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Editors:

Matjaz Skabar, prof. Dean of the ERUDIO Center for Higher -
editor@iiass.com

Nataša Pržulj, prof. at Imperial College London (UK)
natasha@imperial.ac.uk

Uros Pinteric, prof. Faculty of Social Sciences, University of SS. Cyril
and Methodius Trnava (Slovakia) uros.pinteric@gmail.com

Editorial board:

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(Slovakia) - jaroslav.mihalik@ucm.sk

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Ph.D. Aleksandar Marković - University of Belgrade (Serbia) aca@fon.rs

Language editor: M.A. Tanja Kovacic

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THE ROLE OF ICT IN SUSTAINABLE MARKET PERFORMANCES: IN-DEPTH STUDY OF WISES IN THE CONTEXT OF SLOVENIA

Tea Golob¹

Abstract

The article addresses Working Integration Social Enterprises (WISE) in the Slovenian context. It is focused on the in-depth study of the WISE sector referring to some common territorial challenges of WISEs in Central Europe area, such as technological progress and economic innovation. By deploying qualitative research methods, the study presents innovative solutions and technologies that can be applied to WISEs and determines shortages, which yield for such innovative approaches

Key words: WISEs, social entrepreneurship, ICT, Slovenia

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Introduction

The article addresses Working Integration Social Enterprises (WISE) in the Slovenian context². It is focused on the in-depth study of the WISE sectors, which reveals and elucidates some common territorial challenges of WISEs in Central Europe area referring to the issues of the technological progress and economic innovation. By deploying qualitative research methods, the main attempt of the study is to recognize shortages, which call for the innovative solutions and technologies, and on that basis to select such approaches that can be applied to WISEs, with the special focus on the ICT and other innovative technological solutions³.

¹ Tea Golob, assistant professor of sociology at School of Advanced Social Studies in Nova Gorica, Gregorčičeva 19, 5000 Nova Gorica, tea.golob@fuds.si

² It is based on the research activities within the Interreg Central Europe project, entitled Technologies, Competences and Social Innovation for Work Integration Social Enterprises – INNO WISEs (<https://www.interreg-central.eu/Content.Node/INNO-WISEs.html>)

³ The whole research process, analysis and data interpretation were a part of the Deliverable within the INNOWISE project, i.e. D.T1.1.4.Regional report Slovenia

WISEs in their general terms operate within the label of social enterprises. Although their mission is to provide socially responsible business, social justice and environmental sustainability (Retolaza et al. 2007, Sanchis-Palacio 2013), they have to meet also other specific criteria. Their core mission is the integration of disadvantaged people through work process, with the minimum threshold of such employees over total workflow (DIESIS; A map of social enterprises and their ecosystem in Europe 2015). A generally accepted definition of WISEs sees them as:

“autonomous economic entities whose main objective is the professional integration - within the WISE itself or in mainstream enterprises - of people experiencing serious difficulties in the labor market. This integration is achieved through productive activity and tailored follow-up, or through training to qualify the workers” (Davister et al. 2004, 3).

However, WISEs in Europe are quite heterogeneous implying no unified definition of the concept. In Slovenia, important actors of WISE are disability enterprises, work centers and protective-work centers that employ the most severely disadvantaged people. In that regard, they are eligible to draw from certain financial instruments of the state, including quotas and subsidies. In common public discourses, WISEs are thus deprived from real entrepreneurial spirit, which sets certain consequences in terms of their positions on the market and informal ways of business performances, such as specific mind-set and value orientation. WISEs are torn between market demands, entrepreneurial freedom and social services (see ŠENT 2014, 13-14). They are consequently facing specific challenges referring to the prevailing connotation of their performance they have in public, which pose certain obstacles to the growth and development of the sector. In general, social entrepreneurship in Slovenia is associated predominantly with disability enterprises, and different kinds of subsidies, and it is hardly associated with innovation, creativity and entrepreneurship spirit (see also Skok et al. 2016). It has only been in 2018 that enterprises employing disabled people are not strictly distinguished by the Law on a matter.

In order to provide a framework for overcoming those shortages, the present research aims to analyze different aspects of WISEs' performance in terms of managerial practices, common products and services of WISE, markets on which WISEs work, and specific technological shortcomings. For that purpose, the study takes into account previous studies, which are revealing the state-of-the-art by auditing secondary data and deploying primary research techniques (Adam et al. 2015), or focusing on particular topics, such as the

legislation (Skok et al. 2016), education (ŠENT 2014), and other fields (Hrast et al.2014; Kramberger 2010) etc. It has been shown that the business, management and marketing skills of social entrepreneurs are of great importance in the emergence and running the enterprises. Also, specific suggestions have been proposed how to increase the development of the sector. However, one can notice certain lack of considering ICT tools and technologically skilled labor force as factors affecting the adaptation to current market needs and as a booster of business performances of WISEs. Accordingly, the purpose of the paper is to focus on the latter, and thus to represent the extent to which ICT is known and used in the WISEs. In that regard, it addresses the specific mind-sets of the management, encouraging or impeding the utilization of technological innovations in the company. Further, it also represents how technology serves specific working areas in the selected companies, and what part ICT plays in working integration of vulnerable groups. The main aim is therefore to determine not just the obstacles, but predominantly good practices and specific ICT used in WISEs that can contribute to better business performances.

Towards the data

The data collection took place between October 2017 and December 2017. Our sample included the companies from legal categorization social enterprises type B, work centers, disability companies and protective – working centers. Sampling was based on the responses to the pre-sequent survey, however, since only 10 companies agreed to participate in the qualitative research, we targeted companies also by using personal contacts, snow-ball sampling, and convenience sampling⁴. WISEs were sampled from each of the following sectors: sustainable agriculture, sustainable tourism, waste management, recycling and re-use of waste and others (catering, other services, etc.).

WISEs participating in the study were quite heterogeneous. Their legal form and status reflect the rigorous legislation and often insufficient definition what comes under the umbrella of social entrepreneurship and WISE as such. In the field of social entrepreneurship one can find different definitions (Adam et al. 2015), which often overlap: a) organizations of social economy such as NGOs, cooperative, disability companies and employment centers; b) social enterprises with the status of independent entrepreneur, which often come from non-profit association; c) profit enterprises with social impact, where one can place also disability centers.

⁴ The project partner Municipality of Nova Gorica was also engaged in collecting data, in addition, the students from SASS were participating within two research oriented courses

WISEs in the study held different legal forms: a foundation (3), cooperative (2), association (2), companies (18). They also had quite different statuses. They were either social enterprises, employment centers, disability companies or protective-working centers, some of them were a mixture. Differences in their legal form and status have important influence on their business success market orientation, and their support to innovation, life-long learning education and ICT. Disability companies generate their revenue mostly on the market and thus create new jobs. However, it has been argued that their social mission is weak. They are predominantly profit enterprises not including employees and other stakeholders in management (Borzaga and Galera and Gonzaga 2006; in Adam et al. 2015). Employment centers seem to be more likely to pursue a social mission, but they are more dependent on public funds and subsidies. Protective daily centers to a large extent depend on subsidies and they hardly achieve a business dimension, but their social mission is strong, and to some extent they still depend on the market (ibid.).

However, regardless of the legal form and status, all WISEs in the research were employing disadvantaged groups, pursuing social mission, and were at least to a certain extent depending on a market. In order to get relevant data, we used a uniform questionnaire and carried out 25 semi-structured interviews with different WISEs⁵. Our respondents were mainly directors or other representatives of WISE employed in management. The material was analyzed on the basis of open coding using the Atlas.ti qualitative analysis software. Firstly, we determined coding units, which were in line with thematic parts and goals of the study. They are:

1. leadership and management (including general information of the company);
2. market and partners;
3. marketing,
4. tools and technologies.

Thematic units were then analyzed by using open coding techniques enabling to generate initial categories. These categories were then combined into meaningful themes based on selective and axial coding. We have analyzed: (1) specific managerial models and practices used in relevant sectors; (2) products and services; (3) Needs answered; (4) markets on which WISEs work as well as potential markets they could

⁵ In the process of collecting qualitative data, students from SASS were of great support

access; (5) Specific technological shortcomings. These analyses are represented through four code families:

1. Advantage: This category group encapsulates the positive strategies, performances and value-orientation in all selected topics. It represents good practices either in management, market and technological performances or all together combined, which can be applied to other WISEs. The criteria of “positive” is based on the assessment of their performance referring to three dimensions of social enterprise, that is a) social dimension – an explicit and primary social aim; b) entrepreneurial dimension – continuous economic activity and c) governance dimension - limits on distribution of profits, organizational autonomy and inclusive governance (European Commission 2014). As majority of respondents did not meet the third criteria, the social and entrepreneurial dimensions played a more important role in the analysis. This category also includes codes referring to explicit suggestions and statements of good practices proposed by respondent themselves and their own assessment of their business performance, marketing strategies, management and ICT tools.

2. Disadvantage: This category group refers to the specific problems and obstacles hindering successful performance of WISE. The category group is mainly based on respondents’ statements and assessments of factors hindering the growth and development of particular WISE. It elucidates certain aspects of a) policy and legislation, b) public support, c) networks and mutual support mechanisms, d) lack of investments, e) specific value orientation and predominant public discourses

3. Education: This category group embraces code and categories representing special needs for trainings and learning. It specifically refers to the lack of entrepreneurial and business skills at managerial level, and also to the lack of other competences and skills of management, administration and of vulnerable groups in the particular WISE as recognized by our respondents. This category group is related to all thematic parts and objectives of the study, and comprises categories and codes, which in the analysis represent some of the building blocks of further project activities such as building project strategies and tools for improving managerial competences for WISEs, competences and skills of vulnerable groups and knowledge of other relevant stakeholders.

4. Transversal code - Tools and technologies: This category comprises information regarding the a) existing ICT as claimed by respondents referring to management, marketing, financial issues, education or other aspects of WISEs performance; b) ICT needs as recognized by respondents, which would facilitate and improve their working process, enable scaling up and managing more professionally their products and services, enable connections with business partners and customers and integrate vulnerable groups into work; c) obstacles referring to the lack of knowledge and financial resources entailing the fact that WISEs very often lack the expertise to be able to use and fully exploit such technologies.

Interpretation of the data

Analysis of the code family: Advantage

The important advantage of WISEs is when they invest in innovation, creativity and business strategies that ensure their unique and competitive position in the market. This can refer to unique products that can be sold on market or it can refer to general orientation of the WISE supporting sustainability aspects of environment and society. As one of the experts said: "The advantage of the company is in our products that are manually produced and unique. They carry a special story of those who are making them".

When vulnerable groups are integrated not just into production but also into creativity process, the overall results of the enterprise are better. In that regard, it has been emphasized that a good working atmosphere, referring especially to the possibility to interchange ideas and having opportunity to participate in management of work at least to a certain extent, is of great importance. The important element is also a close linkage between working and personal interest. When employees are pursuing the same goals, and are fulfilling their working obligations "with heart", having a feeling that they contribute something good to society and to themselves, they also achieve better business result.

Further, when enterprises pursue sustainability goals, they are often tightly knitted with local community and they address local needs. As one of the experts working in eco-tourism said: "If we compare ourselves with the business sector, our advantage is certainly in addressing some local interests, therefore, we are not just attempting to connect associations and companies, but also local community in order to assure some common need."

Strong connections with the local community often turn out into fruitful collaboration on the local level with the same sector. Those connections are of great help in getting new customers, who are successfully attracted through organizing special events, festivals for potential customers, partners and other relevant actors. These events can take a form of specific education and trainings, local fairs for selling products, or other events. They are also a good opportunity for getting new competences and skills on a managerial level and among vulnerable groups. However, there are not just positive impulses from local community that represent advantage. One can notice also relevant financial benefits from such orientation. WISE with sustainable orientation can more easily get funding from national and European funds. It has been also shown elsewhere that priority in financing get WISEs with combining energy sources, cultural heritage and ecological production (Radej 2013, in Adam et al. 2015).

As bearers of sustainable values and innovative methods, they can have an important role in spreading good practices and encouraging other WISEs to attain better performances on the market and in achieving social dimensions. As one of the experts said: "We operate as rural incubator". There is an interesting example of the successful company working in the field of waste and cleaning, while supporting strong ecological orientation, who actually developed a new method for ecological cleaning and maintaining the environment. When supporting innovative methods and creativity processes, the need for ICT in working process often comes to the fore. Some enterprises have established a special internal initiative and innovation system rewarding creativity and innovation.

WISEs with more branched network of partners and customers show better results in at least two dimensions of social entrepreneurship (e.g. business and social dimension). Important role is played by connections with local community, municipalities, NGOs. The advantage occurs, when one is active in a social economy association or if one has productive linkages with HEIs, which encourage innovation and enable WISEs to have access to the survey results on the market or provide expert opinions. When focusing on networks, the role of social capital turns out to be crucial. While this is a broad sociological concept with many different meanings and implications (Adam and Rončević 2003), herein it will suffice to define it as the degree of common relationship enabling social proximity. It enables an exchange and diffusion of informal knowledge and facilitates collaboration (Balland 2012).

All informants express the need for a stronger and wider partnership, as it is a social capital that can help to reduce certain obstacles in WISEs sector. In Slovenia, WISEs still mostly depend on public calls and subsidies. The profit from market activities remains relatively low. Those obstacles can be overcome with more intensive collaboration and networking between different levels and institutions. As observed in Adam et al. (2015, 48-49), the solution is in the aggregation of functions or so called industrial symbiosis based on the cooperation with commercial enterprises in terms of smart specialization. According to our interviews, regular consultations with partners contribute to better results in terms of managements, marketing activities, education and trainings and overall performance of the company.

The important role is also played by networking beyond local and national environment. Cooperation with similar institutions from abroad enables exchange of good practices and innovative models. In the recent decades, it has become increasingly important to have an access to different kinds of information and also to participate in its production. Technological development and mass mediation have induced certain social conditions, which have contributed to different ways of social organizations, communications and individual perceptions, while it also seems to be important to make a distinction between those “having information and being informed” (Webster 2014, 32). Therefore, it is important to have access to information, but also to be able to properly interpret it. The compilation, exchange and interpretation of information, which are crucial for WISE, are internal or external.

The former refers to regular evaluation of work process, which successful WISEs often emphasized in the interviews. Regular evaluation allows one to identify certain mistakes and inconsistencies in the working environment, and enables to plan future activities more efficiently. Successful WISEs claimed to organize such evaluations at least once per month. Such evaluations also contribute to better marketing strategies and education trainings, which are thus adapted to their special needs.

Crucial external information refers especially to regular analysis of labor market, public needs and other areas. At this point, it is worth to mention once again, the linkages with HEIs or institutions that can provide such information. Both, social capital and proper access to information, substantially influence marketing strategies and activities of a particular WISE. It seems to be an important advantage, when WISE has its own brand and integrated image, which increases its visibility on the market and attracts new customers.

The advantages are also regular trainings and education. It has been emphasized that it is important to plan education activities in advance. They should be based on consultation with employees. There are trainings for certain forms of WISEs, which are prescribed by the law (for mentors working with vulnerable groups additional trainings should be organized at least twice per year) but there should be more of them – adjusted to their needs. Respondents also emphasized that vulnerable groups should be regularly trained and encouraged to gain new competences and skills. Especially in the beginning, they should be trained and integrated properly into the working process.

The majority of WISEs representatives emphasized the positive role of public funds and subsidies. Firstly, they stress out that is very beneficial for them that they can invest certain money into development instead of paying taxes. They also support public initiatives to subsidy the employment of vulnerable groups on protected working places. There are different percentages of public subsidies for disability companies and employment centers. Disability enterprises get subsidy of up to 75% of the salary for each of the employed disabled person. When disabled employees represent more than 40-50% of all employed, from which one third are heavy disabled people, enterprises are exempted from paying part of tax contributions. Those enterprise that employ less than 50% of disabled persons, are entitled to a tax reduction of up to 50-70% of the salary. In the case of employment centers, public subsidies are from 20%-80% higher than in a case of disability enterprises. However, as Podmenik and Česnik show (2015, 39-40), the analysis indicates that all public investments are also beneficial for state budget.

Analysis of the code family: Disadvantage

Representatives of WISEs, regardless of their legal form or status, share the opinion that legislation provides neither proper definitions nor proper answers to the actual challenges. As they say, conditions for operating in the field of WISE are very demanding and strict. These claims are in line with the previous studies (Adam 2015; Skok 2016) showing that social entrepreneurship is only in the beginning of its development in Slovenia. Although WISEs have been the first representatives of social entrepreneurship, there is still a lot of space open to improve their formal conditions.

According to the document *Improving social inclusion at the local level through the social economy, Report for Slovenia* (2010, 17), the country has a long history of disabled employment and support. The first companies for the disabled were established in the 1960s with the main goal of integrating physically disabled people into work. Since then, their

scope of including disabled has become broader, and the types of activities carried out by the companies for the disabled have changed over the years. There has been an increased emphasis on disadvantages associated with intellectual capabilities.

The Law of social entrepreneurship in 2011 represented the basis for Strategy of Social Entrepreneurship in Slovenia, prepared by the Ministry of Economic Development and Technology. The Ministry is also the government regulatory and monitoring body of social entrepreneurship field in Slovenia that also prepared the list of actions necessary to support and implement the strategy (details in Skok et al. 2016). While these initiatives may represent a step forward to a better organization and more favorable environment for social enterprises and WISE specifically, the legislation is also an administrative obstacle. As one of the experts said:

“The legislation we have is absurd. That is why, we have not registered any of our companies as a social enterprise and we do not have any intentions to do so in the future, and we stopped thinking about that, because ...in the draft of the law it was a criminal offense if you declare as a social enterprise and if you are not in the state register. Although we perform on the basis of the principles of social entrepreneurship, however, legislation that is useless is certainly an obstacle. Too many administrative obstacles but you know the law, it cannot prescribe to the entrepreneur the areas on which he can work, thereby violating the Constitution or the entrepreneurial freedom.”

As the respondents emphasized, those flaws contribute to certain obstacles and unfavorable position of WISEs in the market. Some managers of disability enterprises see a major problem in the unfair competition in the market stemming from the unfair competition with protective work centers and students work. As one of the experts said:

“The employer prefers to give a job to protective working center, where one can pay a norm, it is a standard for one euro or two, we are talking about the norm of the hour, which means that the individual gets fifteen cents per hour, this is on the thin line with slavery. And this part of the social care permits that...looking at student work is about the same story”

Another obstacle can be found in supporting improper business practices and thus contributing to the maintenance of a certain value orientations hindering entrepreneurial spirit. As it was emphasized in Skok et al. (2016), in some points the Law actually allows candidates to

establish enterprises, which are just waiting for tenders and the support of society.

