, for both themselves and the entire societies. Several scholars and Institutional bodies have raised the importance of Ethics and CSR by stating that companies must strategically focus on it.

Crowther and Aras (2008, p.10) suggest that the broader definition of CSR "...is the relationship between global corporations, governments of countries, and citizens." Critically approaching this definition, it can be argued that indeed CSR is concerned with governments and citizens but unfortunately it fails to encompass smaller organisations as part of the CSR. Such Approach suffers from specific limitations and despite the attempt by authors to identify the importance of CSR, which they indeed do, the exclusion of SME from the actual definition constitutes a serious drawback which must be identified. The development of Globalisation is indeed important for business operations, but at the same time, no business can argue that is not affected by Globalisation as the rapid development of Internet has created both opportunities and threats for SME, therefore, now more than ever before they need to develop CSR in order to be in alignment with the contemporary management practices.

Fassin, Rossem, and Buelens (2010, p.1) have wisely covered the Gap left by Crowther and Aras (2008) and have extensively focused on the development of BE and CSR in SME. Importantly have identified that: 'Small-business owner–manager is able to shape the corporate culture and enact values other than profit. Adopting a cognitive perspective, we have identified how the small-business owner–manager makes sense of notions linked to corporate social responsibility (CSR) and business ethics.' This is an indeed an important identification as the concept of Ethics and CSR must not become the sole responsibility of large corporations, instead, each company must apply them at the extend that is capable to do so.

The European Commission (2011, p.2) has importantly recognised that: "Corporate social responsibility concerns actions by companies over and above their legal obligations towards society and the environment. Certain regulatory measures create an environment more conducive to enterprises voluntarily meeting their social responsibility." The Commission recognises the importance of CSR and its value on the strategic development of the Union and urges companies within the Union to focus on such policies in order to create a more positive business environment. Additionally, the Commission recognises that CSR can help enterprises regarding '...long-term employee, consumer and citizen trust as a basis for sustainable business models' (2011, p.3) The Commission's approach as a strategic choice is vital as CSR is recognised as a business necessity at the highest possible political level, therefore, creating the

BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY: A NECESSITY FOR CONTEMPORARY BUSINESSES. EXAMPLES TO FOLLOW IN THE GLOBALISED ENVIRONMENT

appropriate environment for businesses within the Union to focus on such policies. However, at the same time it must be clarified that the Union and most importantly the Commission must develop a well-designed plan that will provide companies, especially SME with the right incentives that will allow these companies to proceed to the establishment CSR as a core component of their overall strategies. Despite the positive efforts developed by the Union, a lot more has to be done in order for the Union to have a unified policy.

The World Business Council for Sustainable Development (2000) urged companies to identify the importance and strategic significance of CSR in order to create further value for their Stakeholders. Additionally, the Council has identified that the need for companies within the concept of CSR is to recognise human rights, employee rights, environmental protection, community involvement, and supplier relations as their top priorities. The identification by the World Business Council does not simply approach CSR from a theoretical perspective, but most importantly, it carries a large practical value that must be critically identified by companies in order to design and implement appropriate CSR that will be beneficial for all their Stakeholders.

Business Ethics and Green Marketing

The environmental issues have long been at the frontline of business operations and a lot of businesses have faced serious criticism for either not understanding the seriousness of respecting the environment, or even worse, for deliberately sacrificing it at the expense of Profit maximization. This is where Green Marketing has been developed. Green Marketing can be identified as the marketing of products and services that strive to respect and protect the environment in a substantial way. Green Marketing is also called environmental or eco marketing. In any case, the substance remains the same. It concerns the protection of the environment and calls for companies to develop their business operations in an ethically accepted framework that will respect and promote environmental protection. A large number of contemporary companies have realized the value of Green Marketing and have designed and implemented policies that are in full alignment with the concept of CSR and BE.

Starbucks have in recent years become one of the most famous companies to implement Green Marketing and are now famous for their respect to the environment. Starbucks have focused on teaching their consumers of how to implement the famous 3R (reuse, reduce and recycle). The Green Marketing strategy has enabled the company to effectively increase its financial growth and become one of the most successful companies in the world. Starbucks has experienced a massive growth as from 2008 when

its revenue amounted \$ 10.3 billion, in 2007 that has reached a massive \$ 22.3 billion. (Financial years for Starbucks end at September). This constitutes a staggering 116.5% in just ten years. Starbucks has developed a comprehensive internal organisational culture in which employees are part of the entire process and promote the company as the ultimate Coffee Company that proudly respects environment and promotes sustainable development. As Starbucks support in their official website: 'As a company that relies on agricultural products, we have long been aware that the planet is our most important business partner' Starbucks constitute a fine example how Green Marketing can be effectively implemented in contemporary business environment. The company not only has managed to increase both revenue and profit, but also has managed to decrease its marketing expenses by focusing on creative marketing policies that strive to serve the organisational objectives from a different, more fruitful, and innovative way. Starbucks has successfully managed to develop a pioneer initiative by developing the famous Starbucks Ideas in which (<https://ideas.starbucks.com/>) in which consumers are urged to drop their opinions about several issues including Social Responsibility. This action has enabled the company to effectively interact with its consumers, gain valuable feedback, and therefore develop further Green Marketing policies that will help the company to achieve further expansion, in both market share and revenue. All the above is in full alignment with the concepts of Profit and Wealth Maximization and serve the best interests of all parties involves; Shareholders and Stakeholders.

Other contemporary authors have expanded the concept of Marketing Myopia and linked it with the increasing need environmental protection as this constitutes a serious business challenges and is directly linked with the concept of BE. Ottman, Stafford, and Hartman (2006, p.24) have importantly linked Marketing Myopia with the need for companies to focus on developing environmentally friendly products and suggested that: "Green Marketing must satisfy two objectives: improved environmental quality and customer satisfaction." Critically examining this identification, it can be argued that it constitutes a totally Ethical approach which to a large degree serves the best interests of any given company that focuses on long-term success rather than short-sighted, and therefore, myopic, business practices. Rath (2013) adds to the debate over the development of Green Marketing as a business Ethical issue and explains that this is of an increasing importance in emerging countries especially in the Asian region and connects its application with the development and operation of Supply Chain Management, a business field that has attracted a lot of interest due to its ability to decrease operational cost, consequently, leading to Profit and Wealth Maximization. Additionally, the author makes a clear reference on the impact of Globalisation on Green Marketing and explains that: "it increases various opportunities for buyers as they increase their focus on environment improvement which not only enhancing the process of greening the environment for clean but also increasing the supplier performance." (2013, p.81)

BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY: A NECESSITY FOR CONTEMPORARY BUSINESSES. EXAMPLES TO FOLLOW IN THE GLOBALISED ENVIRONMENT

USA giants Johnson and Johnson have in recent years developed several CSR projects with special attention on the development of environmental protection culture focusing on both internal and external levels. The company assures consumers that the trees used to produce boxes for the company's needs are '...made with materials certified by the international Forest Stewardship Council (FSC), assuring that the trees used come from responsibly managed forests.' (<https://www.jnj.com/caring/patient-stories/environment-impact>) Additionally, the company has developed several internal projects in order to actively engage its overall labour force into the procedure and establish a 'Green Culture' that will then be transferred towards consumers, increase the company's Brand Image, leading to higher cash returns. These projects have been enacted in 2007 and since then the company has experienced a massive financial growth in terms of Revenue (from \$ 61 billion to 74.3, increase of 23.44%) and Operating Income (from \$ 13.66 billion to \$ 20.48 billion, increase of 49.9%). Despite that this increase constitutes the result of several managerial actions such as Product development, Innovation, Cost control, as well as other activities, the impact of Green Marketing cannot be undermined by anyone.

Conclusion

The examination of all the above-mentioned literature as well as all the examples provided as part of the Data Analysis has led to the conclusion that BE and CSR undoubtedly constitute two major issues that contemporary businesses cannot afford to ignore. BE and CSR do not simply concern large multinational organisations; they also concern Small Businesses (SME), as these SME have limited access to both the local as well as the international marketplaces, therefore, the need for development of such policies can only contribute to their establishment as socially-concerned organisations. It is strongly suggested that this can only have a great deal of positive impact as it will contribute to the development of their Brand Image and Brand Equity. Taking into consideration that Word-of-Mouth Marketing (WOMM) constitutes a great form of Advertising (McDonald, 2007; Kotler and Keller, 2009) on which contemporary marketers need to focus on by using the famous 3 Es (Engage, Equip, Empower) in regards with their (potential) consumers in order to '...become the most beloved and talked about product in your category, which will ultimately lead to increased sales' (Whitler, 2014), then, it can be argued that BE and CSR constitute the two finest ways of achieving this target. The financial results of the companies that have been outlined within the current paper constitute the best possible evidence that BE and CSR not only can be beneficial for the organisation's Brand Image but can also contribute heavily towards the financial objectives, therefore, serving in the best possible way the best interests of its Shareholders, which of course concern the Profit Maximization. A question that remains in power is: 'Is there an alternative to BE and CSR?' The answer

is simply not. Nearly five decades ago (1970) economist Milton Friedman has (in)famously stated that: 'The social responsibility of a business is business. The business of a business is business'. Can this statement apply in the current business environment in which Globalisation has reshaped the entire marketplace and the way businesses actually implement business activities in order to serve their business objectives? Such an approach may be applicable in 1970, but that is not the case in today's business world. No longer can Friedman or any of his business, or even academic supporters, that criticize BE and CSR (Cartka et.al., 2004; Lepoutre and Heene, 2006), can suggest that CSR is wasting shareholders' money. This constitutes a dangerous and short-sighted business approach which is against of what the average citizen who is also a consumer, expects from businesses. The recent cases of Enron and VW must become a serious lesson to all those who focus on criticizing BE and CSR. Additionally, the recent banking and financial crisis clearly reveals that unethical practices which have also violated the legal limits, can no longer have a place in contemporary societies. Now, more than ever before, companies of all sizes, from SME that operate on a limited local marketplace but also have an access to the global market through e-commerce, as well as large corporations that have physical and e-commerce presence in a large number of countries, need to conceive the concept of BE and turn words into actions. They need to design, develop, execute, and evaluate such activities through a comprehensive strategic planning. This can only have a positive impact from the society; will eventually lead to the increase of their revenue, profit and wealth. BE and CSR can no longer be neglected. The real Question is not whether to adopt BE and CSR activities, but instead, is who, how, and when CSR will be implemented, and who, apart from the organisation, will be benefited from these activities. Therefore, companies are urged to strategically design and implement such CSR policies bearing in mind that this is the natural extension of the theoretical concept of BE.

References

Baumhart, R.C. (1968) *'An Honest Profit: What Business Men Say about Ethics in Business'* Holt, Rinehart & Winston of Canada Ltd

Carroll, A.B. (1975) *'Managerial Ethics: A Post-Watergate View'* Business Horizons ELSEVIER

Cartka, P., Balzarova, M.A., Bamber, C.J. & Sharp, J.M. (2004) *'How can SME's effectively implement the CSR agenda? A UK case study perspective'* Corporate Social Responsibility and Environmental management. 11:140-149

BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY: A
NECESSITY FOR CONTEMPORARY BUSINESSES. EXAMPLES TO FOLLOW
IN THE GLOBALISED ENVIRONMENT

Crane, A. and Matten, D. (2016) Business ethics (4th Ed.) *Managing corporate citizenship and sustainability in the age of globalization* OXFORD UNIVERSITY PRESS, Oxford, UK.

Crowther, D., and Aras, G. (2008) *Corporate Social Responsibility* © 2008 David Crowther, Guler Aras and Ventus Publishing ApS.

Daft, R.L. (2008) *New Era OF Management* (2nd Ed.) Thomson South Western OHIO USA

Donaldson, T. & J.P. Walsh (2015) *Toward a Theory of Business* Research in Organizational Behavior, 35: 181–207.

European Commission (2011) *COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS A renewed EU strategy 2011-14 for Corporate Social Responsibility* <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52011DC0681&from=EN> [Ret: 05.12.2017]

Fassin, Y., Rossem, A.V., and Buelens, M. (2010) *Small-Business Owner-Manager's Perceptions Business Ethics and CSR-Related Concepts* Journal of Business Ethics Springer 2010 DOI 10.1007/s10551-010-0586-y <https://lirias.kuleuven.be/bitstream/123456789/407654/1/jbe.pdf> [Ret: 17.02.2018]

Friedman, Milton (1970) *The Social Responsibility of business is to increase its profit* in The New York Times Magazine, September 13, 1970. <http://www.colorado.edu/studentgroups/libertarians/issues/friedman-soc-resp-business.html>

IFAC Code of Ethics for Professional Accountants (2006)

Johnson and Johnson Official Website (2018) *CARING & GIVING: Greener Boxes, Bottles and Buildings* <https://www.jnj.com/caring/patient-stories/environment-impact> [Ret: 17.02.2018]

Jones, G. (2007) Introduction to Business How Companies Create Value for People McGraw Hill Higher Education

Lepoutre, J. & Heene, A. (2006) *Investigating the impact of firm size on small business social responsibility: A critical review* Journal of Business ethics. 67:257-273

Levitt, T. (1960) '*Marketing Myopia*' Harvard Business Review July - August 1960 Issue

Lewis, P. (1985) '*Defining Business Ethics: Like Nailing Jello to a Wall*' Journal of Business Ethics October 1985, Volume 4, Issue 5, pp 377-383
<https://link.springer.com/article/10.1007%2F02388590?LI=true> [Ret: 01.12.2017]

Ottman, J.A., Stafford, E.R. and, Hartman, C.L. (2006) '*Avoiding Green Marketing Myopia*' Ways to Improve Consumer Appeal for Environmentally Preferable Products

Morning Star (2018) '*Johnson and Johnson Financial Results*'
<http://financials.morningstar.com/ratios/r.html?t=JNJ> [Ret: 17.02.2018]

Morning Star (2017) '*Starbucks Financial Results*'
<http://financials.morningstar.com/ratios/r.html?t=SBUX®ion=usa&culture=en-US>
[Ret: 06.12.2017]

Rath, R.C. (2013) '*An Impact of Green Marketing on Practices of Supply Chain Management in Asia: Emerging Economic Opportunities and Challenges*' Journal of Int. J. Sup. Chain Mgt. Vol. 2. No. 1, March 2013

Smith, N. C. and Cooper-Martin, E. (1997) '*Ethics and Target Marketing: The Role of Product Harm and Consumer Vulnerability*' Journal of Marketing Vol. 61, No. 3 (Jul., 1997), pp. 1-20 Published by: American Marketing Association
https://www.jstor.org/stable/1251786?seq=1#page_scan_tab_contents [Ret: 17.02.2018] DOI: 10.2307/1251786

Starbucks Official Website (2017) '*Environment: Pioneering Sustainable Solutions*'
<https://www.starbucks.com/responsibility/environment> [Ret: 06.12.2017]

Stark, A. (1993) '*What's the matter with business ethics?*' Harvard Business Review [01 May 1993, 71(3):38-40, 43-4, 46-8]

Whitler, K.A. (2014) '*Why Word Of Mouth Marketing Is The Most Important Social Media*'
FORBES MAGAZINE
<https://www.forbes.com/sites/kimberlywhitler/2014/07/17/why-word-of-mouth-marketing-is-the-most-important-social-media/#1500a95854a8> [Ret: 07.12.2017]

World Business Council (2000) '*Corporate Social Responsibility: Making Good Business Sense*' Richard Holme Rio Tinto and Phil Watts Royal Dutch/Shell Group
<http://www.ceads.org.ar/downloads/Making%20good%20business%20sense.pdf> [Ret: 04.12.2017]

BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY: A
NECESSITY FOR CONTEMPORARY BUSINESSES. EXAMPLES TO FOLLOW
IN THE GLOBALISED ENVIRONMENT

THE PORTRAYAL OF THE DIVINE AND DEMONIC ASPECT IN
ROMANTIC LITERATURE

**THE PORTRAYAL OF THE DIVINE AND DEMONIC ASPECT IN
ROMANTIC
LITERATURE**

CHRISTIANA THEODOROU*

*Lecturer, Business Administration Department
CDA College, Cyprus

Abstract

Presentation, elaboration and evaluation of the way romantic poets and writers have portrayed the divine and demonic aspect of the human psyche in their work, the degree to which their ideas can be juxtaposed with the Socratic notions and the nowadays socio-psychological point of view which may influence the didactic methods of teaching.

1. Introduction

Researching into how literature portrays the psychological side of human beings and specifically the way romantic poets and writers have periodically presented the battle of good and bad that takes place inside our souls as individuals, I would like to explore more deeply the conflict of the angelic and the demonic aspects that consist of the human psyche and how this fact influences the character, behavior, personality, psychological state and the way individuals view life and deal with everyday issues, realities and problems.

I would like to describe and evaluate the ways many aspects of our life are inter-dependent and therefore, inter-influenced by these psychological aspects mentioned above and what we inherit as representatives of our cultural and social microcosm as well as attempt to juxtapose some of the most famous contemporary British romantic poets and writers with the ancient Greek philosopher Socrates and the beliefs that he has preached which are until today wisely kept and cherished.

I would like to emphasize on his belief that ‘no man is deliberately and inheritably bad’ (‘oudeis ekwn kakos’) through which he stated the opinion that evilness does not inheritably exist in our genes and ‘ignored the instincts by preaching that being deliberately immoral was impossible’ (Anthony Gottlieb, 2001). Additionally, Aristotle said that he had a totally different view of what divine or moral was as he strongly believed that nobody would chase the evil by will and knowledge because he had a simplified image of the human psychology that defied the illogic part of the soul and its passions. Socrates had great intelligence by stating ‘there is a voice I hear inside me, a

demon, a guardian angel or my consciousness which is God's will and it keeps me away from a bad deed I'm about to do'.

2. Theoretical Background and Basis

The Socratic statements seem to be opposite to what British romantic poets and writers have expressed through their work. On the one hand, the British Romantic poets and Gothic writers support that individuals are born with both the divine and the demonic aspect inside their souls while on the other hand, the ancient Greek philosopher Socrates supports that no man is born to be inheritably evil. Rather the environment and life experiences are what trigger the evil inside our souls either for defensive reasons or due to revengefulness.

Do these contracting views and ideas portray a difference in the way people viewed life in each period of time or did the socio-historical events for example, wars and poverty influence their views? Had Socrates never met a fallen man or angel or was he guided by his naivety as Nietzsche himself spoke about the '*divine naivety and confidence*' of the Socratic way of life?

My effort to address many unanswered questions will be achieved with the help of modern sociological and psychological views that deal with the humane part of our soul as well as the demonic element which exist from the minute we are born or might be generated from our life experiences. What do modern psychologists believe and how does our behavior *mirror* the behavior of our fellow-citizens? Is the *monstrosity* of serial killers inherited or acquired by their family's microcosm? How does the society *reflect* on certain cases which impersonate the demonic side of the human psyche? Is there a deep fear of admitting and facing human monstrosity and its consequences?

3. Gaps found in the certain domain:

There is an area of literature which satisfies the reader up to the point where it states the question and raises the issue of the existence of both the angelic and demonic aspect in the human spiritual, physical and social subsistence. There is a clear description of the ways this fact affects individuals in the means they approach life through their actions, thoughts, desires and needs.

For instance, the well-known book of Oscar Wilde called *The Picture of Dorian Grey*, portrays the strong desire of a young man who sells his soul to his earthly desires and vanity to remain forever young and beautiful. To a greater extent the young man has just sold his soul to the devil who in return gives him the promise that he will never lose his external beauty and youth

THE PORTRAYAL OF THE DIVINE AND DEMONIC ASPECT IN ROMANTIC LITERATURE

whilst at the same time the man is ignorant and unaware of the fact that he has simultaneously lost and sold his innocence and angelic aspect.

This example proves and personifies the human weakness that people express throughout their lives to constantly pursue and appreciate what is more superficial and vain in life for instance, external beauty and eternal youth rather than the more important and substantial elements in life including spiritual values, ethical values, love that is food for our soul and many other elements which are vital for our fulfillment and happiness as human beings. On the other hand, Socrates was bold enough to support his '*belief of ugliness*' as he did not consider external beauty as important as his fellow citizens. He believed in internal beauty and what is created correctly for the proper functions to serve and satisfy the human soul (Socrates, 2001).

Even though, British Literature is enriched by many similar works that regenerate beliefs, notions and ideas about the angelic and the demonic aspect of the human psyche and the way both aspects are reflected in our actions as human beings or in our creations as artists, scientists, teachers or parents it strongly lacks the ability to convey positive and optimistic messages to the reader. The black veil of Gothicism lays over the romantic poetry and literature offering the reader a sense of dark pessimism and lack of confidence and light. In this way, it only sheds light, in an ironic and metaphorical way, on the dark side of life leaving behind the bright side. As a consequence, the battle between good and bad, light and darkness, the angelic and the demonic is continuously repeated in almost every work of the gothic century. In contrast to Socrates' didactic methods which lifted his students' souls as he was the 'saint' of philosophy, obsessed with the goodness in life and its significance. Alkiviadis stated that he admired his teacher for his effort to help people invest in their psyche and escape from the desires of the flesh.

However, as readers we seek to find solutions and hope to our personal problems and satisfy our need to escape. In the case of gothic literature we take a beautiful journey in the world of darkness and pessimism. In consequence we are unhappy individuals and non-productive citizens in our society unable to produce, create and offer as we remain with the taste of melancholy.

In addition, this type of literature besides the useful messages it conveys it also needs to show us how we can use, adopt and adjust what we are taught in our days rather than plainly feed the reader with a didactic note without giving direct answers whether we are born to be good or bad or if this is acquired throughout our life and our experiences as individuals in our environment, families, schools and later on society.

As individuals we are born with different kinds of talents, some become doctors that heal the soul and doctors that heal the physical wounds, others

artists, teachers and some choose the most difficult path, that of becoming a parent. Each one of us has certain obligations towards the society we live in according to the 'job' we opt to do and the responsibilities we take up according to the role we choose in life. One of our obligations is to be legitimate citizens with respect towards the ethical values we are taught by our religion, parents and teachers in our homes, schools and society accordingly.

Every individual has its role in life and a certain post with specific responsibilities. For instance, a scientist or a doctor is responsible to find a cure to any physical disease. A psychologist is bound to heal people's souls and a teacher to guide children towards the right path of knowledge and wisdom. At the stage where we take the most important decision of becoming parents we automatically become responsible of bringing a new life in our society and to a greater extent, in a world full of contradictions and battles between the divine and the demonic forces.

Both parents and teachers, we are in charge of protecting our children from the dark and demonic forces and guide them towards the light of divinity. However, many questions arise during our progressive course in life while we grow up to become adolescents and from adolescents to become adults where we constantly find ourselves confronted with religious and philosophical dilemmas.

- Does it depend on the period of time we experience? Do political situations like wars or living conditions like poverty, unemployment, the country or even the climate we live in influence the way things evolve and become? At this point, it is worth mentioning that the Gothic Literature and Romantic Poetry have developed mostly in regions of England where the weather in combination with the poverty of those times brought about despair, gloominess, sadness, disappointment, depression and all sorts of negative feelings to people which were fed and enlarged by works that have been mentioned above.
- In which cases do people fall into temptations and portray or ignore their angelic aspect? What is 'temptation'? Does it really exist or is it just a creation of our human minds?
- Why do people always tend to pursue superficiality in life and not what truly matters and is more substantial? Is external appearance significant in life? Why is the superficial more attractive to human beings? Why do people obey to the desires of the flesh and material goods of the demonic for example, wealth, money, beauty, glory, power and many others? Why are we entrapped by the fleshly weaknesses ignoring our soul's desires of contentment, happiness and fulfillment? Why do humans allow the 'evil to become my good' (Satan of Milton)?