Many of our respondents have argued, that many WISEs do not operate in an entrepreneurial way. There has been a lack of basic values observed, which would encourage market orientation and entrepreneurial spirit. Many WISEs are just expecting to operate exclusively by the help of public social support. It has often been emphasized, that the word “social economy” in general holds an inappropriate connotation in Slovenia. As one of the respondents said: “I see the main obstacle in the growth and development of WISE sector in the word social economy. In Slovenia, it is understood as a particular social problem, as something that needs to be supported, financed, instead of being socially responsible”.

It has been argued elsewhere, that the key obstacles in establishing social entrepreneurship in Slovenia are in the lack of understanding of the term – social entrepreneurship and the lack of awareness what role the latter has in the economic and social environment, in the local and national environment (Lužar Šajt et al. 2005, in Adam et al. 2015). According to the document *Improving social inclusion at the local level through the social economy, Report for Slovenia (2010, 12-14)*, the recent history shows us important discontinuities with the social economy of the past, which have a crucial impact on specific connotations linked to the social economy. The predominant role in the development of the sector was traditionally played by the Catholic church. The establishment of the communist regime in end of the World War Two, severely broke with the tradition of a strong and developed social economy. Many functions of that sector were taken over by the public sector. It has been argued (ibid. 2010, 13) that the latter continues to be a hindering factor in the current development of the social economy in Slovenia. In the transition developments occurring after the 1991, Slovenia, unlike other transition countries, did not experience a so called “welfare gap” (Črnak-Meglič and Rakar, 2009; in *Improving social inclusion at the local level through the social economy, Report for Slovenia, 2010, 13*), which had encouraged the development of civil society organizations in other central European countries.

The obstacles, such as weak supportive environment, low recognition of social entrepreneurship and a lack of investments could be overcome by establishing stronger private and public partnership. Some of the respondents emphasized that their companies have many linkages with partners, but those connections are only formal. They do not benefit much from them. One of the interviewees sees the problem in the

inactivity of WISE management, which can once again be linked to the lack of proper values. As he explained: "I can notice, that on different events (linked to social entrepreneurship), we are more or less the same people attending them. Activity is problematic. People are differently engaged in business..."

Respondents emphasized difficulties in connecting not just with the business sector, but also with the with public sector, which does not seem to be interested enough in such cooperation, and as they say, public institutions are associated with the low response rate. As one of the respondents said:

"In fact, this cross-sectoral integration is what is problematic. The public sector is still a little immune to integration...We have one similar international project, under Erasmus +, and it is about finding some options for hiring vulnerable groups by transferring part of public services to social enterprises, to those companies that employ these vulnerable groups. The employment of the latter is therefore the goal of transferring these services. It's not necessarily a social enterprise, it can be something else, it's important to deal with it. This would proceed much faster if this link between the public sector and the non-governmental sector were stronger. In Italy, for example, they are much more "advanced", although there are also problems there, because they started much earlier this time".

The need for stronger and more active partnership is also associated with marketing activities. Not all of the respondents see marketing as important in their business performances, however, those who claim marketing is important, are complaining against high prices for such strategies – money problems. They also emphasize that national media are not in favor of advertising their activities - problems with media. We can also notice the lack of knowledge, which could help in marketing activities. As one of the respondents said: "Maybe we are in need of particular knowledge, service development, maybe how to communicate with the public, so to advertise in the same way as business sector...there is never enough knowledge on rhetoric."

Important disadvantage that turned out to be relevant in the analysis, is also a project work. Many companies get their financial resources from national and also European project calls. Those projects do not offer permanent employment, while they often demand certain financial resources in advance, as financial resources come in delay. As somebody said: "In short, we are more vulnerable because of that. If we have one employee and when we finish the project, we cannot keep him

because he does not have a permanent job position, in case we do not find a new project, which is not easy... this is also our weak point.... This is one such demanding task, getting some additional sources of funding, considering we are only the non-governmental sector.”

Respondents also emphasized that they do not have enough employees, which can be due to the lack of financial resources, or because there is no proper labor force available. Either, the work demands special competences and skills, which they cannot find on the labor marker, or as a respondent said: “young people just do not want to work”. Due to a low number of employees, director or managers of the companies are often multitasking. As one of them said: “I’m everything in one person. I’m a cleaner, a trustee, a purchasing officer, I am a director, secretary, accountant, administrator, I am responsible for safety at work. Everything in one person.”

The role of ICT seems to be crucial in optimizing working processes and other aspects of enterprises. One respondent emphasized that ICT takes jobs away from vulnerable groups, which calls for special attention. There is a need of education on which ICT is actually available. As one said: “I think there is a flood of all these technologies. You cannot decide, which one would be the best for you. Because even with simple things, such as a card reader, you do not know which one to choose. You need someone who covers this area. If we look at finance, how payment transactions are handled...But it's not that far yet, you're the one who makes that decision.

Analysis of the code family: Education

The analysis of the interviews complements particular studies (Šentprima 2013) showing that there is a need of targeted education, trainings and more intensive promotion of enterprises in the social economy sector. Educational support is, in addition to promotional, financial and counselling support, crucial element in the growth and development of enterprises. There is also another aspect of the role education plays in the development of the WISE. As emphasized in Adam et al. (2015), highly educated employees contribute to innovation and creativity in working environment, thus assuring competitiveness on a market. Their added value can often be seen in their participation in supportive – collaborative environments, such as start-ups, co-working centers etc. They more easily penetrate international markets, which is crucial in the recent era.

The interviews revealed that regular education of employees is very beneficial for overall success of the particular WISE. As one said: “So,

we were talking about our advantages... We dedicate for education at least twenty days per person in a year. Therefore, each of our employees, speaking about professional workers, has at least twenty days for his/her progress. Regarding vulnerable groups, they are under training all the time”.

It is important to plan education and training in advance and in the accordance to specific needs that employees have. In that regard, it is crucial that there is a regular discussion among the employees linked to the monitoring and evaluation of the work process and progress. The education can be external and internal. While the former allows new knowledge, the latter especially enables greater flexibility and adaptability of employees. This is especially important for the mentors who guide and control the integration of disadvantaged groups into work. Regular education for the mentors also imply that they are more skilled for motivating disadvantaged groups. As one said, while explaining regular education for the mentors: “It’s not about physical or profession work, it is more about the way of managing and supporting those people, to motivate them, to prepare them to engage in a quality work, so they can also feel better...we are trying to catch targeted training...it depends on a topic...”

Herein, it is also worth mentioning the WISEs’ intensive support of the integration of disadvantaged groups. As the director said, they are encouraging education and training enabling empowerment of disadvantaged groups: “For the vulnerable groups, we carried out one project last year...where we trained women to be able to develop a business idea, to prepare a mini business plan, meaning how to proceed with business, and then they also registered their private institute. So, we are an incubator for the countryside... to aid disadvantaged groups to develop an idea and to help them within the initial phase”.

Education is also associated with the organization of different events, where similar organizations, actors from local environment, development agencies, and HEIs can participate. As a respondent said: “We attempt to organize such events, where people can meet, establish networks...and also a transfer of information and knowledge occurs there”.

Despite a strong awareness of the important role education has, respondents reported many obstacles in that regard. The first obstacle refers to money, which is often needed for extra education, especially abroad. As one said: “As there is a lack of financial resources, we attend only trainings prescribed by the law”. Obstacles in education are also

linked to a low business culture, implying that education should contribute to great awareness of benefits of entrepreneurial spirit within the WISE sector.

Educational needs are strong and various. They refer to new knowledge, competences and skills in the areas of: a) financial issues; b) accounting; c) management; d) communication and social skills; e) marketing; f) digital marketing; g) ICT: a need for education on ICT has been especially emphasized, for professional workers and also for disadvantaged groups.

As some informants emphasized, disadvantaged groups need trainings especially on communication and social skills. A proper preparation for the work also plays the important role in the initial phases of employment, referring not just to working skills but also to the attitudes linked to the working process. As one said: "They especially need preparation for a job. They have to understand that salary is not a natural phenomenon, they have to earn it. With good work, quality work and dedication. Regardless of being social or business enterprise, in WISE, there should be an even stronger stimulation to be able to contribute to the profit. They just have to be prepared for that." The important aspect of education refers also to intergenerational cooperation and personal growth. As a respondent said: "Intergenerational cooperation...I can see that tolerance and interchange of professional knowledge and skills has occurred in that regard. We need mentorship for such exchanges."

Discussion

Social entrepreneurship has gained significant importance in developmental performances on different levels, i.e. local, national and the EU. It's crucial role in addressing contemporary societal and environmental challenges has been emphasized with the recent global economic crisis severing the political and economic conditions (European Commission 2014). Subsequently, the need for more inclusive, sustainable economic solutions in business environment has become widely recognized in public support and initiative. New or adjusted legislations, business and civil initiatives have fueled the emergence of the social enterprise sector in Europe, which is, however, despite certain common challenges, more a compilation of quite different national characteristics.

Based on the interviews, we have identified certain important elements of WISE in Slovenia. The important element, which they are emphasizing, is a social mission, and a social dimension of companies.

They employ disadvantaged groups, therefore the management and working process is adapted to their special needs. Because of their specific character, and also due to a strong need for enhancing entrepreneurial spirit within WISE and in public, they are challenged by quite many issues on the market. In that regard, support in education and ICT is crucial – but often there is a lack of proper knowledge and also financial resources. Nowadays, a definition of ICT includes unified communication technologies and it refers to the integration of telecommunications, computers, middleware and the data systems that support, store and transmit UC communications between systems (Murray 2013). WISEs most often operate on the level of small and micro enterprises. For that sector, ICT has turned out to be especially important. It has been shown (Patil and Chavan 2016) that ICT enables new business opportunities, cuts of costs by improving internal working processes, enables better and more efficient communication with customers, enhances promotion and distribution of product through on-line tools. Thus, it increases the efficiency not just of business systems but also business practices. According to the World Bank Report (2006, in Patil and Chavan 2016, 64), the enterprises that use ICT are more productive, more profitable, they invest more and also grow faster. Marketing is also important in that regard, but it is rarely adapted to the special needs, also in terms of digital marketing. Team work and good working atmosphere is also very beneficial – training plans should also consider intergenerational, inter-sectoral cooperation and personal development. Strong and good partnership is important not just on a local, but also on national and transnational level. And just as in entrepreneurship in general, it is important for them to be creative, innovative and unique. According to the interviews, there are substantial differences between WISEs regarding the extend, to which the ICT are used in the working environment. Firstly, we can distinguish between two groups of WISEs: 1. the ones who support ICT and encourage implementation of ICT into different areas of working process. They are following the ICT trends; 2. the ones who do not see important advantages in ICT tools. This can be either because there is a substantial lack of awareness among their managers what actually exists and what are the benefits of ICT, or because they consider their work to be too simple to acquire such tools. The latter is especially associated with vulnerable groups.

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MEDIA EXPOSURE AND SECONDARY SCHOOL DELINQUENCY

Andrej Kovačič¹, Bojan Macuh², Andrej Raspor³, Marko Sraka⁴

Abstract

The link between youth delinquency and increasing exposure of youth to the media in contemporary world is not sufficiently researched. The present paper presents the results regarding secondary school students aged 15 – 19 years from Slovenia regarding media exposure, internet privacy concerns, school achievement and will to live in relation to youth delinquency. We hypothesised that students with a lower last year final achievement and lower current grades are more delinquent than students achieving higher grades and that heavy media users are more delinquent than less exposed students. To test the hypotheses, groups were created and independent sample Student T-tests was used. The present paper demonstrates the correlation between higher delinquency rates and lower school success and between higher delinquency rates and higher media exposure.

Key words: Adolescents, Secondary School, Media, Delinquency, Deviance, Family.

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1 Associate Professor and Researcher, Faculty of Media; Leskoškova cesta 9, 1000 Ljubljana, Slovenia; E-mail: info@andrejkovacic.com

2 Assistant professor and Researcher, Faculty of Media; Leskoškova cesta 9, 1000 Ljubljana; Slovenia; E-mail: sbmacuh@gmail.com

3 Associate Professor and Researcher, School of Advanced Social Studies; Gregorčičeva ulica 19, 5000 Nova Gorica, Slovenia; E-mail: andrej.raspor@fuds.si

4 Freelancer; Address: Lipovci 64, 9231 Beltinci, Slovenia; E-mail: marko.sraka@gmail.com

Introduction

When growing up, young people resist the established norms. This is to some extent normal, as long as the rejection of socially accepted norms within the framework does not reach a criminal act. Modern technologies make it possible to monitor these deviations with surveillance cameras. However, they allow young people to share them with others and behave based on them. With the article we want to draw the attention to this phenomenon. Media exposure and Secondary School Delinquency is a timely discussion on a trending issue.

Delinquency

The adolescents are susceptible to engagement in delinquent behaviour, as they negotiate the often uncertain transition from childhood to adulthood in an increasingly complex and confusing world, Adolescent delinquency and crime rates are on the rise across the globe including Slovenia and the issue is going to become even more critical in the future: "For many young people today, traditional patterns guiding the relationships and transitions between family, school and work are being challenged. Social relations that ensure a smooth process of socialization are collapsing; lifestyle trajectories are becoming more varied and less predictable. The restructuring of the labour market, the extension of the maturity gap and, arguably, the more limited opportunities to become an independent adult are all changes influencing relationships with family and friends, educational opportunities and choices, labour market participation, leisure activities and lifestyles /.../ Youth nowadays, regardless of gender, social origin or country of residence, are subject to individual risks but are also being presented with new individual opportunities - some beneficial and some potentially harmful. Quite often, advantage is being taken of illegal opportunities as young people commit various offences, become addicted to drugs, and use violence against their peers. /.../ Young people who are at risk of becoming delinquent often live in difficult circumstances" (Salagaev, 2003, pp. 189–190). Additionally, such value shifts can have long-term consequences in the terms of changes in the political culture (Kleindienst, & Tomšič, 2017; Kleindienst, & Tomšič 2018).

Criminologist's definition of juvenile delinquency encompasses all public wrongs committed by young people against the law, while sociologists define the term more broadly as covering different violations of not just the law, but social norms and values as well. Behaviour and conduct that society might consider delinquent or anti-social is often a part of growing up and usually disappears with the transition to adulthood, however under certain disadvantageous circumstances it can lead to crime.

Delinquent or criminal adolescents most often associate with groups or subcultures, which can reinforce delinquent behaviour (Salagaev, 2003). The membership and conduct of these groups are dependent upon socioeconomic and socio cultural conditions in the wider community and society that these groups are part of: "The intensity and severity of juvenile offences are generally determined by the social, economic and cultural conditions prevailing in a country" (Salagaev, 2003).

Media

Media is most often not the source of delinquent behaviour in adolescents, however, it plays an important mediation role in encouraging potential risk behaviour that can lead to juvenile delinquency and crime. There is no doubt that the media, particularly contemporary screen media, such as television, personal desktop, tablet computers, and smart phones, influence the perceptions and behaviour of children and adolescents to a large degree with their exceptionally powerful role models, interactive storytelling and immersion capacity, blurring the line between reality and fiction, material and digital world. Today, the media ".../ play a central role in the lives of today's children and adolescents. Their homes, indeed their bedrooms, are saturated with media. Many young people carry miniature, portable media with them wherever they go. They comprise the primary audience for popular music; they form important niche audiences for TV, movies, video games, and print media; they typically are among the early adopters of personal computers and are a primary target of much of the content on the World Wide Web." (Roberts, Foehr, & Rideout, 2005, p. 1).

Media influences the perception of violence and encourages youth violence in several ways with various short- and long-term consequences. Firstly, violent content may excite the viewers to commit violent acts, an effect which can last from a few hours to a few days. Secondly, media portray exaggerated and excessive violent relationships within families and between peers, which the viewers can learn and take for granted. Lastly, the portrayal of violence in the media is often unrealistic or surrealistic, encouraging the perception of violence as inconsequential. Over time these influences cause a shift in the system of values leading, under certain circumstances, to antisocial and delinquent behaviour or even criminal conduct (Salagaev, 2003).

Most theoretical and empirical research on the issue of media violence influence on juvenile delinquency seems to have been most concerning to the relatively conservative public in the United States of America rather than in Europe so most research is historically based there. Socioeconomic and socio cultural issues have been relatively

downplayed in the American unequal and individualistic society effectively ignoring the mediation of family's economic class and race in the relationships between media exposure and delinquency among adolescents.

In our research youth delinquency is evidenced by the following variables related to risk behaviour: smoking, drinking, substance (ab)use, weapon carrying, cheating on tests, petty theft, beating, bullying, cyber bullying, conflict with parents, gambling, experiencing stress, school absenteeism and vandalism. In this paper we particularly demonstrate the correlation between delinquency and school success and between delinquency and media exposure.

Media Exposure and Adolescent Delinquency

Historical Overview

The link between media and delinquency is not a novel contemporary phenomenon as it can be traced back to at least the beginning of written history (Ferguson, 2013), however it is within contemporary society of the so called 'information' age, in which an individual absorbs more information a day than our ancestors could in a lifetime, that the entanglement of media and delinquency reached a critical and worrying point. Already at the beginning of the 20th century the public attention became fixated on questions of supposed negative effects of media exposure on young people due to the rising interest and awareness of adolescence as a distinct period of childhood coupled with the appearance of mass media especially in the form of movies, but also radio (Wartella & Robb, 2008).

Adults, especially parents were afraid of the unfamiliar and novel medium, which was wonderful and shocking at the same time, while anecdotal evidence appeared to show cases of delinquency among boys and sexual immorality among girls. In the earlier decades of the 20th century, debates about the role of movies in the USA were split between proponents of educational potential of movies, despite the fact that few educational films were made at that time, and proponents of censorship, especially with the establishment of the National Board of Censorship of Motion Pictures. "Public controversies about the morality and educational potential of films led to increased interest in how movies were impacting youthful audiences." (Wartella & Robb, 2008). Earliest serious influential studies appeared in the 1930s with a focus on sexual and violent content on young people (Blumer & Hauser, 1933). According to these studies, "... the movies did indeed 'implant' their ideas about social behaviour in young people's minds and were powerful in influencing youth's behaviour." (Wartella & Robb, 2008).

The ownership of television sets became prevalent in the West during the middle of the 20th century with the potential of visual media reaching a wide range of audiences including adolescents. About a decade later a precipitous rise in crime rates, especially in the USA gave rise increased public concern: “/.../ the apparent correlation (which has not been actually demonstrated statistically) between the increased use of television in the 1950s and increased crime in the 1960s became fodder for the debates on the impact of violent media.” (Ferguson, 2013, p. 24). This, however, was a period of general social upheaval, which better explains the rise of violence rather than the media exposure, especially since in Europe the appearance of television was not correlated with any rise of crime rates (Ferguson, 2013). Due to concerns of the general public and the need to understand the effect of new media on children, most mass media research in the past 60 to 70 years has been focused precisely on media violence research, specifically on questions whether inappropriate violent content on TV, and more recently on other screen media that children are exposed to, makes the children more hostile and aggressive and increases their chances of becoming violent adults. A substantial body of research documented the effects of television violence and video game violence on young viewers (Wartella & Robb, 2008). Various theories have sought to explain short- and long-term effects of exposure on viewers’ attitudes and behaviours (Valkenburg & Taylor Piotrowski, 2017; Villani, 2001; Wartella & Robb, 2008).