THE PORTRAYAL OF THE DIVINE AND DEMONIC ASPECT IN ROMANTIC LITERATURE

- Does the notion of '*monstrosity*' exist only in fiction like the book of *Frankenstein* or is it a phenomenon of reality that we encounter on a daily basis and portray the significance of the procedure from *being to becoming*.
- Will human beings ever be liberated by their earthly desires and reach the point of '*theosis*'?
- How do the sciences of psychology and sociology deal with this case?
- Why is gothic literature and romantic poetry so popular and worshipped by so many readers? Even though, they are spread with the note of melancholy and negativity, why do people read these books? To what does this dark art owe its successful route?
- How can unhappy and melancholic readers view life in a positive way? Is it not a chain of inter-influencing facts created? For example, unhappy reader results to an unhappy individual which results to an unhappy citizen who has low creativity and hence nothing to offer to the evolution and development of his/her society?

The most important aspects that influence the behavior and the psychological state of individuals are genetic elements that are inherited from generation to generation as well as the environment in which we are brought up and the facts we experience through life. At this point, it is worthwhile mentioning that according to our experiences we develop certain defenses which gradually become embodied in our daily behavior and reactions in order to survive in a world full of difficulties and obstacles that prevent the good side of us or the 'angelic' aspect of our soul to come out in the surface or to be expressed towards the people that surround us.

However, these two elements which are most frequently mentioned in the books of psychological science are not enough to explain the way human beings are affected by morals and ethics, traditions and beliefs of their culture and country, by political and dogmatic powers and pressures or by religious dos and don'ts, or even simple words with an important background that triggers our 'should' and 'must' mechanisms for example, 'you should love your fellow-citizen' or 'you must be righteous towards your friends'.

The difference however, between the two aspects that are set and taken for granted as the compass of our behavioral progression and psychological development and the sub-categorical elements that followed them are that the latter domain is a continuation or a consequence of our genes and environment. And of course, all these feelings of love, hate, frustration or passion are expressed only by the means of art. Artistic *expression* of any kind like musical creation or literature and poetry is the vehicle with which our psyche liberates itself.

On the other hand, many people who have repeatedly been disappointed in life claim that the divine aspect of our soul does not exist or is heading towards its extinction due to the fact that even if a person is born to be good and angelic very quickly develops a *defensive* behavior characterized by hate and revenge or simply by introversion in order to avoid being hurt by other people. Moreover, sometimes in life we find ourselves bound to do the ‘wrong’ thing in order to climb the ladder of success in our career or in any other domain due to the social competition that rules in modern cities. Many historical and religious examples of good people who although, forgot their angelic side and *became* demonic in the process are those who betrayed and lead Jesus Christ to crucifixion or those who were bribed and gave the poison to Socrates.

4. Conclusion

In the end, what triggers the demonic aspect of human beings? Feelings like revenge, anger, loss of control, hatred, lack of love, envy, jealousy, passion, defensive mechanisms, selfishness, greediness? Are all these emotions so strong that they devour and overwhelm feelings of our divine side like love, respect and humanity?

Let us hope that one day we will all find the answers to our inner problems in order to beautify the world we and our children live in. The answers lie within our souls.

References:

1. Barnes, J.: *The Collected Works of Aristotle*, 1984.
2. Cairns, H. and E. Hamilton: *The Collected Dialogues of Plato*, 1961.

THE PORTRAYAL OF THE DIVINE AND DEMONIC ASPECT IN
ROMANTIC LITERATURE

3. Diamond, Stephen: *The Psychology of Evil*
4. Gottlieb, Anthony: *Socrates*, 1997.
5. Gross, Richard and Rob Mc Ilveen: *Social Psychology*, 1992.
6. Hicks, R.D.: *Lives of the Philosophers, Diogenes Laertius*, 1972.
7. Jung, Carl: *On the Relation of Analytical Psychology to Poetry*, 1961.
8. Kelly, G. A.: *The Psychology of Personal Constructs*, 1955.
9. Lazarus. R.S.: *From Psychological Stress to the Emotions*, 1993.
10. Markus, H.: *Self-knowledge: An Expanded View*, 1983.
11. Moss, Joyce and George Wilson: *Literature and its Times*, 1997.
12. Nietzsche, Friedrich: *Beyond Good and Evil*, 1976.
13. Panaghis, A. M.: Vincent O' Sullivan: *A Quest for Divine Union*
14. Pervin, Lawrence & Oliver P. John: *Theories of Personality*, 2001.
15. Plomin, R. and Daniels, D.: *Why are Children in the Same Family so Different From Each Other?*, 1987.
16. Rowe, D.C.: *The Limits of Family Influence*, 1994.
17. Shelly, Mary: *Frankenstein*, 1981.
18. Stephenson, Goeffrey, Wolfgang Stroebe and Miles Hewstone: *Introduction to Social Psychology*, 1982.
19. Wilde, Oscar: *The Picture of Dorian Grey*, 1890.

IMPROVE OF THE EFFECTIVENESS AND EFFICIENCY OF DMO'S BY TAKING A SYSTEMIC APPROACH TOWARDS STAKEHOLDERS

IODANIS KATEMLIADES*

*Senior Professor, Travel and Tourism Administration, CDA College Cyprus

Abstract

The aim of this paper is to review the existing literature regarding Destination Management Organizations and the various stakeholders that the destination consists of. The paper will cover existing theories such as business ecosystem and stakeholder theories and it will suggest, for future research, a systemic approach towards destinations in order to improve their effectiveness and efficiency. Finally, it will examine the various methodological tools such as benchmarking and EFQM that exist and can be used in order to research the topic. The aim is to identify the need for future research so as to develop an optimal model of effective DMO.

KEYWORDS: Destination Management Organizations (DMOs), stakeholder, EFQM, benchmarking, tourism

Introduction

Tourism is a worldwide industry, which especially after the recent economic crisis is considered very important in creating employment and boosting economy at a local and national level. World tourism Organization (WTO) reported 1.235 billion arrivals and 1.4 trillion dollars receipts for 2016. Regions and countries make extra efforts in order to make their destinations stand out from the competition and improve their competitiveness.

Furthermore, another major change is the fact that the industry has become even more complex and interrelated the last years. While in the past the industry was dominated by tour operators, travel agencies and printed material, nowadays the emergence of Online Travel Agents (OTA's) and the concept of shared economy (Airbnb) has increased the competition among the industry players. Also it has created more complex and

IMPROVE OF THE EFFECTIVENESS AND EFFICIENCY OF DMO'S BY TAKING A SYSTEMIC APPROACH TOWARDS STAKEHOLDERS

interrelated relationships among the major stakeholders of the tourism system. Knowledge is in the center of the above changes. McLeod and Vaughan (2015, p. 1) state that knowledge is “a key ingredient by which the tourism sector can adjust and adapt to its dynamic environment”.

Destinations need to respond to all these changes and create a framework where all the stakeholders can work together to increase the effectiveness and efficiency of the destination and where all can benefit not at the detriment of the others. The power has also shifted from the supply side (businesses) to the demand side (tourists) and this is something that destinations need to bear in mind.

1.1 Destination Management Organizations (DMOS)

In general, DMO is oriented to organize “the various components of the territory, guiding them towards a strategy and a common value through a planned, governed and collective process” (Varra et al., 2012). Several authors (Ritchie and Crouch, 2003; Dredge, 2006; Bornhorst et al., 2010; Volgger and Pechlaner, 2014; Pike and Page, 2014) suggest that the sustainable and competitive development of tourist destinations is highly related to the ability of the DMOs to manage destinations. The DMO does also play the role of enhancing uniqueness and authenticity of a destination increasing livelihood of it (Richard & Palmer, 2010).

The success of a destination relies on its coordinated approach towards planning, development, management and marketing. On this issue a Destination Management Organization (DMO) can contribute greatly in order to achieve the above.

Destinations are comprised of many different stakeholders as we call them such as hotels, restaurants, travel agents, tour operators, government agencies and everyone who is operating in the destination and influence the supply or demand to a smaller or greater extent. Many of the above stakeholders though in many cases have conflicting interests and therefore they can potentially affect the destination negatively.

Destination research has primarily focused on identifying and classifying relevant stakeholders, while less emphasis has been placed on stakeholders' behavioral patterns and actual influence (e.g. Araujo & Bramwell, 1999; Bramwell & Sharman, 1999; Currie, Seaton & Wesley, 2009; Sautter & Leisen, 1999; Selin & Chavez, 1995). Recent

research has broadened the perspectives by focusing on salience (Sheehan & Ritchie, 2005; Cooper, Scott & Baggio, 2009) and interpretations of the influence and power of key stakeholders (Beritelli & Laesser, 2011) by differentiating stakeholders based on their potential to threaten and to cooperate. Hotels and hotel associations were considered the most salient, followed by local and regional government. Cooper et al. (2009) found that destination management is controlled by a limited number of stakeholders, based on perceived salience, as key stakeholders form elite at the core of its network.

Having the above in mind DMO's need to become those that can coordinate them and offer a vision and a holistic approach on how the destination can market, promote, protect the environment , minimize the negative impacts of tourism activities, respond to crisis etc. The above are only a few of the contributions that a DMO can offer to a destination. This is the reason why DMO's play a leading role in most destinations. It takes a strategic approach to link-up very different entities for the better management of the destination and this is something that only DMO's can offer.

DMO'S are here to articulate a complex range of strategic objectives as well. Furthermore, on the contrary to most private enterprises DMO's focus not only on tourists but on the quality of life and residents of the host country/region. The latter is what makes it interesting and challenging and worth investigating further.

1.2 The Stakeholders

First of all, we could define the term fairly narrowly to capture the idea that any business, large or small, is about creating value for “those groups without whose support, the business would cease to be viable” (Freeman et al, 2010).

There is also a somewhat broader definition that captures the idea that if a group or individual can affect a business, then the executives must take that group into consideration in thinking about how to create value ” (Freeman et al, 2010).

Stakeholders can affect or be affected by the organization's actions objectives and policies. Some examples of key stakeholders are creditors, directors, employees, governments, co-owners, suppliers or even the community from which the business draws its resources. However, not all stakeholders are equal. Freeman and Reed (1984)

IMPROVE OF THE EFFECTIVENESS AND EFFICIENCY OF DMO'S BY TAKING A SYSTEMIC APPROACH TOWARDS STAKEHOLDERS

also define stakeholders as "those groups without whose support the organization would cease to exist. The following table contains some examples:

Table 3

Stakeholders:	Stakeholder's concerns
Government	Taxation, VAT, legislation, employment, truthful reporting, diversity, legalities, externalities.
Employees	Rates of pay, job_security, compensation, respect, truthful communication.
Customers	Value, quality, customer care, ethical products.
Suppliers	Providers of products and services used in the end product for the customer, equitable business opportunities.
Creditors	Credit score, new contracts, liquidity.
Community	Jobs, involvement, environmental protection, shares, truthful communication.
Trade Unions	Quality, worker protection, jobs.

Owner(s)	Profitability, longevity, market share, market standing, succession planning, raising capital, growth, social goals.
Investors	Return on investment, income.

In tourism, understanding the role and identifying the involved stakeholders may be even more difficult as the tourism industry comprises a complex network of stakeholders and groups that have an interest in the development, management and marketing of tourism for a particular destination. The support, commitment and cooperation of these stakeholders to tourism in a destination is essential for the long-term sustainability of the industry (Sustainable Tourism Online, 2009). Tourism stakeholder groups include industry operators, government departments and associations, visitors, the community, investors / developers, land owners, industry associations, tourism-related organizations, community and environmental groups.

All stakeholder need to participate in determining the direction of the organization in which they have a stake (Byrd, 2007). Stakeholders can be geographically dispersed, belong to the private or public sector and have little or big participation in the destination's economy. Moreover, some stakeholders are more important than others in determining the success of activities (Dabphet, 2012).

Effective stakeholder engagement must reduce potential conflicts between the tourists and host community by involving the latter in shaping the way in which tourism develops (Macbeth, Burns, Chandler, Revitt, & Veitch, 2002). Each group of stakeholders is a critical component of the tourism destination due to the fact that the initiatives and thoughts of stakeholders are external to the strategic planning and management processes (Dill, 1975).

Inskeep (1991) explains that in regard to implementation, the public sector is concerned with several functions such as arranging developments, carrying out rules and

IMPROVE OF THE EFFECTIVENESS AND EFFICIENCY OF DMO'S BY TAKING A SYSTEMIC APPROACH TOWARDS STAKEHOLDERS

regulations on tourism, developing main infrastructure, advancing the appeal of public tourism and conducting marketing to promote tourism areas. In the meantime, Gunn (1994) elaborates that the public sector function within the tourism industry is to increase tourist satisfaction, enhance economic and business success, protect existing assets and preserve community integration. The public sector is also more involved in planning, enforcing laws related to tourism destinations and managing the construction of infrastructure as well as public tourism appeal.

The private sector on the other hand is more concerned about running profitable operations, developing new products, earning market share, improving the quality of services/products, and the longevity of their firm. Private firms are geared towards competing at all costs and regularly they have short term goals.

Tribe (1997) makes a distinction between external and internal stakeholders, depending on the power and influence they have on the organization. He suggests that a hierarchy of stakeholders should be identified.

From all the above we understand the importance of stakeholders in the success of the DMO's role. This is the reason why stakeholder theory has become an important theoretical tool in the arsenal of the strategic management. It is a theory that can be applied to a wide range of issues and environments and it will prove very useful in our research.

1.3 Expected Contribution and purpose of study

From the above we clearly understand the importance of DMO's for the destination, the stakeholders and the local community.

DMO'S may be useful but they have been accused of being ineffective and too slow to adapt to new developments. Also it has been proven too difficult to measure their efficiency and effectiveness.

And even though a lot has been written about DMO's what has not been analyzed is a systemic approach that will include all stakeholders and measure the effectiveness and efficiency of these organizations. This approach will not include only specific sectors of the economy where tools like benchmarking and EFQM can be very useful but it will take a systemic approach. In this case the stakeholder theory and the business ecosystem

theory will prove very useful.

- In this context a methodological tool will be developed and applied in order to create new knowledge that will improve the efficiency and effectiveness of DMO's.
- By improving the effectiveness and efficiency of DMO's we help the destination as well to improve the good use of the resources that the stakeholders possess and as a result improve their performance (e.g. Return on investment)
- The successful function of DMO's can improve the competitiveness of the destination and place the destination in a leading/ strong position among competing destinations. That will strengthen the competitiveness of the businesses that are an integral part of the destination with subsequent positive impacts to the local community.
- Also by developing the tools and methodology we can monitor the efficiency of the destination on a regular basis and do the necessary adjustments when needed

Furthermore DMO's can do a lot more for the local community. This was also a starting point for me in order to start thinking about the topic of the research and this is the ultimate contribution that this research can make.

- By mitigating among the stakeholders, DMO's can minimize the negative effects of tourism activities. They can protect the community from the degradation of the environment, minimize sociocultural side effects, help to alleviate the problem of seasonality and establish a sustainable way of how businesses operate.
- By improving the function of DMO's we help communities to reap the maximum possible benefits of tourism development and minimize the negative side effects.
- Finally and very importantly various stakeholders including local communities will be included more actively in the decision making process on issues regarding the development of their region.

IMPROVE OF THE EFFECTIVENESS AND EFFICIENCY OF DMO'S BY TAKING A SYSTEMIC APPROACH TOWARDS STAKEHOLDERS

2.1 Research Process and questions

There is several research associated with DMOs in relation to the various stakeholders like airlines, hotels etc. There is a lack of research though taking a systemic approach towards the destination, which is very important since every stakeholder, affects the destination to a smaller or greater extent. There are several DMOs operating privately or state funded but there is a not a systemic approach towards measuring their effectiveness. There are performance indicators measuring the effectiveness of marketing or advertising campaigns but not a method to measure their overall performance. In this way public money might not be properly allocated and private investments might not offer the return on investment (ROI) that they could.

A future research could shed a light onto the complex inner workings of a destination and how interrelated organizations (e.g. hotels, government agencies,) affect each other. The research could also provide practical tips on how various and very often conflicting firms can work together and align their strategies. The result of this research could be a tool/framework that will be used in various environments and occasions in order to measure the effectiveness and efficiency of DMOs.

2.2 Methodology

There are various methodologies, tools and approaches that can be used.

A descriptive study can be undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation (Sekaran, 2000). The focus is not on the explanation (Veal, 2011). In this type of research relevant aspects of the research topic can be described.

With the explanatory research the researcher is trying to establish how one phenomenon is influenced by another (Veal, 2011). This is where a researcher has an idea or has observed something and seeks to understand more about it (Kowalczyk, 2014). Exploratory research helps determine the best research design and data collection method (Shields, Patricia and Rangarjan, N., 2013). Moreover, it often relies

on secondary research such as reviewing available literature and/or data, or qualitative approaches such as informal discussions with employees, management or competitors, and more formal approaches through in-depth interviews, focus groups, projective methods, case studies or pilot studies.

The descriptive research can describe the terms of effectiveness and DMO but the explanatory can establish how DMO's and efficiency are related.

Another type of research that can be used is evaluative. By using evaluative research we assess the success of a policy or management action. In this case the effectiveness and efficiency of various DMO'S and how well they perform could be evaluated.

All the above mentioned types have qualitative and quantitative characteristics. Van Maaten (1983) defines qualitative methods as "an array of interpretive techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency of certain more or less naturally occurring phenomena in the social world". The qualitative methods that will be used are in-depth interviewing and analysis of texts.

Veal (2011) states that quantitative research is a research in which, numbers are the main medium. We use statistical, mathematical, numerical data or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining, the phenomena.

The proposed research could also have more of an applied scope than a theoretical one. It can seek to address a particular policy/management issue in contrast to research that will only result in general propositions. It will seek to address the issue of how to improve the efficiency of the DMO's. The research can also work on an empirical and non-empirical level. Any future research can involve data (empirical) using quantitative and qualitative data but it can use also theory and the literature (non-empirical).

The research can be more inductive in nature since new tools and theories might be created from the examination of data collected from the field. Therefore primary data will be used which will be gathered by the researcher (Veal, 2011) but also when appropriate secondary data will be gathered.

IMPROVE OF THE EFFECTIVENESS AND EFFICIENCY OF DMO'S BY TAKING A SYSTEMIC APPROACH TOWARDS STAKEHOLDERS

During the research destination management companies private and state owned can be contacted. Moreover, major stakeholders of the region such as airlines, hotel and hotel associations which, play a major role in forming strategies and influence decisions in tourism destinations, will be contacted.

The detailed steps of the methodology are proposed to be as the following:

- Detailed comprehension and analysis of the bibliography concerning destination management, destination management organizations (DMO'S), stakeholder theory, benchmarking, EFQM excellence model, business ecosystems. Analysis of case studies that have been written concerning the tourism sector, previous PhDs written on relevant topics and research on the internet, magazines and newspapers. Also at this point we can examine destination management organizations and identify the key characteristics that they have in common.

- Identification of tools that are been used to measure effectiveness and identify all the necessary theory regarding economic models, statistical models that will be used in the research process. More specifically in the context of business ecosystems theory and stakeholder theory we will use two benchmarking techniques: the Data Envelopment Analysis (DEA) and the Stochastic Frontier Analysis (SFA).

The DEA technique is appropriate for our research since it determines the efficiency of the object (e.g. businesses) participating in the benchmarking process. It is a non-parametric technique to measure productivity with multiple inputs and outputs. The destination is exactly a place where multiple stakeholders with various inputs are involved and produce numerous outputs. Furthermore the DEA technique uses variable weights and this is in line with the fact that each stakeholder has a different level of influence. Finally, the DEA technique gives the researcher the opportunity to analyze and quantify the sources of inefficiency for every evaluated unit (Cook, Tone, and Zhu, 2014). On the other hand we must also be aware of the shortcomings of this technique. The SFA is a parametric technique that uses standard production function methodology. It may be used in modelling functional relationships where you have theoretical bounds. SFA is used to model producer behavior, where producer in our case can be any of the stakeholders participating in the destination business ecosystem.

The advantage of the SFA technique is that it produces efficiency estimates or efficiency scores of individual producers. Therefore we will use this technique in order to identify inefficiency issues for each stakeholder that need corrective measures. Moreover since efficiency scores vary across producers they can be related to producers' characteristics like ownership and size. This advantage gives us also the chance to relay this technique to each stakeholder's specific features. Finally the SFA technique provides us with a powerful tool to examine effects of intervention. By using the above technique the future researcher will be able to examine any changes that are made by any of the important stakeholders within the destination.

Conclusion

DMOS work as the link between supply and demand. They promote marketing and build the image of the destination. They also gather data and use the information from customers and disseminate it to the various interested stakeholders. Nowadays though, they need to move from just marketing and management organizations to intelligent agents and knowledge gatekeepers. They also need to be able to respond swiftly to crisis and above all to act as intermediaries and coordinators among the stakeholders. From the above we clearly understand the complexity of the role that DMOS need to play. Therefore their effectiveness and efficiency in executing the above roles is of great importance to all.

BIBLIOGRAPHY

- Veal, A.J. (2011) "Research methods for leisure & Tourism, A practical guide", 4th edn, Essex, Pearson education ltd.
- Stabler M.,Papatheodorou A. et al (2010), "*The economics of Tourism*", 2nd edn, Oxon:Routledge
- Freeman et all, (2010)" Stakeholder theory the state of the art", Cambridge, Cambridge University Press.

IMPROVE OF THE EFFECTIVENESS AND EFFICIENCY OF DMO'S BY TAKING A SYSTEMIC APPROACH TOWARDS STAKEHOLDERS

Line N. (2018), “a multi-stakeholder market oriented approach to destination marketing”, *Journal of destination marketing & management*, University of Central Florida, available at www.elsevier.com/locate/jdmm.

Varra L. Buzzigoli G., Loro R. (2012), “Innovation in the destination management: social dialogue, Knowledge management processes and servant leadership in the tourism destination observatories”, *Proceedings of the International Conference on Leadership, Technology and Innovation Management*, 2011, Elsevier ltd.

Sheenan L. Sanchez A. Presenza A. Abbate T., “The Intelligent Destination Management Organization” (2015), *Conference Proceedings of 18th Toulon-Verona International Conference Excellence in Services Palermo (Italy)*,

Bornhorst, T., Ritchie, J.R.B., Sheehan, L. (2010). “Determinants of tourism success for DMOs & destinations: an empirical examination of stakeholders' perspectives”. *Tourism Management*, 31(5), 572–589.

Pike, S., Page, S.J. (2014). “Destination marketing organizations and destination marketing: A narrative analysis of the literature”. *Tourism Management*, 40, 202–227.

UNWTO (2013). *Governance for the Tourism Sector and its Measurement*. Madrid: UNWTO

Cooper C. et al (2000),” *Tourism Principles and practice*” 2nd edn, London, Prentice Hall

Holloway C. (2004), “Marketing for Tourism” 4th edn, Essex, Pearson Education limited
Sustainable Tourism Online, (2015) “*Effective Destination Management Structures*”,
www.sustainabletourisonline.com

Scott N. et al (2017), “Knowledge transfer to and within Tourism: Academic, Industry and government bridges”, Bingley, Emerald publishing

<http://www2.unwto.org/search/node/arrivals%202016> (accessed March 2018)

ROBOTS IN SOCIETY

Pelekanou Olga*

*Lecturer, Information and Communication Technology, CDA College
Cyprus

Abstract

This article aims to cover the phenomenon of social robots from the historic roots over today's best practices to future perspectives. Thus, it is interdisciplinary: we welcome contributions not only from computer scientists, but also researchers from disciplines like psychology, medicine, law, history, and the arts and humanities.

The article describes robots, trends and some developments in robotics. Social robots not only work with humans in collaborative workspaces but also follow us into much more personal settings like home and health care.

Developments like robots are used in health care and domestic areas. Technological and the ethical challenges discussed.

1. Introduction

A robot is a machine—especially one programmable by a computer—capable of carrying out a complex series of actions automatically.[5] Robots can be guided by an external control device or the control may be embedded within. Robots may be constructed on the lines of human form, but most robots are machines designed to perform a task with no regard to how they look.