Historically the most influential were studies in the framework of the social learning theory, a theory of learning and social behaviour which proposes that new behaviours can be acquired by observing and imitating others (Bandura, 1977, 1994). According to the theory, children and adolescents learn or acquire behaviour and world views by imitating role models, which include those seen on TV, especially if the models are appealing or similar to children or adolescents. The theory was supported by empirical research on the negative influence of television on violence in children and adolescents (e.g. Bandura, Ross, & Ross, 1961).

Public concerns with the influence of media on adolescent delinquency resurged in the last quarter of the 20th century with the prevalence of video games, particularly in the 1980s and 1990s. As in the case of television, public concerns lead to the establishment of the Entertainment Software Rating Board in the USA and similar media censorship institutions in Europe. It is however interesting that as the sale of video games increased, the rate of violence actually decreased by the turn of the millennium (Ferguson, 2013).

Following this empirical research and major reviews of the literature (Villani, 2001) supporting the conclusion that media violence contributes to aggressive behaviour and attitudes, several influential institutions have exposed the issue to the public. At the turn of the millennium, the American Academy of Paediatrics has, for example, declared television violence to be a public health hazard while in the early 1990s the American Psychological Association has implicated media violence as a cause of aggressive behaviour: "There is absolutely no doubt that those who are heavy viewers of this violence demonstrate increased acceptance of aggressive attitudes and increased aggressive behaviour". (Ferguson, 2013). These recommendations based on meta-analytical research are not without faults as we will show in the following chapter (Ferguson, 2013).

Theoretical Issues

In a review of mass communication studies particularly theoretical and empirical research into the relationship between media and the family A. Alexander (2008) contextualizes the previously mentioned social learning theory within the contemporary social cognitive theory, which, aside from the already mentioned role-model imitation, also points to the fact that the media can influence children's or adolescents' relationship with the family members as well as the apprehension of family roles and family relationships. The author reviews other theories related to the research into media and violence such as cultivation theory (Gerbner, Gross, Morgan, & Signorielli, 1994), which studies long-term effects of individual's exposure to consistent media messages, which over time leads to the overlapping of individual's world views with those presented in the media. The theory suggests that individuals who are exposed to violence as portrayed in the media may begin to believe that crimes are more common and ever increasing than in reality. It has been shown, however that the real world effect of this hypothesis is minimal (Ferguson, 2013).

However, adolescents are not isolated individuals; they are entangled in relationships with other children and adults within families, peer groups and society as a whole. The human person is a relational being, he cannot survive without relationships, and (early) relationships impact his later life (Stepišnik Perdih, in press). While both aforementioned theories focus on the effects of media on individuals, the theory of family systems (Baran & Davis, 2006) highlights the family as the basic unit of observation and research. The family is here understood as a system of interconnected parts so that changes in one part of the system can lead to changes in other parts. This approach allows the understanding of complex interactions between family members and the family process as

a whole while also providing a more nuanced view of both negative and positive effects of media. Family members' interactions form behavioural patterns, including those related to media use, which become habitual in their everyday lives. Related is another theoretical approach reviewed by A. Alexander (2008), namely the sociocultural approach (Craig, 1999; Paus-Hasebrink, Bauwens, Dürager, & Ponte, 2013), which draws attention to the broader cultural patterns of family habits and practices in relation to media use. This approach contextualizes mass media within a symbolical process in which societal reality (re)produces, maintains, rectifies and changes. Indeed, both theoretical (Alexander, 2008; Valkenburg & Taylor Piotrowski, 2017) and empirical research points to the fact that family and its socioeconomic and sociocultural context in particular is the most important mediating system of adolescent media use (Roberts et al., 2005; Scherr, Mares, Bartsch, & Gotz, 2018). A holistic approach to mass media research, particularly the research of the influence of media exposure on youth delinquency thus needs to take into account the socioeconomic and cultural contexts of adolescents' family lives.

Any research of media influence on children and adolescents is challenged by the fact that it is difficult to establish clear cause-and-effect relationships or rather to prove undeniably that media exposure directly influences behaviour. Most studies of the supposed impact of media on youth are correlational studies. These simply assume that if media violence stimulates aggression, then adolescents exposed to high levels of media violence will be more violent. Within these studies media exposure and violent behaviour are assessed separately, after which a correlation is usually established. "Correlational studies can establish a relationship between media violence and aggressive behaviour, but they cannot demonstrate that media violence causes aggressive behaviour. After all, they cannot solve the "chicken-or-egg" dilemma: it is impossible to determine which came first – media violence or aggressive behaviour." (Valkenburg & Taylor Piotrowski, 2017) Correlation does not necessarily mean causation and this is not consistently clear in the published research. When greater and longer exposure to violent content in media coincides with higher crime or delinquency rate among adolescents, the media is not the only and indeed not the most important factor or mediator, or rather, one cannot solely blame the media without considering other factors. As argued in the previous paragraph, it is the family and its socioeconomic and sociocultural position within the broader society that needs to be considered. The influence of media on adolescents as family members is to a large extent dependent upon cultural, social and economic dispositions of individuals, families and communities. In other words, family media environment, media

availability and use are affected by parents' ethnicity, education, income, etc. as well as adolescents' sex and age (Ferguson, 2013; Roberts et al., 2005).

Indeed the history of research on correlations between media and violence are replete with bad research design and premature conclusions (Ferguson, 2013). When trying to draw real-world conclusions from the existing research on media and delinquency meta-analytical reviews are usually undertaken, which have several drawbacks. Publication bias means that journals prefer to publish articles, which demonstrate statistically significant results, or even results, which appear sensational, which through accumulation of knowledge over time leads to a false picture of a phenomenon in reality. Another concern is the so called 'junk in junk out' phenomenon which points to the fact that meta-analyses are not always able to assess the quality of included studies or the fact that combining studies of mixed quality convey the faults into the meta-analysis itself (Ferguson, 2013). In the following we review some empirical studies that show correlation between media exposure and risk behaviour or delinquency. The fact is that published evidence for the case of media exposure influence on adolescents' delinquency is far from consistent and until today the controversies remain unsolved: "At the beginning of the new millennium considerable controversy remains over the proliferation of violence on television, movies, music, and new media such as video games and the Internet. It is unlikely that the controversies over media violent impact are to be resolved in the near future, or that consensus will be reached regarding the importance of media violence as a causal contributor to societal violence." (Ferguson, 2013)

Previous Research

In a literature review J. Freedman (2002) notes that at the time there were approximately 200 empirical studies of media violence effects and points out that of the studies available that conduct empirical research regarding a link (correlational or causal) between media violence and actual violent behaviour, more than half of them failed to unequivocally support this link. In the previous two decades research on this increasingly topical and controversial issue has further multiplied and, given the 'publish or perish' conditions and mindset in Academia, there is little doubt that the quality of research has improved or rather that we are closer to better understanding of the mechanisms by which media exposure influences adolescents' delinquency.

In the following, we review some of the studies documenting the correlation between media and adolescent delinquency, risk behaviour

and violence since the turn of the millennium. The research of Bushman and Anderson (2001) supports the link between violent media and violence in the real world. According to the research a typical American watches approximately 8000 hours of violent content on television. Furthermore, by the time an average American child graduates from primary school, they will have seen more than 8000 murders and more than 100.000 various cases of violence from rape to assault. Anderson et al. (2003) establish that media does have an influence especially on minor forms of violence, while not ruling out the possibility that media also has an effect on more severe cases of violence.

On a sample of 820 teenagers Boxer et al. (2009) determined, that the preference for violent content in media during childhood is a good indicator of later delinquency behaviour and general aggressiveness in teenagers. Cashmore (2014) presents a model according to which the media can increase the general levels of fear in audience and thus affect the behaviour and perception. When exposed to potentially violent situations, they may avoid rather than confront them openly. Media induced fear may result in people staying at home more often in unrealistic fear of violence to avoid confrontation. Long-term effects of younger adolescents' exposure to violence in the media were studied recently by Moessle et al. (2014). The authors point out that relationship between media use and aggressive behaviour is very complex with empathy playing an important role as a mediator between violent content in the media and aggressive behaviour in real life, especially in men.

Huesmann and Taylor (2006) point out that the correlation between media violence and real violence is strong but dependent upon the type of media and the way violent content is presented. According to them, violent content on television may influence higher suicide rate and aggressive behaviour among adolescents. Television violence in general and movies in particular contribute to both the long- and the short-term increase in adolescents' aggression and violence. Slotsve et al. (2008) analysed student opinion and determined that there is a correlation between media and real life violence in students' lives. According to the students themselves, violent content watched on television in childhood retrospectively did influence risk behaviour.

On the basis of two studies, one carried out in laboratory environment and the other in real life situations, Anderson and Dill (2000) determine that exposure to violent content in video games does influence aggressive behaviour in the short-term, under laboratory conditions, and delinquent behaviour in the long-term. In a similar study, Huesmann and Taylor (2006) also provided evidence for the short-term influence on

increase in aggression and violence, in the long-term however, the influence could not have been determined. Gentile et al. (2012) studied pathological and risky video game use, both in terms of quantity and quality of video game content, among children and adolescents of ages 8 to 18. According to the authors it is possible to predict pathological video game use on the basis of lower school success, even when sex, age, and quantity of video game use are accounted for. Pathological video game use is measurable and is not simply related to the quantity of play. According to the author, about 10% of adolescents actually have problems in everyday life due to playing video games, 8.5% of gamers exhibit at least 6 of 11 symptoms of delinquency such as family conflicts, antisocial behaviour and vandalism. Risky gamers also differ from ordinary gamers in that they play about two times as much violent games. On a sample of 1254 primary school children Ferguson et al. (2014) were not able to determine whether violent video games influence delinquent behaviour, however, they were able to identify the link between delinquent behaviour and personality traits and stress level of adolescents. Links between media exposure and Attention Deficit Hyperactivity Disorder (ADHD) were studied by Gentile et al. (2012) on a sample of more than 3000 adolescents in Singapore. Authors determined that violent video game content does have an effect on attention spans and impulsiveness in adolescents, consequently leading to more game play in a reinforcing cycle.

Ethical challenges of researchers in studies

In studies, researchers have a great responsibility and play many different roles. It is argued that this research, which deals with sensitive topics in depth, can pose emotional and other risks to both participants and researchers. Clear protocols for dealing with distress should be in place so that both parties involved in research can use them if necessary. It is not usually easy to predict what topics are likely to lead to distress, and researchers should therefore receive sufficient training in predicting traumatic situations (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014).

Method

Sample and Procedure

Data for the our analysis was kindly provided by the Infrastructure program of the Faculty of Media - Collecting Managing and Archiving Data on Media Literacy. Data collection process was supported by Slovenian Research Agency (Mediji in srednješolci, Rek, Milanovski Brumat, 2016).⁵

Based on the provided data we set up the following hypotheses for our analyses:

- H1 a, b: Students with a) lower previous year final achievement and b) lower current grades are more delinquent than students achieving grades 4 – very good and 5 – excellent.
- H2 a, b, c, d: Heavy a) media, b) screen, c) passive TV, d) social media users are more delinquent than less exposed students.

The data was analysed using SPSS PASW Statistics 18 software. To test the hypotheses, groups were created and independent sample Student T-tests was used.

Data Analysis

Data for independent variables was coded into 2 groups (marks 4 – very good and above and 3 – good and lower) for the questions of current grades and last year's academic success. Media exposure was measured as a summary of estimated daily exposure separated above stated media for (total media exposure, screen exposure). Students were then divided into three groups at estimated 33 percentile (small, medium and large) for total media exposure, screen exposure, exposure to passive television and the usage of social networks. All dependent variables were measured as the number of occurrences in a month/year. Numbers of students, averages for each group, std. error mean and statistical significance can be seen in Table 1.

⁵ The final sample consisted of 818 surveys of secondary school students aged 15 – 19 years from 37 secondary schools. After weighting boys represented 48.95% of the sample. Regarding the year of study sample consisted of 30% of first year students, 23% of secondary year students, 27% of third year students and 20% final year secondary School students. 52% of respondents lived in the city and 48 in rural areas in Slovenia.

A questionnaire was developed based on a national research questionnaire Youth 2013 (Flere et al, 2013), on State and Local Youth Risk Behaviour Survey questionnaire (2015) and on Media Literacy Research in Slovenia 2014 questionnaire (Rek, Kovačič, Milanovski, 2014). Final questionnaire consisted of 77 variables.

Results

Hypothesis testing

To test the hypothesis, the independent t-test was used for testing the differences between the means of two independent groups. It was assumed the sampling distribution of differences between means is normally distributed in the population. For all of the following t-tests the assumption of homogeneity of variance has been violated, and the Equal variances not assumed t-test statistic was used for evaluating the null hypothesis of equality of means. The results can be seen in Table 1. When testing H1 we focused on the extent that grades are correlated to delinquent behaviour measured on 18 variables. As seen in table 1, as assumed, all indicators point out that lower grades are connected to a substantial increase in the frequency of delinquent behaviour. The only variable not showing statistically significant differences is the feeling of stress. On the other hand, students with marks good and below are several times more likely commit deviant behaviours (e.g. on "Destroyed or caused damage on other people's property" students with low previous year grades have more than 7 times higher frequency in comparison to students with higher marks). Similarly current marks seem to be connected to a more frequent deviant behaviour.

Thus we can conclude that students with a) lower last year final achievement and b) lower current grades are more delinquent than students achieving grades 4 – very good and 5 – excellent).

Testing H2 we also discovered an incredible difference in the frequency of deviant behaviour between students that are heavy and small media users. When comparing the groups we have a minimum of 498% increase and a maximum of 2 666% increase in favour of heavy users (all but one indicator are also statistically significant). Similarly students belonging to a group that uses screens more often are more likely to be involved in deviant behaviour.

We also tested that students heavily exposed to passive television (being in the same room where TV is turned on) could be more frequently identified in committing deviant behaviours. Despite the fact that 11 out of 18 tested variables could not be proven statistically significant all indicators point to a substantial increase when students are heavy users of passive television watching.

Table 1. Statistical analysis of the differences between small and large media / screen / passive TV / social media users.

| | User exposure to media (small, medium, large) | User exposure to media (small, medium, large) | | | | User exposure to screens (small, medium, large) | | | | |
|--|---|---|-------|-----------------|-----------------|---|------|-----------------|-----------------|--------|
| | | N | Mean | Std. Error Mean | Sig. (2-tailed) | N | Mean | Std. Error Mean | Sig. (2-tailed) | |
| How many days in the past month did you smoke cigarettes, cigars etc? | Small | 259 | 2,00 | ,412 | ,000 | Small | 316 | 2,06 | ,381 | ,000 |
| | Large | 253 | 4,88 | ,637 | 144% | Large | 251 | 5,57 | ,689 | 171% |
| How how many days in the past month did you consume at least one alchoolic beverage? | Small | 259 | 1,98 | ,225 | ,001 | Small | 316 | 2,44 | ,249 | ,179 |
| | Large | 253 | 3,31 | ,349 | 67% | Large | 250 | 2,98 | ,329 | 22% |
| How how many days in the past month did you consume illegal drugs marihuana ecstasy, pills, cocaine? | Small | 259 | ,57 | ,176 | ,020 | Small | 316 | ,74 | ,212 | ,008 |
| | Large | 251 | 1,54 | ,383 | 172% | Large | 249 | 1,94 | ,428 | 162% |
| How how many days in the past month did you cary any weapons (knife, stick, gun)? | Small | 259 | ,79 | ,247 | ,001 | Small | 316 | ,62 | ,195 | ,002 |
| | Large | 253 | 2,75 | ,506 | 247% | Large | 250 | 1,95 | ,424 | 215% |
| How how many days in the past month did you bring any weapons to school (knife, stick, gun)? | Small | 259 | ,52 | ,171 | ,017 | Small | 316 | ,48 | ,159 | ,034 |
| | Large | 253 | 1,51 | ,380 | 192% | Large | 250 | 1,26 | ,357 | 160% |
| How many times in the past year did you cheat on exams in school? | Small | 260 | 15,73 | 3,569 | ,069 | Small | 316 | 9,86 | 2,131 | ,000 |
| | Large | 253 | 26,74 | 4,910 | 70% | Large | 250 | 30,61 | 5,156 | 211% |
| How many times in the past year did you steal anything? | Small | 259 | ,34 | ,084 | ,007 | Small | 315 | ,86 | ,437 | ,013 |
| | Large | 252 | 9,51 | 3,407 | 2666 % | Large | 253 | 7,57 | 2,970 | 781% |
| How many times in the past year were you involved in a fight? | Small | 260 | ,63 | ,169 | ,015 | Small | 315 | ,69 | ,163 | ,008 |
| | Large | 253 | 7,79 | 2,958 | 1141 % | Large | 253 | 7,68 | 2,934 | 1012 % |
| How many times in | Small | 259 | 2,52 | 1,313 | ,016 | Small | 314 | 2,03 | 1,001 | ,011 |

| | | | | | | | | | | |
|---|-------|-----|--------|-------|-------|-------|-----|--------|-------|-------|
| the past year were you bullied? | Large | 250 | 10,70 | 3,168 | 325% | Large | 248 | 9,26 | 2,928 | 357% |
| How many times in the past year did you bully others? | Small | 256 | 2,58 | 1,682 | ,023 | Small | 309 | 2,24 | 1,394 | ,019 |
| | Large | 252 | 11,46 | 3,543 | 343% | Large | 252 | 10,20 | 3,315 | 355% |
| How many times in the past year did you have conflicts with your parents? | Small | 259 | 33,30 | 4,571 | ,026 | Small | 315 | 31,70 | 3,855 | ,002 |
| | Large | 253 | 50,11 | 6,010 | 50% | Large | 253 | 53,40 | 6,212 | 68% |
| How many times in the past year were you bullied online or via electronic messages? | Small | 259 | ,91 | ,284 | ,006 | Small | 315 | 2,47 | 1,367 | ,214 |
| | Large | 253 | 9,11 | 3,011 | 906% | Large | 253 | 5,77 | 2,420 | 133% |
| How many times in the past year did you gamble? | Small | 261 | 7,58 | 1,793 | ,043 | Small | 318 | 6,13 | 1,380 | ,001 |
| | Large | 254 | 17,19 | 4,441 | 127% | Large | 255 | 19,90 | 4,501 | 225% |
| How many times in the past year did you feel stressed? | Small | 256 | 89,36 | 6,671 | ,000 | Small | 315 | 94,36 | 6,243 | ,026 |
| | Large | 253 | 130,72 | 8,367 | 46% | Large | 254 | 116,72 | 8,072 | 24% |
| How many times in the past year did you feel so sad or depressed that you refrained from some daily activities for two weeks or more? | Small | 260 | 20,62 | 3,406 | ,000 | Small | 318 | 19,56 | 3,035 | ,001 |
| | Large | 254 | 45,54 | 5,758 | 121% | Large | 255 | 37,83 | 5,072 | 93% |
| How many times in the past year did you skip school? | Small | 260 | 7,02 | 1,944 | ,024 | Small | 318 | 8,63 | 2,435 | ,123 |
| | Large | 253 | 17,00 | 3,989 | 142% | Large | 254 | 14,99 | 3,461 | 74% |
| How many times in the past year did you intentionally damage or destroy school property? | Small | 259 | ,68 | ,245 | ,012 | Small | 317 | ,64 | ,247 | ,001 |
| | Large | 249 | 9,14 | 3,420 | 1241% | Large | 253 | 13,11 | 3,987 | 1942% |
| How many times in the past year did you intentionally damage or destroy foreign property? | Small | 261 | ,74 | ,294 | ,023 | Small | 318 | ,79 | ,268 | ,003 |
| | Large | 254 | 7,83 | 3,131 | 960% | Large | 255 | 9,79 | 3,404 | 1132% |

| | User exposure to media (small, medium, large) | User exposure to screens (small, medium, large) |
|---------------------------|---|---|
| Minimal increase/decrease | 46% | 22% |
| Maximal increase in pct | 2666% | 1942% |
| Average increase in pct | 498% | 396% |

| | User exposure to passive television (small, medium, large) | | | | | User exposure to social media (small, medium, large) | | | | |
|--|---|-----|-------|-----------------|-----------------|---|-----|-------|-----------------|-----------------|
| | | N | Mean | Std. Error Mean | Sig. (2-tailed) | | N | Mean | Std. Error Mean | Sig. (2-tailed) |
| How many days in the past month did you smoke cigarettes, cigars etc? | Small | 242 | 3,07 | ,531 | ,209 | Small | 265 | 2,93 | ,498 | ,022 |
| | Large | 248 | 4,07 | ,593 | 33% | Large | 285 | 4,75 | ,604 | 62% |
| How how many days in the past month did you consume at least one alcocholic beverage? | Small | 242 | 2,31 | ,239 | ,069 | Small | 265 | 2,11 | ,253 | ,002 |
| | Large | 247 | 3,11 | ,363 | 34% | Large | 285 | 3,46 | ,340 | 64% |
| How how many days in the past month did you consume illegal drugs marihuana ecstasy, pills, cocaine? | Small | 241 | 1,14 | ,318 | ,453 | Small | 265 | ,93 | ,268 | ,101 |
| | Large | 247 | 1,51 | ,382 | 33% | Large | 283 | 1,70 | ,376 | 83% |
| How how many days in the past month did you cary any weapons (knife, stick, gun)? | Small | 241 | ,90 | ,273 | ,024 | Small | 265 | 1,33 | ,348 | ,443 |
| | Large | 249 | 2,08 | ,439 | 131% | Large | 285 | 1,72 | ,365 | 29% |
| How how many days in the past month did you bring any weapons to school (knife, stick, gun)? | Small | 241 | ,36 | ,152 | ,150 | Small | 265 | ,71 | ,245 | ,221 |
| | Large | 249 | ,84 | ,294 | 133% | Large | 285 | 1,21 | ,321 | 70% |
| How many times in the past year did you cheat on exams in school? | Small | 242 | 22,61 | 4,708 | ,536 | Small | 266 | 11,19 | 2,902 | ,000 |
| | Large | 250 | 26,79 | 4,838 | 19% | Large | 286 | 36,73 | 5,457 | 228% |
| How many times in the past year did you steal anything? | Small | 242 | 2,76 | 1,782 | ,296 | Small | 266 | 2,86 | 1,685 | ,116 |
| | Large | 251 | 6,20 | 2,731 | 125% | Large | 287 | 8,39 | 2,998 | 193% |
| How many times in the past year were you involved in a fight? | Small | 241 | 1,25 | ,764 | ,055 | Small | 266 | 2,58 | 1,615 | ,170 |
| | Large | 251 | 6,82 | 2,738 | 445% | Large | 287 | 6,89 | 2,617 | 167% |
| How many times in the past year were you bullied? | Small | 238 | 6,34 | 2,420 | ,962 | Small | 264 | 1,35 | ,549 | ,003 |
| | Large | 250 | 6,51 | 2,394 | 3% | Large | 283 | 10,25 | 2,873 | 657% |

| | | | | | | | | | | |
|---|-------|-----|--------|-------|-------|-------|-----|--------|-------|------|
| How many times in the past year did you bully others? | Small | 238 | 2,89 | 1,516 | ,145 | Small | 261 | 6,59 | 2,822 | ,402 |
| | Large | 249 | 7,71 | 2,891 | 167% | Large | 283 | 10,08 | 3,043 | 53% |
| How many times in the past year did you have conflicts with your parents? | Small | 240 | 37,65 | 5,313 | ,587 | Small | 266 | 26,56 | 4,029 | ,000 |
| | Large | 251 | 41,72 | 5,282 | 11% | Large | 287 | 56,92 | 5,848 | 114% |
| How many times in the past year were you bullied online or via electronic messages? | Small | 242 | 1,04 | ,340 | ,050 | Small | 265 | 2,74 | 1,635 | ,150 |
| | Large | 250 | 5,57 | 2,240 | 438% | Large | 287 | 7,24 | 2,592 | 164% |
| How many times in the past year did you gamble? | Small | 243 | 7,14 | 2,311 | ,013 | Small | 266 | 7,53 | 2,172 | ,002 |
| | Large | 251 | 19,22 | 4,210 | 169% | Large | 290 | 23,30 | 4,398 | 210% |
| How many times in the past year did you feel stressed? | Small | 240 | 105,18 | 7,661 | ,261 | Small | 264 | 80,39 | 6,209 | ,000 |
| | Large | 250 | 117,72 | 8,063 | 12% | Large | 289 | 115,39 | 7,398 | 44% |
| How many times in the past year did you feel so sad or depressed that you refrained from some daily activities for two weeks or more? | Small | 243 | 25,76 | 4,291 | ,339 | Small | 266 | 14,21 | 2,477 | ,000 |
| | Large | 250 | 32,02 | 4,916 | 24% | Large | 289 | 44,54 | 5,360 | 213% |
| How many times in the past year did you skip school? | Small | 243 | 5,76 | 1,277 | ,036 | Small | 264 | 6,99 | 2,313 | ,032 |
| | Large | 250 | 13,65 | 3,479 | 137% | Large | 288 | 16,10 | 3,455 | 130% |
| How many times in the past year did you intentionally damage or destroy school property? | Small | 241 | ,42 | ,222 | ,012 | Small | 264 | 2,37 | 1,628 | ,019 |
| | Large | 247 | 9,18 | 3,441 | 2091% | Large | 286 | 11,73 | 3,529 | 395% |
| How many times in the past year did you intentionally damage or destroy foreign property? | Small | 243 | ,37 | ,184 | ,013 | Small | 266 | 2,43 | 1,620 | ,078 |
| | Large | 251 | 8,97 | 3,384 | 2323% | Large | 290 | 8,60 | 2,997 | 254% |

| | User exposure to passive television (small, medium, large) | User exposure to social media (small, medium, large) |
|---------------------------|--|--|
| Minimal increase/decrease | 3% | 29% |
| Maximal increase in pct | 2323% | 657% |
| Average increase in pct | 351% | 174% |

Data source: Infrastructure program of the Faculty of Media (Rek Mateja, Milanovski Brumat Kristina, 2016)

Finally we can observe that there is a prevailing significant difference of the quantity of deviant behaviour also between heavy and small social network users. More time spent on social network seems to increase the likelihood of deviant behaviour substantially between 29 and 657%.

Thus we can confirm that heavy a) media, b) screen, c) passive TV, d) social media users are more delinquent than less exposed students.

Discussion

In the present article we have introduced delinquency and media exposure of secondary school students and provided a historical overview of the supposed links or rather correlations between the two. Furthermore we discussed theoretical issues challenging comparable quantifying correlational studies. As previously noted, any research of media influence on children and adolescents is challenged by the fact that it is difficult to establish clear cause-and-effect relationships or rather to prove undeniably that media exposure directly influences behaviour. Correlation does not necessarily mean causation and this is not consistently clear in the published research. When greater and longer exposure to violent content in media coincides with higher crime or delinquency rate among adolescents, the media is not the only and indeed not the most important factor or mediator, rather one cannot solely blame media without considering other factors.

Our overview of previous studies does indeed show a correlation between exposure to media and secondary school delinquency, though it is still hard to provide clear cases in which the correlations might actually be explained as causation, namely that exposure to specific media contents for specific amounts of time on average does indeed influence higher delinquency rates among secondary school students.

To research the links between exposure to media and delinquent behaviour among Slovene secondary school children, we designed a quantitative study, which is based on the opinions of secondary school students. Based on our data we presented the results of our research in terms of average exposure times. We analysed the correlation between exposure to media and delinquency by forming and testing, using SPSS PASW Statistics 18 software, two hypotheses and their sub-hypotheses. The first hypothesis supposes that students with lower last year final achievement and/or lower current grades are more delinquent than students achieving good and excellent grades. The second hypothesis supposes that heavy users of media overall and/or users with high reported screen time and/or users with high reported passive TV watching and/or heavy users of social media are more delinquent than less exposed students in all these classes, respectively. According to our statistical analyses, as presented in the previous chapter, both hypotheses and their sub-hypotheses can be confirmed, only for passive TV watching the minority of tested variables are in any way significant. We have thus, similarly to the studies from abroad, confirmed the

positive correlation between exposure to the media and secondary school delinquency, at least for the analysed variables.

Among the tested variables showing correlation between different kinds of exposure to media and different forms of delinquent behaviour (Fig. 1) we point out one specific and striking correlation with several-fold increase of delinquent behaviour in favour of heavy media users, when compared to the average increase. We are talking about the correlation between public vandalism outside of school or at school (Fig. 1: last two variables on the X-axis) and both screen-time and passive TV watching (Fig. 1: second and third variable on the Y-axis). Both the screen-time and the passive TV watching variable show most influence or rather correlation with delinquent behaviour among all other variables, particularly for the already noted vandalism behaviour or the destruction of public or foreign property at school or outside of school. According to the anecdotal evidence we suppose that passive TV watching in particular is found in less involved families in which parents more often neglect the children. Therefore we believe that families in which the television is turned on most of the time and thusly defines the family environment are in many cases also families in which children are left to their own devices and where there is limited intimate communication between family members. Our presented assumption should however be tested in the future with a re-shaping of the quantitative research into a more qualitative research, which through direct and intimate relationships with the research subjects may provide evidence for the mechanism of mediation in the correlations between exposure to media and youth delinquency. Only when such mediating mechanisms are presented may correlation also be considered as causation.

Conclusions

We argue that it is the mediating mechanisms of the family environment and its socioeconomic and sociocultural position within the broader society that needs to be considered. The influence of media on adolescents as family members is to a large extent dependent upon cultural, social and economic dispositions of individuals, families and communities. In other words, family media environment, media availability and use are affected by parents' ethnicity, education, income, etc. as well as adolescents' sex and age.

These findings are relevant to several interested parties. (1) To parents so they can give greater attention to monitoring the media exposure of their children. A particular emphasis must be focused on what kind of content is being monitored and what kind of content they share through social media. (2) To the leadership of secondary schools and teachers

so they can draw up awareness-raising programs for young people about the dangers of the media. (3) To social workers so they can engage more fully with young people who have begun to cross the line. (4) To the police, as they can monitor the most delinquent individuals by timely monitoring the social media.

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RESOLVING CONFLICT BETWEEN AUTONOMY AND RELATEDNESS IN INTIMATE RELATIONSHIPS THROUGH THEIR CONSTANT INTERCHANGE OR THROUGH SYNTHESIS

Simona Gomboc¹

Abstract

The purpose of our qualitative research was to explore distinct ways individuals surpass ambivalent tendencies for autonomy and for relatedness in intimate relationships. Our study was based on principles of grounded theory and included 47 participants (55.3% female and 44.6% male) of Slovene nationality, whose average age was 30 years and 8 months and who had been in intimate relationship on average for 7 years and 4 months. Analysis of data collected with diary method identified two distinct ways of resolving fundamentally antagonistic tendencies: tendencies for autonomy and tendencies for relatedness can be satisfied by their constant interchange or by their synthesis. Lastly, the paper also discusses parallels and differences between our results and findings of attachment and interdependence theory.

Keywords: Autonomy, Relatedness, Intimate relationships, Qualitative research

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Introduction

For majority of people achieving a satisfactory intimate relationship is a dominating theme throughout one's life (Cantor & Malley, 1991; Finkel, Simpson, & Eastwick, 2017; Fletcher, Rosanowski, & Fitness, 1994; Impett, Gable, & Peplau, 2005). According to some authors (Kumashiro, Rusbult, & Finkel, 2008; Prager & Roberts, 2004) the key issue in intimate relationships is resolving the conflict between autonomy and relatedness. Balancing the two is challenging, but necessary, since it forms the basis of satisfaction in intimate relationships (Mikulincer & Shaver, 2007; Ryan & Deci, 2000; Visserman, Righetti, Kumashiro, &

¹ Assistant Professor and Researcher, Faculty of Mathematics, Natural Sciences and Information Technologies; Glagoljaška ulica 8, 6000 Koper; Slovenia;
E-mail: simona.gomboc@upr.si

Van Lange, 2017). However, focused research on this dynamics seems to not be represented in the literature.

There are two prevailing theoretical models regarding intimate relationships in the research field of social psychology (Campbell & Rubin, 2012; Mashek & Aron, 2004); interdependence theory (Kelley & Thibaut, 1978; Murray & Holmes, 2009, 2011, 2017; Murray, Holmes, & Collins, 2006; Thibaut & Kelley, 1959) and attachment theory (Bowlby, 1969/1982, 1973, 1979, 1980, 1982; Brennan, Clark, & Shaver, 1998; Hazan & Shaver, 1987; Fraley, Hudson, Heffernan, & Segal, 2015; Mikulincer & Shaver, 2003, 2007; Simpson & Rholes, 2017).

Interdependence theory builds on the assumption that humans are social animals who are fundamentally motivated to establish deep interpersonal relations (Baumeister & Leary, 1995). Since social relations also pose an important source of threat for one's psychological welfare, humans' survival instincts strive for defending the self (McClure, Bartz, & Lydon, 2013; Murray et al., 2006). Interdependence theory considers self-protective behaviour in the form of increasing the distance between partners as a primary tendency of an individual, even at the cost of relatedness (Murray et al 2006). Consequently, the existence of intimate relationship is possible only due to mechanisms that limit individual's tendencies for self-protection. In the first phase of the relationship this mechanism is infatuation (Murray & Holmes, 2009) and later establishment of trust (Murray & Holmes, 2011). The theory also assumes that co-dependent nature of intimate relationship necessarily limits autonomy of both partners (Kelley et al., 2003). Satisfaction with intimate relationship namely intensifies the wish for higher closeness which always leads into limited freedom and autonomy of both partners. Murray and Holmes (2011) go even so far as to claim that autonomy is the most endangered in the most satisfying intimate relationships.

Attachment theory defines attachment in adulthood as a biopsychosocial process in which emotional bonds between adult partners are formed similarly to the way they are shaped in childhood between the child and his parents (Hazan & Shaver 1987). Just as the child finds safety in presence of a parent and is under stress when parenting figure is not available, partners in intimate relationship reciprocally provide solace and safety whilst react negatively at physical or emotional absence of one another (Simpson & Rholes, 2017). Contrary to interdependence theory, attachment theory considers getting closer to the partner as a primary tendency of an individual (Fraley & Shaver, 1998; Mikulincer & Shaver, 2007). Only if the partner (called "object of attachment" in terms of attachment theory) proves out to be unreachable, the individual

develops defense mechanisms to increase interpersonal distance. While the defense behaviour of distancing oneself from the partner is considered normative behaviour in interdependence theory, attachment theory understands this behaviour as a secondary strategy of those individuals whose primary attachment needs are not satisfied (Mikulincer & Shaver, 2005). If these needs are satisfied the individual develops secure attachment and therefore does not consider interpersonal closeness (and whereby tendencies for relatedness) as opposite to satisfying tendencies for autonomy (Mikulincer & Shaver 2007).

The purpose of both above mentioned theoretical orientations is the development of broader models of partner dynamics. Consequently, these theories only indirectly concern the issue of balancing the tendencies for autonomy and for relatedness and therefore provide only partial answers to the nature of this dynamics. Based on above outlined theoretical assumptions and research findings of both theories we can conclude that interdependence theory does not assume the option of concurrent satisfaction of both studied tendencies (i.e. having satisfied needs for autonomy in context of a functional intimate relationship). That means that intrapsychic experience of the dynamics between tendencies for autonomy and relatedness is inherently conflicting. Moreover, within attachment theory there is no research dedicated to how ambivalent tendencies for autonomy and relatedness can be resolved. When it comes to securely attached individuals the dynamics is namely already resolved, while in cases of individuals who have developed defense strategies the conflict will be resolved by developing secure attachment style.

Consequently, this study aimed to focus on following research question: In what way do individuals surpass ambivalent tendencies between autonomy and relatedness in intimate relationships? Due to the lack of literature in this specific area we chose a qualitative research approach, which was based on principles of grounded theory (Glaser & Strauss, 1967/2006). Being notably exploratory in nature, its aim is the formation of theory based on empirical data.

Method

Participants

Our sample consisted of participants selected from population of adults who were involved in intimate relationships during our study, and who had been in that relationship for the minimum of 6 months. We namely assumed that current involvement in intimate relationships would enable easier identification of ambivalent tendencies between autonomy and relatedness. Minimum duration of the relationship was our selection

criterion which was related to theoretical sampling. As previous studies (e.g., Clark & Grote, 1998) showed, sentiment override prevails in intimate relationships that had lasted for a shorter period of time. These temporary overly positive emotions could distort the identification of dynamics of ambivalent tendencies for autonomy and relatedness. For that reason, only individuals that met the condition of their relationships' demanded duration were included in the research.

All 47 participants were of Slovene nationality. Of them 26 (55.3%) were female and 21 (44.6%) were male. The average age of the participants was 30 years and 8 months and their average duration of intimate relationship had been 7 years and 4 months. Our sample consisted mostly of higher educated individuals which is due to the fact that we used theoretical sampling combined with convenience sampling and chain-referral sampling. First participants included in our research were students of humanistic studies and with their help we also acquired their acquaintances.