Robots can be autonomous or semi-autonomous and range from humanoids such as Honda's Advanced Step in Innovative Mobility (ASIMO) and TOSY's TOSY Ping Pong Playing Robot (TOPIO) to industrial robots, medical operating robots, patient assist robots, dog therapy robots, collectively programmed swarm robots, UAV drones such as General Atomics MQ-1 Predator, and even microscopic nano robots. By mimicking a lifelike appearance or automating movements, a robot may convey a sense of intelligence or thought of its own. Autonomous things are expected to proliferate in the coming decade,[6]with home robotics and the autonomous car as some of the main drivers.[7]

The branch of technology that deals with the design, construction, operation, and application of robots,[8]as well as computer systems for their control, sensory feedback, and information processing is robotics. These technologies

deal with automated machines that can take the place of humans in dangerous environments or manufacturing processes, or resemble humans in appearance, behavior, or cognition. Many of today's robots are inspired by nature contributing to the field of bio-inspired robotics. These robots have also created a newer branch of robotics: soft robotics.

1.1 History

From the time of ancient civilization there have been many accounts of user-configurable automated devices and even automata resembling animals and humans, designed primarily as entertainment. As mechanical techniques developed through the Industrial age, there appeared more practical applications such as automated machines, remote-control and wireless remote-control.

The term comes from a Czech word, *robota*, meaning "forced labor";[11] the word 'robot' was first used to denote a fictional humanoid in a 1920 play *R.U.R.* (Rossumovi Univerzální Roboti - Rossum's Universal Robots) by the Czech writer, Karel Čapek but it was Karel's brother Josef Čapek who was the word's true inventor.[12][13][14]

Human-like mechanical creatures produced in Rossum's factory are docile slaves. Since they are just machines, the robots are badly treated by humans. One day a misguided scientist gives them emotions, and the robots revolt, kill nearly all humans and take over the world. However, because they are unable to reproduce themselves, the robots are doomed to die. However, the sole surviving human creates a male and a female robot to perpetuate their species.[2]

Electronics evolved into the driving force of development with the advent of the first electronic autonomous robots created by William Grey Walter in Bristol, England in 1948, as well as Computer Numerical Control (CNC) machine tools in the late 1940s by John T. Parsons and Frank L. Stulen. The first commercial, digital and programmable robot was built by George Devol in 1954 and was named the Unimate. It was sold to General Motors in 1961 where it was used to lift pieces of hot metal from die casting machines at the Inland Fisher Guide Plant in the West Trenton section of Ewing Township, New Jersey.[15]

Robotics has achieved its greatest success to date in the world of industrial manufacturing for example a mobile robot would be able to travel throughout the manufacturing plant, flexibly applying its talents wherever it is most effective [1]. Many robotics applications require autonomous mobile robot navigation methods that are robust and inexpensive, a method for navigation

in a known indoor environment. An indoor domestic environment has one living room and several other rooms. The rooms may be divided by walls or other static partitions. There are several obstacles such as furniture in most rooms. In particular, a robot must pass a small area such as a doorway into move to other regions; therefore, need to divide the indoor environment into several regions. There have been several attempts to decompose the indoor environment or to make a topological map. However, the decomposition in these algorithms was dependent on obstacle shapes, and these algorithms are a little inefficient due to the fact that the indoor environment is decomposed into many regions.

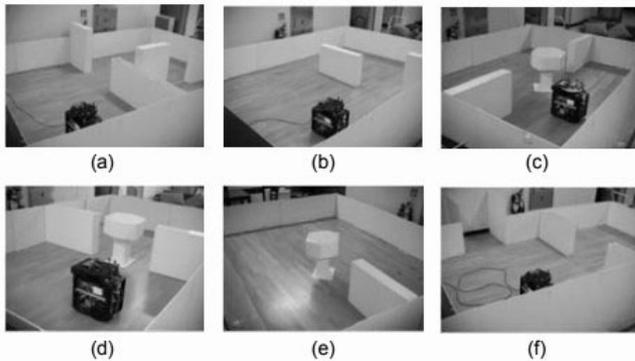
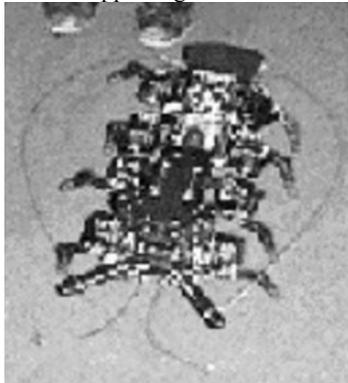


Figure 1: A Robot in an environment

Many other classical methods for the topological representation of the environment have been proposed, including splitting the global reference frame into several local frames and hybrid representation. However, these algorithms use laser sensors; therefore, they cannot be applied to commercial robots. In recent years, research and development for service robots has been actively pursued. For example, many commercial vacuum cleaning robots have been introduced. However, commercial vacuum cleaning robots are still inefficient, because their algorithms do not solve the localization problem perfectly.[2]

1.1 Robots in Society

Is a robot in your future? Robots are already omni-present in industry, and are now appearing in law enforcement, medical facilities, the military and



the nexus coordinate of artificial intelligence, complex micro-mechanical systems, and eventually, nanotechnology, the next generation of autonomous robots is emerging. [3]

Robots may become more biological than mechanical; ultimately, robots

will be everywhere, ranging from nanobots and "smart microbes", to hybrid cyborg and artificial beings of all descriptions and types, integrated into a symbiotic ecology with their human and "natural" counterparts. It's a bird . . . it's a plane . . . no, it's a flying autonomous surveillance robot, perhaps soon to be hovering about over a street or around a building near you. This is a current example of human-like robotic machinery being controlled and "trained" by its human counterpart.

Figure 2: A smart microbe

A robot in every garage, the office, the local store: according to some developers, this scenario is not that far off at all. Here, this mobile autonomous robot platform "follows" the human around the room, and remembers what it has learned about its surroundings.

Workers from the local carpenter's union don't have to worry yet. Rapid advancements in complex limb systems, visual cognition, and artificial intelligence are closing the gap between the R2-D2 robot of Star Wars fiction, and the reality of what is being developed.



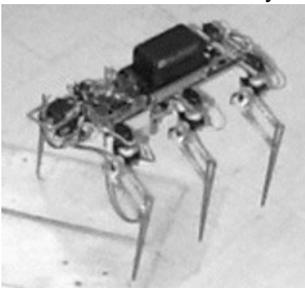
Don't run for the industrial strength fly swatter just yet . . . but a myriad of "robo-bugs" in various forms are currently in development in labs all over the world. Such insect-like mechanical critters can be extremely effective in industrial or hazardous situations, performing

mission critical tasks where humans could not possibly function, and eventually, perhaps exploring the surfaces of other planets.

This mirco-robot uses a shape

Figure 3: An artificial muscle

changing alloy as a type of "artificial muscle" fiber to operate its tiny limbs. One plan in development is to create hordes of these insect sized robots which could be released by a mother craft on a planetary surface, such as



Mars, for detailed exploration and sample collection.

Robo-pet : in a world where crowded conditions in the city, and the hectic pace of life have made the caring for "organic"

pets ever more difficult, companionship is now available with our "artificial friends". Where things are headed: smaller, smarter, more integrated. Micro-mechanical systems, smart "shape changing" materials, complex integrated structures, sensors and eventually, nanotechnology, incorporating all of these elements into autonomous entities approaching actual biological systems in function and complexity. **Nano-bugs, nano-bots, "invisible robots"** . . . nanotechnology will soon bring robotic devices down into the realm of the invisible, microbe sized smart devices that will roam about within the human body, and out in nature.

Robots have already been roving about on the surface of Mars, and are continuing to be developed to probe the outer frontiers of the Solar system, and the deepest chasms of the ocean floor here on Earth.

The far future . . .

Define "robot" . . . the day may come when robots are no longer mechanical contraptions, but rather sentient biological / cyborg beings, designed and created as integral counterparts to our life and society.

1.2 Physical Robot Problems

It is very difficult to give a robot the ability to perform a wide variety of tasks, move around in cluttered surroundings, recognise objects in the 'real world', understand normal speech, and think for itself. These are exciting areas of current research in robotics and artificial intelligence.

Another great problem in robotics is getting them to understand language. This is very important in problem-solving. Since robots have very poor language capabilities, their ability is very limited.

Another of the great problems in robotics is getting them to 'see'. Although it is easy to put a camera on a robot, it is much more difficult to get the robot to understand what is in an image. Most humans have miraculously good vision. We are able to resolve great ambiguity in scenes. It has proved much more difficult to get robots to understand what is in their universe, and machine vision remains one of the big unsolved problems in robotics research. [3]

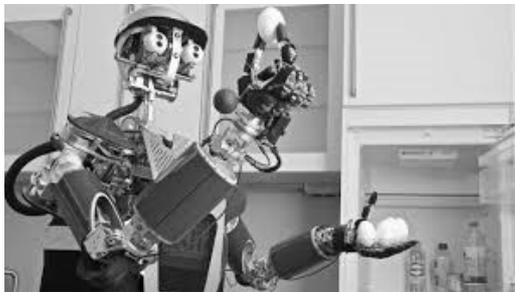
There are other problems in robotics that make progress slow. For example, your body is covered with skin, and this contains millions of sensors that allow you to do many fantastically precise things. For example, try typing at a computer with gloves on. The lack of touch feedback will make it very difficult. Also your muscles enable you to have very fine control. Even if you are rather clumsy, you are probably much better at manipulating objects than the average robot.

2.2 Robots – Because humans deserve better.

Since 1950, inventions have revolutionised the way we live. Radio, Telephones, Television, Computers, Washing Machines – we’ve come a long way. Whats the next big thing? Robots. Of course. [4]

2.2.1 Cooking Robot

Considering the chances for home robots to reach a fundamental breakthrough on the mass market, an observation of the daily habits of people shows that the most time-consuming specifiable tasks in traditional housework are cleaning, washing, ironing and cooking. Most these tasks require quite a complicated navigation and they cannot be done properly and satisfyingly without very sophisticated mechanics. Cooking is a task performed in an environment which is very easy to define and it is already done with the help of technical equipment – which is therefore adjustable to the requirements of an assisting robot. A mass market for home robots – with a simply to build and therefore cheap product that gives the consumer a valuable benefit – could therefore be found exactly in this area.

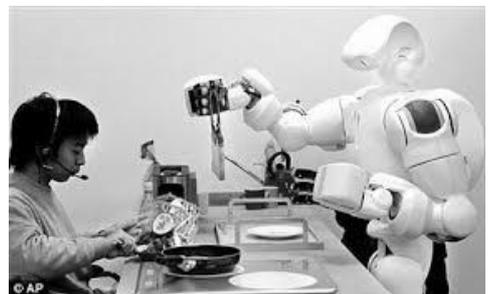


Currently, there is already very advanced food processors like the Thermomix, which can chop, puree, blend and also steam and heat food.

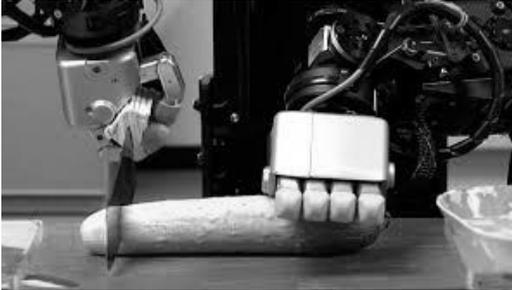
But a substitute for a cook is not yet available on the market. Change just seems to be a question of prize:

Figure 5: A cooking robot

Chinese inventors from Fanxing Science and Technology Co. Ltd in Shenzhen have developed the AIC-AI, the first robot capable of cooking freshly prepared meals. It is programmed to prepare typical meals of



the Sichuan, Shandong and Canton cuisines and able to perform steaming, baking, frying, boiling and sautéing. The prototype, which cost about 250,000 \$, was presented in 2006 and is currently used as an attraction in the Hong Kong Robot Kitchen. Hopefully cheaper in serial production, the machine will be available already in this year and shall be sold to restaurants and later to consumers. Besides the attraction of the robot itself, especially fast-food restaurants could profit from a fast-working machine cooking complicated dishes in a standardized way.



The low flexibility and the high price of even this relatively simple machine might be reason for researchers and companies to still focus on the development of very complex service

robots, which are able to undertake complete householding tasks and can therefore be of a real benefit to the customer.



The low flexibility and the high price of even this relatively simple machine might be reason for researchers and companies to still focus on the development of very complex service robots,

which are able to undertake complete householding tasks and can therefore be of a real benefit to the customer. [4]



2.2.2 Robotic Homes Invades Japan

When it comes to robotics, Japan never fails to amaze everyone. In a recent exhibition the University of Tokyo showcased a robotic "living room of the future," another example

of plans to make robots part of daily life in Japan.

Equipped with sensors in the walls and floor in the living room, the movement of the users is tracked and responded. For an instance, when the user sits down by the desk, the robot lamp automatically swings over to illuminate the book..

Figure 6: A Robot “HRP-2”

A humanoid robot "HRP-2" pours tea from a bottle to a cup to serve for a guest during a demonstration at Tokyo University. Tokyo University Professor Tomomasa Sato developed the robot for daily housework.

The hottest highlight in the exhibition is the robot valet. A modified version of AIST's Promet humanoid- it is not only capable of the automated pouring and serving of drinks, it can actually wash up afterward. Using cameras as eyes mounted on the head, the humanoid robot is able to perform the action of tea pouring and after the users has finished, and the humanoid robot picks it up and brings it for wash!!!.

Another wheel locomotion robot demonstrated was capable of delivering cup of tea in an experimental room that has sensors embedded in the floor and sofa as well as cameras on the ceiling, to simulate life with robot technology. The robotic home aims at catering for rapid aging societies such as Japan and hopes to lead the world in the designing of robots to care for the elderly, sick and bedridden.

It is interesting to note how the Japanese are trying to infuse the daily life with robots. These robots are not only capable of performing various task, other aspects in terms of physiological and physical are take into consideration. The development of human-looking robots with humanity expression and shows how much fine details work had been progress in the area of robotics.

It would not be long when robots are a part of our daily life. [4]

2.2.3 My Spoon



U036584N Wu Zhenyu This is one of the latest inventions in assistive robotics - My Spoon, a meal assistance robot which helps people with disabilities to eat. This robot is developed to assist patient with spinal cord injury or other diseases which results in the inability to move his arms, to have a proper meal.

One of the main components of My Spoon is the Manipulator Arm. It is the part that

Figure 7: A Robot “My Spoon”

performs all the action and feeds the user with food. One end of the Manipulator Arm is connected to the End-Effector, which can be connected with a spoon or fork. The other end of the Manipulator Arm is linked to the Base Unit, on top of which the Manipulator Arm is positioned. The Base Unit is also connected to a Operating Interface, which is used by the user to operate the robot. There are different choices for the Operation Interface. One is the joystick, for those who can operate it with fingers. For people who have problems operating with joystick, he can choose to operate it through buttons.

This robot may looks a little simple, but it won the Japan's Ministry of Economy, Trade and Industry (METI) "Robot of the Year for 2006" contest. In fact it does make sense as being able to eat is the basic element of social independence. A person could enjoy a meal properly and happily with his family or friends without external help. This would be essential in helping the patient to regain confidence in life. [4]

2.2.4 The Da Vinci of our Era - Only the fast gets to comment

Minimally Invasive Surgery (MIS) refers to any form of surgery that works through small incisions. Here's the thing about small incisions: it hurts less, results in fewer complications (and hence, less scarring), and most importantly, the usage of unsightly plasters can be avoided. The benefits of having MIS are obvious but it has its share of detractors too.

Firstly, surgeons are human beings, so it is just not possible for them to suddenly know how to perform MIS. It takes an extremely long time for them to learn the techniques of MIS. Secondly, surgeons lose tactile

sensation when performing MIS. Thirdly, the instruments and angles in which MIS can be performed are seriously limited. There is probably nothing we can do about the first problem. As for the latter two problems, the solution lies in the field of robotics.

Much research is currently being put in the Da Vinci surgical system. Its purpose is as follows:

1. To restore tactile sensation
2. To restore dexterity
3. These can be achieved through a force feedback system.

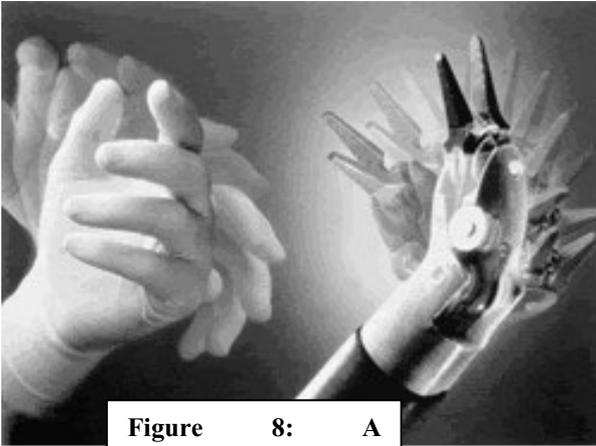
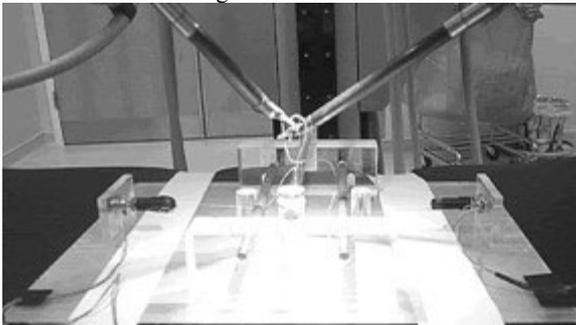


Figure 8: A Robot "Da Vinci"

Also, the Da Vinci surgical system is able to mimic the actions of the surgeon's hands. Natural movements by a surgeon's hands will be translated to precise micro-

movements by "motion scaling" software. Essentially, this means that there are now fewer risks involved in surgery that requires extreme precision such as nerve repair. The reduction in risks is due to the fact that unlike the Da Vinci system, hands of a human surgeon will suffer from tremors as adrenaline courses through his veins.

If you have issues with having a robot operate on your body, I have this to say to you, "Just sign the indemnity form and let the doctors do what needs to be done! You wouldn't know the difference anyway since you'll be unconscious from the general anesthesia!"



2.2.5 Dancing Robot

The Dance Partner Robot, MS DanceR (Mobile Smart Dance Robot) was founded by Kazuhiro Kosuge and ZhiDong Wang at the Tohoku University of Japan, Department of Bioengineering and Robotics. As the name implies, this robot is specialized in ballroom dancing. The dance partner robot (female) has been installed with an omni-directional base in order to enable it to carry out basic dance steps. The MS DanceR has been recognized as one of the 100 Best Inventions of 2005. With human-robot interaction as the base foundation of this concoction, MS DanceR uses the Body Force Sensor (force/torque sensor) to realize the human force and “react” accordingly. The ballroom dancing robotic system has been chosen as an application to research on by the Tohoku University due to the complexities involved in the implementation and the various considerations that have to be taken into account. This research has generated new dimensions to the field of human-robot interaction.

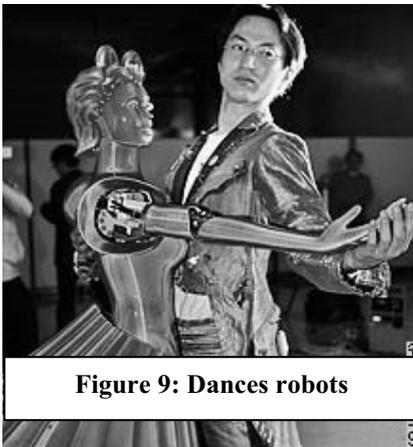


Figure 9: Dances robots

The robot plays the role of the female dancer. Normally, in ballroom dancing the lead would be the male and the female counterpart would have to react to each step appropriately. Hence, the robot senses the steps through physical interaction with the human, anticipates and estimates the step and generates the corresponding output step. The control systems consist of the Omni-directional base,

Body Force Sensor, Body Frame, Controller and Batteries. The Omni directional base allows multidirectional orientation of the robot. The Body Force Sensors are situated in various places in the robot such that it can detect pressure applied to its arms and back so that it can constantly anticipate it's human partner's next step.[4]

7. Conclusion

Robots have replaced humans[9] in performing repetitive and dangerous tasks which humans prefer not to do, or are unable to do because of size limitations, or which take place in extreme environments such as outer space or the bottom of the sea. There are concerns about the increasing use of robots and their role in society. Robots are blamed for rising technological unemployment as they replace workers in increasing numbers of functions.[10] The use of robots in military combat raises ethical concerns. The possibilities of robot autonomy and potential repercussions have been addressed in fiction and may be a realistic concern in the future.

8. References

- [1] Book: Introduction to Autonomous Mobile Robots Sciegwart and Nourbakhsh. Chapter 1 general introduction for autonomous robot and chapter 5 Localization.
- [2] Mobile Robot Exploration in Indoor Environment Using Topological Structure with Invisible Barcodes Jinwook Huh, Woong Sik Chung, Sang Yep Nam, and Wan Kyun Chung.
<http://www.google.com/search?hl=en&safe=active&ei=CFmMSY-gEI-Y-gaJro2SCw&sa=X&oi=spell&resnum=0&ct=result&cd=1&q=mobile+robotics+and+more+specifically+mobile+robots+indoor+environment&spell=1>
- [3] 7/5/2010. Futures robot. <http://www.globalfuturist.com/future-trends/robot-futures.html>
- [4] Dance Robots:2009 <http://i-heart-robots.blogspot.com/>

- [5] Definition of 'robot'. Oxford English Dictionary. Retrieved November 27, 2016.
- [6] <https://www.conres.com/it-products-solutions/news-events/top-10-tech-trends-autonomous-agents-things/> Archived 2017-04-19 at the Wayback Machine retrieved April 18, 2017
- [7] "Forecasts - Driverless car market watch". www.driverless-future.com. Archived from the original on 2017-04-19. Retrieved 2017-04-18.
- [8] "robotics". Oxford Dictionaries. Archived from the original on 18 May 2011. Retrieved 4 February 2011.
- [9] Akins, Crystal. "5 jobs being replaced by robots". *Excellence Monster*. Archived from the original on 2013-04-24. Retrieved 2013-04-15.
- [10] Hoy, Greg (28 May 2014). "Robots could cost Australian economy 5 million jobs, experts warn, as companies look to cut costs". *ABC News. Australian Broadcasting Corporation*. Archived from the original on 29 May 2014. Retrieved 29 May 2014.
- [11] Other Slavic languages also use this stem in similar meaning, eg. Eastern Slavic Belarusian & Russian рабыня (rabynya), Ukrainian раб (rab) & Southern Slavic Bosnian, Bulgarian, Croatian, Macedonian, Serbian Роб (rob). Czech is a Western Slavic language, as is Slovak. Robot, in Slovak, is used to just mean work.
- [12] Ivan Margolius, 'The Robot of Prague', Newsletter, The Friends of Czech Heritage no. 17, Autumn 2017, pp. 3 - 6. <https://czechfriends.net/images/RobotsMargoliusJul2017.pdf> Archived 2017-09-11 at the Wayback Machine
- [13] Karel Capek – Who did actually invent the word "robot" and what does it mean? at capek.misto.cz[dead link] – archive

- [14] Kurfess, Thomas R. (1 January 2005). *Robotics and Automation Handbook*. Taylor & Francis. ISBN 9780849318047. Archived from the original on 4 December 2016. Retrieved 5 July 2016 – via Google Books.
- [15] Pearce, Jeremy. "George C. Devol, Inventor of Robot Arm, Dies at 99" Archived 2016-12-25 at the Wayback Machine, *The New York Times*, August 15, 2011. Retrieved February 7, 2012. "In 1961, General Motors put the first Unimate arm on an assembly line at the company's plant in Ewing Township, N.J., a suburb of Trenton. The device was used to lift and stack die-cast metal parts taken hot from their molds."