Materials

Empirical data collection was conducted with the diary method. The diary template consisted of questions prepared beforehand with the purpose of guiding thinking to this study's relevant areas of experience: In which ways do you try to solve the conflict between autonomy and wish for relatedness? What helps you to solve it? What would you advise others that are dealing with the same conflict? The design of diary template was based on the assumption that current conflicts in couple's everyday life aid in making one aware and consequently provide easier identification of different aspects of studied dynamics and ways the dynamics can be resolved. Our participants were given the instruction to write down their thoughts soon after the conflict with their partner had appeared or had been resolved. In cases when conflict had not arisen, participants wrote their thoughts in regard to the general happenings of the whole week.

Using diaries to collect data offers either a one-time or a repetitive reflective explication of subjective meanings that individuals attribute to certain subjects (James, Milenkiewicz, & Buckman, 2007). That is the reason researchers did not introduce their own definitions of autonomy and relatedness but the understanding and defining of these two phenomena was left to participants' "naive psychology". This intuitive understanding determines how they interpret events and therefore how and why they act as they do. The aim was – due to the degree of intimacy of contents – to offer the researchers the 'view from the inside' (Zimmerman & Wieder, 1977). Writing diaries namely enables the

participants to reflect their experience on their own, whenever time would allow and without the interruption of another person, e.g. the interviewer (Keightley, Pickering, & Allett, 2012).

The challenge with using the diary method to collect data is the demand for a longer commitment from the participants (Alaszewski, 2006; Nicholl, 2010). However, based on exploratory principles of qualitative research all diary records are relevant, even those of individuals that ended writing diaries earlier than anticipated.

Procedure

The research was conducted between January and June 2014. In line with the above described diary method the participants were instructed to write down their thoughts about the researched topics once a week, until week 10.

Analysis

In accordance with the iterative nature of qualitative research and principles of grounded theory we primarily used theoretical sampling in combination with convenience and chain-referral sampling. This means that phases of collecting, coding and analysis of data collected in the first phases of research guided subsequent sampling of participants. In that way it was possible to gain insight into the variety of structures, which had not yet been highlighted in previous phases of research (Glaser & Strauss, 1967/2006).

Coding represents the central part of a qualitative study and signifies the interpretation of analysed text through determining meaning (of codes and categories) of textual material (Charmaz, 2006; Flick 1998/2006) in order to form a theoretical explanation of the studied phenomenon (Vogrinč, 2008). In accordance with grounded theory and theoretical coding (Glaser & Strauss, 1967/2006) we used open as well as axial and relational coding. The principle of coding was primarily inductive. The categories were therefore not predicted in advance, i.e. derived from certain theoretical models. We also used the deductive approach which allowed us to be more systematic and analytical during ongoing comparison of beforehand determined codes between different parts of certain participant's material and especially between materials of various participants. The possibility of integrating new codes was also present during the process of deductive coding which was important as it eliminated the possibility of drawing conclusions prematurely (Glaser, 1992). The latter could result in poorer matching of empirical data with grounded theory (Bryman, 2004). The codes that proved irrelevant from the view of our research goals were eliminated in later phases of

analysis. The process was distinctly hermeneutic. Re-reading the primary texts, re-evaluation of adequacy of the existing codes and ongoing comparison of defined categories were intended to add to the emergence of a theory that would be “loyal to evidence” as much as possible (Neuman, 1994, pp. 323).

The processes of coding guided the processes of theoretical sampling and the entire procedure strived towards gaining theoretical saturation both on levels of sampling and coding. Theoretical saturation as an important characteristic of grounded theory (Bryman, 2004; Flick 1998/2006) represents the point when the researcher determines data collection is adequate, since new data would not add anything relevant to explanation of designed categories.

Results

Data analysis showed that absence of conflicting tendencies between autonomy and relatedness can be achieved in two ways. One possibility for the absence of conflict is that both types of tendencies are constantly interchanging and the second is resolution of antagonistic nature of tendencies through their synthesis. In this section we present both experiential positions of participants which are compared to other relevant studies in Discussion.

Resolving Conflict Between Autonomy and Relatedness as an Achieved Dynamic Balance Between Them

Individuals involved in intimate relationships experience the dynamics between tendencies for autonomy on one hand and tendencies for relatedness on the other as a constant interchanging feeling of one or the other type of tendencies. After the state of satisfied need for autonomy the phase of increased need for relatedness follows and the sufficient satisfaction of the latter evokes the need for autonomy. The achieved state of satisfied need of one type of tendencies simultaneously means unfulfilled need of the other tendencies, i.e. satisfaction of both needs is in itself exclusive.

“I experience the tendency for my own autonomy very strongly. However, when I finally achieve autonomy the tendency for relatedness to the partner grows stronger. As my autonomy increases my tendency for relatedness also rises.”

“I would like to add that certain situations occur when the first tendency overflows the second and vice versa. For example, the tendency for autonomy disappears and the tendency for relatedness rises.”

Because the activation of felt tendencies is interchanging, their dynamics is not perceived as conflicting.

“I believe that the conflict between wish for relatedness and autonomy does not occur, since there is normally either only a wish for autonomy or for relatedness.”

“When a conflict arises, I try yo adapt the conditions in regards to the situation in which I want to be autonomous. Simply put, I go alone wherever I wish to go – into another company or just in bed. When the wish for relatedness increases, then I stay with my partner.”

The participants stress that enabling mutual autonomy is a essential condition dor maintaining a quality intimate relationship. When the do not feel autonomous enough they consider that their intimate relationship lacks in quality and that can be seen as a criterion for terminating the relationship.

“I find this dynamics crucial for a successful intimate relationship since I believe that the lack of feeling autonomous often plays an important role in ending the relationship. Autonomy seems to me so crucial that I would probably end the relationship if it was endangered (of course here I do not refer to compromises but to the expectation of a perfect adjustment).”

“The better the relationship the lower the wish for excessive autonomy /.../ This dynamics is important because if the relationship is not good you can retreat and enjoy your own autonomy.”

Partners' autonomy is considered as a basis of intimate relationship because it enables i) sincerity and authenticity of both partners and consequently true mutual understanding; ii) further personal development of both partners and iii) a higher quality of intimate relationship.

“I strive strongly for autonomy; to me it is a basis, without which intimate relationship cannot exist. Both need to be free in each other's presence or they never really get to know each other. Wish for relatedness is not a problem for me and I do not think that these two are contradicting. I think that when two individuals are autonomous in a relationship and they have the right to act according to their conscience, they either fall out and break up or they get to know each other better and they bond. In the first case it is better they break up and in the second they develop sense of relatedness through freedom and autonomy.”

“In our relationship I feel the space for individual expression and some sort of formulating my own self or myself as an individual. Nevertheless, I have a feeling that besides my personal growth within the relationship, the relationship between us also grows.”

The dynamics between needs for autonomy and needs for relatedness in an intimate relationship becomes conflicting in the case when an individual's autonomy is prevented by his partner, which can also happen because of partner's attempts to develop feeling of relatedness.

“These two types of tendencies could in my case become contradicting if the partner would not give me enough personal space and autonomy. Then I would have to decide between my freedom and autonomous decisions versus feeling of relatedness that I do experience in intimate relationship.”

“If this dynamics exists it exists because one thinks you can only feel related if you win more attention of the partner and you consequently start restricting personal autonomy of this other person.”

Conflicting tendencies for autonomy and for relatedness are resolved by establishing and maintaining a sufficient degree of satisfied need for autonomy in both partners. When respect for personal autonomy in intimate relationship is established, while simultaneously relatedness is maintained, this dynamics ceases to be antagonistic.

“I experienced this dynamics as more stressful at the beginning of the relationship, because I had to adjust the ratio between autonomy and relatedness with my partner, but now we both know and respect our own 'freedom' while still feeling related.”

“These tendencies are not opposing in my eyes, even though sometimes it seems they are. This dynamics is not as important as it is annoying. If two people love each other as they are and they defend the partner's personal autonomy in the same way as their own, the dynamics does not exist because they run with the hare and hunt with the hounds. And they hunt with the hare and run with the hounds.”

The mere existence of tension between tendencies for autonomy and tendencies for relatedness means that in intimate relationship – where needs for relatedness are primarily satisfied – tendencies for autonomy are also preserved. Because the latter are connected with positive

aspects of tendencies for individual's growth and development, the attitude to the entire dynamics is positive.

"I believe that dynamics of these two tendencies is very important or needs to exist. Even though it is sometimes hard and it seems that the tendencies contradict each other, they need to exist. I do not say that partners in an intimate relationship can do what they want but one needs to preserve his or her self, which is what gives him or her meaning in life."

"The dynamics influences the intimate relationship in a way that despite the wish for relatedness and being in a close relationship I still remain autonomous, independent and I try to spend time alone with myself, my thoughts, goals, wishes."

Resolving the Conflict Between Autonomy and Relatedness as an Achieved State of Synthesis Between Them

The other way some participants experienced the dynamics of both types of studied tendencies is as inherently interconnected amongst themselves. In that case it becomes hard to distinguish the two on the level of generalised ideas about the relationship's dynamics as well as regarding particular decisional situations. This means that the conflicting nature of needs for autonomy and relatedness is resolved in a way that the wish for relatedness is understood as an expression of autonomy or that the expression of autonomy is done through the tendency for relatedness.

"I do not experience that I would feel less autonomous because of belonging to my partner since my wish for relatedness is a part of my autonomous decision and tendency."

"I think it has never happened that I would want both, because it seems to me that autonomy can be achieved through relatedness to relationship."

Even though the questions in the diary template were based on the assumption that the dynamics is conflicting, the participants reflected upon it and some concluded differently. In these cases, studied tendencies were understood as complementary and the dynamics of intimate relationship was marked by a dynamic balance of their synthesis.

"As I mentioned before, I am realising that I do not feel the conflict between wish for autonomy and wish for relatedness. However, if we

look for conflict, we will find it. What if instead of the word conflict we use the word symbiosis? I believe that the word symbiosis outlines the dynamics of intimate relationship more colourfully. To me symbiosis means being true to myself and belonging... At the same time.”

“When I am re-reading the questions above, I am realising that I actually do not experience wishes for autonomy and being in an intimate relationship as opposing ... Rather as complementary, coexisting ...”

Relatedness within intimate relationship (mutually) enables both individuals to achieve higher autonomy.

“I experience intimate relationship as something that makes me who I am.”

“True partnership is the one in which individuals support each other and stand by each other's side no matter what. They believe in each other and allow and support each other to become increasingly stronger individuals that are and will always be able to stand on their own feet. If they divide assignments, they do it because things are faster and better done in that way and not because they would want to make each other dependent.”

Discussion

Analysis of data identified two distinct and mutually exclusive ways in which resolution of antagonistic dynamics between tendencies for autonomy and tendencies for relatedness can be achieved. One is characterized by the experience of interchanging relevance of mentioned tendencies and the other by their synthesis.

We compared findings of our study with the characteristics of normative dynamics in intimate relationships as understood by two, to this day probably most dominant theories of interpersonal dynamics in context of intimate relationships, i.e. interdependence theory (Murray & Holmes, 2009, 2011, 2017; Murray et al., 2006; Thibaut & Kelley, 1959) and attachment theory (Bowlby, 1969/1982, 1973, 1979, 1980, 1982; Brennan et al., 1998; Hazan & Shaver 1987; Fraley et al., 2015; Mikulincer & Shaver, 2003, 2007; Simpson & Rholes, 2017). We found some parallels between our results and both mentioned theories. However, our findings that differ from current theories could turn out to be crucial additions to better understanding of partners' dynamics. Since attachment theory considers experience and behaviour of securely attached individuals as normative intra- and interpsychological dynamics in intimate relationship (Bowlby, 1969/1982, 1973, 1979, 1980, 1982),

we compared findings of our qualitative research only with characteristics of this style of attachment.

Theory of interdependence predicts that the consequence of getting closer to the partner is reflected in a decrease in individual's autonomy and vice versa (Murray & Holmes, 2009, 2011, 2017). The individual can always satisfy only one type of tendencies at a given time, because dissatisfaction of the other tendencies follows as a consequence, i.e. satisfaction of tendencies is in itself exclusive. The conducted qualitative study demonstrated that some individuals experience the dynamics between tendencies for autonomy and relatedness in intimate relationships as a constant interchanging feeling of one or other types of tendencies. In detail, state of satisfied need for autonomy is followed by the phase of increased feeling of needs for relatedness, sufficient satisfaction of which evokes activation of needs for autonomy. This interchanging relevance of feelings and satisfaction of both types of tendencies allows individuals to perceive their dynamics as non-conflicting. Our research identified higher relevance of satisfying tendencies for autonomy as opposed to tendencies for relatedness in individuals that experience these tendencies as interchanging. The mere state of intimate relationship's existence namely satisfies tendencies for relatedness in partners and consequently satisfaction of needs for autonomy becomes more relevant. Participants of our study reported that satisfaction of needs for autonomy in context of intimate relationship is an essential condition of one's welfare and a basis of intimate relationship. Both partners feeling autonomous in the relationship namely allows authenticity and therefore honesty between them which leads to personal development and to higher quality of their relationship.

Our research also identified the possibility of experiencing concurrent satisfaction of needs for autonomy and needs for relatedness. This is in line with attachment theory that understands simultaneous satisfaction of both sorts of needs – for love, intimacy and acceptance on one hand and for autonomy and growth on the other – as not only a reachable state but as a normatively expected experience of intimate relationships (Fraleley et al., 2015; Mikulincer & Shaver, 2003, 2007; Simpson & Rholes, 2017). Securely attached individuals do not consider interpersonal closeness and whereby satisfaction of tendencies for relatedness as opposite to satisfying tendencies for autonomy (Mikulincer & Shaver, 2007). Our participants also reported absence of conflict of both types of tendencies since the wish for relatedness is perceived as an expression of autonomy, while the wish for autonomy is expressed through tendencies for relatedness. Both types of studied tendencies become inherently interconnected amongst themselves and

are therefore perceived as complementary, while the intimate relationship's dynamics is marked by non-conflicting state of symbiosis. The reason that securely attached individuals have learned to connect search for closeness with achieving authentic and autonomous feeling of their own worth is because of their interpersonal experiences with consistently responsive attachment object (Mikulincer & Shaver, 2007). Our research also showed that individuals who experience synthesis of studied tendencies do not perceive getting closer to the partner as endangering to their feeling of autonomy. They see relatedness within an intimate relationship as a crucial factor for achieving autonomy because the satisfied tendencies for relatedness enable personal development in the form of discovering and developing their true self.

As already explained there are two ways of resolving antagonistic dynamics between tendencies for autonomy and tendencies for relatedness. Some individuals reach synthesis of studied tendencies which is characterized by both tendencies being satisfied at the same time. However, our study demonstrated that participants who experienced the other way of resolving the conflict, that is by interchanging relevance of studied tendencies, showed an overall positive attitude towards this dynamics. That means that this positive attitude is also preserved in cases of feeling antagonistic dynamics between mentioned tendencies. Individuals in intimate relationships namely preserve autonomy despite having satisfied tendencies for relatedness. Since tendencies for autonomy are connected with positive aspects of striving for individual's development, the attitude towards the wholesome dynamics is positive. Achieved state of satisfaction of one type of tendencies simply redirects the motivation towards satisfying the other type of tendencies and therefore the tendencies cease to be conflicting. Contrary to the interdependence theory, which predicts a conflicting nature of this dynamics on the basis of excluding nature of satisfaction of both types of tendencies (Murray & Holmes, 2009, 2011, 2017), our study showed the experience of the dynamics ceases to be conflicting based on this very interchanging nature of tendencies.

Our findings indicate the possibility that getting closer to the partner can be connected with achieving increased autonomy of the partners. Therefore, satisfaction of tendencies for autonomy does not necessarily exclude satisfaction of tendencies for relatedness. In contrary to interdependence theory, attachment theory therefore succeeds in identifying the possibility of balance of studied tendencies to which we refer as synthesis of tendencies for autonomy and relatedness. Since tendencies for autonomy and tendencies for relatedness are inherently interconnected, autonomy can also be expressed through satisfaction of

tendency for relatedness. This means that increase in interpersonal closeness can be linked to the process of satisfying tendencies for autonomy, while the satisfied tendencies for relatedness keep enabling partners to increase their autonomy.

Considerations About Quality of the Results, Advantages of the Study and Guidelines for Further Research

Even though some post-positivist qualitative methodologists (e.g., Silverman, 2005; Tashakkori & Teddlie, 2003; Willig, 2008) refuse to judge the quality of qualitative research's findings in terms of concepts such as validity, reliability, objectivity and sensitivity (of measuring instruments) that are used in quantitative research, these concepts still remain in use. However, they are often supplemented with concepts such as reflexivity of the researcher.

From the point of achieving validity of research findings the focus was on in-depth explanation of studied dynamics, well-grounded explanation of relations between sub-phenomena and on theoretically and empirically supported conclusions of the research. Diary template with beforehand prepared guiding questions via standardization helped to reduce subjective influence of the researcher's suggestive enquiry while collecting data. This would have been a bigger challenge, for instance, in the case of collecting data by means of interview method. On the other hand, this very template could have led the participants to fill in their diary in a certain way. We gave participants the instruction that concrete (conflict) happenings, e.g. everyday conflicts, should only help them to think about the studied dynamics without actually writing down concrete situations. With this instruction we might have passed too much of the abstraction process upon the participants and whereby negatively influenced validity of data. Since our data show a large measure of abstraction and whereby low measure of richness of data it would be reasonable to complement our understanding of the dynamics by using guided questions within in-depth interviews.

In the case of qualitative research one cannot simply exclude the researcher who is according to C. Willig (2008) the main measuring instrument. Researcher's personal characteristics and epistemological assumptions necessarily influence all steps of research engagement, mostly subconsciously. They affect everything from the decision to study a certain theme to how the researcher understands meaning in the coding process and how he makes conclusions. Since these issues cannot be avoided, the role of the researcher is to make them explicit in order to enable the reader of the research paper to make a judgement

about their influence. In this specific study the authors stress their tendency for searching for autonomy in social context and their own experience of conflicting tendencies for autonomy and relatedness. Besides, the authors are under the impression that in social psychology the assumption about inherently conflicting nature of relation between the individual and social environment is somewhat overlooked. The above mentioned could have influenced detection of certain dynamics, e.g. the possibility of non-conflicting relation between the individual and social environment was identified. On the other hand, the researchers were sincerely surprised about identified options of resolving conflict between autonomy and relatedness due to their own assumption of inherently conflicting nature of studied tendencies. On this note we regret there was no possibility to include additional researchers who could attribute to, for example, intercoder reliability and consequently higher validity of data categorization.

The criterion of reliability cannot be evaluated in this study, however, potentially low reliability of gained data does not negate scientific and practical value of results. Contingent on satisfied condition of validity, every detected way of surpassing studied antagonistic dynamics presents one possible way of resolving conflicting dynamics and is thus relevant as such even though it is not again identified in later studies and therefore has low reliability. In context of qualitative research both representativeness and probability do not have to be fulfilled and we can therefore even consider the possibilities of generalization (for more on this issue see Gobo, 2008).