THE INFLUENCE OF SCHOOL LEADERSHIP ON CITIZENSHIP EDUCATION

Ioanna THEOTOKATOU*

***Assistant Professor, Business Administration Department,**

CDA College, Cyprus

Abstract

This research article examines the principals' role on students' education concerning their roles as citizens. It consists a critical review of the literature focusing on the influence of School Leadership in Citizenship Education. It argues that more research is needed to better understand how Cypriot school leaders promote citizenship education. Thus, the scope of this article is to lay the foundations for a discussion about students' engagement and the sense they make with regard to their relationship with public institutions and school leaders.

Keywords: school leadership, management, citizenship, citizenship education.

1. Introduction

School principals play a crucial role in students' development as 'citizens in the making' (Marshall, 1950:25 cited in Biesta et al. 2009). A review of the relevant international literature shows that a relationship exists between school leadership and citizenship education. However, there is not sufficient evidence concerning how Cypriot school leaders promote citizenship education while leading schools in order to achieve common targets through their everyday practices. A better understanding of the influence that Cypriot school leaders have on students' citizenship education is

needed mainly in a country where democratic citizenship is reflected as part of the general diachronical targets of education as expressed on the webpages of the Ministry of Education and Cyprus's Pedagogical Institute.

The article commences with the conceptualization of school leadership. Then it proceeds to the conceptualization of citizenship and citizenship education arguing that young peoples' attachment to their social context is essential. The article continues with a discussion concerning the relationship between school leadership and citizenship education as it appears in the literature. The article ends up with some recommendations supporting that school leaders need the appropriate training and coaching to be able to promote citizenship education effectively and with the conclusion.

2. The concept of school leadership

The concept of leadership is perceived as an interesting field of discussion and research for researchers, educators and philosophers contributing to the development of numerous definitions of leadership. Robbins and Judge (2009) defined leadership as "the ability to influence a group towards the achievement of a vision or set of goals" (p.368). Robbins and Judge (2009) developed a sensible definition of leadership but they neglected "leadership's interactive character" (Theotokatou, 2014, p. 81). In agreement to other researchers' definitions of leadership (e.g Peele, 2005; Antoniou, 2012; Luhrmann& Eberl, 2007) as processes of interaction I support that it involves a "social influence process" (Bush and Glover, 2014, p.554) and consists "a living breathing relationship among leaders, followers, and an evolving situation" (Hallet, 2007, p.5)

Leadership has also been connected to the change that a leader brings to an organization. According to Cuban (1988):

Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goals (Cuban, 1988 Ibid.: xx, cited in Bush, 2011, p. 9).

Cuban's (1988) reference to change can be related to the school's effectiveness in terms of achievements but also to individuals' development in terms of reaching their highest potentials. This change can be achieved through the promotion of values. Hammersley -Fletcher (2015) underlined the principals' "moral and ethical responsibility for the welfare and education of pupils" (p.198). Therefore, professional ethics require professionals to seek what benefit children and this is considered as intrinsic to educators' work (Cribb, 2009). Through the interaction between leaders and students moral values such as active citizenship can be promoted.

3. The concept of citizenship

The concept of citizenship in a broader sense refers to the relationship between people and the state (Olson et al. 2014; Yarwood, 2014; Bellamy, 2008). It is related to democracy, a political system which was first established in Ancient Greece, in Greek city states literally meaning the people who hold political rights (δῆμος-demos) and power/authority (κράτος-kratos). In its initial form democracy functioned with the involvement of people who had citizens' rights in public affairs by taking part in public debates, in shaping the laws, in taking decisions of their states' future and by directly voting their representatives. Democracy is based on peoples' knowledge of their rights and duties and the distribution of power from the centre to the citizens to participate in public affairs. This participation (active citizenship) is essential for democracy. Therefore, inclusion is a basic principle in democracy as none should be excluded or feel excluded from the political, social, cultural and working practices as both receive their existence and are legitimised by peoples' active participation.

In contemporary societies, the meaning of citizenship extends beyond its political significance receiving a social and cultural dimension (Olson et al. 2014). As Werbner and Yuval-Davis (1999) support, citizenship is nowadays conceived to “a total relationship, inflected by identity, social positioning, cultural assumptions, institutional practices and sense of belonging” (p.4, cited in Olson et al. 2014, pp. 1, 2). The way that each nation promotes citizenship among people of different nationalities who are living and working in the same country influences their relationship with the state and among themselves and gives to each country a distinctive identity. Peoples’ identities are also formed, being influenced by the national belonging and the local and international practices that are daily played out (Yarwood, 2014).

All the elements of citizenship mentioned in the two paragraphs above correspond to Cameron’s description of citizenship stated in a Conservative Party Conference Speech in 2010:

‘Citizenship is not a transaction-in which you put your taxes and get your services out. It’s a relationship- you are part of something bigger than yourself, and it matters what you think and you feel and do’ (cited in Yarwood, 2014, p. 2)

Cameron implies that citizens should stop thinking about their own interest and/or themselves but think as members of an outnumbered group developing what Werbner and Yuval-Davis (1999) mentioned as a “sense of belonging” (p.4, cited in Olson et al. 2014, pp. 1, 2). I perceive it as similar to “membership” as named by Bellamy (2008) in his effort to identify the elements associated to citizenship; these are the membership in a democratic community, the collective benefits and rights and the social process.

The significance of having people who share a feeling of belonging and its relation to citizenship are reflected in the works of Osler and Starkey (2005) and Kakos and Ploner (2016). Osler and Starkey (2005) perceive the feeling of belonging as one of the

three elements of citizenship -along with status and practice- attributing to citizenship a triadic relationship (cited in Kakos and Ploner, 2016, p19.). Kakos and Ploner (2016) extend Osler and Starkey's (2005) work by locating interaction at the heart of citizenship, supporting that status, practice and the feeling of belonging interact, and it is in this interaction that people experience citizenship in a process named 'cycle of citizenship' (ibid. p.35). Status is most of the times the starting point in this cycle. People have a status either given to them or as an objective. People with status socialize as citizens by practicing and influence the reformation of the community where practice takes place "leading then to the development of feelings of belonging among those who practice" (ibid.). This process has an influence on culture and the construction of bonds among members of the community sharing feelings of belonging in or belonging of (ownership) (ibid). According to Kakos and Ploner (2016) in ownership "the exclusive element of citizenship" (p.35) is located as conscious or unconscious efforts of citizens to keep their community as it is and protect it from exposure to change, expansion and foreign intervention in everyday practices. Thus, ownership consists a significant factor in the identity formation as it enables individuals to recognise themselves as members of a specific group having the authority and the responsibility to protect their group along with their culture and their physical and social environment from risks and maintain stability. To maintain belonging of or ownership and keep group cohesion, Other and Otherness play a primary role (ibid). According to Kakos and Ploner, (2016) people develop shared identifications in order to succeed in being members of the same group and also share "otherness". The relationship between ownership and otherness is reflected in peoples' tendency to protect the group to which they belong from risks related to "the behaviours and practices associated with being Other" (ibid p. 36). According to Isin (2008) based on the principle that "citizenship always involves otherness" (p. 19 as cited in Wood and Black, 2014, p. 57) it's of great significance to expand our knowledge about interactions with others even in acts which may not even be considered as political.

4. Citizenship Education

Schools are places where is expected that students will receive the appropriate knowledge based on the national curriculum along with skills and personal qualities. Citizenship education is the process of educating students to become active citizens and take responsibility for their actions. In some countries it is offered as a special subject (e.g. Cyprus, Belgium, France, U.S., some states in Australia, Canada's Ontario) whereas in others it permeates the whole curriculum. In both cases, there is a tremendous benefit for students to receive citizenship education as it is a blend of many elements. Correctly, Crick (1999) underlined the depth of citizenship education:

Citizenship is more than a statutory subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for us all, both rights and responsibilities, beginning in school, and radiating out. (Crick , 1998, National Curriculum Citizenship UK)

By providing students with all aforementioned above by Crick (1998), citizenship education contributes to students' identity formation within political, cultural, economic and working environments (Birzea, 2005, cited in Olson.et al. 2014) through socialization. Socialization provides "the maintenance of solidarity within the society by socializing citizens into modes of thought and action that serve the 'well-being' of the society" (Lawy,2013, p.1).

Drawing from all the above, I support that within institutions, teachers and principals have the moral obligation to devote their time and their energy to socialize students. Socialization of students consists a process of their mixture with other people in order to acquire social skills and respond to the norms of the school. They also acquire knowledge of their roles such as their rights and their obligations to respond to what is expected by them. Students should learn that the members of the society respect each other and also the environment in which they interact. This would give priority to the general welfare and not to their individual benefit.

Research provides a significant base of how to initiate students in citizenship education such as drawing on their experiences. Biesta et al's (2009) investigation of the ways in which young people (aged 13-21) engage in democratic citizenship as they experience formal and informal practices and participate in formal and informal communities (e.g. family, school, work) showed that context, relationships and dispositions play a major role in young peoples' learning of citizenship. Young people interact with their environment and for that, different context offers different opportunities for inclusion or exclusion in activities and in citizenship learning; the relationships mediate the impact of the contexts, and young peoples' disposition influences both: the individuals' interaction with the context and the way they approach relationships. Their study shows clearly that context is a determining factor in students' citizenship education. As I will further show in the next section, the principals' role is crucial in the performance and promotion of citizenship education in school context.

5. The relationship between school leadership and citizenship education

Drawing on both, the conceptualizations of leadership and citizenship, I claim that if we want to understand the relationship between school leadership and citizenship education better, we must focus on human interaction; how a school leader promotes citizenship education in classroom and school level. Of course, in a such kind of examination, we must also consider the leader's background knowledge, skills, preparation and the support he has from the governmental authorities. In some countries (for example in Sweden), there is recognition that school structures must support citizenship education. In these countries, citizenship leadership preparation programmes have been established for the creation of democratic and communicative school leaders whereas in some others have not (for example Cyprus). Waite (2011) supports the usefulness of the preparation programmes to promote democratic values and "a liberatory, emancipatory, or at minimum a social and personal developmental

educational philosophy” (p. 367). Waite (2011) supports that leadership preparation programmes must contribute to the leaders’ ability in having a well-developed sense for responsibility, a sense for what they will stand for and know from the beginning of what they will tolerate and what they will not. They must also include articulation and development of the relationships developed among leaders and other members of the school and to have the chance to work on concepts such as freedom, liberty and equality. I consider Waite’s (2011) suggestion for preparation programmes as significant and I consider that these programmes should be self-reflective. There should be a continuity in these programs in order to reflect on how they have promoted democratic values and in what ways, to reconsider and redesign actions which did not correspond to the desired results and to examine their schools’ future needs in order to respond to them.

The next section consists a discussion about the relationship between school leadership and citizenship education focusing mainly on Cyprus’s context to show that principals should be equipped with the appropriate knowledge and skills to promote citizenship education.

6. School leadership and citizenship education in Cyprus

Globalization makes the need for changes in many countries’ curricula imminent in order to promote inclusion and many other values through citizenship education with Cyprus included. The entrance of Cyprus in the European Union in 2003 made the arrival of many European people possible to work in both public and private sectors. Many immigrants also work in Cyprus after they get a visa for a specific period of time. Additionally, Cyprus has been a country which gives hospitality to Syrian refugees and has the responsibility for their children’s induction in schools. Citizenship Education and active citizenship was established by the Ministry of Education as an annual target for primary, secondary and higher education during the academic year

2013-2014. From 2014 and onwards is considered as diachronically essential according to Cyprus's policy and curriculum but it is stated in an abstract and general way.

The only indication of how to promote citizenship education is the fact that in the secondary education there is a subject called "The citizen's education" which is taught only for one semester. The role of this course is degraded as students can pass this subject by the grades they have got through the semester without final exams (Savvides and Pashiardis, 2016). Savvides and Pashiardis (2016) explored direct and indirect relationships between Leadership and Student Citizenship Outcomes in Cyprus secondary schools. School leadership, along with a number of contextual variables, was found to have statistically significant effects on School Academic Optimism. Savvides' and Pashiardis' work (2016) underlines the lack of strategy in order to achieve the general target regarding citizenship education and suggest that the subject of citizenship education should be upgraded and principals as well as teachers are to be substantially supported to promote the subject goals.

A case study conducted in a state school in Cyprus in the academic year 2014-2015 by Theotokatou (in press) shows how the principal's efforts to manage the school influence students' understanding of how society operates. The principal and the members of the school perceive the Ministry of Education as their real leader showing that they are detached from their social context (ibid). The principal, the teachers and the deputy heads show inconsistency on the school's formal documentation according to which the school should operate as a democratic community promoting collective rather than individual interests.

7. Recommendations

The article recommends two things: first, more research should be made in order to understand the influence of school leadership on citizenship education beyond the classroom level in Cyprus context; second, that there is an urgent need for the school principals in receiving the appropriate training and knowledge in order to promote citizenship education in their daily interaction with students. This can be succeeded through the establishment of training programmes which will focus not only on theoretical but also on practical ways related to the contemporary issues that principals face in their daily interaction with students. Such programmes can take the form of coaching, which focuses on the psychology of leadership and/or mentoring, where mentors can be retired principals supporting present principals on a daily basis.

8. Conclusion

This research article demonstrates that a relationship between school leadership and citizenship education exists in international context. This relationship has also been established in Cyprus context. However, the lack of sufficient evidence concerning the way that school leaders promote citizenship education marks this relationship as being obscure.

Taking into consideration the current situation in Cyprus, which as a European member hosts people from different countries and the Cypriot schools serve students from different sociocultural environment, the school leaders' responsibilities concerning the education offered in students increases; They do not only have to educate students but also to create democratic schools and to transmit democratic values to students, such as the active participation in activities, promotion of pluralism and sense of responsibility. School principals must make students identify themselves with their school, develop ownership over their school and act based on their school's general welfare. In this regard, they will ideally achieve the production of responsible individuals able to recognise their rights and their obligations, being equipped with values and skills needed to flourish in the wider society.

References

1. Antoniou, P. (2012). Unfolding Shared Instructional Leadership: Developing a Framework of Effective Actions and Strategies based on Teacher Perspectives. Commonwealth Council for Educational Administration and Management (CCEAM).
2. Bellamy, R. (2008). *Citizenship: A very short Introduction*. Oxford University Press.
3. Biesta, G., Lawy, R. & Kelly, N. (2009). Understanding young people's citizenship learning in everyday life. The role of contexts, relationships and dispositions. *Education, Citizenship and Social Justice* 4 (1).
4. Bush, T. (2011). *Theories of Educational Leadership and Management*. Sage. Fourth Edition.
5. Bush, T. & Glover D. (2014) School leadership models: what do we know? *School Leadership & Management*, 34:5, 553-571.
6. Cribb A (2009). Professional ethics: Whose responsibility? In: Gewirtz S, Mahony P, Hextall I, and Cribb A (eds) *Changing Teacher Professionalism: International Trends, Challenges and Ways Forward*. London: Routledge, pp. 31-42.
7. Crick (1998). National Curriculum Citizenship UK.
8. Hallet, T. (2007). The Leadership Struggle: The case of Costen Elementary School in Spillane, J. & Diamond, B, (Eds), *Distributed Leadership in Practice*. Teachers College Columbia University New York and London pp.85-105.
9. Hammersley-Fletcher L. (2015). Value (s) -driven decision-making: The ethics work of English headteachers within discourses of constraint. *Educational Management, Administration and Leadership* 42 (3): 404-422.
10. Kakos, M. & Ploner, J. (2016). (Im)mobility and hard to reach communities: The practice of citizenship education. In Ross, A., Kakos, M. & Muller-Hofstede, C. (Eds). *Beyond Us vs. Them: Citizenship education with hard to reach learners in Europe* (pp. 31-45). Bonn: Bundeszentrale für politische Bildung.
11. Kaporou, M. & Bush, T. (2016). Instructional leadership in Greek and English outstanding schools. *International journal of Educational Management*, 30 (6), pp.891-912.

12. Lawy, R. (2013). Education beyond socialization: on becoming and being a citizen-subject in everyday life. *Discourse: Studies in the Cultural Politics of Education*, pp. 1-12.
13. Luhmann T & Eberl P (2007). Leadership and Identity Construction: Reframing the Leader-Follower Interaction from an Identity Theory Perspective. *Leadership* 3(1), pp. 115-127.
14. Olson, M., Fejes, A., Dahlistedt M.& Nicoll, K. (2014). Citizenship Discourses: production and curriculum. *British Journal of Sociology of Education*, pp.1-18.
15. Osler, A & Starkey, H. (2005). *Changing Citizenship: Democracy and Inclusion in Education*, Maidenhead: Open University Press.
16. Peele, G. (2005). Leadership and Politics: A case for a closer relationship? *Leadership*, 2005 1:187.
17. Robbins, S. P. & Judge, T.(2009) *Organizational behaviour*. Pearson Prentice Hall - Upper Saddle River, N.J.
18. Savvides, V. & Pashiardis, P. (2016). An Exploration of Relationships between Leadership and Student Citizenship Outcomes in Cyprus Middle Schools. *Educational Administration Quarterly*, 52 (3) p497-526.
19. Theodorou, T & Pashiardis, P. (2016). Exploring partial school autonomy: What does it mean for the Cypriot school of the future? *Educational Management Administration and Leadership*, 44(1) pp. 73-94.
20. Theotokatou, I., (2014). School Leadership as Human Interaction: An Alternative Approach. *The Cyprus Research Facts*, Vol. 5/2014, pp.81-91.
21. Theotokatou, I. (2019). Who is the real leader? Investigating the Management Styles through a Micropolitical Perspective. *The Bulletin of the Cyprus' Organization of Educational Management* (In Press).
22. Waite, D. (2011). Preparing Educational Leaders to Serve a Democratic Society. *Scholar-Practitioner Quarterly*, 4 (4), pp.367-370.
23. Wood, B.& Black, R. (2014). Performing Citizenship Down Under: Educating the Active Citizen. *Journal of Social Science Education* 13 (4).
24. Yarwood, R. (2014). *Citizenship. Key Ideas in Geography*. New York, Routledge.

Η ΚΟΜΜΩΤΙΚΗ ΤΕΧΝΗ ΣΤΟ ΠΕΡΑΣΜΑ ΤΟΥ ΧΡΟΝΟΥ ΚΑΙ ΟΙ ΚΟΙΝΩΝΙΚΕΣ ΔΙΑΦΟΡΟΠΟΙΗΣΕΙΣ

ΜΑΡΙΑ ΠΑΪΣΗ*

*Λέκτορας, Κομμωτική,
CDA College Cyprus

ΠΕΡΙΓΡΑΦΗ ΑΡΘΡΟΥ

Το παρόν άρθρο εξετάζει τη σημασία και τα χαρακτηριστικά της κομμωτικής τέχνης, καθώς αυτή επηρεάζεται από τις κοινωνικές διαφοροποιήσεις. Μέσα στο πέρασμα του χρόνου τα μαλλιά και οι εμφανίσεις των κεφαλιών διαφοροποιούνται για πολλούς λόγους. Γυρνώντας πίσω τον χρόνο παρατηρούμε ότι η κομμωτική είναι μια πανάρχαια τέχνη, όπου οι άνθρωποι έδιναν ανέκαθεν μεγάλη σημασία στα μαλλιά τους και στην εμφάνιση του κεφαλιού τους. Τέχνες, όπως η αρχιτεκτονική, η γλυπτική, η λογοτεχνία, η ποίηση και η ζωγραφική έχουν εμπνευστεί πολλές φορές από την εμφάνιση της κόμης. Η έρευνα που παρουσιάζεται αναφέρεται στα κριτήρια που καθορίζουν τη μορφή που παίρνει η κομμωτική κάθε φορά. Παράγοντες όπως το κοινωνικό, θρησκευτικό, οικονομικό σκηνικό και πράγματα όπως η τοπική παράδοση και ο πολιτισμός, επηρεάζουν και καθορίζουν πολλές φορές τη μόδα των μαλλιών. Μια σύντομη αναδρομή στο παρελθόν θα δείξει πως, καθώς το γενικό σκηνικό αλλάζει με γρήγορους ρυθμούς, επηρεάζει δραματικά την εξωτερική εμφάνιση.

1.ΕΙΣΑΓΩΓΗ

Οι άνθρωποι διαφοροποιούνται μεταξύ τους κοινωνικά, κατά θέσεις και κατά ρόλους. Αυτό επηρέαζε και επηρεάζει τον τρόπο που φροντίζουν και παρουσιάζουν τα μαλλιά τους.

Θα μπορούσαμε να γεμίσουμε με πληροφορίες ολόκληρους τόμους βιβλίων σχετικά με αυτό το θέμα. Αμέτρητοι άνθρωποι έχουν γεννηθεί και έχουν ταφεί σε αυτόν τον θαυμάσιο βιώσιμο πλανήτη, τη γη. Η κοινωνική τους θέση φαίνεται πολλές φορές από τα υπάρχοντα και από την εμφάνιση τους. Η κατοικία και τα ρούχα είναι στοιχεία που μαρτυρούν την κοινωνική θέση και την οικονομική ευχέρεια ή δυσχέρεια.

Η διαφοροποίηση τους είναι τις περισσότερες φορές εθνική και φυλετική. Παρατηρούμε, επίσης, διαφοροποίηση ανάμεσα σε διαφορετικές γλωσσικές ομάδες, σε ανθρώπους που έζησαν σε βουνά, σε πεδιάδες, κοντά σε θάλασσες, ποτάμια, λίμνες, εύφορες και άγονες περιοχές. Επίσης, υπάρχει διαφορετικότητα ανάμεσα σε θρησκευτικούς ηγέτες, πολιτικούς ηγέτες, θρήσκους ανθρώπους και μη. Διαφορετική κόμμωση είχαν οι Βασιλιάδες από τον απλό λαό και οι αφέντες από τους δούλους. Η εμφάνιση διαφοροποιείται ανάμεσα σε φτωχούς ανθρώπους, σε αγρότες, σε στρατιώτες, σε εγκληματίες, σε μορφωμένους και αμόρφωτους.

Η ΚΟΜΜΩΤΙΚΗ ΤΕΧΝΗ ΣΤΟ ΠΕΡΑΣΜΑ ΤΟΥ ΧΡΟΝΟΥ ΚΑΙ ΟΙ ΚΟΙΝΩΝΙΚΕΣ ΔΙΑΦΟΡΟΠΟΙΗΣΕΙΣ

Στο παρελθόν, αρκετές φορές η εμφάνιση των ανθρώπων ήταν κάτι σαν κληρονομιά. Είχαν συνήθειες τις οποίες είχαν πάρει από τους γονείς τους, τους παππούδες τους και από άντρες και γυναίκες με τους οποίους συνυπήρχαν την ίδια χρονική περίοδο. Η ηλικία, το φύλο, το οικονομικό υπόβαθρο, ο καταμερισμός της εργασίας και η θρησκεία, είναι μερικά από τα κριτήρια της διαφοροποίησης.

Η αναδρομή μας θα είναι σύντομη, περιεκτική, και μέσα από αυτήν θα βγάλουμε κάποια συμπεράσματα. Ας ρίξουμε, λοιπόν, μια σύντομη ματιά στο παρελθόν και ας δούμε πώς οι κοινωνικές διαφοροποιήσεις επηρέασαν την κομμωτική τέχνη στο διάβα των αιώνων.

Για να μην θεωρηθεί ότι έχουμε παραλείψει οτιδήποτε σημαντικό, να αναφέρουμε ότι μέσα στον λίγο χρόνο της μικρή μας αναδρομής στην ιστορία της κομμωτικής τέχνης, είναι αδύνατον να ασχοληθούμε και να εξαντλήσουμε το συγκεκριμένο θέμα. Υπάρχουν περίοδοι για τις οποίες θα μιλήσουμε, οι οποίες ήταν τεράστιες και είναι δύσκολο να αναλύσουμε χρονιά προς χρονιά.