This also shows practical value of our findings in context of partner therapy or relationships education programmes. Individuals who are burdened by conflict of studied dynamics can namely find potential resolution in both identified ways of resolving this dynamics.

As for scientific relevance of this study, we find the orientation towards researching the experience of tendencies for autonomy and tendencies for relatedness as an advantage of the conducted study since that has, to our knowledge, never been done before. This is important, since authors (e.g., Kumashiro et al., 2008; Prager & Roberts, 2004) stress the importance of this dynamics but research focused specifically on this problem area does not exist.

Based on our study and considering theoretical orientations of interdependence and attachment theory we can additionally infer the suitability of understanding intimate dynamics from the point of both theoretical perspectives. Through distinguishing two distinct ways of

experiencing the relation between tendencies for autonomy and tendencies for relatedness we can find important similarities with explications of working models of both interdependence as well as attachment theory. This can present an important step towards the integration of both theories for which there are many appeals but little attempts (e.g., McClure et al., 2013).

Our research importantly identified the possibility that experiencing this dynamics – as opposed to in social psychology relatively often present assumptions – is not inherently conflicting. This can have important implications for the prevalent theme in social psychology, i.e. relation between individual and social environment. Our results are in line some findings of attachment theory that appeal to the possibility that dominant theories of social dynamics describe behaviour of un-securely attached individuals without further reflection and fail to incorporate interpersonal behaviour of securely attached individuals (for more see Mikulincer & Shaver, 2005). If further research confirms these indications, it will present nothing less than a change in current paradigm of social psychology.

Lastly, the advantage of our study is also connected with the chosen methodological approach, since qualitative research allows identification of diversity of individual's experiences within the studied group via content rich information. That is something that quantitative research allows only rarely or not at all. Nevertheless, further research in this field will need to determine how the characteristics of experience identified in this study are spread in the population. That is how quantitative research could significantly complement qualitatively gathered findings (Bryman, 2006; Willig, 2008; Silverman, 2016; Tashakkori & Teddlie, 2003).

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INTIMATE SPOUSAL'S VIOLENCE AND WOMEN'S PROPERTY OWNERSHIP: DELVING DEEPER INTO LINKAGE IN LAGOS STATE, NIGERIA

Olabisi Sherifat Yusuff¹,

Abstract

A large body of global research documents the high prevalence of intimate partner violence (IPV) against women across the world and the resulting socioeconomic costs and reproductive and other health consequences for societies, women and their children. Developmental theorists and Feminists have advocated for empowerment of women and properties ownership as a panacea to intimate spousal violence. Yet, the relationship between intimate spousal violence and women property ownership is not clear: The aim of this study is to examine the relationship between women property ownership and intimate spousal violence. The theoretical orientation of the paper is anchored on Household bargaining model and Male backlash model. The method of data collection was triangulated. Two hundred and seventy two questionnaires were distributed to married women with property ownership through snowball method, While twenty in-depth- interviews were conducted with women purposively chosen. Quantitative information obtained was analysed through frequency distribution and simple percentage, while qualitative information was analysed through content analysis and ethnographic summaries. Within, the theoretical orientations of Male backlash and household bargaining models, the findings revealed that majority of women with properties still experience intimate spousal violence. Types of violence experienced by women property owners include emotional and sexual violence. Hypothesis tested at 0.05 significant levels that there is relationship between women property owners and intimate spousal violence was accepted. This is because men want to exert authority and superiority over women whereas the violence is seen as cultural. The paper recommends various strategies in eliminating/curbing intimate spousal violence.

Key words: Intimate Spouse, Violence, Women, Property ownership

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¹ Olabisi Sherifat Yusuff . PhD, Lagos State University, Department of Sociology, E-mail Address: soyusuf@yahoo.co.uk

Introduction

Spousal abuse is a problem that is entrenched in many societies around the world and Nigeria is no exception. Spousal Violence is the physical and psychological violence-threat or actual use of weapon, forced sex, insults, belittlement, threats to women or to someone she cares about or that makes her afraid and threat of abandonment (UN Women 2009). A considerable body of global research shows that spousal violence cuts across countries and class, group, socio-economic and cultural background. Globally, the incidence of spousal violence ranges between 10% and 50% (Population Reports, 2009). According to recent report by World health Organization (2018), worldwide, almost one third (30%) of all women who have been in a relationship have experienced physical and/or sexual violence by their intimate partners. At the victim level, intimate partner violence often has severe negative impacts on women's physical and mental health in the short- and long-term. At the societal level, the costs of intimate partner violence include, inter alia, direct medical costs, loss of productivity, and lost earnings over women's lifetimes (Rainer and Guamien, 2018). For 2010, the total global cost of intimate partner violence against women has been estimated at \$4.4 trillion, corresponding to 5.2% of the world's GDP (Fearon and Hoeffler 2014; Rainer and Guamien (2018).

Although societal awareness and condemnation of the issue has increased in recent years, spousal abuse and violence remains a hidden and persistent problem because of the power and control held by the abuser and the fear, intimidation and humiliation suffered by the victims of this crime (Canadian Resource Centre for Victims of crime 2017). Most of the cases are submerged, allegedly invisible to society. Majority of cases go unreported are both for personal (embarrassment, fear of retaliation, economic dependency, stigmatization) and societal (imbalanced power relations for men and women in society, privacy of the family, victim blaming attitudes) reasons. As a matter of fact, for fear of being labelled and stigmatized, many women have chosen to stay in a violent marriage and some end up losing their lives and leaving their children to suffer (Vyas, Mbwambo and Heise, 2015). Women's economic vulnerability is particularly heightened in a situation of domestic violence, fear of loss of shelter and lack of economic options are the reasons why women continue in abusive relationships (Dave and Solanki 2000). In the event a woman is thrown out of the house, she faces the risk of being a destitute.

To stem the rate of spousal violence among women, feminists and other developmental theorists have advocated women empowerment to rights of property ownership and empowerment. The advocates argued that empowerment and property ownership will act as social protection against vulnerability. However, despite the insights on women empowerment and property ownership, one important question has not yet been definitely solved: That is, what is the relationship between women property owners and incidence of spousal violence. Does property ownership reduces spousal violence or does property ownership increases spousal violence? The empirical literature on the relationship between women's property ownership and domestic violence is less clear-cut. For instance, Lenze and Klasen (2017) suggested that there may also be negative impacts of women's employment on their well-being by leading to more domestic violence. According to theories of male backlash, that women's economic empowerment through property ownership makes things worse—that when gender roles are redefined, men resort to violence to reinstate a culturally prescribed norm of male dominance and female dependence (Macmillan and Gartner 1999). Other studies such as: Rabenhorst and Bean(2011);Yount and Kathryn(2005) indicate that women's employment increases spousal violence, since husbands see their role as breadwinners undermined.

Now, on the other side, household bargaining models would predict, that increased opportunities for women in the labour market reduce domestic violence by leveling the balance of power between partners (Aizer, 2010). United Nations Development Programme (UNDP, 2008) also noted that women's rights to inheritance of property are a crucial factor in reducing women's vulnerability to violence. This is also the implicit position taken by the summary document of the Committee on the Status of Women that sees women's economic empowerment as a critical means to reduce domestic violence (United Nations CEDAW,2013). Some studies (Sen,1999), Panda and Agwrwal (2005), and Gupta, (2006) find rights to property owning as "protective" effect since earned income promotes empowerment, which leads to a better household bargaining position. All over the world it is recognized that women property owners have some form of independent economic support to prevent intimate spousal violence in marriages and that economically independent women can also deter violence. This is because property ownership of women enhances women's livelihood options and overall sense of empowerment (Agarwal, 1994). These in turn would reduce her risk of violence by increasing her economic security and reducing her tolerance to violence.

Yet the relationship between spousal violence and women ownership of properties is still under researched .There is still the inadequate scholarly works on the impact of property acquired by women on the reduction/increase in spousal violence. Lagos state is considered one of the Nigeria most progressive states because of exceptionally high female literacy. However, gap exists on sources of women's property, her control over that property and other household materials and if these properties serve as factors that reduces spousal violence? What is important, however, is not whether a woman actually uses the exit option that immovable property provides, but that the very existence of that option can deter the husband from abusing her. And if violence does occur, can she escape further abuse. In other words, for many reasons we would expect the ownership of property by women to reduce spousal violence. Yet the relationship is not clear cut. This brings up some pertinent question on the relationship between property ownership and intimate spousal violence

Objectives of the Study

- To analyze the forms of property ownership available to women in Lagos State and reasons for the acquisition by women.
- To examine the relationship between property owning by women and intimate spousal violence
- To understand the various forms of spousal violence to women property owners and motivation towards them
- To examine the effect of spousal violence on women's health

Brief Literature Review- Previous Research

The existing empirical evidence on the effect of women's economic empowerment and spousal violence is not clear-cut. Macmillan and Gartner (1999) analyze the relationship between women's employment and spousal violence in Canada. Their results indicate that the effect of women's employment on marital violence depends on men's working status. If the husband is unemployed, the risk of violence decreases if the woman works, whereas it increases for working women when the husband is employed.

Panda and Agarwal (2005) studied, 'marital violence, human development and women's property status in India'. Their findings show that property owning women were less likely to tolerate violence. Owning property, for example, according to Panda and Agarwal (2005) is critical in escaping a violent situation especially if the house is in women's name but also as it provides economic prospects for women leaving the husband. On the other hand, income brought home by women shows

contradictory results especially in a society which upholds strong traditional roles of men. Women's employment and income was seen as a threat to the image of men as breadwinner and therefore have an inverse effect. Gupta, J (2006) in a similar study conducted in Bengal, shows that property ownership is linked with sharp reduction in domestic violence. This study in Bengal shows that 20% less women who own property suffer violence compared to property-less women.

Bhattacharya, Bedi, and Chhachhi (2011) explore the link between women's work status and property ownership and domestic violence in India. Taking into account the potential endogeneity of this relationship, they instrument women's employment status by membership in a specific caste. The estimation results show that women's participation in paid work is associated with a sharp reduction in spousal violence. A further qualitative study by Vyas, Mbwambo, and Heise (2015) explores the link between women's paid work and intimate partner violence in the context of Tanzania. Focusing on semi-structured interviews on women engaged in informal-sector trading activities, they find no association between women's independent income and partner violence. Yet, the results suggest that women were able to spend their earned income according to their needs, which in turn reduced conflict due to negotiations over money.

Atkinson, Greenstein, and Monahan Lang (2005) support the male-backlash theory. They analyze the incidence of violence under consideration of cultural variables and traditional gender roles. Using an index of traditionalism, the effect of the relative income on the incidence of violence is tested. The estimation results indicate that the share of women's income is only positively correlated with spousal violence if the husband has a traditional ideology. Bloch and Rao (2002) use survey data from three villages in India, finding that the risk of spousal violence is higher for women from rich households. The regression results suggest that dissatisfied men inflict violence to extract more money from their wives' families. Yount (2005) Yount, Kathryn M. 2005. find a positive relationship between women's paid work and the incidence of violence in Iran and a negative significant effect in Egypt. Kathryn M. investigates the relationship between woman's socioeconomic dependence and physical abuse among married women in Egypt. Multivariate findings suggest that greater differences between a woman and her husband's socioeconomic status are associated with a higher probability of physical abuse.

An important but a rare study of men's attitudes and practices including gender roles and violent behaviours based on data collected using the

International Men and Gender Equality Survey (IMAGES) 2010 in six countries—Brazil, Chile, Croatia, India, Mexico, and Rwanda—found that rigid gender attitudes are highly correlated with men’s perpetration of intimate partner violence (Barker et al., 2011). A study conducted in India in 2005-2006 found that 40 percent of women were beaten by their husbands at some point, while 51 percent of men said that nothing was wrong with assaulting their wives (Hindin et al., 2008). Studies also show that many women approve of wife beating under some conditions. The 2006 NDHS reported that 23 percent of women and 21 percent of men believe that a husband is justified in hitting or beating his wife for at least one of five specified reasons, such as burning food, arguing with him, going out without his permission, neglecting children, and refusing to have sex with him. Another study conducted by the Government of Nepal in 2012 reported that over one-half of women approved of wife beating if the wife had been unfaithful. However, the vast majority disapproved of wife beating if the grounds were dissatisfaction with household work, refusal to have sex, enquiring if the husband has other girlfriends, or disobeying the husband (Office of the Prime Minister and Council of Ministers, 2012).

For example, one study undertaken in Uganda attributed an increased incidence in domestic violence against women who owned land to strong traditional norms against women’s land ownership (Ezeh 2000). The researchers found that when men felt their authority in the home was challenged, they responded with physical violence against their spouses. Similarly, studies in Bangladesh, Ecuador, and Ghana found that the effects of property ownership on domestic violence greatly depend on the community and cultural context: in areas where traditional norms dominate, gains in women’s property ownership and employment status seemed to increase the risk of domestic violence (Oduro 2012, Koenig 2003). In some cases, a woman’s increased economic power might lead to violence from men seeking to reassert their dominance and power in the home (Jewkes 2002).

Most of the studies were carried out in rural areas where cultural norms and traditionalism dominated. Few scholarly works on the subject matters in urban areas are still inadequate. This study intends to fill the gap

Theoretical Orientation

Household Bargaining models

Non cooperative bargaining models of domestic violence by Farmer and Tiefenthaler(1996) predict that an increase in women's economic empowerment through earned income, ownership of property or financial support from outside the marriage will decrease the level of violence within households. Women's financial independence will increase their probability of leaving the abusive relationship, which may lead to the end of the partnership or a decrease in violence. Tauchen, Dryden Witte, and Long (1991) developed a Nash-bargaining model of domestic violence to represent the effect of changes in income on domestic violence. In their model, every spouse has a specific level of the threat-point, which should provide the minimum level of welfare of each spouse within the relationship. The woman's threat-point determines the level of violence she is willing to accept without leaving the marriage given a specific amount of financial transfers from her husband. The model predicts that an increase in the man's income enables him to "buy" more violence by increasing the financial transfers to his wife. On the other hand, an increase in the woman's income constrains him to reduce violent behaviour. Similarly, in resource theory, women's income leads to a higher household income. This resource effect decreases household economic stress and thereby reduces spousal violence (Gelles 1997)All of these models predict a protective effect for women's employment and property ownership.

The Theory of Male-Backlash

The theory of "male backlash" prominent in the sociological literature predicts that as women's financial independence increases, violence against them should increase. According to Macmillan and Gartner (1999), a wife's independence "signifies a challenge to a culturally prescribed norm of male dominance and female dependence. Where a man lacks this sign of dominance, violence may be a means of reinstating his authority over his wife." A theory of male backlash that predicts that an increase in women's wages leads to an increase in violence is problematic because it ignores the individual rationality constraints faced by women in abusive relationships. That is, as their income increases, women are more likely to end the partnership if transfers decline and abuse continues.

Methods and Materials

The study area for this research work is Lagos state. Lagos state was the former capital of Nigeria. Lagos is Nigeria's most prosperous city and much of the nation's wealth and economic activities are concentrated in Lagos State. Most commercial and financial business is transacted at the central business district situated on Lagos Island. Most of the country's commercial banks and financial institutions and Major Corporations have their headquarters in Lagos State. Lagos state has one of the highest standards of living as compared to other cities in Nigeria as well as Africa (National Population Commission, 2007). Lagos state was formerly the official capital of Nigeria before the capital was re-located to Abuja in 1991. Lagos state has an official population of 9.013534 million according to 2006 population and Housing Census (Federal Government of Nigeria, 2007). Lagos state is divided into twenty local government areas (20LGAs) and thirty –seven local community development associations (37 LCDAs) (Lagos State ministry of Local Government and chieftaincy affairs, 2009).

The study population, which was purposively selected for this research, comprises of two hundred and seventy two women (272) that were married and owned properties, such as land, houses, livestock, shops, cars or in employment, cars, Local and international business enterprises etc

A triangulation method of data collection of qualitative and quantitative was utilized. Quantitatively, Three hundred questionnaires (300) was distributed to women respondents through snowball technique was adopted in Ikeja and Lagos Island Local Governments. These two local government was chosen because of urbanized nature of the local governments. A total of two hundred and seventy were retrieved. Qualitatively, data were generated from interview guide carried out in Lagos Island and Ikeja Local Government between March and April; 2018. Women selected owned properties such as land, houses, livestock, shops, employment, cars etc. A non-probability sampling method (snowball approach) was employed in identifying the respondents. A total of twenty indepth were conducted for women respondents.

Quantitative information was analysed using simple percentage and frequency distribution. The data collected was subjected to statistical analysis using frequency distribution and percentage. Qualitative information was analysed through content analysis and ethnographic summaries. Two seventy two (272) female who owned one form of

property or the other formed the sample of the study. In-depth interview were conducted for twenty women purposively selected.

Data Analysis and Discussion

Table 1: Frequency distribution of socio economic variables of respondents

| Variables | Categories | Frequency | Percentage |
|----------------------|------------------------|-----------|------------|
| Duration of marriage | 1-2 years | 45 | 16.5 |
| | 3-4 years | 51 | 18.8 |
| | 5-6 years | 46 | 16.9 |
| | 7-10 years | 81 | 29.8 |
| | 10years and above | 49 | 18.0 |
| | | 272 | 100 |
| Number of children | 1-2 | 90 | 33.1 |
| | 3-4 | 94 | 34.6 |
| | 5-6 | 52 | 19.1 |
| | 7 or more | 10 | 3.7 |
| | None | 26 | 9.6 |
| | | 272 | 100 |
| Level of education | Primary | 37 | 13.6 |
| | Secondary | 85 | 31.3 |
| | Tertiary | 110 | 40.4 |
| | Informal | 26 | 9.6 |
| | Others | 14 | 5.1 |
| | Total | 272 | 100 |
| Variables | Categories | Frequency | Percentage |
| Forms of employment | Civil/ Public servants | 85 | 31.3 |
| | Business women | 98 | 36.0 |
| | Informal traders | 89 | 32.7 |
| | Total | 272 | 100 |

Source: Autors's Field survey 2018

The distribution of the years in the marriage shows that 7-10 years in marriage had the highest score of 29.8 (81 respondents). This is followed by 18.8% (51 respondents) that had 3-4 years of marital life. There were forty nine (49) that had 10years and above marital life. The rest had 5-

6yrs marital experience and lastly, 16.5% of the respondents had 1-2 years. (51 5-6 years and above 8 years had 16.9% (46 respondents) while 1-2 years had 16.5% (45 respondents). The percentage distribution showed that there are many women with marital experiences, these categories of women could have acquired properties in the course of their marital lives and could be in position to provide qualitative answers.