2. ΚΟΜΜΩΤΙΚΗ ΤΕΧΝΗ

Η τέχνη διεγείρει τον ανθρώπινο νου, τις αισθήσεις και τα συναισθήματα. Η κομμωτική είναι τέχνη, η οποία υπάρχει από την αρχή του ανθρώπινου κόσμου μέχρι σήμερα και έχει αλλάξει αρκετές μορφές και επίπεδα από τότε.

Οι άνθρωποι ενδιαφέρονται ανέκαθεν για την εξωτερική τους εμφάνιση. Το πώς θα φαίνονται τα μαλλιά τους, δηλαδή η κόμμωση τους, έχει αποτελέσει φλέγον θέμα μέσα στο πέρασμα του χρόνου.

Όταν μιλάμε για κόμμωση, εννοούμε την καλλιτεχνική εμφάνιση του κεφαλιού και συνήθως αναφερόμαστε στο χτένισμα. Για να φτάσουμε όμως μέχρι εκεί, το πιθανότερο έχουν προηγηθεί διάφορες υπηρεσίες πάνω στα μαλλιά, όπως το κόψιμο και η βαφή.

Δυστυχώς ή ευτυχώς η εξωτερική εμφάνιση παίζει σημαντικό ρόλο στις πρώτες εντυπώσεις που σχηματίζουν οι άλλοι για εμάς. Από την εμφάνιση των μαλλιών, αναγνωρίζεται ένας άνθρωπος που δεν ενδιαφέρεται για την εικόνα του, ή ένας όμορφος άνθρωπος, η επιτυχία του, το γούστο του και η αισθητική του.

Παρατηρούμε ότι οι άνθρωποι έχουν την τάση να ακολουθούν την τρέχουσα μόδα. Όταν μιλούμε για μόδα της κόμμωσης ή της ενδυμασίας, εννοούμε την τάση που επικρατεί σχετικά με την εξωτερική εμφάνιση του ανθρώπου, που υιοθετείται από πολλά άτομα για κάποιο χρονικό διάστημα, δηλαδή το δημοφιλές στυλ της εποχής.

Το αισθητικό κριτήριο πολλές φορές επηρεάζεται από τις κοινωνικές, ιδεολογικές και θρησκευτικές αντιλήψεις. Επίσης, παράγοντες όπως πολιτικοί, οικονομικοί, κοινωνιολογικοί, τεχνολογικοί και πρότυπα ομορφιάς, όπως μια βασίλισσα ή ένας ποδοσφαιριστής, επηρεάζουν ή καθοδηγούν τη μόδα.

Η ποικιλία των κομμάσεων οφείλεται και σε άλλους λόγους και παράγοντες. Μερικοί από αυτούς είναι το προσωπικό γούστο και η αισθητική κάποιου. Επίσης, το βιοτικό του επίπεδο, η τρέχουσα μόδα, η τρέχουσα ιστορία, τα πολιτιστικά, η θρησκεία, το φύλο. Καθοριστικό ρόλο παίζει, επίσης, ο καλλιτέχνης, το γούστο και το ταλέντο του. Ακόμη, το αντικείμενο στο οποίο θα εργαστεί, δηλαδή το κεφάλι και συγκεκριμένα τα

μαλλιά. Θα ληφθούν υπόψιν και άλλοι παράγοντες όπως ο σωματότυπος του πελάτη, τα χαρακτηριστικά του και η προσωπικότητα του, τα οποία θα επηρεάσουν την τεχνική του κομμωτή.

Στην εποχή μας το αισθητικό κριτήριο είναι πολύ αναβαθμισμένο. Η κομμωτική έχει περάσει πολλά στάδια, για να φτάσει μέχρι τα σημερινά επίπεδα και εξακολουθεί να εξελίσσεται και να εκσυγχρονίζεται. Στις μέρες μας, η κομμωτική βασίζεται στην υψηλή τεχνογνωσία που κατέχει ο κλάδος, αλλά και στις καινοτομίες που παρουσιάζονται με τρομερή ταχύτητα. Βάση αυτού, οι κομμωτές έχουν την υποχρέωση και την ευθύνη να ενημερώνονται διαρκώς για τις εξελίξεις στον κλάδο. Αυτό μπορεί να γίνει με διάφορους τρόπους, όπως μέσω σεμιναρίων, επιδείξεων, μέσω της τηλεόρασης, του διαδικτύου και των περιοδικών.

Η ιστορία της μόδας και η εξέλιξη της μέσα στους αιώνες, έχει ενταχθεί ως μάθημα στην τριτοβάθμια εκπαίδευση, για πολλούς λόγους. Καταρχάς, είναι το επάγγελμά μας και οφείλουμε να γνωρίζουμε από που ξεκίνησε αυτό και πώς προόδευσε στο πέρασμα των αιώνων. Επίσης, αποκτούμε γνώσεις και αυτό μας ωφελεί προσωπικά. Αποκτούμε ικανότητες και δεξιότητες. Πολλές τεχνικές έχουν εκσυγχρονιστεί και άλλες δεν χρησιμοποιούνται πια. Παρόλα αυτά, το να μαθαίνουμε σχετικά με αυτές, αυτό μας καταρτίζει καλύτερα στον κλάδο. Κάτι άλλο που διδασκόμαστε, είναι το να μην επαναλαμβάνουμε λάθη του παρελθόντος. Π.χ. έχουν χρησιμοποιηθεί υλικά που αποδείχθηκαν επικίνδυνα για το ανθρώπινο σώμα και η γνώση σχετικά με αυτό μας προστατεύει.

Διδασκόμαστε επίσης αυτό το μάθημα, γιατί η μόδα επανέρχεται. Είναι σαν ένας τροχός που κάνει τον κύκλο του, ολοκληρώνεται και ξανά από την αρχή. Έτσι, είμαστε έτοιμοι να αναλάβουμε δράση όταν η μόδα έχει επιστρέψει. Επίσης, πολλοί κομμωτές δουλεύουν για επιδείξεις μόδας, για φωτογραφίσεις περιοδικών, για την τηλεόραση, για τον κινηματογράφο και για θεατρικές παραστάσεις. Οι κομμωτές φτιάχνουν τα μαλλιά ηθοποιών και μοντέλων, σύμφωνα με την κάθε εποχή και τις ανάγκες της. Η κατάρτιση και η εκπαίδευση τους κάνει ικανούς και έτσι μπορούν να ανταποκριθούν κατάλληλα.

3. ΑΝΑΔΡΟΜΗ

Πολλοί λαοί του παρελθόντος έχουν απασχολήσει τη σύγχρονη τέχνη της κομμωτικής. Έχουν κάνει πράγματα για την εμφάνιση τους, που πραγματικά μας εντυπωσιάζουν μέχρι σήμερα. Για παράδειγμα, οι άνθρωποι στην αρχαιότητα θεωρούσαν τις μπουκλες σημάδι θεϊκής και βασιλικής προέλευσης. Στην αρχαία Αίγυπτο, την Ασσυρία, και την Περσία ο βασιλιάς και οι αυλικοί του φορούσαν στις κρατικές υποθέσεις τους περίτεχνες επίσημες περούκες, ενώ συνήθως κουρευόνταν κοντά ή ξύριζαν τα κεφάλια τους για άνεση και καθαριότητα στο ζεστό κλίμα της Ανατολής.

Πολλοί αρχαίοι πολιτισμοί διαδραμάτισαν καθοριστικό ρόλο στο πώς είναι η κομμωτική σήμερα. Τρεις από αυτούς κερδίζουν περισσότερο τις εντυπώσεις, όσον αφορά στη νοοτροπία τους, τις καινοτομίες που ανέπτυξαν και τις περίτεχνες δημιουργίες τους. Αυτοί οι αρχαίοι πολιτισμοί είναι η αρχαία Αίγυπτος, η αρχαία Ελλάδα και η αρχαία Ρώμη. Θα κάνουμε μια μικρή αναδρομή σε αυτούς τους αρχαίους λαούς και σε άλλες εποχές που μας έχουν εντυπωσιάσει.

4. ΑΡΧΑΙΑ ΑΙΓΥΠΤΟΣ

Η αρχαία Αίγυπτος ήταν ένας αρχαίος πολιτισμός που εξακολουθεί να γοητεύει τους ανθρώπους της σύγχρονης εποχής. Ήταν ένας επιτυχημένος πολιτισμός, ο οποίος ταυτίζεται γεωγραφικά ως σύνολο, περίπου, με τη σημερινή Αίγυπτο. Υπάρχουν αρκετά μυστήρια γύρω από την αρχαία Αίγυπτο, που οι σύγχρονοι ερευνητές δεν έχουν ανακαλύψει ακόμα ολόκληρη την ιστορία τους.

Εντούτοις, υπάρχουν πολλά τα οποία γνωρίζουμε με βεβαιότητα, που έχουν ανακαλυφθεί και τα οποία προκαλούν τον θαυμασμό του πλανήτη. Η πλούσια κουλτούρα, η μαθηματική ακρίβεια των κατασκευών, οι μούμιες και γενικά ο πολιτισμός της αρχαίας Αιγύπτου, έχουν κερδίσει την προσοχή μας.

Η αρχαία Αιγυπτιακή ιστορία, κράτησε πολλούς αιώνες και οι συνήθειες καλαισθησίας και εμφάνισης, με το πέρασμα του χρόνου, υπέστηκαν αλλαγές. Παρόλα αυτά, παρατηρούμε ότι αρκετές συνήθειες τηρούνταν για πάρα πολλά χρόνια. Για αρκετές από αυτές, αξίζει τον κόπο να ασχοληθεί η σύγχρονη τέχνη της κομμωτικής.

Ήταν ένας λαός με μεγάλη διαφορετικότητα στις κοινωνικές τάξεις και αυτό φαινόταν στην εμφάνιση του κεφαλιού τους. Οι αρχαίοι Αιγύπτιοι έδιναν μεγάλη σημασία στην προσωπική υγιεινή και στην εμφάνισή τους. Οι περισσότεροι έκαναν μπάνιο στον ποταμό Νείλο και χρησιμοποιούσαν ένα είδος σαπουνιού, με ζωικό λίπος και κιμωλία. Τα ρούχα των αρχαίων Αιγυπτίων, κατασκευάζονταν από φύλλα λινού, και αποχρωματίζονταν, για να γίνουν λευκά. Φορούσαν ένα κοινό ένδυμα, που ήταν ένα λινό, λευκό, φαρδύ φόρεμα.

Τα παιδιά δεν φορούσαν ένδυμα μέχρι την ωρίμανση τους, των δώδεκα χρόνων. Σε αυτή την ηλικία περιτέμονταν τα αγόρια και τους ξύριζαν το κεφάλι, έτσι προστατευόνταν από τις ψείρες και τους ψύλλους. Άφηναν λίγα μαλλιά μόνο στην κορυφή του κεφαλιού τους.

Οι Φαραώ ουδέποτε άφηναν τα μαλλιά τους σε δημόσια θέα. Φορούσαν πάντα στέμμα ή υφασμάτινο κάλυμμα κεφαλής, το οποίο ονομαζόταν νεμές και ήταν κατασκευασμένο από ριγωτό ύφασμα.

Ως λαός δεν ήθελαν να έχουν φαλάκρα ούτε λευκά μαλλιά. Έβαζαν διάφορα σκευάσματα στο κεφάλι τους (έλαιο), ώστε τα μαλλιά τους να είναι δυνατά και υγιή. Με το φυτό χένα έβαφαν τα μαλλιά τους και έτσι εξαφάνιζαν κάθε ίχνος λευκής τρίχας. Θεωρούσαν την τρίχα ως κάτι το απεχθές και δεν ήθελαν τρίχες πάνω στο σώμα τους. Υπεύθυνοι για το κόψιμο και το ξύρισμα ήταν οι ιερείς και οι γιατροί. Οι ιερείς ξύριζαν τα κεφάλια τους, τα άφηναν ακάλυπτα και δεν φορούσαν περούκες. Οι άντρες ξύριζαν όλο το σώμα τους για καθαριότητα και ήταν καλοξυρισμένοι στο πρόσωπο. Για να καλύπτουν τις κακοσμίες και να μαλακώσουν το δέρμα τους, χρησιμοποιούσαν αρώματα και ευωδιαστές αλοιφές. Οι εύποροι Αιγύπτιοι, δηλαδή η ανώτερη τάξη φορούσαν περούκες. Ήταν η περούκα πολύτιμη, εντυπωσιακή με πολλές χάντρες και πολύτιμους λίθους. Οι κατώτερες τάξεις είχαν κομμένα μαλλιά, ή πλεξίδες.

Οι Αιγύπτειες γυναίκες ξύριζαν ή έκοβαν τα μαλλιά τους. Όσες τα έκοβαν, τα έκαναν σε ίσια γραμμή ως τους ώμους και φράντζα η οποία έπεφτε σε αυστηρά ίσια γραμμή πάνω στο μέτωπο. Το συγκεκριμένο στυλ κοψίματος είχε υιοθετηθεί από άντρες και

γυναίκες. Οι περισσότερες γυναίκες προτιμούσαν να ξυρίσουν το κεφάλι και να φορέσουν περούκα. Φρόντιζαν τα μαλλιά τους αρκετό καιρό και όταν κουρευόνταν, οι κομμένες τρίχες φυλάγονταν για τη δημιουργία περούκας. Έκαναν διάφορες πλεξίδες πάνω στα φυσικά τους μαλλιά και πάνω στις περούκες.

Οι ταξικές διαφορές φαίνονται έντονα σε αυτή την περίπτωση. Μόνο οι αριστοκράτες είχαν τη δυνατότητα να αποκτούν μια περούκα, εφόσον την έφτιαχναν μόνο όσοι είχαν πρόσβαση σε εργαλεία και υλικά ή μπορούσαν να δώσουν κάποιου είδους αμοιβή στους τεχνίτες. Αυτοί που αναλάμβαναν την συγκεκριμένη τεχνική είχαν ταλέντο, υπομονή και γνώση. Η βάση της περούκας ήταν δίχτυ, στο οποίο έμπλεκαν τις τρίχες πάνω. Οι περούκες ήταν κατασκευασμένες από ανθρώπινη τρίχα. Αν χρειαζόταν, πρόσθεταν σε αυτές βαμμένο μαλλί προβάτου. Χρησιμοποίησαν ρητίνη και κερί μέλισσας, για να συνδέσουν τις επεκτάσεις. Η περούκα ήταν πολύτιμη, εντυπωσιακή με πλούσιες μπούκλες και πολλές μικρές πλεξίδες. Τις περισσότερες φορές ήταν στολισμένη με πολλές χάντρες και πολύτιμους λίθους, αρκετές φορές σε χρώμα φωτεινό μπλε και κόκκινο.

Όσο πιο εύπορη ήταν μια γυναίκα, τόσο πιο εντυπωσιακά και περίτεχνα στολιζόταν μια περούκα. Για παράδειγμα, η βασίλισσα Κλεοπάτρα στόλιζε τις περούκες της με χρυσό και ελεφαντόδοντο. Οι πολλές μικρές πλεξίδες, γίνονταν πάνω στα φυσικά μαλλιά ή πάνω στις περούκες. Αρκετές φορές οι πλεξίδες ήταν δείκτης ηλικίας, θρησκείας, πλούτου, ανάλογα με τον τύπο των κόμβων και των ανατροπών. Από το στυλ των πλεξούδων μπορούσε να διακρίνει κανείς αν το πρόσωπο ήταν κοινό ή βασιλικό, αιγυπτιακό ή ξένο. Επίσης, οι πολλές μικρές πλεξίδες, στολιζόνταν με χάντρες, ανάλογα με το οικονομικό υπόβαθρο.

Είναι πολύ εντυπωσιακό το ότι αυτοί οι αρχαίοι άνθρωποι έκαναν αλλαγές φόρμας των μαλλιών. Έκαναν διάφορους κυματισμούς μικρής διάρκειας και μακράς διάρκειας. Μας εντυπωσιάζει η έμφαση και η σημασία που έδιναν στην υγιεινή και στην εμφάνιση τους. Επίσης, το ότι ήταν εφευρετικοί και είχαν φαντασία στον καλλωπισμό του κεφαλιού.

Η μικρή ματιά που ρίξαμε στον αρχαίο Αιγυπτιακό πολιτισμό μάς έδειξε πως η κοινωνική διαφοροποίηση ήταν φανερή σε σχέση με την εξωτερική εμφάνιση.

5. ΑΡΧΑΙΑ ΕΛΛΑΔΑ

Όταν αναφερόμαστε στην αρχαία Ελλάδα, αναφερόμαστε στον ελληνικό κόσμο κατά την περίοδο της αρχαιότητας. Ο όρος αυτός αναφέρεται στις περιοχές του σύγχρονου Ελληνικού κράτους και όπου εγκαταστάθηκαν και διαβίωσαν στην αρχαιότητα ελληνικοί πληθυσμοί. Σε αυτούς του πληθυσμούς συμπεριλαμβάνεται η Κύπρος.

Η αρχαία Ελλάδα είχε πλούσιο πολιτισμό, ο οποίος επέδρασε καταλυτικά στην σύγχρονη ιστορία του ανθρώπου. Η φιλοσοφία, η λογοτεχνία, το θέατρο, η μουσική, ο χορός, η επιστήμη, η τεχνολογία, η τέχνη, η αρχιτεκτονική, η θρησκεία και η μυθολογία, είναι στοιχεία της αρχαίας Ελλάδας που κερδίζουν τον θαυμασμό όλου του πλανήτη.

Η αρχαία Ελληνική ιστορία, κρατάει πολλούς αιώνες και οι συνήθειες καλαισθησίας και εμφάνισης με την πάροδο του χρόνου υπέστησαν αλλαγές. Παρόλα αυτά, υπάρχουν συνήθειες οι οποίες παρατηρούμε να τηρούνται για μεγάλα χρονικά διαστήματα στην αρχαιότητα, χτενίσματα τα οποία ισχύουν μέχρι τις ημέρες μας και πράγματα με τα οποία αξίζει τον κόπο να ασχοληθεί η σύγχρονη τέχνη της κομμωτικής.

Λόγω της μεγάλης γεωγραφικής έκτασης της αρχαίας Ελλάδας, παρατηρούμε ότι δεν επικρατούν παντού οι ίδιες συνθήκες και οι συνήθειες που αφορούν στην εμφάνιση, παρουσιάζουν, αντίθετα, μικρές ή μεγάλες διαφορές. Παρόλα αυτά θα κάνουμε μια πολύ μικρή αναδρομή και θα δούμε κάποια βασικά πράγματα που χαρακτηρίζουν τους αρχαίους Έλληνες.

Είναι εντυπωσιακό το πόσο πολύτιμα θεωρούσαν τα μαλλιά τους. Αντιμετωπίζονταν ως οργανική ύλη, εφόσον μάκραιναν και άλλαζαν χρώμα. Θεωρούσαν τα μαλλιά το ακριβότερο και το ωραιότερο δώρο, που μπορεί να παράγει το σώμα.

Γυναίκες και άντρες είχαν μακριά μαλλιά. Στους άντρες συναντάμε πολύ μακριά μαλλιά σε είδος μπουκλας, τους βοστρύχους, που έφταναν μέχρι τη μέση τους. Η κόμη των γυναικών ήταν παρόμοια. Έπλεκαν τα μαλλιά σε μορφή στεφανιού πάνω στο κεφάλι τους ή γύρω από την μέση τους. Ήταν πολύ σημαντικό το μήκος των μαλλιών, γιατί σε αυτό, αντικατοπτριζόταν ο χρόνος που περνά. Το μήκος των μαλλιών σε έναν Θεό έδειχνε την παλαιότητά του. Π.χ. Στον Θεό Ποσειδώνα έβαζαν πολύ μακριά μαλλιά.

Οι αρχαίοι Έλληνες, έλουζαν τα μαλλιά τους σε ποτάμια και πηγές. Το λούσιμο στο βρόχινο νερό ήταν πολύ σημαντικό. Αναφέρονταν σε αυτό, ως το δάκρυ του ουρανού, το οποίο μαλάκωνε, γαλήνευε τα μαλλιά και την ψυχή. Επίσης, φρόντιζαν να έχουν τα μαλλιά τους λάμψη, χρησιμοποιώντας μουσκεμένα φύλλα δάφνης ή επεξεργασμένα φύλλα και βλαστούς τσουκνίδας.

Η ατημέλησία των μαλλιών έδειχνε φτώχεια, πόνο, θλίψη. Επίσης, τα μαλλιά συμβόλιζαν αξίες και συνδέονταν με τις δοξασίες τους. Για παράδειγμα, όταν πέθαινε κάποιος, έκοβαν τα μαλλιά τους, τα έκαναν πλεξούδες και τα έδιναν στον νεκρό τους για το μακρινό του ταξίδι.

Τα μαλλιά έδειχναν την πνευματικότητα ενός ανθρώπου και την κοινωνική του τάξη. Παρατηρούμε ότι τα χτενίσματα ήταν ένα σύμβολο υψηλής κοινωνικής θέσης και ευμάρειας. Είναι ένας αρχαίος πολιτισμός που αγάπησε τα απλά και τα περίτεχνα χτενίσματα. Προτιμούσαν τους ψηλούς κότσους και χτενίσματα με μπουκλες. Επίσης, έκαναν διάφορες μορφές πλεξίδας και εφάρμοζαν τα μαλλιά τους πάνω στο κεφάλι, σαν στεφάνι. Η τεχνική τους παρουσίασε αρκετές καινοτομίες και πολυπλοκότητα.

Κατσάρωναν τα μαλλιά τους με χρυσά ελάσματα και αργότερα χάλκινα, τους σφηκωτήρες. Σε αυτή την περίπτωση φαίνεται η κοινωνική διαφοροποίηση. Τα υλικά,

τα μέταλλα και γενικά τα σίδηρα κατσαρώματος ήταν πολύτιμα αγαθά για εκείνη την εποχή και ο φτωχός λαός δεν είχε πρόσβαση σε τέτοια αγαθά. Άρα, έφτιαχναν τα μαλλιά τους με πιο απλούς τρόπους και εφάρμοζαν ανέξοδες τεχνικές.

Οι αρχόντισσες έκαναν περίτεχνα χτενίσματα. Αυτό σημαίνει ότι το χτενισμό τους είχε ψηλό δείκτη δυσκολίας και καταβαλλόταν προσπάθεια και χρόνος στον καλλωπισμό των μαλλιών. Χρησιμοποίησαν διπλές κορώνες και πολύτιμα διαδήματα με πολλή φαντασία και αρχοντιά. Επίσης, έφτιαχναν χρυσά στολίδια και σκόνη χρυσού.

Φαίνεται ότι σε περιόδους που υπήρχαν δούλοι στην αρχαία Ελλάδα, τους απαγορευόταν να έχουν μακριά κόμη. Αν κουρευόταν το ίδιο με τους ελεύθερους πολίτες, τότε δεν θα μπορούσε κάποιος να διακρίνει τον δούλο από τον ελεύθερο, εφόσον το ένδυμα ήταν το ίδιο.

Αν παρατηρήσουμε πιο προσεχτικά την αρχαία ελληνική τέχνη, καταλαβαίνουμε πόσο σημαντικά θεωρούσαν τα μαλλιά οι αρχαίοι Έλληνες και πόσο περίτεχνες ήταν οι κομμώσεις τους. Ένα παράδειγμα που μας εντυπωσιάζει είναι οι έξι κίονες ιωνικού ρυθμού, που τοποθετήθηκαν στη νότια πλευρά του αρχαίου ναού στο Ερέχθειο της Ακρόπολης, στην Αθήνα. Είναι έξι γυναικείες μορφές, οι Καρυάτιδες, δουλεμένες με Παριανό μάρμαρο και προσαρμόστηκαν πάνω σε πλάκες από γκρίζο ελευσινιακό λίθο. Είναι εντυπωσιακό το ότι παρουσιάζουν διαφορετικό χτενίσμα η μια από την άλλη.