The table further shows the frequency distribution of the number of children of the respondents. The table revealed that those with 3-4 children recorded 34.6% (94 respondents), closely followed by 1-2 children with 33.1% (90 respondents), 5-6 children had 19.1% (52 respondents), those without a child had 9.6% (26 respondents), while 7 or more children had 4.0% (10 respondents). But it is expected that more number of children will exert some financial constraints in the home, not having children will cause strife between the couples, and not having a male child may cause major friction because of the importance attached to gender in some cultures in Nigerian.

Some women respondents illuminated on this view about number of children and spousal violence.

A respondent expressed her experience:

"I started experiencing domestic violence whenever I get pregnant, the neighbour will always come and separate us when we fight. I have only female children; maybe that is why he maltreats me always (IDI/ 32yrs/ April, 2018/Ikeja).

Another respondent stated her experience

All the trouble in my house started sometime after having my second daughter. He lost his job and he claims it's because I keep having girls (IDI/35yrs/ March, 2018/ Ikeja).

The table shows the frequency distribution of the level of education of the respondent. The finding revealed that majority of the respondents attained tertiary level of education with 40.4% (110 respondents), followed by secondary certificate had 31.3% (85 respondents), primary leaving certificate had 13.6% (37 respondents), those with informal education had 9.6% (26 respondents), while other form of education had 5.6% (14 respondents). Women with higher levels of education relative to their partners have been found to be more at risk, possibly because of the man's perceived lack of power in the relationship may lead to violence to assert dominance (Babcock et al 1993). Women attributed domestic violence to illiteracy, saying that lack of education is

responsible. They say when a man is educated, his ways are polished, his ways are rational and he knows the implications of spousal violence to his family. Some perceived view on lack of education of spouse as it relates to spousal violence from respondents

A respondent shed light on this issue

I think the man that beats his wife would have to be an illiterate, because an educated man would not abuse his wife, when women do not go to school, that is when they will tolerate domestic violence (IDI, 34yrs/5th April, 2018)

Another respondent illuminated more on this:

It seems that lack of formal education is responsible for spousal violence. It has become rampant and it is seen at all social class, but they are more common at the lower class due to the illiteracy (IDI, 56yrs/6th of April, 2018).

This finding were supported by the earlier findings of –Noughani, and Moltashani (2011), that there is correlation between spousal violence and level of education. Education is also assumed to affect behaviour via identity and learning about the normative foundations of society, and it may expand horizons as well as increase exposure to global discourses rejecting partner violence (Pierotti, 2013).

Table 2: Types of properties owned by women respondents and reasons for owning them

| Variables | Categories | Frequency | Percentage |
|---------------------------------------|------------------------------|-----------|------------|
| Type of property | Landed Properties | 80 | 29.4 |
| | House ownership | 86 | 31.6 |
| | Livestock | 36 | 13.2 |
| | Shops | 52 | 19.1 |
| | Employment | 18 | 6.6 |
| | Total | 272 | 100 |
| Reasons for acquisition of properties | To fulfil destiny | 31 | 11.5 |
| | To be economically empowered | 85 | 31.2 |
| | To avoid spousal violence | 24 | 8.8 |
| | To enhance my status | 30 | 11.0 |
| | To supplement family income | 102 | 37.5 |
| | Total | 272 | 100 |

Source: Field survey 2018

Women Property Owners Experienced of Intimate Spousal Violence in the last one year and motivation for spousal violence

Table 4a: Frequency distribution of experience of spousal violence

| Variables | Categories | Frequency | Percentages |
|------------------------------|------------|-----------|-------------|
| Experience domestic violence | Yes | 214 | 78.7 |
| | No | 58 | 21.3 |
| | | 272 | 100 |

Source: Field survey 2018

The table 4a revealed that majority of the respondents experienced spousal violence with 78.85% (214 respondents), while 21.3% (58 respondents), said they had not experienced spousal violence. From in-depth interviews, we asked those that had experienced spousal violence the motivation behind spousal violence. And if the spouse was aware that property (ies) can be used as exit point if threat comes in. Majority of the women stated that culture allows husbands to be violent towards their spouses because culturally, the husband is the head of the family and therefore superior to his wife. Society and law they pointed out also condone it. Majority of women respondents however, now observed that with the domestic violence law in Lagos state, husbands will now think twice before beating his wife

Investigations from the perceived view of motivation of spousal violence from property owners’ respondents are cited below:

A respondent illuminated on the issue

I think people believe that a woman who has property more than he husband is using his ‘aura” to get wealth. So the man shuns and maltreats her. Culture does not encourage women to own property , talk less of achieving so much in life, they say after all she will still be in the kitchen, so culture help men to relegate women. Also a man wants to be superior in all things but when it is the other way round and when women are financially stronger it annoys them. It is a way men show superiority and right over their wives because they are men. It is common for a man to beat their wife because they do not value them. Husbands abuse their wives because they can get away with it with no consequences. Government does not come out with strict laws and penalties for offenders (IDI/ 45yrs, 23rdmarch, 2018 Lagos Island)

Another respondent cited her own experience

I am a business woman and earn more money than my husband who is a civil servant, he still want to exact his superiority by calling me names- you’re just a woman, you are below me. A man wants to be superior in

all things but when it is the other way round and women are financially stronger it annoys them (IDI, 37yrs, 24th March, 2018, Ikeja).

Another respondent shed more light on this issue

When the man has girlfriends, spousal violence starts, at times if the man has girl friends outside or wants to marry another wife he will start to beat his wife and be abusing and punishing her (IDI, 50yrs, April, 2018, Lagos Island)

Above responses supported societal beliefs that husbands are superior over their wives. This finding is in line with Male back splash theory that men are likely to go physical/ violent to exert his authority on the woman if his authority is threatened. This work also supports the work of Lenze and Klasen (2017). Women respondents with property ownership and with better employment than their husbands still experience spousal violence. Kishor and Johnson (2004) also found a significant relationship between women with better employment and spousal violence. United Nations (2000) expressed that ownership of property would provide an escape exit for spousal violence, but findings showed that most women would not want to leave such relationship because of stigmatization. Stigmatization is one of the factors that cause victims of domestic violence to remain silent. It causes victims to keep quiet and not cry out for help because many women believed that spousal violence should remain in the family. In many developing countries, commonly held norms about gender roles, including widespread acceptance among women and men of wife beating as justified, are consistent with a high prevalence of wife beating and the social and economic subordination of women (Hindin 2003; Kishor and Subaiya, 2008).

Minority of women respondents (21.3%) who owned property and did not face violence mentioned the role of owning property in protecting them from potential violence. They recognized the current and future expectations from property for a better quality life (e.g., financial independence), enhanced status, and greater respect in marital family and involvement in decision-making in marital family. They also report that they control the use of the property, and it provides regular income. However, there are additional factors that impinge on the experience of violence despite property ownership, such as the husband's employment status and the gender gap in property ownership. Significantly, the woman's access and control over her property seems to determine how protective the property is for her in times of need. However, property does play a role in helping women deal with the situation effectively or escape, if violence does occur. Thus, women with property were more

likely to leave and not return if they faced spouse violence, and all of them reported residing in their own house after leaving.

Household bargaining models predicted, that improved outside options through individual education and employment possibilities should reduce intimate partner violence—all else equal (Farmer & Tiefenthaler, 1997).

Some of the women respondents that did not experience spousal violence illuminated on the issue and their responses could be situated within household bargaining model

A respondent stated:

I think it is very good for women to own property so that it gives them autonomy to decide about the household and future. Also, I have a right to property. Since I have a large good quality house, I could decide to start a business. I am also able to save rent. We are able to manage well financially. I also know that I can make a better life due to my property. Better living is possible if one owns a house. My husband is very happy that I have this property, and he respects me. He involves me in all decisions. There is no scope for violence (IDI/56yrs/ Ikeja/23rd April, 2018).

Another woman respondent stated her own experience

I think that the income from the houses is an important contribution to providing a livelihood to the family. I think all people in the family recognize this aspect. Therefore, I think that my husband and in-laws respect me for this, and there is no question of violence or conflicts. I think that owning property is good, and it protects women from violence up to an extent (IDI/52yrs/30th March/ Lagos Island).

The above responses can be situated within the I household bargaining models that would predict that increased opportunities for women in the labour market reduce domestic violence by leveling the balance of power between partners (Aizer, 2010). United Nations Development Programme (UNDP, 2008) also noted that women’s rights to inheritance of property are a crucial factor in reducing women’s vulnerability to violence. This is also the implicit position taken by the summary document of the Committee on the Status of Women that sees women’s economic empowerment as a critical means to reduce domestic violence (United Nations CEDAW,2013)

Many women owning property but not experiencing violence, explicitly told that they would not like to tolerate violence from husband in future “in case it occurred”, and they would seek alternatives. Many women mentioned that the property they own contributed to the economic

security of their marital family. They took independent decisions on property and controlled the money that was received.

Table 4b: Types of Spousal Violence Experienced in the last One year

| TYPES OF SPOUSAL VIOLENCE EXPERIENCED | FREQUENCY | PERCENTAGE |
|---------------------------------------|-----------|------------|
| Experience of any types | | |
| Any physical violence | 34 | 15.8 |
| Any sexual violence | 87 | 40.7 |
| Any emotional violence | 85 | 39.7 |
| Financial Violence | 70 | 32.7 |
| Experience of more than one type | Frequency | Percentage |
| Physical and financial violence | 46 | 21.5 |
| Physical and sexual Violence | 82 | 38.3 |
| Physical and emotional violence | 56 | 26.2 |
| Emotional and sexual Violence | 125 | 58.4 |

Authors Field Work 2018

Table 4c: The Acts of Spousal Violence in the last one year

| The act of spousal violence | Frequency | Percentage |
|---|-----------|------------|
| Experience of physical violence acts | | |
| Pushed, shook, or threw something at you | 12 | 35.2 |
| Slapped you | 8 | 23.5 |
| Twisted your arm or pulled your hair | 10 | 29.4 |
| Punched you with the fist or with something that could hurt you | 8 | 23.5 |
| Severe acts | | |
| Kicked you, dragged you, or beat you up | 07 | 20.5 |
| Tried to choke or burn you on purpose | na | |
| Threatened or attacked you with a knife, gun or any other weapon | na | |
| Sexual violence acts | | |
| Physically forced you to have sexual intercourse with him even when you did not want to | 34 | 39.0 |
| Neglect you sexually | 53 | 60.9 |
| Emotional violence act | | |
| Say or do something to humiliate you in front of others | 36 | 42.3 |
| Threatened to hurt or harm you or someone close to you | 19 | 22.4 |
| Insult you or make you feel bad about yourself | 30 | 35.3 |
| Financial Violence | | |
| Denial of monetary support | 28 | 40.0 |
| Inadequate monetary support | 20 | 28.6 |
| Lack of support both financial and material | 22 | 31.4 |

Authors' Field Work: 2018

Findings revealed that one of the spousal violence suffered most was emotional violence. 58.4% indicated that that what they suffered most in

the hand of their spouses was emotional violence and this emotional violence expressed here includes: insults to make you feel bad about your yourself or the spouse doing something to humiliate you in front of others. These women respondents had experience the emotional violence for more than three times in the last one year.

This study corroborated the work done on spousal violence by, Avdibegoviv, Brkic and Sinannovic (2017); USAID (2012). The other type of violence common to this group of women was sexual violence. Sexual violence could be perceived from two angles: "spousal rape" (Being forced to have sex or sexual denial). 40.7% had experienced sexual violence for the past one year.

Some of the views women respondents are as follows:

I have never thought of leaving a life like these .I have told his family about this violence, I don't think I can tolerate the mental harassment anymore. If he comes home late and food is not ready, he gets angry. If I try to explain he slaps me, I started taking some very alcohol because of all these problems (IDI, 38years/ Lagos Island/April 2018).

Another respondent expressed her own experience

Violence happens frequently. It is a normal behaviour for him, he will hit, slap me in front of the children and my mother. I have suffered a lot. After, he will forced himself on me to have sex with him (IDI/42years/IKeja, April 2018)

Majority of the respondents expressed their feelings about emotional and sexual violence experienced from their spouses in the last one year. The women respondents found emotional and sexual violence more devastating more than physical and financial violence. This finding supports the findings of Fareo(2015 and Bakare,Asuquo and Agomah, (2010) .

Table 5: Women Property Owners perceptions of Intimate Spousal Violence on Women's Health

| Variables | Categories | Frequency | Percentage |
|-----------------------------|------------------------|-----------|------------|
| Effects of spousal violence | Injury | 81 | 29.8 |
| | Mental health problems | 39 | 14.3 |
| | Low productivity | 38 | 14.0 |
| | Low self esteem | 53 | 19.5 |
| | Death | 2 | .7 |
| | | 272 | 100 |

Source: Field survey 2018

Intimate Spousal violence injuries are not limited to broken bones, bruises, black eyes, and cuts. Studies have shown that chronic

conditions from diabetes to asthma can be caused by or exacerbated by spousal violence and the stress abusive relationships have on patients. Frequency distribution of the effects of spousal violence on women’s health revealed that majority of the respondents said they suffered various types of injuries with 29.8% (81 respondents), low self-esteem had 19.5% (53 respondents), mental health problem 14.3% (39 respondents) and low productivity had 14.0% (38 respondents) respectively. The effect of domestic violence is quite distressing and terrifying because of the effect experienced. Injury could lead to loss of pregnancy, cuts, mental health problems such as PTSD and depression, insecurity and fear; low productivity will in addition lead to low income in the home even affecting the children; low self-esteem will lead to the woman placing no value on herself. Other effects experienced include use of harmful drugs to drown away sorrows or attempt to commit suicide. Migraines and headaches are not uncommon among domestic violence victims. The cause of migraines is relatively unknown; however, migraines are closely associated with anxiety, depression, and distress, all of which are often present in domestic violence victims. Headaches can also be caused by traumatic brain injuries from hits and impact

Testing of Hypothesis

Hypothesis 1: *There will be no significant relationship between properties owned and experience of spousal violence.*

Table 3: Cross tabulation of types of property owned and experience of domestic violence

| Types of property owned | Experienced domestic violence | | Total |
|--|-------------------------------|-------------|-------------------|
| | Yes | No | |
| Land | 56 (70%) | 24 (30%) | 80 (100.0%) |
| House | 64 (74.4%) | 22 (25.6%) | 86 (100.0%) |
| Livestock | 30 (83.3%) | 6 (16.7%) | 36(100.0%) |
| Shop | 40.9 (96.2%) | 11.1 (3.8%) | 52 (100.0%) |
| Others | 14 (77.8%) | 4 (22.2%) | 18 (100.0%) |
| Total | 214 (78.7%) | 58(21.3%) | 272 (100.0%) |
| Person Chi-Square Contingency Coefficient .225 | Value 14.461 | df 4 | Asymp Sig .006 |

The first hypothesis in Table 3 shows the relationship between the types of property owned and experience of spousal violence. From the above table Pearson Chi-square value 14.625 with Asymptotic Significance (2-sided) of .006 less than the 0.05 level of significance revealed that the hypothesis tested is statistically significant, therefore the postulated

hypothesis is accepted. Thus, there is no significant relationship between the type of property owned and experience of domestic violence.

Discussions

In this paper we have explored the relationship between Property ownership and women's risk of intimate partner violence in Lagos State Using Ikeja and Lagos Island Local Government. Using Household Bargaining and Male-backsplash models, the findings showed that majority of women with properties still experience intimate spousal violence, this is because men want to exert authority and superiority over women. A respondent stated: *Culture does not encourage women to own property, talk less of achieving so much in life, they say after all she will still be in the kitchen, so culture help men to relegate women. Also a man wants to be superior in all things but when it is the other way round and when women are financially stronger it annoys them. It is a way men show superiority and right over their wives because they are men.*

The finding from this study shows that intimate spousal violence is cultural and acceptable by some women irrespective of their level of achievements of rights to some properties. Findings showed that majority of women who owned rights to properties do not own them to escape intimate spousal violence, but own them to supplement family income and enhance their statuses as a woman and be financially independent. The findings support male-backlash theory which stated that men are likely to be violent if their authorities as the head of the family threatened. Violent behaviour operates as a route to achieving and maintaining male domination, power and control.

It is a way to curtail women's excess and that most uneducated men are guilty of these despite the ability of women to earn an income does not automatically mean the relaxation of patriarchal controls. This finding was supported by Noughani, and Moltashani (2011), that there is correlation between spousal violence and level of education. Education is also assumed to affect behaviour via identity and learning about the normative foundations of society, and it may expand horizons as well as increase exposure to global discourses rejecting partner violence (Pierotti, 2013). Intimate spousal violence such as physical, sexual, emotional, financial and was analysed and emotional and sexual violence came up as the most prevalent among women with property ownership

On the other hand, in line with household bargaining model, minority of women owning rights to properties did not experience intimate spousal

violence because according to a respondent: *I think that the income from the houses is an important contribution to providing a livelihood to the family. I think all people in the family recognize this aspect. Therefore, I think that my husband and in-laws respect me for this, and there is no question of violence or conflicts. I think that owning property is good, and it protects women from violence up to an extent*

One interesting thing this study found out was that part of the women that claimed did not experience spousal violence was because many of them live outside their matrimonial homes. However, the ownership of properties was used as social protection for them.

This paper argued that change and elimination of intimate spousal violence can only occur if men begin to value women as equal players in the country's social and economic development. This is much more than economic empowerment is that is campaigned for to resolve the issue of intimate spousal violence in the country. Lagos state is among the few Nigerian states that have a law in place to address domestic violence, the countries penal code makes room for husbands to beat their wives , provided the violence does not result in serious injury, the police are usually reluctant to intervene in domestic violence cases unless the woman has incurred serious injuries. Strategies that focus on capabilities and that acknowledge and challenge the ideologies and institutions by which women are constrained are needed for effectiveness of the change process.

Encouraging transformative cultural change from within is crucial. Contesting gender inequality and building alliances through using the "culture lens" (that is, understanding the unique needs and aspirations of particular groups of women) will help to develop the cultural fluency needed for negotiating, persuading, and cultivating cultural acceptance and ownership. Strategies for elimination of intimate spousal violence cannot be achieved unless they are also rooted in culture. Though, the process may be slow, the change should start now. It is not an individual task. It is a collective one which should be approached from multifaceted perspectives.

Recommendations

Internet portal should be set up specifically for women, to get information, help, resources, support centres and groups fora to share and exchange information on cases of Intimate spousal violence. Women should be encouraged to voice out their problems and not die in silence. Society should also be sensitizing on effect of stigmatization, so that people do not victimize women that exit violent relationship. The

media should device more effective programmes on raising awareness on spousal violence and desist from portraying women in a negative and degrading manner. The Yoruba slogan that says : A ki de ile ejo, ka pada di ore (We cannot come back from and be friends again) should be revisited.

The education of women is important and should be pursued by government and other non-profit organisations. An educated woman is better equipped to influence gender policies and educate the community on the effects of domestic violence or violence of any sort to women. Awareness on spousal violence should also target men to educate them on the negative effects on gender biases and social norms as it affects spousal violence.