Σε ένα πανεπιστήμιο στο Κονέκτικατ (Connecticut), των Ηνωμένων Πολιτειών, στο πανεπιστήμιο Φέρφιλντ (Fairfield), μια καθηγήτρια είχε μια θαυμάσια ιδέα: να κάνουν οι φοιτητές ένα ερευνητικό πείραμα σε έξι μοντέλα. Δημιούργησαν στα μαλλιά των μοντέλων την πιστή αντιγραφή της κόμης των Καρυάτιδων και κατάφεραν να αποδείξουν ότι τα περίτεχνα χτενίσματα στα γλυπτά δεν ήταν αποτέλεσμα της φαντασίας του καλλιτέχνη. Τα χτενίσματα των Καρυάτιδων είχαν προέλθει από πραγματικές γυναίκες εκείνης της εποχής.

Αυτό τονίζει για ακόμα μια φορά, το ενδιαφέρον που έδειχναν οι αρχαίοι Έλληνες για τα μαλλιά τους. Ως συμπέρασμα μπορούμε να αναφέρουμε ότι η κοινωνική διαφοροποίηση ήταν αισθητή από την κόμμωσή τους.

6. ΑΡΧΑΙΑ ΡΩΜΗ

Η ρωμαϊκή κοινωνία χαρακτηριζόταν από ιεραρχική οργάνωση. Υπήρχαν οι ελεύθεροι πολίτες, οι οποίοι αποτελούσαν την υψηλή κοινωνία, δηλαδή τους ευγενείς. Πιο κάτω ήταν οι απελεύθεροι και στην βάση οι σκλάβοι. Από αυτό καταλαβαίνουμε ότι η κοινωνική διαφοροποίηση ήταν αρκετά έντονη και αυτό φαινόταν από την εξωτερική τους εμφάνιση.

Οι άντρες είχαν ηγετικό ρόλο στην Ρωμαϊκή κοινωνία. Ήταν συνήθως ξυρισμένοι στο πρόσωπο και κάλυπταν το κεφάλι τους ανάλογα με το αξιωμα τους. Η κοινωνική τους θέση φαινόταν έντονα από τον τρόπο που κάλυπταν το κεφάλι τους. Αγρότες, κυνηγοί και εργάτες φορούσαν στενό σκούφο. Οι ελεύθεροι πολίτες προτιμούσαν καπέλο με στενό γύρο, ενώ οι προύχοντες κάλυπταν το κεφάλι με το ένδυμα τους την Τόγκα. Συσχέτιζαν την εξουσία και τον ανδρισμό, με την τριχοφυΐα και αυτό οδήγησε τους αρχαίους Ρωμαίους με φθίνουσα κόμη να χρησιμοποιούν περούκες και περουκίνα. Ένας από τους πιο διάσημους περρουκοφόρους της ιστορίας ήταν ο μεγάλος Ιούλιος Καίσαρας. Φρόντιζαν καθημερινά το σώμα τους και περιποιόντουσαν τα μαλλιά τους. Αυτό ήταν ένα καθημερινό στοιχείο για τους ανθρώπους της πόλης, ενώ στην επαρχία έδιναν στην εμφάνιση λιγότερη σημασία.

Τα δημόσια λουτρά ήταν προσιτά και για τους φτωχούς, καθώς η είσοδος στοιχίζει πολύ λίγο. Οι αρχαίοι Ρωμαίοι έκαναν το μάνιο τους σε αυτά, καθώς χωριστά οι άντρες από τις γυναίκες. Οι αρκετά εύποροι διέθεταν λουτρό στο σπίτι τους.

Οι κουρείς ξύριζαν και κούρευαν τους πελάτες τους. Επίσης, τους κατσάρωναν τα μαλλιά και τους τα έβαφαν. Αρκετοί Ρωμαίοι που ήθελαν να αποφύγουν το ξυράφι, αφαιρούσαν τις τρίχες τους με διάφορες μεθόδους, όπως αποτριχωτικές αλοιφές ή τσιμπίδα.

Οι γυναίκες, είχαν την ευθύνη της φροντίδας του σπιτικού τους και περνούσαν τον περισσότερο τους χρόνο μέσα σε αυτό. Αυτές που ανήκαν στα ασθενέστερα οικονομικά στρώματα ασχολούνταν με τα οικιακά και τα απογεύματα επισκέπτονταν τα δημόσια λουτρά. Επίσης, η δράση τους επεκτεινόταν στις δημόσιες αγορές. Οι εύπορες γυναίκες είχαν στην υπηρεσία τους πολυάριθμους δούλους για τη φροντίδα του σπιτιού τους και ήταν απαλλαγμένες από τα οικιακά. Είχαν χρόνο για να πηγαίνουν βόλτες, να επισκεφθούν τις φίλες τους και συνόδευαν τους συζύγους τους σε εξόδους.

Παρατηρούμε ότι στις αγορές υπήρχαν χτένες, τσιμπιδάκια, φουρκέτες. Στην Ρωμαϊκή κοινωνία πρώτο μέλημα της γυναίκας το πρωί ήταν να μαζέψει τα μαλλιά της πάνω. Πολύ συχνά έκαναν κοτσίδες και τις τύλιγαν γύρω από το κεφάλι τους. Συγκρατούσαν τα μαλλιά τους με φουρκέτες και έκαναν περίτεχνα χτενίσματα. Επίσης, οι γυναίκες εκείνης της εποχής έβαφαν τα μαλλιά τους χρυσοκόκκινα. Τύλιγαν τα μαλλιά τους σε θερμή σωλήνα, το Calamistrum, δηλαδή τον καλαμιστήρα, για να δημιουργήσουν μπουκλες. Το σίδερο ήταν πολύτιμο αγαθό, έτσι μόνο οι πλούσιοι μπορούσαν να κάνουν αυτές τις τεχνικές.

Οι πλούσιες Ρωμαίες προσλάμβαναν υπηρέτες που αναλάμβαναν την περιποίηση και τον καλλωπισμό τους. Οι κομμώτριες έπρεπε να ανταποκρίνονται σε κάθε φαντασία της ρωμαϊκής αριστοκρατίας. Έκαναν αποτρίχωση, έβαφαν τα μαλλιά και το πρόσωπο και έκαναν πολύπλοκα χτενίσματα. Οι πλούσιες χτενίζονταν όλο το πρωί από προσωπικές δούλες ή κομμώτριες, ενώ οι δούλες συνήθως φορούσαν καπέλα.

Η δουλειά ήταν σκληρή για τις αισθητικούς και τις κομμώτριες της εποχής, που γίνονταν συχνά εύκολα θύματα, όταν είχαν να κάνουν με απαιτητικές αριστοκράτισσες,

που δεν ήταν ικανοποιημένες από τον καλλωπισμό τους. Τότε ξέσπαγαν πάνω τους χωρίς οίκτο.

Οι εύπορες γυναίκες, συγκρατούσαν τα μαλλιά τους με φουρκέτες οι οποίες ήταν διακοσμημένες. Επίσης, χρησιμοποιούσαν φιλέ από καθαρό χρυσάφι και σκόνη χρυσού μμιούμενες τους Έλληνες. Οι ελεύθερες κάλυπταν το κεφάλι, όταν έβγαιναν από το σπίτι. Δεν ήθελαν να έχουν στο κεφάλι τους άσπρες τρίχες γι' αυτό τις ξερίζωναν. Μια εύπορη γυναίκα έβαζε τη δούλη της να τις αφαιρέσει μια-μια, από το κεφάλι της. Κατά συνέπεια, τα μαλλιά λιγόστευαν και έτσι χρησιμοποιούσαν πρόσθετα μαλλιά ξένων δούλων, περούκες και ποστιί, τα λεγόμενα φενάκες. Τα ξανθά μαλλιά των Γερμανίδων δούλων θεωρούνταν ιδιαίτερα και εξωτικά και είχαν μεγάλη ζήτηση για τη δημιουργία των πρόσθετων μαλλιών. Όταν η κυρία είχε λίγα μαλλιά, χρησιμοποιούσε βαμμένες ξανθές περούκες, με σαπούνια της Μαγεντίας ή κατάμαυρες σαν τον έβενο. Τα μαύρα μαλλιά εισάγονταν από την Ινδία σε τόσο μεγάλες ποσότητες που είχαν μπει δασμοί στα τελωνεία.

Για ακόμα μια φορά παρατηρούμε μεγάλη διαφοροποίηση ανάμεσα στους ανθρώπους, όσον αφορά στην εμφάνιση της κόμμωσής τους.

7. BYZANTIO

Το Βυζάντιο ήταν αρχαία ελληνική αποικία που ιδρύθηκε στην περιοχή όπου βρίσκεται σήμερα η Κωνσταντινούπολη. Στο Βυζάντιο παρατηρούμε πατριαρχική συντηρητική κοινωνία. Το ένδυμα αποτελούσε σημαντικό διακριτικό στοιχείο της κοινωνικής θέσης, που καθοριζόταν από πολλούς παράγοντες, όπως την εθνικότητα, την οικονομική κατάσταση του ατόμου, το επάγγελμα, την ηλικία και το φύλο του. Γενικά, όσο πιο μεγάλη κοινωνική θέση και χρήματα είχε κάποιος, τόσο πιο ωραίες φορεσιές διέθετε.

Οι άνθρωποι εκείνης της εποχής, φορούσαν μανδύα με μακριά μανίκια και κάλυμμα της κεφαλής πάνω από το στιχάριο, τον χιτώνα και φρόντιζαν τα μαλλιά τους και μακιγιάρωνταν. Αγαπούσαν και χρησιμοποιούσαν πολύ τα κοσμήματα.

Οι άντρες πρόσεχαν την εμφάνιση τους, όπως και οι γυναίκες. Κάποτε η συνήθεια ήταν να έχουν μακριά και κάποτε κοντά μαλλιά. Υπήρξαν φορές όπου συνυπήρξαν οι δύο μόδες. Το πιο σεμνό χτένισμα ήταν το πιάσιμο των μαλλιών πίσω στον αυχένα με μια περόνη. Παρόλα αυτά έκαναν και άλλα χτενίσματα, όπως το ότι έμπλεκαν τα μαλλιά, τα μάζευαν κότσο στην κορυφή και έφτιαχναν βοστρύχους.

Η εκκλησία επέπληξε και παρενέβη αρκετές φορές στον καλλωπισμό των αντρών. Παρενέβη, επίσης, στη χρησιμοποίηση πρόσθετων ξανθών πλεξίδων. Οι στρατιώτες κούρευαν κοντά τα μαλλιά τους για σκοπούς καθαριότητας.

Οι γυναίκες περνούσαν τον περισσότερο χρόνο τους στο σπίτι. Σπάνια έβγαιναν και πάντα συνοδεύονταν. Φρόντιζαν τα μαλλιά τους, μακιγιάρωνταν και φορούσαν κάλυμμα στο κεφάλι, το οποίο έδειχνε ευπρέπεια και σεμνότητα. Η εύπορη Βυζαντινή διέθετε πάντοτε για τις εξόδους της την άμαξά της, καθώς και μια συνοδεία ανάλογη των οικονομικών της μέσων. Ακόμη και τα άλογα που τραβούσαν την άμαξα έδειχναν την κοινωνική και εισοδηματική τάξη κάθε κυρίας, καθώς η άμαξα ήταν στολισμένη με πετραδάκια. Σε περιπτώσεις πλουσίων, ακόμη και τα σχοινιά που τραβούσαν την άμαξα ήταν ασημένια ή χρυσά.

Οι πλούσιες Βυζαντινές φορούσαν πολυτελή κοσμήματα και χρησιμοποιούσαν ακριβά αρώματα. Έβαφαν τα φρύδια τους, τα βλέφαρά τους και τους δυο τελευταίους

Η ΚΟΜΜΩΤΙΚΗ ΤΕΧΝΗ ΣΤΟ ΠΕΡΑΣΜΑ ΤΟΥ ΧΡΟΝΟΥ ΚΑΙ ΟΙ ΚΟΙΝΩΝΙΚΕΣ ΔΙΑΦΟΡΟΠΟΙΗΣΕΙΣ

αιώνες της αυτοκρατορίας, τα χείλια τους με κόκκινο κραγιόν. Επίσης, έβαφαν τα μαλλιά τους και οι άντρες και οι γυναίκες. Τα νέα κορίτσια άφηναν τα μαλλιά ελεύθερα στους ώμους και σε γιορτές έκαναν πιο περίτεχνα χτενίσματα. Οι γυναίκες είχαν πολύ μακριά μαλλιά και τα κούρευαν σε περιπτώσεις πένθους και τιμωρίας. Ενδιαφέρονταν για τα μαλλιά τους και τα περιποιόντουσαν με διάφορα έλαια και σκευάσματα. Συνήθιζαν να τα συγκρατούν πίσω στον αυχένα και τα έμπλεκαν σε πλεξίδες, έτσι και η λέξη πλέκτρια, η οποία αναφέρεται στην κομμώτρια.

Η γυναικεία κόμμωση κυρίως παρουσιαζόταν με χωρίστρα στη μέση, κατσαρωμένα στο μέτωπο και χυτά πίσω. Συγκρατούσαν τα μαλλιά στο μέτωπο και στο σβέρκο με μια ταινία από λινό ύφασμα ή με χτένι από ελεφαντόδοντο. Επίσης, στις πλεξίδες τους τοποθετούσαν ενδιάμεσα χρυσές και χρωματιστές κορδέλες. Στόλιζαν τα μαλλιά τους με πολύτιμους λίθους, ελεφαντόδοντο και χτένια χρυσά και αργυρά. Ενώ πολλοί περιποιόντουσαν μόνοι τους τα μαλλιά τους, παρατηρούμε ότι, υπήρχαν κουρείς και κομμώτριες οι οποίες περιποιόντουσαν τους πλουσίους και τους ευγενείς.

Συμπερασματικά, μπορούμε να πούμε ότι η κοινωνική διαφοροποίηση φαινόταν στο Βυζάντιο στην προσωπική εμφάνιση και στην εμφάνιση της κόμμωσης. Πολύτιμους λίθους, ακριβά κοσμήματα, χρυσές κορδέλες, πρόσθετες ξανθές πλεξίδες, εκλεκτά υφάσματα, προσωπική κομμώτρια και κουρέα, είχαν οι πλούσιοι και οι άρχοντες.

8. ΜΕΣΑΙΩΝΑΣ 5^ο -15^ο αιώνας μ.Χ.

Στον Μεσαίωνα επικρατούσε οικονομικό και πολιτικό σκοτάδι. Οι χωρικοί αποτελούσαν το μεγαλύτερο μέρος του πληθυσμού και στις περισσότερες περιπτώσεις ήταν υποτελείς στους ευγενείς στους οποίους οφείλαν υπηρεσίες και ενοίκιο για το δικαίωμα που τους παραχωρείται για καλλιέργεια της γης. Πολύ λίγοι ήταν οι ελεύθεροι χωρικοί.

Οι γυναίκες ζούσαν εξαρτώμενες από κάποιον άνδρα, ο οποίος θα μπορούσε να είναι ο πατέρας τους, ο αδελφός τους, ο σύζυγος τους ή κάποιος άλλος άντρας συγγενής. Οι γυναικείες δραστηριότητες περιορίζονταν στη φροντίδα του νοικοκυριού και στην εκπαίδευση των παιδιών. Στην ύπαιθρο οι γυναίκες συμμετείχαν στη συγκομιδή και στη φροντίδα των ζώων. Στην πόλη οι γυναίκες είχαν τη δυνατότητα να αναμειχθούν στο εμπόριο.

Η κοινωνική θέση φαινόταν από την εμφάνιση των ανθρώπων. Το άσπρο δέρμα το θεωρούσαν σημαντικό στα θέματα ομορφιάς. Από αυτό φαινόταν οι πλούσιοι και οι ευγενείς, οι οποίοι δεν έκαναν χειρωνακτικές και αγροτικές εργασίες, έτσι δεν καίγονταν από τον ήλιο. Έβαζαν άσπρη σκόνη στο πρόσωπό τους για να φαίνεται πιο λευκό. Η σκόνη αυτή πολλές φορές περιείχε μόλυβδο, ο οποίος είναι επικίνδυνος για την ανθρώπινη υγεία.

Οι πρίγκιπες και οι ευγενείς ντύνονταν με πολυτελή ρούχα, ενώ οι απλοί χωρικοί ντύνονταν με σκληρά και άκομψα ρούχα. Κατά τον 14^ο αιώνα, παρουσιάστηκε η αρχή αυτού που λέμε στην σύγχρονη εποχή, μόδα. Οι άνθρωποι ντύνονταν για να δείξουν την εκκεντρικότητα τους και οι νεόπλουτοι για να ανταγωνιστούν τους ευγενείς. Κατά συνέπεια έγιναν νόμοι που όριζαν τι ακριβώς επιτρεπόταν να φορούν τα άτομα κάθε κοινωνικής τάξης.

Οι γυναίκες ντύνονταν ωραία και σύμφωνα με τη μόδα της εποχής. Τα ρούχα τους ήταν συνήθως μακριά με φαρδιά μανίκια. Τα κοσμήματα φάνερωναν την κοινωνική τους τάξη. Φαίνεται ότι εκείνη την περίοδο, οι ανώτερες τάξεις και οι φτωχές λαϊκές

τάξεις, δεν πλένονταν συχνά και ζούσαν σε πόλεις και χωριά που γέμισαν ακαθαρσίες. Δεν έλουζαν τα μαλλιά τους, και όταν η λίγδα μαζευόταν πάνω στο κεφάλι, έκαναν προσπάθειες να την αφαιρέσουν με άλλους τρόπους. Οι πλούσιοι έριχναν πούδρα και οι φτωχοί έβαζαν πριονίδι, για να στερεοποιηθεί και μετά την απομάκρυναν με χτένισμα.

Όλοι μολύνονταν από ψείρες, από τους αγρότες μέχρι τους ευγενείς. Επειδή πολλοί αναγκαστικά κούρευαν τα μαλλιά τους, χρησιμοποιούσαν περούκες, οι οποίες αρκετές φορές μολύνονταν με την σειρά τους. Οι φτωχοί δεν είχαν την οικονομική ευχέρεια να αποκτήσουν περούκες.

Εκείνη την εποχή αναπτύχθηκε το επάγγελμα του λουτράρη και στα κεντρικά σημεία στις αγορές υπήρχαν τα δημόσια λουτρά αποκλειστικά για τους άντρες. Ο λουτράρης εκτός από το δικό του επάγγελμα, κούρευε και πελάτες.

Ένα από τα σημαντικότερα επαγγέλματα της εποχής εκείνης ήταν αυτό του κουρέα. Στην πραγματικότητα ήταν γιατρός κουρέας και χειρουργός, για μικρά χειρουργεία. Οι κουρείς διατηρούσαν δημόσια λουτρά, όπου δέχονταν και περιποιούνταν τους άρρηνες πελάτες τους. Εκτός από τα κουρέματα, παρείχαν παραϊατρικές υπηρεσίες, όπως περιποίηση δοντιών, νυχιών, ματιών, παθολογία κ.ά.

Οι κουρείς είχαν πολλή δουλειά και για να διαφημίσουν τον εαυτό τους τοποθετούσαν ένα κοντάρι στην είσοδο. Στο δημόσιο λουτρό, εργάζονταν μαθητευόμενοι τους και άλλοι υπάλληλοι που έκαναν συγκεκριμένες δουλειές. Κάποιοι ήταν ο βοηθός τους, άλλος έκανε τις βεντούζες, άλλος έκανε μασάζ, άλλος σκούπιζε τους λουόμενους και άλλος έβγαζε νερό από το πηγάδι και το ζέστανε για τα λουτρά.

Ενώ τα λουτρά πρόσφεραν περιποίηση και περίθαλψη, ήταν επίσης τόπος συνάντησης και διασκέδασης. Σε εκείνους τους χώρους, εργάζονταν μαγειρίτσες, σερβιτόρες και μουσικοί. Επίσης, προξενήτρες και πόρνες.

Ένα άλλο επάγγελμα που υπήρχε, ήταν του μπαρμπέρη, ο οποίος πρόσφερε περιποίηση σε μαλλιά και γένια και επισκεπτόταν πελάτες στα σπίτια τους. Συχνά οι αριστοκράτες έπλεκαν τα μαλλιά τους σε κοτσίδα, τα κατσάρωναν με καυτό σίδερο, ή τα είχαν κοντό καρέ.

Την εποχή του μεσαίωνα διαδόθηκε ο χριστιανισμός, όπου οι παντρεμένες απαγορευόταν να έχουν ακάλυπτο το κεφάλι τους, γι' αυτό το κάλυπταν με πέπλα και καλύπτρες. Οι καλύπτρες είχαν ιδιαίτερα σχέδια και στολίδια. Τα νεαρά κορίτσια μπορούσαν να δείχνουν τα μαλλιά τους πλεγμένα σε κοτσίδα.

Υπήρξε η περίοδος όπου τα κόκκινα μαλλιά θεωρούνταν έργο του Διαβόλου. Οι φυσικές κοκκινομάλλες έκρυβαν ή έβαφαν τα μαλλιά τους. Όσα μαλλιά προεξείχαν ξυρίζονταν. Στο τέλος του Μεσαίωνα μόνο στην υψηλή κοινωνική τάξη είχαν οι γυναίκες τα μαλλιά τους μακριά με μπούκλες, πλεγμένα με μαργαριτάρια και αλλά κοσμήματα. Οι δε ευγενείς κύριοι άφηναν μούσι.

Αυτό που παρατηρούμε είναι το ότι η κοινωνική διαφοροποίηση όσον αφορά την κόμμωση, υπήρχε και κατά τον μεσαίωνα.

9. ΑΝΑΓΕΝΝΗΣΗ (14^ο-17^ο αιώνα)

Η Αναγέννηση ήταν μια περίοδος που λειτούργησε ως γέφυρα ανάμεσα στον μεσαίωνα και στη σύγχρονη εποχή. Κατά την αναγέννηση υπήρξε οικονομική ευημερία στην Ευρώπη.

Είναι η περίοδος όπου ο πολιτισμός άνθισε, αναπτύχθηκαν και άνθισαν οι τέχνες, έτσι σημειώνεται ακμή και στην κομμωτική τέχνη. Πάλι στη μόδα είναι οι κομμώσεις.

Η ΚΟΜΜΩΤΙΚΗ ΤΕΧΝΗ ΣΤΟ ΠΕΡΑΣΜΑ ΤΟΥ ΧΡΟΝΟΥ ΚΑΙ ΟΙ ΚΟΙΝΩΝΙΚΕΣ ΔΙΑΦΟΡΟΠΟΙΗΣΕΙΣ

Οι γυναίκες κάλυπταν τα μαλλιά τους με μαντήλι, το οποίο προστάτευε τα μαλλιά από τις εργασίες που έκαναν. Επίσης, έφτιαχναν κότσο διακοσμημένο με το φοντάζ, δηλαδή τον σκούφο που στο μπροστινό του μέρος είχε σουφρωμένη δαντέλα.

Είχαν μακριά μαλλιά και τοποθετούσαν εντυπωσιακά στολίδια πάνω τους, δημιουργώντας ιδιαίτερα χτενίσματα. Κάποια από τα αξεσουάρ ήταν φτερά και μεγάλα καπέλα. Τα μαλλιά γίνονταν κατσαρά και δημιουργούνταν φουσκώματα στο κεφάλι. Οι άντρες συνήθιζαν να μαζεύουν τα μαλλιά σε κότσο, είτε σγουρά είτε ίσια και το μέγεθος ήταν προσωπικό γούστο του καθενός.

Κατά την διάρκεια του 16^{ου} αιώνα, τα μαλλιά των αντρών κουρευόνταν κοντά. Η απώλεια των μαλλιών προκαλούσε δημόσια αμηχανία, ενώ ο φαλακρός αποκτούσε άσχημη φήμη. Όπως και σε προηγούμενες περιόδους, έτσι και στην αναγέννηση, αρχικά ο σκοπός της περούκας ήταν να καλύπτει την απώλεια ή την αραίωση των τριχών της κεφαλής σε άντρες και γυναίκες, αλλά και να αντιμετωπίσει το πρόβλημα με τις ψείρες του τριχωτού. Καθώς περνούσε ο καιρός, χρησιμοποιήσαν τη περούκα όλο και περισσότερο και το κόστος της αυξήθηκε και έγινε σύμβολο πλούτου. Ένα παράδειγμα είναι η Ελισάβετ Α΄ της Αγγλίας, η οποία για να σκεπάσει τα άσπρα της μαλλιά που αραίωναν, φορούσε περούκα με σφιχτές κόκκινες μπουκλές.

Επίσης, στη δεκαετία του 1660, ο Κάρολος Β΄ της Αγγλίας, έφερε τη μόδα της περούκας στην Αγγλία, όταν αποκαταστάθηκε στον αγγλικό θρόνο, μετά από την εξορία του στη Γαλλία,.

Μπαρόκ

Στην Ιταλία ακολούθησε μια ιστορική περίοδος, 1600-1750, η οποία ονομάζεται Μπαρόκ. Με τον όρο Μπαρόκ αναφερόμαστε στην εποχή, αλλά και στο συγκεκριμένο καλλιτεχνικό ύφος.

Ήταν ένας νέος τρόπος έκφρασης που γεννήθηκε στη Ρώμη και εξαπλώθηκε σχεδόν σε όλη την Ευρώπη. Χαρακτηρίστηκε από έντονο, συναισθηματικό και δραματικό στοιχείο, ενώ εφαρμόστηκε κυρίως στις τέχνες, κατά συνέπεια και στην κομμωτική τέχνη. Κυρίαρχο στοιχείο αυτής της έκφρασης ήταν η υπερβολή.

Τα χτενίσματα ήταν περίτεχνα και εντυπωσιακά. Κυριαρχούσαν οι ακανόνιστες πέρλες και τα ογκώδη χτενίσματα. Ήταν επιβλητικό, φορτωμένο και σαγηνευτικό στυλ. Οι περούκες που χρησιμοποιήθηκαν ήταν εντυπωσιακές. Οι άντρες λάτρευαν ιδιαίτερα τις τριχορφίες, περούκες με μακριές μπουκλές. Οι πλούσιοι και οι ευγενείς ήταν αυτοί που εφάρμοσαν το Μπαρόκ, εφόσον μπορούσαν να έχουν τους δικούς τους κομμωτές και τις δικές τους περούκες και πέρλες. Επίσης, είχαν εξόδους και μέρη να τις φορέσουν.

Ροκοκό

Στις αρχές του 18^ο αιώνα, διαδέχτηκε το Μπαρόκ το καλλιτεχνικό ύφος Ροκοκό, το οποίο εμφανίστηκε στη Γαλλία και διαδόθηκε στην υπόλοιπη Ευρώπη. Κυρίαρχο στοιχείο η υπερβολή.

Οι άντρες έκαναν μπουκλές και στερέωναν τα μαλλιά τους στο πίσω μέρος του κεφαλιού τους ή τα έμπλεκαν σε κοτσίδες. Τα μακιγιάριζαν με πούδρα, για να φαίνονται λευκά ή γκριζα.

Οι γυναίκες έγιναν πιο λεπτεπίλεπτες όσον αφορά στην εμφάνιση. Πουδράριζαν πολύ το πρόσωπο τους, για να μην φαίνονται οι ακαθαρσίες και φορούσαν βέλος στο πρόσωπο, για να μην τις τσιμπούν τα ζώφια. Στα μαλλιά τους έφτιαχναν χαριτωμένες μπουκλές και κυματισμούς.

Τα μαλλιά είχαν ανασηκωθεί τόσο ψηλά, ώστε οι γυναίκες δεν χωρούσαν στις άμαξες. Οι περούκες ήταν τόσο βαριές και ογκώδεις, που οι γυναίκες τις παρουσίαζαν καθιστές, ώστε να μην χάνουν την ισορροπία τους. Σε αρκετές περιπτώσεις, μικροί ακόλουθοι βάδιζαν πίσω από την κυρία τους, για να στηρίζουν την κόμμωση με μια ράβδο.

Οι άνθρωποι είχαν πλέον την επίγνωση ότι το κατσάρωμα των μαλλιών αλλάζει με τη θερμότητα. Έτσι αυξήθηκε η δημιουργία και η ζήτηση σιδερών για μπουκλες.

Γι' αυτές τις κομμώσεις που χαρακτηρίζονταν από την υπερβολή, χρησιμοποιούνταν υλικά που κόστιζαν. Πρόσθετα μαλλιά, φτερά, άνθη, καπέλα, δαντέλα. Επίσης, χρησιμοποιούσαν κρεπάρισμα και γέμιζαν την κόμμωση με υλικά που έδιναν σταθερότητα και μορφή, όπως σκελετούς από σύρμα και μαξιλαράκια γεμιστά με τρίχες αλόγων.

Η κοινωνική διαφοροποίηση ήταν εμφανής από την κόμμωση και οι περίτεχνες μεγαλοπρεπείς κομμώσεις ήταν προνόμιο των πλουσίων.

10. ΑΓΓΛΙΑ (17^ο -18^ο αιώνα)

Αυτή την εποχή, τα χτενίσματα ήταν περίτεχνα για άντρες και γυναίκες. Η κόμμωση παρουσιάζονταν σε μορφή που ήταν μακριά από την φυσική εμφάνιση των μαλλιών. Στη μόδα ήταν οι περούκες, οι οποίες αποκάλυπταν το επάγγελμα ή την κοινωνική τάξη. Οι περούκες φτιάχνονταν κυρίως από ανθρώπινα μαλλιά και συμπληρώνονταν με τρίχες από άλογα και κατσίκες.

Οι περούκες των αντρών ήταν άσπρες και των γυναικών είχαν παστέλ χρώματα, όπως το ροζ και το μπλε. Κατά τον 17ο αιώνα, οι περούκες ανήκαν στην επικράτεια των αντρικών ειδών. Οι «σημαντικοί», κατά τον κόσμο άντρες, από τον βασιλιά και κάτω έπρεπε να φοράνε περούκα. Μια λευκή περούκα έδειχνε την κοινωνικά υψηλή κατάσταση κάποιου.

Οι αντρικές περούκες ήταν πολυτελείς δημιουργίες, με μακριές μπουκλες. Κατασκευάζονταν από ανθρώπινες τρίχες που ράβονταν σε σκουφάκια. Πρόσθεταν μαλλιά αλόγου και τα ένωσαν περίτεχνα με τα φυσικά μαλλιά. Ήταν πολύ βαριές, ζεστές και άβολες.

Να τονίσουμε για ακόμα μια φορά την κοινωνική διαφορετικότητα, εφόσον οι περούκες ήταν προνόμιο των ευγενών και των πλουσίων.

11. ΕΚΒΙΟΜΗΧΑΝΗΣΗ 1760-1860)

Η βιομηχανική επανάσταση είναι μια ιστορική περίοδος, όπου η βιομηχανία παρουσιάστηκε σε κοινωνίες Ευρωπαϊκών κρατών και επεκτάθηκε σε κοινωνίες στον υπόλοιπο κόσμο. Η ανάπτυξη της οικονομίας και η μετατροπή μιας χώρας σε βιομηχανική αναφέρεται ως η βιομηχανική επανάσταση.

Σε αυτή τη χρονική περίοδο συμβαίνουν ραγδαίες μεταβολές και ανακατατάξεις στην τέχνη, στα οικονομικά, στα πολιτισμικά και στα κοινωνικά. Το βιοτικό επίπεδο ανεβαίνει και το χάσμα ανάμεσα στις κοινωνικές τάξεις μειώνεται.

Σε αυτή την περίοδο παρουσιάζεται μια καινούργια κοινωνική ομάδα, οι εργάτες και οι εργάτριες. Αρχικά διαβιούσαν σε άσχημες συνθήκες και δεν είχαν σίγουρη και σταθερή εργασία. Στην πορεία αγωνίστηκαν και απέκτησαν δικαιώματα.

Η ΚΟΜΜΩΤΙΚΗ ΤΕΧΝΗ ΣΤΟ ΠΕΡΑΣΜΑ ΤΟΥ ΧΡΟΝΟΥ ΚΑΙ ΟΙ ΚΟΙΝΩΝΙΚΕΣ ΔΙΑΦΟΡΟΠΟΙΗΣΕΙΣ

Οι άνθρωποι μετακινούνται γεωγραφικά, αναζητώντας εργασία σε βιομηχανίες και βιοτεχνίες. Γυναίκες και νεαρά κορίτσια, κάτω από τη μεσαία τάξη αναζήτησαν εργασία μακριά από το σπίτι τους. Έγιναν μισθωτοί εργάτες και έτσι είχαν δικό τους εισόδημα και την οικονομική δυνατότητα να βελτιώσουν την εμφάνιση τους.

Οι γυναίκες έκαναν διάφορα είδη κομμώσεων από τις τάξεις που έβλεπαν στα περιοδικά. Γυναίκες και άντρες είχαν τη δυνατότητα να αντιγράφουν και να μιμούνται ανθρώπους που θαυμάζουν.

Βικτωριανή εποχή (1837-1901)

Επιδημίες και ασθένειες τραυματίζουν σοβαρά την εποχή με αποτέλεσμα άνθρωποι να χάνουν τη ζωή τους και οι γυναίκες να πενθούν. Παρόλα αυτά, η ανθρώπινη φαντασία οδήγησε στην υψηλή ραπτική και στο έντονο ενδιαφέρον για την εμφάνιση της κόμης.

Τα πρότυπα της εποχής ήταν τα μέλη των βασιλικών οικογενειών. Η βασίλισσα Βικτωρία αποτέλεσε το πιο ισχυρό πρότυπο, καθώς επί της βασιλείας της η χώρα έφτασε στο απόγειο της ακμής της, λόγω της ηγεσίας και λόγω των κοινωνικών εξελίξεων. Ήταν πρότυπο ομορφιάς για πολλές γυναίκες και τις επηρέασε, καθιερώνοντας διάφορα στυλ χτενισμάτων. Ο Βικτωριανός κόσμος είναι ένα χτένισμα που αγαπήθηκε και αντιγράφηκε σε πολλές κομμώσεις ανά τον κόσμο.

Γυναίκες και άντρες, μετά τη βιομηχανική επανάσταση, μπορούσαν να αντιγράψουν και να μιμηθούν τα ρούχα και τα μαλλιά δημοφιλών ανθρώπων. Βέβαια, τα υλικά ίσως δεν ήταν τόσο ποιοτικά και τα υφάσματα ίσως είναι χαμηλότερης αξίας. Παρόλα αυτά, εμφανισιακά οι κοινωνικές τάξεις άρχισαν να μοιάζουν.

Με τον καιρό, η εμπορευματοποίηση έγινε η αιτία, ώστε η προσωπική εμφάνιση και κόμμωση, να μην αποτελεί γνώρισμα της κοινωνικής τοποθέτησης κάποιου.

12. ΣΥΜΠΕΡΑΣΜΑΤΑ

Τα αποτελέσματα της μελέτης έδειξαν ότι τα κριτήρια που καθορίζουν την εμφάνιση της κομμωτικής τέχνης, είναι πάρα πολλά.

Η κοινωνική θέση, το οικονομικό, το πολιτικό και το θρησκευτικό στοιχείο καθόρισαν πολλές φορές την εξωτερική εμφάνιση. Επίσης, η εκάστοτε μόδα, τα πρότυπα ομορφιάς, πολιτιστικοί παράγοντες, το φύλο, η ηλικία και άλλα, επηρέασαν τον τρόπο που ο άνθρωπος φροντίζει το κεφάλι του και την εμφάνιση του γενικότερα.

Για πάρα πολλούς αιώνες, η κοινωνική διαφοροποίηση φαινόταν έντονα από την κόμμωση. Αυτό άρχισε να αλλάζει μετά την εκβιομηχάνιση και την εμπορευματοποίηση.

Συμπερασματικά, θα λέγαμε ότι ζούμε σε μια εποχή, όπου εξακολουθούν να υπάρχουν οι κοινωνικές διαφοροποιήσεις. Ενώ η κόμμωση ανάμεσα σε στρατιώτες, κληρικούς, καθημερινούς ανθρώπους και άλλες υποομάδες διαφοροποιείται, ανάμεσα στα ταξικά κοινωνικά στρώματα αυτό πλέον δεν συμβαίνει.

Σε χώρες σύγχρονες και συνεχώς αναπτυσσόμενες, τα μαλλιά των κοινωνικών τάξεων έχουν περίπου την ίδια περιποίηση. Όπως για παράδειγμα, μια πλούσια γυναίκα και μια με χαμηλό εισόδημα χρησιμοποιούν το ίδιο κομμωτήριο, λαμβάνουν την ίδια υπηρεσία και πληρώνουν το ίδιο χρηματικό ποσό. Η μια πληρώνει από το περίσσειμα των χρημάτων της και η άλλη από το υστέρημά της. Όταν παρατηρήσουμε την εμφάνιση τους, δεν θα καταλάβουμε από την κόμμωση σε ποιο κοινωνικό στρώμα ανήκει η κάθε μια.

Η ΚΟΜΜΩΤΙΚΗ ΤΕΧΝΗ ΣΤΟ ΠΕΡΑΣΜΑ ΤΟΥ ΧΡΟΝΟΥ ΚΑΙ ΟΙ ΚΟΙΝΩΝΙΚΕΣ ΔΙΑΦΟΡΟΠΟΙΗΣΕΙΣ

13. ΒΙΒΛΙΟΓΡΑΦΙΑ

1. Μαρία Παΐση, (2017), Τα μυστικά της κομμωτικής τέχνης. Εκδόσεις Πήλιο, Λάρινα. Σελ.8-10.
2. Anke Vopel, (2014), Κομμωτική τέχνη, κομμώσεις, νύχια, μακιγιάζ. 1 ηέκδ. Αθήνα. Σελ.158-161.
3. <https://www.Youtube.com>/Η κοινωνιολογική πτυχή Κομμωτικής Τέχνης, (accessed 22/11/2018).
4. https://el.wikipedia.org/wiki/Αρχαία_Αίγυπτος. (accessed 07/09/2017).
5. https://el.wikipedia.org/wiki/Αρχαία_Ελλάδα. (accessed 14/09/2017).
6. <https://el.wikipedia.org/wiki/Ερέθθειο>. (accessed 30/08/2018).
7. <https://www.Youtube.com>/ΚΟΜΜΩΣΗ ΣΑΝ ΚΑΡΥΑΤΙΔΕΣ, (accessed 13/09/2018).
8. https://el.wikipedia.org/wiki/Αρχαία_Ρώμη. (accessed 14/03/2019).
9. gianacoiffures.blogspot.com/2011/01/blog-post_25.html, Η ιστορία της κομμωτικής τέχνης. (accessed 14/03/2019).
10. vizantinaistorika.blogspot.com/2015/07/blog_post.html, Η κόμμωση των Βυζαντινών. (accessed 18/04/2019).
11. https://el.wikipedia.org/wiki/Βιομηχανική_Επανάσταση. (accessed 5/05/2019).

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN THE CYPRUS COOPERATIVE BANKING SECTOR.

CHRISTINA TSOLAKI*

* Assistant professor, Police Management, CDA College Cyprus

Abstract

Knowledge management (KM) is critical for organizational success, innovations and for sustainability in the contemporary fast changing technological world. Appropriate allocation of knowledge within the workplace is responsible for the critical production input, quality value, production of long-term sustainable competitive advantage and increase of financial and organizational performance. Lack of knowledge management raises unwillingness to share knowledge among employees, thus leading to uncertainty, bad communication and misunderstandings. The purpose of this qualitative study was to explore employees' perceptions and experiences concerning knowledge sharing within the cooperative banking sector in Cyprus. A purposive sample of 13 participants, current employees in the cooperative banking sector of Cyprus, was used for the present study. The data were collected through conducting in-depth, unstructured, open-ended interviews. During the interviews, the perceptions and experiences of the participants concerning knowledge sharing and knowledge hiding in their workplace were obtained. Findings indicated that knowledge sharing promoted a favorable organizational climate, whereas knowledge hiding promoted negative behavior and organizational culture. Additionally, knowledge hiding was found to be more prevalent among lower level employees than those in upper levels of the cooperative banking sector of Cyprus.

Key Words

Knowledge management, Knowledge sharing, Organizational culture

Introduction

Over the last three decades, rapid changes in the business environment have led to the adoption of new concepts, which brought about innovation, increased effectiveness, and sustainability within organizations (Soliman, 2011). Product life cycles have become very short due to changing customer preferences; even before a new technology enters the market, a new one is on its way to make the previous one obsolete (Sharma, 2013). The demand for innovations to gain a competitive advantage has forced the transformation of quality employees into sources of knowledge capital, so that knowledge may

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN THE CYPRUS COOPERATIVE BANKING SECTOR.

be developed and shared between colleagues (Rasmussen & Nielsen, 2011). Knowledge includes contextual information and experiences of individuals and their values, which can provide a framework for incorporating new information and experiences into the organization's culture (Huang & Lai, 2014). Researchers and practitioners characterized knowledge management (KM) as an important tool for developing organizations' and individuals' dynamic capabilities to deliver better products and services (Pugna & Boldeanu, 2014; Rasmussen & Nielsen, 2011).

When employees are willing to share their knowledge and expertise, KM can be beneficial to the success of an organization (Camelo-Ordaz, Garcia-Cruz, Sousa-Ginel & Valle-Cabrera, 2011; Mousavizadeh, Ryan, Harden & Windsor, 2015). It is a difficult task for managers' to implement successful KM and encourage employees to share their knowledge (Kim & Ko, 2014). Some employees are reluctant to share their knowledge with their colleagues and this impacts the quality of the relationship between employees (Connelly, Zweig, Webster & Trugakos, 2012). Consequently, reluctance on behalf of employees to reciprocate by sharing knowledge may create a negative organizational climate (Connelly et al., 2012).

Literature Review

Knowledge Management and Knowledge Sharing

Knowledge is the primary organizational source and asset, which has the capability to bring sustainable competitive advantage in the long-term (Gonzalez & Martins, 2014). The creation of knowledge depends on the accumulation of individuals' skills as well as training, communication, collaboration, and organizational environment and structure (Gonzalez & Martins, 2014). Gonzalez and Martins (2014) found that KM is a reliable tool for processing knowledge in the organizations in order to promote strategies for achieving sustainable competitive advantage in the market (Gonzalez &

Martins, 2014). Moreover, Gonzalez and Martins (2014) noted that KM initiatives depend on the willingness of employees to share their knowledge and expertise. Organizational culture, specifically knowledge-oriented culture can stimulate the continuous dissemination of knowledge between individuals and favors the development of improvements and innovations (Gonzalez & Martins, 2014). Teamwork is another important aspect, which can facilitate integration of multi-disciplinary knowledge and consequently encourage acquisition and utilization/dissemination of knowledge (Gonzalez & Martins, 2014).

Knowledge sharing is a significant ingredient for management success. Anand, Prasad, Sinha, and Prakhya, (2013) remarked that knowledge employees have an advantage over the traditional employees because they have a higher educational background, intelligence levels and rational thinking capability to challenge of the future businesses. Furthermore, the researchers stated that traditional management styles cannot produce the desired impact or results for their employees (Anand et al., 2013). The development of a knowledge sharing system within the organization involves management's efforts and attitudes to encourage the culture of sharing and learning from each other (Alrawi, Hamdan, Al-Taie & Ibrahim, 2013). Collaboration and continuous knowledge sharing will generate continuous improvements, quality performance, and enhanced productivity (Alrawi et al., 2013). Anand et al. (2013) clarified that it is difficult to replicate knowledge work, and this can make an organization a technologically driven, game changer, in the highly uncertain business market.

Punta and Boldeanu (2014) clarified that knowledge is a product of human reflections and experiences, and it is interpreted, contextualized, processed and stored in the human mind. Wang, Tseng, and Yen (2014) added that most knowledge is embedded in individuals' minds; therefore, managers should encourage them to share their knowledge, experiences, and information in order to spread, compile, and circulate it to create core corporate values.

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN THE CYPRUS COOPERATIVE BANKING SECTOR.

Through communications, internet, intranet, information technology (IT), knowledge sharing can be achieved and media (Chatterjee, 2014). Singh (2013) examined appropriate knowledge management systems (KMS) designed specifically to facilitate the sharing and integration of updated, real-time, and relevant knowledge. The researcher studied concepts and perceptions of KMS, as well as, KMS activities in organizations, and the results showed that only 27.27% had an existing KMS, 29.09% had never heard of KMS and 16.36% didn't have a KMS in their organization (Singh, 2013). Tacit and explicit knowledge must be processed systemically to acquire and communicate knowledge to employees in order to make them more effective and productive in their work, otherwise, knowledge unshared is of limited value for the organization and its employees (Singh, 2013).

The outcomes and capabilities of efficient and effective KM are innovation, increased value for clients, improved performance processes, competitiveness, financial returns, successful projects and growth of resources (Sharma, 2013). On the contrary, lack or improper KM can promote uncertainty and misunderstanding among employees and inability to create competitive advantage or be innovative (Gera, 2011). Organizations that do not innovate run a large risk to become obsolete and to demise at the end (Soliman, 2011). According to Vashisth, Kumar, and Chandra (2010) individual, socio-organizational, and technological factors may facilitate or act as barriers to the implementation of KM. Factors, which act as barriers include lack of time to interact or to share knowledge, poor verbal and/or written communication and interpersonal skills, as well as lack of motivation for sharing knowledge (Vashisth, et al., 2010). The three facilitators can improve, stimulate, and promote the knowledge flow, whereas, when they act as obstacles they can hinder knowledge gathering, creation, and diffusion in the organizations (Vashisth, et al., 2010). Furthermore, the socio-organizational aspects deal with poor leadership and managerial direction, and lack of appropriate human resource management (HRM) practices such as rewards, incentives or recognition and the establishment of inappropriate organizational cultures,

which do not support or foster teamwork and sharing (Vashisth, et al., 2010). Regarding the technological aspect, lack of integrating information systems or processes, lack of training on the new systems and processes, unrealistic expectations from technology and lack of technical support, and immediate maintenance of integrated IT systems may lead to inhibition of knowledge (Vashisth, et al., 2010).

Connelly and Zweig (2015) argued that employees and administration recognize the benefits, which they can obtain from knowledge sharing, but they are also aware of potential personal costs that knowledge sharing may involve. Many employees withhold or conceal knowledge because divulging personal knowledge to other colleagues may cause them a sense of fear, loss of unique statuses or power (Connelly & Zweig, 2015). Furthermore, employees may hide knowledge when it is complex, not related with the task and when employees perceive that the organizational climate does not promote knowledge sharing (Connelly & Zweig, 2015). The researchers showed that knowledge hiding reduces employees' creativity and triggers a reciprocal distrust loop, which leads to further hiding (Connelly & Zweig, 2015). The researchers identified that knowledge hidings are involved in three separate, but related behaviors such as pretending to be ignorant of the relevant knowledge, providing incorrect or misleading information and offering a justification for failing to provide requested knowledge (Connelly & Zweig, 2015). Peng (2014) also studied knowledge hiding and identified that people prefer to hide their knowledge because they perceive they will experience loss of control and negative emotions, such as personal loss, frustration and stress if they share it with others. Psychological ownership and territoriality are linked with knowledge is linked. Furthermore, employees perceive knowledge as a key factor, which influences their bargaining power over the organization, thus, they experience strong psychological ownership and consequently leading them to conduct dysfunctional behaviors to keep their control over the target and not allow others to control the ownership target (Peng, 2014).

Organizational Culture

Organizational culture is created and maintained by the group of people that make up the organization and is a collective phenomenon (Maracine & Brancoveanu, 2012). Birasnav, et al., (2012) clarified that organizational culture determines individuals' formal, as well as informal behavior and expectations, and defines the types of people who fit in the organization, and it affects individuals' behavior and interactions with others inside and outside the organization. Maracine and Brancoveanu (2012) described organizational culture in their research as a complicated and comprehensive system of common rules, beliefs, values, and expectations that bind together all employees of an organization to create shared meanings among them. Therefore, the organizational culture reflects the personality of the organization, and distinguishes it from the competition (Maracine & Brancoveanu, 2012). Organizational culture influences the individuals and organization as a whole and then these two aspects exert an influence on the organizational performance and its competitiveness (Maracine & Brancoveanu, 2012). Nevertheless, organizational culture could either be a factor of success or failure for the organization because some organizational cultures promote productivity and performance and others do not (Maracine & Brancoveanu, 2012).

Pirjol and Maxim (2012) explored organizational culture and the way employees expressed it in organizations. The researchers presented a holistic picture on organizational culture, examining key factors that influence humans and their productivity, which are necessary for managers to consider while creating and building an ideal organizational culture. Organizational culture is identified to be written and unwritten rules, concepts, lifestyle, traditions, and beliefs that reflect every interaction within the organization's internal and external environment (Pirjol & Maxim, 2012). Moreover, the researchers remarked that organizational culture is about good communication between employees and departments, openness to new challenges, ethics, identity,

control, acceptance of changes, climate of support, creativity and positive relations between people (Pirjol & Maxim, 2012). Pirjol and Maxim (2012) noted that the study of organizational behavior leads to the collection of objective and systematic information on the main factors that influence human activity in organizations, as well as, those human traits, which managers can influence in such a way to ensure maximum efficiency at work. The main factors, which influence human activity, were the professional training, practical and theoretical knowledge, creativity, innovation, and work experience (Pirjol & Maxim, 2012). Furthermore, the factors, which managers influenced, are the working conditions, organization's reputation, motivation policy, employee facilities, and organizational culture and behavior (Pirjol & Maxim, 2012). The researchers suggested that managers should become aware that building an effective organizational culture can achieve short and long term benefits, thus, gradually make the organization successful (Pirjol & Maxim, 2012).

Methodology

This study used a generic qualitative research method to interpret and understand the phenomena that could emerge from the in-depth interviews. The researcher had the opportunity to study, understand underlying and nonobvious issues, complexities or experiences in every dimension and phase (Ritchie, Lewis, Nicholls, & Ormson, 2003). The sample of participants for the current study was small (13 current employees, all from the cooperative banking sector, in Nicosia area, Cyprus) and was purposely selected based on salient criteria such as working experience over five years and have direct experiences with knowledge sharing and knowledge hiding issues.

Data Collection, Processing, and Analysis

Data collection was completed in this generic qualitative study through in-depth unstructured, open-ended person-to-person interviews. The structure and questions asked in each interview differed according to the context of each discussion. The process of analyzing each text began with coding the data.

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN THE CYPRUS COOPERATIVE BANKING SECTOR.

The process involved identification of text segments, placing a bracket around them, and assigning a code phrase to describe the meaning of the text segmented (Creswell, 2008). Participants' knowledge sharing and hiding experiences, feelings, and perspectives were coded and a description was created for each interview. Afterwards, the similar groups from each description were coded and reduced to a smaller number of codes. I then wrote a qualitative report providing detailed information about the significant themes gathered from all thirteen descriptions. The perspectives of the phenomenon were explored from different vantage points, various roles and opposite meanings to consider the possible structural qualities that may evoke the textural qualities. Each participant's structural qualities and themes composed descriptions to develop a synthesis of the meanings and essences of the experience.

Research Question: How do employees perceive and describe their experiences on knowledge sharing/hiding?

Results

The voluntary participants individually answered all interview questions intended to explore their perceptions, experiences and perceptions on knowledge sharing/hiding. All participants were working in the cooperative banking sector for more than five years and had experiences with knowledge sharing and hiding. The sample of participants was comprised of more females (62%) than males (38%). The majority (69%) of the respondents was officers and the rest (31%) of the respondents were managers. The respondents had a work experience varying from six to 24 years. About (31%) of the respondents had fewer than 10 years working experience, roughly (38%) of the respondents had 11 to 19 years and the rest (31%) of the respondents had 20 to 24 years working experience within the cooperative banking sector. Moreover, the respondents' ages ranged from their 30's to their 50's, more than half of them (54%) being in their thirties, about (38%) of the sample being in their forties, and only (8%) of the respondents were at the age of 50.

The first theme that emerged from the data was that knowledge sharing is an important factor for the organizations because it promotes positive behavior between employees and positive climate within the workplace. The identification of the relation between knowledge sharing and organizational culture was determined by participants' responses. The participants (except one) holding managerial positions experienced knowledge sharing in their managerial careers and perceived that the existing culture in their organization was rather positive. On the contrary, the majority of the participants holding an officer's position experienced mainly knowledge hiding cases and indicated that the current culture in their organization was negative. The officers' responses also revealed that secrecy existed in their organization at high levels, and this indicated that the phenomenon of knowledge hiding is generally found among the lower level employees in the cooperative banking sector.

Additionally, two issues emerged in the study concerning the managerial staff and knowledge sharing. The first issue is that managers most probably experience rich knowledge sharing due to their "powerful" position – lower level employees will not deny sharing their knowledge with their managers because employees who intentionally hide their knowledge may be dismissed. The second issue identified is related to lack of or little experience with knowledge hiding when antagonism between colleagues is minimal (only few people hold managerial position and their position is not threatened nor need to show/prove their capabilities). In the present study, only one manager faced knowledge hiding issues with his leader, and later this manager faced knowledge hiding issues with a manager (during a merge with another cooperative bank) holding similar position. Another important point detected in the study is that those participants, who were moved to new positions in other departments, in order to be promoted in the future, faced aggressive knowledge hiding and misinformation from their colleagues because their co-workers saw them as a threat. Two of the participants stated, "when an individual is promoted to a managerial position he/she enjoys knowledge

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN THE CYPRUS COOPERATIVE BANKING SECTOR.

sharing experiences, but until that promotion comes he/she may face aggressive knowledge hiding and misinformation.”

Overall, participants who experienced knowledge sharing cases have built positive relationships with those colleagues. Participants’ expressed positive the effects of knowledge sharing, including feelings of happiness, satisfaction, trust, confidence, friendliness, promote teamwork, build communication bridges, and positive organizational culture. Two participants have experienced knowledge sharing cases in many phases of their career with a particular colleague, and this drove both participants to develop diachronically positive interrelationships and mutual trust with their colleagues who shared their knowledge with them. One of the two participants holding a managerial position had experienced only knowledge sharing cases and stated “I feel like I have a backup at work for whatever case comes up because I know that at any time this colleague will share his knowledge with me and help me make the right decision, remove obstacles, and carry on with my work.” This same participant noted that he felt respectful towards this invaluable colleague and emphasized that this knowledge sharing behavior between them, helped in building a positive organizational culture in the department and among its employees. Altogether taking into consideration all participants’ experiences, they perceived that a knowledge-sharing environment builds positive and trustful relationships among employees, and promotes a dynamic culture within which satisfied employees can work.

The majority of participants experienced knowledge hiding issues, and almost half of those participants (40%) experienced additionally cases of misinformation. The level of knowledge hiding in the cooperative banks was surprisingly high. Previous results aligned with these results (Connelly et al., 2012) however, I expected that knowledge hiding would be low in the cooperative banks’ workplace because their practices promote knowledge sharing and cooperation between the departments. All participants expressed negative effects of knowledge hiding and misinformation including negative

relationships and behavior between colleagues, negative organizational culture, feelings of distrust, anger, disdain, and hostility. Likewise, all participants answered that they turned on other colleagues or to outsources (other specialized organizations) to obtain the required knowledge when they were rejected knowledge sharing or given misinformation.

Participants' responses indicated that the reasons for experiencing knowledge hiding included jealousy, antagonism, and the non-knowledge sharing culture of their organization. One participant perceived that she was seen as a threat from the first minute she moved in to a new department and felt the jealousy from her colleague. "I was given the message from the first minute I arrived in the department that I was not welcome, and there was no space for me in the department. This participant experienced misinformation and knowledge hiding repetitively during the whole period she worked in the specific department. Respondents who experienced knowledge hiding explained that when knowledge hiding exists in the workplace, a negative psychological attitude of employees towards their workplace and organization occurs. The feelings that were engendered from knowledge hiding behavior such as anger, hatred, dislike, hostility, and disdain did change respondents' behavior from positive to negative towards those colleagues and created a negative climate in the organization. Two participants expressed that "a negative climate and culture are developed where factors such as secrecy, distrust, individualism, hostility, antagonism, and negative relationships exist in the organization."

One of the themes that emerged from the interview questions was that psychologically, knowledge hiding creates negative behavior, leads to negative relationships, and to a negative and non-proactive climate. Participants stated that they could not continue to behave politely to those colleagues who hide knowledge from them. This behavior was expected and was in align with previous results which indicated that knowledge hiding reciprocates knowledge hiding via an interpersonal distrust loop in which colleagues are unwilling to share knowledge with them (Cerne, Nerstad,

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN THE CYPRUS COOPERATIVE BANKING SECTOR.

Dysvik, & Skerlavaj, 2014). Furthermore, it was detected that the negative and non-proactive psychological climate promotes employee dissatisfaction, low performance, low turnover, and tend to decrease stability. Participants expressed that the negative climate in their workplace had an impact on their psychology, it made them introverted, unhappy, and dissatisfied at their workplace.

In all cases examined, the top management did not support knowledge sharing within the organization. Additionally, participants detected that the top management, especially after merging, promoted knowledge hiding among employees, individualism, and secrecy. One participant illustrated that the top management told her “it would be preferable neither to have positive relationships nor to share knowledge with any colleague in the workplace; everyone should depend on their own strengths.” One participant reacted to the knowledge hiding behavior and tried to protest about the existing knowledge hiding behavior and culture to the leader but the leader ignored her. The rest of participants answered that they did not react nor protest towards their top management about knowledge hiding because they knew that their leader would do nothing about it. These results were in align with previous results indicating that top management is a significant predictor of building organizational culture and positively affecting KM implementation (Mousavizadeh et al., 2015).

Participants, specifically the officers, indicated that their knowledge hiding experiences made them reluctant to work effectively (reluctant to offer good quality services to clients) and be productive. Likewise, they remarked that the unsupportive top management (management promoted secrecy between employees) and the existing knowledge hiding environment made them feel unhappy, disappointed, and unwilling to work. Most of the participants remarked that the knowledge hiding culture at their work affected their productivity in the long run. Participants cited negative feelings after experiencing knowledge hiding, such as unhappiness, dissatisfaction,

annoyance, anger, increased stress, hostility, and disdain. Participants emphasized that the negative environment at work affected them psychologically, demotivated them, made them unhappy, drove their productivity to low levels, and made them start thinking of the possibility to seek employment elsewhere. Five participants' stated "the negative environment at their work doesn't represent them and they had already started to look elsewhere for new work opportunities." Reduction in knowledge sharing changes the motivational climate at work, lessens employees' creativity and values, and promotes failures of the implementation of policies, practices and procedures of the working environment in the organization (Cerne et al., 2014).

Implications

The implications presented in this section were formulated using the literature review performed for this study and in addition to the responses received during the thirteen open ended unstructured interviews. The study results were a reflection of some earlier findings as well as a contradiction to others. The themes that emerged in this study are directed by employees' experiences, and perceptions concerning knowledge sharing as well as KM issues. The findings indicated that there is a strong relationship between knowledge sharing and positive organizational culture. Participants who experienced knowledge sharing have built positive feelings and relationships with those colleagues. Knowledge sharing engenders positive relationships, behavior and gradually builds knowledge culture, mutual trust, satisfaction, teamwork, and productivity. Taylor's (2013) results supported the above and indicated that knowledge sharing builds a knowledge culture and effective teams, which can face and address organizational challenges.

Managers mainly experienced knowledge sharing and this seems most probably due to low antagonism and due to their powerful position. On the contrary, officers experienced a greater degree of knowledge hiding than did

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN THE CYPRUS COOPERATIVE BANKING SECTOR.

managers, because of antagonism and unsupportive top management. The results showed that working in a knowledge sharing working environment, a positive organizational behavior culture can be built with positive interrelationships between colleagues. Cerne et al. (2014) and Mousavizadeh et al., (2015) noted that knowledge sharing directly promotes a positive and motivated organizational culture. Knowledge sharing is a social exchange relationship, which promotes creativity and positive work-related phenomena (Cerne et al., 2014). Constructs such as teamwork, organizational culture, organizational structure, development and absorption factors, as well as, the personality issues, clearly indicate they are associated either with the promotion of knowledge sharing or hiding. In the present study, the above mentioned components achieved a knowledge hiding culture where colleagues denied sharing their knowledge with the participants because the organization's administration promoted individualism and secrecy (Gonzalez & Martins, 2014).

In the cooperative banks' top management, knowledge hiding was found to be high in its preferences and the key factors promoting this were antagonism, fear of threat of position, and jealousy. These findings were not expected especially in an organization where knowledge sharing should normally be promoted because all departments are interconnected and need to cooperate in order to offer a good quality package of services to their clients. Negative behavior and environment gradually created a negative culture where unhappy and dissatisfied employees worked with decreased efficiency. Gonzalez and Martins (2014) remarked that an organization's structure and culture stimulate interaction and cooperation between individuals, such that they share their knowledge and bring sustainable competitive advantage in the long term. Nonetheless, the negative environment is not affordable by all employees. Negative environment may trigger skillful and efficient employees to seek employment elsewhere.

Conclusion

In this study, 13 participants, all current employees in the cooperative banking sector of Cyprus, shared with the researcher their perceptions and experiences concerning knowledge sharing and hiding factors. Overall, the findings of the study indicated that the majority of the participants (77%) have experienced knowledge sharing and hiding. Only a very small portion of the participants (23%) has experienced only knowledge sharing cases in their cooperative career. Mainly, participants at the lower level experienced knowledge hiding and sharing, whereas, participants at the managerial level enjoyed mostly knowledge sharing. Also, the participants who experienced knowledge sharing developed positive feelings and relationships with their colleagues, whereas, participants who experience knowledge hiding developed negative feelings and relationships with their colleagues. The leaders ignored the existence of KM and its value, and promoted secrecy and individualism in an organization, which offers services mainly to the domestic and broader banking markets. The cooperative banking system is recommended to adopt and nurture practices with orientation on KM to improve the organizational conditions and productivity. Future studies examining individuals' experiences, perceptions and other factors leading to knowledge sharing and hiding, as well as KM in other business sectors or in other countries may give a deeper insight on the theory of the field.

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN
THE CYPRUS COOPERATIVE BANKING SECTOR.

References

- Alrawi, K., Hamdan, Y., Al-Taie, W., & Ibrahim, M., (2013). Organizational culture and the creation of a dynamic environment for knowledge sharing. *International Journal of Management and Innovation*. 5(1), 1-11. Retrieved from:
<http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=621b548b-1794-4742-b52f-6cf015134226%40sessionmgr113&hid=104>
- Anand, K., Prasad, L., Sinha, D.K., & Prakhya, S., (2013). Exploring the relationship between top management's peripheral vision, their leadership orientations, and employees' organizational identification as perceived by knowledge workers: An empirical analysis. *ASCI Journal of Management*. 42(2), 1-25. Retrieved from:
<http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=b31f34d1-595f-40f5-a465-d9b9937bbbe7%40sessionmgr14&hid=4113>
- Camelo-Ordaz, C., Garcia-Cruz, J., Sousa-Ginel, E., & Valle-Cabrera, R., (2011). The influence of human resource management on knowledge sharing and innovation in Spain: the mediating role of affective commitment. *The International Journal of Human Resource Management*. 22(7), 1442-1463. doi: 10.1080/09585192.2011.561960
- Cerne, M., Nerstad, C.G.L., Dysvik, A., & Skerlavaj, M., (2014). What goes around comes around: Knowledge hiding, perceived motivational climate, and creativity. *Academy of Management Journal*. 57(1), 172-192. doi: 10.5465/amj.2012.0122
- Chatterjee, S., (2014). Managing constraints and removing obstacles to knowledge management. *12(4)*, 24-38. Retrieved from:
<http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=15&sid=d3de3436-a508-4d6b-bcac-6528c84c91e2%40sessionmgr114&hid=113>
- Connelly, C.E., & Zweig D., (2015). How perpetrators and targets construe knowledge hiding in organizations. *European Journal of Work and Organizational Psychology*. 24(3), 479-489. doi: 10.1080/1359432X.2014.931325
- Connelly, C.E., Zweig, D., Webster, J., & Trougakos, J.P., (2012). Knowledge hiding in organizations. *Journal of Organizational Behavior*. 33(1), 64-88. doi: 10.1002/job.737

- Gera, R., (2011). Bridging the gap in knowledge transfer between academia and practitioners. *International Journal of Educational Management*. 26(3), 252-273. doi: 10.1108/09513541211213336
- Gonzalez, R.V.DS., Martins, M.F., (2014). Knowledge management: An analysis from the organizational development. *Journal of Technology Management & Innovation*. 9(1), 131-147. Retrieved from:
<http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=6&sid=87ba3317-fb8b-4063-be29-8b4153812fd7%40sessionmgr112&hid=127>
- Huang, L.S., & Lai, C.P. (2014). Knowledge management adoption and diffusion using structural equation modeling. *Global Journal of Business Research*.8(1), 39-56. Retrieved from:
<file:///C:/Users/User/Downloads/SSRN-id2323017.pdf>
- Kim, Y.W., & Ko, J., (2014). HR practices and knowledge sharing behavior: Focusing on the moderating effect of trust in supervisor. *Public Personnel Management* 43(4), 586-607. doi: 10.1177/0091026014542342
- Maracine, M.S., & Brancoveanu, C., (2012). Organizational culture – Basic element of organization performance. *Management – Marketing – Tourism*. 9(18), 149-155. Retrieved from:
<http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=8&sid=d15ff5bd-aedd-46aa-bf6d-f60854266d90%40sessionmgr114&hid=117>
- Mousavizadeh, M., Ryan, S., Harden, G., & Windsor, J., (2015). Knowledge management and the creation of business value. *Journal of Computer Information System*. 55(4), 35-45. Retrieved from:
<http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=8c81f64b-c9d5-4f32-9aff-6bc55c737234%40sessionmgr14005&hid=4110>
- Peng, H., (2014). Why and when do people hide knowledge? *Journal of Knowledge Management*. 17(3), 398-415. doi: 10.1108/JKM-12-2012-0380
- Pirjol, F., & Maxim, R.G., (2012). Organizational culture and its way of expression within the organization. *Annals of the University of Oradea, Economic Science Series*. 21(2), 371-376. Retrieved from:
<http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=5&sid=d5349c4e-9c65-4020-b76a-dafa8c4ee146%40sessionmgr112&hid=117>

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN
THE CYPRUS COOPERATIVE BANKING SECTOR.

- Pugna, I.B., & Boldeanu, D.M., (2014). Factors affecting establishment of an institutional knowledge management culture – a study of organizational vision. *Accounting and Management Information Systems*. 13(3), 559-583. Retrieved from: <http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=3&sid=250d2fc6-85e8-4c8e-b52d-d22457b1d9e6%40sessionmgr4001&hid=4108>
- Rasmussen, P., & Nielsen, P., (2011). Knowledge management in the firm: concepts and issues. *International Journal of Manpower*. 32(5/6), 479-493. Retrieved from: <http://search.proquest.com.proxy1.ncu.edu/docview/893763119/fulltextPDF/D67BA635E8484F14PQ/1?accountid=28180>
- Sharma, K., (2013). Knowledge management and its impact on organisations: An assessment of initiatives in the industry. *Journal of Technology Management for Growing Economies*. 4 (2), 51-66. Retrieved from: <http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=5c85aa47-26bb-4e56-948c-af5cb3d3813c%40sessionmgr4001&hid=4108>
- Sinha, A., (2012). Business communication: The mainstay of an efficient business. *The IUP Journal of Soft Skills*. 6(1), 7-15. Retrieved from: <http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=4&sid=29b57c4e-0a3b-48cd-b441-28f949d0ceac%40sessionmgr4005&hid=4205>
- Soliman, F., (2011). Modelling the role of human resources management in the innovation chain. *International Employment Relations Review*. 17(2). Retrieved from: <https://opus.lib.uts.edu.au/bitstream/10453/18916/1/2011002707.pdf>
- Taylor, G., (2013). Implementing and maintaining a knowledge sharing culture via knowledge management teams: A shared leadership approach. *Journal of Organizational Culture, Communications and Conflict*. 17(1), 69-91. Retrieved from: <http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=3&sid=621b548b-1794-4742-b52f-6cf015134226%40sessionmgr113&hid=104>
- Vashisth, R., Kumar, R., & Chandra, A., (2010). Barriers and facilitators to knowledge management: Evidence from selected Indian universities. *The IUP Journal of Bank Management*. 8(4), 7-24.

Retrieved from:

<http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=72d77827-a019-4b1b-8a30-fb5470f44215%40sessionmgr4001&hid=4105>

Wang, H.K., Tseng, J.F., & Yen, Y.F., (2014). How do institutional norms and trust influence knowledge sharing? An institutional theory. *Innovation: Management, Policy & Practice*. 16(3), 374-391.

Retrieved from:

<http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=69edb444-00a2-4d6b-9dcb-44b2b08e0c18%40sessionmgr4004&hid=4211>

KNOWLEDGE SHARING BEHAVIOR: AN EMPIRICAL STUDY IN
THE CYPRUS COOPERATIVE BANKING SECTOR.

Appendix:

Interview Protocol

Interview Protocol

You mentioned that you have had experiences on knowledge sharing and hiding in your workplace as well as some prior knowledge on knowledge management.

Can you tell me about your experiences about knowledge sharing and hiding in your workplace? What happened?

Could you say something more about that? Can you give a more detailed description of what happened?

What did you do? How do you remember this/these case(s)? How did you experience it/them?

What did you feel about it/them? How was your emotional reaction to this/these event(s)?

Did you try to do anything about that?

What do you think about it/them? What is your opinion of what happened?
How do you judge it/them today?

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 borders 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 Objectives of the Research Team Are:

- to carry out academic research in order to support the college's teaching and project activities.
- to promote, support and conduct academic research with equal opportunities for all members of the academic staff, innovation and critical study that interrelated with the educational mission and the work of the C.D.A College activities.
- to promote competition and excellence in research activity equal treatment articles and research areas in collaboration with domestic and international organizations, to enhance the expertise of the Research Team of C.D.A College.
- to promote research identity of C.D.A College and develop partnerships with universities and business promotion centers for wider participation and complicity in the European Research Area and participation in research programs covering issues that contribute to the social, economic and technical developments for the benefit of the society in Cyprus and abroad.
- to cooperate with other organizations, public and private institutions, professional bodies, academic and research institutions, and society in general, which can be accomplished in many ways and at many levels in order to cultivate friendship and peaceful coexistence with other people, which will be the foundation for progress and development.

- to develop, transfer or apply innovative practices in organizational level, but also at local, regional and national level and to participate in several EU research action plans in all sectors of education and training.
- to approach business organizations operating in disciplines and fields which are correlated to C.D.A College on research aspects such as: 1) the intention / ability of student placement 2) to identify the need to provide specialized consulting services and 3) the development of partnerships involving joint research programs.
- to perform such activities to be supportive, auxiliary or ancillary to the above purposes.

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
- Criminal Issues and Organized Crime
- 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.

Contributions For The Next Volumes Are Welcomed.

For subscriptions, the annual institutional rate is Euro €45 (Cyprus Rate) and Euro €55 (International Rate). The annual personal rate is Euro €17 (Cyprus Rate) and Euro €30 (International Rate).