It should be recommended that spousal violence perpetrators are mandated to go for counselling to facilitate proper communication between couples and if problem of violence still persist arrest and persecution of perpetrators of violence against women should be made public, which will serve as a deterrent to other perpetrators. The government of Nigerian should pass into law the abolition of religious or customary law that promote spousal violence against women, this can be achieve through collaboration with religious heads ,traditional rulers and other stake holders to ensure that all harmful practices are abolished.

To effectively improve women's conditions against spousal violence their voices must be heard in issues that involve them. More political appointments should be allocated to women also policy makers should involve women in decision making and policy formulations and they should not be passive recipients of reforms concerning their issues, particularly in areas where crucial resources are allocated. This will allow women to influence decisions that affect their lives and to realize their potentials as agents of change.

The Nigerian Government through the Ministry of Women Affairs needs to pay more attention to issues of gender based violence. More research investigations are also needed in the area of intimate spousal violence in Nigeria. This would help in policy formulation to prevent spousal violence and protect women and children from attendant complications arising from gender based domestic violence.

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PERSPECTIVES OF THE PARTICIPANTS OF GROUP SUPERVISION ON THE EFFECTS OF SUPERVISION ON THEIR PROFESSIONAL PERFORMANCE

Brigita Rupar¹

Abstract

This article presents the analysis of focus group interview data from three professional groups: primary school teachers, school counsellors, and principals who were included in a supervision process. The main research focus is on determining the effects of supervision on the participants' experience of their tasks and responsibilities, their monitoring and analysis of their performance, their self-regulated learning, and other possible effects. The findings show that active learning in the supervision process contributes to better self-awareness and more premeditated action in professional situations, deeper insight into one's own reactions and clearer distinction between one's own and other's responsibility. Supervision also helped the participants to improve their self-regulated performance and their focus on essential aspects of their work. There were no significant differences among the groups of professionals interviewed, except in the aspects directly related to the specifics of their work.

Key Words: supervision, reflection, self-regulated learning, teachers, school counsellors, principals

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Introduction

An important aspect of educators' professional capacity is their capability to direct their thoughts and actions. Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which students transform their mental abilities into cognitive skills (Zimmerman, 2002; Pečjak and Košir, 2008, p. 140). Learning in this context is perceived as an activity that students do, generated by their own thoughts, feelings and knowledge, and not something that happens to them as the result of teaching or someone else's activity (Zimmerman, 2002; Randi and Corno, 2000). Self-regulated learners direct their

¹ Brigita Rupar, PhD, National Education Institute Slovenia. Contact e-mail address: brigita.rupar@zrss.si.

behaviour towards reaching their personally set goals, which is the main paradigm of lifelong learning.

According to Zimmerman (2000), self-regulated learning requires one's awareness of his own thinking or metacognition, motivation, and appropriate behavioural skills to complete a task. Metacognition or thinking about thinking is not an educational goal by itself; rather, the goal is to teach young people how to use metacognitive knowledge to guide their plans for their activities, and their selection of the strategies for solving problems. Motivation as the second aspect of self-regulated learning is related to the outcomes and to the level of difficulty and value of a task, and includes self-appraisal of one's ability to complete the task at hand. With regard to the third aspect of self-regulated learning, which is the use of strategies, Paris and Winograd (2003, p. 5) stress that it is one thing to know the strategies, and another to be able to use them in a relevant way with regard to the context, or participate in a discussion about them, or even teach students how to use them. The influence of learning environment should not be neglected since context plays a crucial role in student motivation for learning. Zimmerman's model of self-directed learning is based on three cyclical phases: forethought phase, performance phase, and self-reflection phase. Forethought phase includes the processes of goal setting, strategic planning, and self-motivation. Effective teachers use new approaches and strategies of teaching, and employ techniques for encouraging student autonomy. They do not give up in case of student failure. Performance phase includes the processes of self-control and self-observation in which emotional control plays an essential role. These processes help students maintain high level of concentration and effort despite different distractions. Self-reflection phase involves self-judgment processes.

In order to encourage student thinking, teachers have to understand and be aware of their own thinking processes. Understanding cognitive and motivational attributes of learning helps create better approaches to teaching. Reflective practice can help encourage innovative teaching. Researchers recommend the following approaches to encouraging self-regulation in teachers and students (Paris and Winograd, 2003):

Analysing their learning styles and learning strategies, and comparing them with those of other group members;

Setting appropriate goals (short- and long-term) and discussing them with others;

Efficient time planning and time management that can be supported by the use of different tools, such as day minders, monthly planners, etc.;

Performing continuous revision of their methods of study. The authors point out the importance of teaching students to think of "constructive

failure” (it is their response to failure, and not failure itself, that is important);

Direct teaching of self-regulation strategies within individual subjects, reflection and metacognitive discussions;

Modelling of self-regulated learning, e.g. by writing a diary, using a portfolio;

Collecting evidence on personal growth and accompanying reflections in a portfolio;

Creating educational autobiographies, identifying family influences, favourite teachers, turning point experiences, personal recollections;

Collaborating in reflective groups (e.g. supervision, intervision), making and analysing videorecordings of teaching, etc.

Reflection Process

Developing awareness of one’s own process of thinking and one’s actions is thus one of the key mechanisms for enhancing personal and professional growth, which contributes to higher quality of one’s professional work. This process can be developed efficiently by means of reflection. Luttenberg and Bergen (2008) state that reflection broadens and deepens professional development and teacher competence. Reflection can help teachers resolve everyday problems and challenges, and deal with complex problems regarding their practice, which cannot be solved simply by applying theory. Reflection has an important place in teacher professional development because it stimulates the development of self-regulated learning (Paris and Winograd, 2003). Luttenberg and Bergen (2008) developed a new typology of reflection, which they tested on a sample of 11 teachers with whom they held in-depth interviews. They claimed that there were six types of reflection derived from three domains: pragmatic, ethical and moral. The pragmatic domain reflects the purpose of teacher’s work, the ethical domain is related to the individual wellbeing, and the moral domain includes general norms and interests of other involved individuals and groups. In their research, the authors attempted to determine whether it is possible to define in teacher reflection the domain and approach for solving their problems. They found that teachers’ reflections stemmed more often from pragmatic and ethical and less from moral domain. This means that when solving their professional problems, teachers prioritized their own goals or student wellbeing, and considered only one possible solution.

By using the above typology, it is possible to identify important components of the decision-making process. Teachers learn to discern different reflection domains in the process of teaching and practical work that are interrelated and mutually influencing each other. The presented typology represents a useful tool for identifying reflection patterns and

possible reactions in practical situations, thus presenting possible alternatives. According to Luttenberg and Bergen (2008), teachers should ask themselves the following questions to form the most appropriate perspective for their particular problems when going through the process of seeking insight from different reflection domains:

- To what extent are my conclusions appropriate?
- To what extent are my conclusions good?
- To what extent are my conclusions correct?

Reflection can be stimulated in different ways, among which action research and the use of portfolio are well established. Learning in supervision and intervision groups can also be very effective. Lately, coaching has found its way into the educational area from the world of business, representing a new approach to professional and personal development.

Research on the Influence of Supervision on Educators' Professional Performance

Twelve participants of the supervision process, 5 teachers, 4 school counsellors, and 3 primary school principals, participated in the research on the influence of supervision on educators' practical work, on their thinking processes, actions, and professional performance. All twelve participants had 1 to 3 years of previous experience as participants of supervision groups. They all volunteered to join the supervision process, and they regularly wrote reflections and produced other written materials and evaluations in the process. The school principals were part of the homogenous principal group of 7, each of them had two years of experience in the supervision process. Only three of them participated in the focus group interview, other four could not take part for various reasons. The school counsellors came from different primary schools and had different professional profiles, but were included in the same professional development for three years. The primary-school teachers came from the same school, 3 taught in the first through fourth grades, and 2 taught in the fifth through ninth grades. They had been included in the supervision process for a year.

I led all the supervision processes. Given that I had the role of the supervisor and evaluator of the influences, I am aware of my possible influence on the interviewees' responses. While due to a small sample size the findings cannot be generalized, the study can serve as an example of how it is possible to research one's own practice.

I interviewed the supervision process participants after the meetings in separate focus groups. Each focus group interview targeted the following questions:

What are the most important tasks and responsibilities of teachers, school counsellors, and principals? Are there differences among these professional groups? What are the differences?

How do you monitor and analyse your work? Which part of the learning process do you focus on? What is important for you there?

How did supervision help you think about your work and your performance? Have you noticed any progress? Where? What other influence of supervision have you noticed?

All the interviews were tape-recorded and transcribed, and then analysed using the qualitative data analysis method (Mesec, 1998).

Findings by Topic

In this section I report the main findings of my analysis of focus group interviews. I grouped the main results of the focus-group interview data into the following four topics: tasks and responsibilities of educators; monitoring and analysis of performance; influence of supervision on self-regulation; and other effects of supervision. I examined the data of each professional group under each topic, then elicited the main characteristics, and then looked for the possible differences among the professional groups.

Tasks and Responsibilities

In addition to good subject-matter knowledge, teachers are expected to have other knowledge and skills, such as subject and general pedagogical knowledge, and organizational and communication skills (Marentič Požarnik, 2007). The author (ibid.) talks about the so called “new teacher professionalism”, stating that teachers should not only transmit their knowledge but have to be reflective practitioners, capable of independent decision making, and responsible for their own professional development. The highest number of teacher replies under this topic falls into the category which I named ‘Concern for holistic child development and for the creation of encouraging learning environment’. This indicates that teachers do not perceive themselves only as knowledge transmitters but as having a broader role. According to them, a teacher’s most important role is:

“to provide them [pupils] with the feelings of safety, trust”,

“to ensure they also develop as persons, human beings”,

“to lead them around the obstacles they come across on their path”,

“to be available for questions, to talk to them”.

These statements illustrate teachers’ significant role in shaping young people during their schooling years. These findings are consistent with those from the research at home and abroad, namely, that the teachers’ most important role is in the areas of communication and relationships (Marentič Požarnik, 2007; Kobolt, Dekleva, 2007). Teachers need to

have the capacity to develop pupils' social skills and foster good relationships among the pupils, create encouraging learning environment, and teach pupils problem solving strategies. The interviewees also attributed considerable importance to their classroom management skills and to pupil motivation, which is visible in the following statement: "You have to feel the children in the classroom in order to challenge them in a positive way."

The school counsellors considered their most important contribution in providing direct support to pupils, for example counselling the pupils experiencing difficulties or offering support to those having learning problems. This perception is obvious in the following statement: "I feel most useful when I help students learn, that's where I see results, that's when I come alive." In the second place is their role in cooperation and connecting with teachers, however, it can be on a surface level. As one of the interviewees stated: "We are engaged with everything but never at a deep professional level." The statement reflects the feelings of dissatisfaction with coordinating and administrative duties assigned to school counsellors, connected with the gifted pupils programme establishment, and the work related to formal referrals for special needs children. These duties take away time that they could be spending helping pupils, which makes them feel less effective in their role of school counsellors.

The principals consider guiding school development and fulfilling institutional goals as their most important role. The principals are by definition responsible for functioning of the school as a whole, and consequently for successful learning outcomes of as many pupils as possible, which has been confirmed by research (DiPaola et al., 2003; Marzano et al., 2005). The interviewees' statements support the research findings:

- »Goals, vision, the tasks that we have set are beginning to realise«.
- »When things run smoothly and there is development, it means that I helped and was efficient«.
- »In our school people are connected, not just as regards instruction, but in all directions«.

The principals state that they spend most of their time talking with teachers and solving day- to-day problems, which are often very demanding, or as one of the interviewees put vividly: "You have to be made of steel in order to pull forward." Their efforts pay off after a long time: "If I look back 15 years and compare it with now, I see an incredible progress."

The findings from all three groups of educators can be summarised as follows: While the teachers perceive their role in the sense of extended

professionalism (Marentič Požarnik, 2007), which prioritises pupils' holistic development and the development of their life skills, socialisation, and connection to the environment, the school counsellors feel most useful in providing help directly to the students, but in reality spend most of their time for administrative duties. The principals perceive as most important their contribution to the long-term institutional development toward the school goals, and to tight relationships among teachers.

Monitoring and Analysis of Performance

A very important aspect of teachers' professionalism is their capability to direct their own thoughts and actions, based on their use of the appropriate strategies for monitoring and analysing their performance. There are various tools available for this purpose, such as writing a diary, compiling a portfolio, gathering evidence of individual growth such as video recordings of classroom teaching, using day minders and monthly planners, etc. Research on using the portfolio for developing reflective thinking shows that it is useful for the evaluation of teaching methods, identifying areas of strength and growth, defining and solving problems, and in-depth thinking about teachers' performance in the classroom (Gipe and Richards, 1992; Maarof, 2007; Lee, 2008; Orhan, 2008).

With regard to the above I wanted to find out which part of the learning process the teachers focus on in their analysis, what is important for them there, and how they monitor and analyse their performance.

The interviews revealed that the teachers found it most important to determine how effective they were in differentiating the instruction, and whether all the pupils had the opportunity for learning. They stressed the importance of pupil independence in solving practical tasks, for example: "Lately, I included using as many practical examples as possible in my teaching, and encouraged pupils' independent work." They pay a lot of attention to their pupils' reactions and to the creation of positive climate in the classroom because they believe that pupils learn better in a relaxed atmosphere. They try to follow the pace of their pupils but at the same time make sure that they achieve the curriculum outcomes. As one of the interviewees stated: "... so that the pupils are relaxed, that they achieve the required standards in an appropriate way and with the use of appropriate methods."

The teachers reported using collegial classroom observations for monitoring their work, which seems to be a regular practice in their particular school. A teacher who teaches grades one through four

stated: "We have made our goal this year to observe each other's classrooms during pupils' oral presentations. My colleagues observed my classroom to see what criteria I was using for assessment." A teacher teaching grades five through nine added: "We - the science teachers - observe each other and analyse what we see. When someone prepares something new, you go and ask a colleague." From these teachers' reports, it is possible to infer what the practice looks like in their particular school and how teachers function. However, we cannot make any broader conclusions.

The school counsellors pay most of their attention to the creation of safe environment in which pupils can develop their communication skills. The following are some of their characteristic statements:

"It is important for me to teach children to be good listeners and to communicate appropriately."

»I try to help children relax. I provide help to a child according to his indicated need."

»I think it is important for children to feel accepted. When they come to see me, we try to find the solutions together."

The tool that they often use for monitoring their work is writing a diary. It is interesting that they rarely seek advice from the teachers or the principal. As a rule, they consult other school counsellors from their school or from another school. They usually make notes in order to develop their awareness about their performance. The following statements confirm these findings:

»I write a diary. Each year I use a new notebook. I put in the date and list all the tasks that I perform on that day."

»I focus on my mistakes when writing in my diary. Then I really read it and write down what is special about it."

»I write down what is problematic. I describe some cases in great detail."

The principals are in a specific position by definition because they have the role of the employers. According to their statements, they look for feedback on their performance from their assistant principals, to whom they feel the closest professionally. As one of the principals stated: "I have an assistant who always tells me, we have an agreement." The principals consider as most important their capability to review their own practice and learn from their own experience. As one of the interviewees stated: "...that you review your performance when working with the faculty." We could infer that they developed a "meta" viewpoint. However, since all the interviewed principals had a substantial experience as principals and a well-developed social network with their colleagues, we cannot assume that such a viewpoint is the exclusive result of their participation in the supervision process.

Influence of Supervision on Self-Regulation

The teachers reported that they developed awareness of how their feelings influence their thinking and reactions in certain situations. They learnt how to separate their own role and responsibility from the responsibility of others, and consequently to react with more premeditation. Here are some of their statements from the interviews:

“I tell myself during instruction and also when I am with my family, hold on, girl, think about what can be done here and how the problem appeared at all.”

“Now I define my role. I ask myself: What is my role in this?”

“... that I don't take everything personally. I feel that I have improved in this area, that I can react.”

“I know now that not everything is my responsibility as I used to think. After all these years of supervision, I have made a big step forward.”

Judging from their statements, the teachers learnt in the supervision process to redirect their thinking in a professional situation and react in accordance with their thinking. The effects of their learning are also visible in their private life because they come back home calmer and relieved from their burdens.

The school counsellors noticed considerable progress in their communication skills and in the skills of leading conversations. The following statements indicate the skills that they developed:

“When I lead a meeting now I have a better feeling. I am more focused, a better leader, I don't rush as I used to. I ask questions.”

“When we have a meeting, I pay attention to the summaries, and usually I do them.”

They reported feeling less burdened as a consequence of learning in the supervision process. “The biggest change is that I don't carry my problems home as I used to.” Or, “I have become aware of what is my responsibility and so I go home much less burdened. My partner noticed that I am calmer at home.”

The principals also reported that they learnt in the supervision process to take things less personally. “I feel I improved in that I don't take everything so personally, now I can react appropriately.” In addition, they learnt to view everyday situations from the positive side:

“I started using more praise because I realised I didn't use to praise people enough.”

“I used to look for negative things. Then I started to look for positive things. I think that's where I improved.”

“Thanks to the supervision process, I know now that there is a solution to everything.”

Other Effects of Supervision

In addition to obvious development of their self-regulatory skills, I noticed that with every new meeting, the participants of the supervision process became more and more open and friendly, and more trusting in their relationships. They developed a need to socialize also after the meetings over coffee, and to call each other between the meetings. They also became more trusting towards me as their supervisor, and accepted me as a member of their team. When I asked them about other effects of supervision on them, they all reported that after the process ended, they felt a very close connection with their colleagues from the supervision group, and that they started asking them for help outside our meetings when they needed it. The statement of one of the interviewees says a lot: »I think we are such a great team, we collaborate so well and help each other. I think these are definitely the effects of supervision.» They experienced the group as a safe space in which it was allowed to learn from mistakes, and in which they developed empathy and collegiality. Or as one of them stated: »When someone else has a problem, you are emotionally involved but learn to think soberly because you never know when you'll find yourself in a similar situation.»

From the participants' statements it is clear that they perceive supervision as work on oneself and building one's own personality, which leaves a footprint in one's professional performance:

“I think supervision is so much more intensive. You are active and it gives you a lot. You really have to be active, you solve problems.”

“This is a unique small group, something real. You have to invest a lot of yourself. Elsewhere, you contribute your work but less of your personality.”

Conclusion

Supervision is an effective way of supporting professional and personal growth of educators. It is a process in which the supervisees are assisted in their reflection of their experiences by an experienced supervisor who provides them with emotional support and develops positive working relationships. The teachers, school counsellors, and principals who participated in the interviews stated that learning in the supervision process helped them gain deep insights into their own way of thinking, feeling and acting, which had a positive effect not only on their professional performance but also on their personal life. In addition, there is the group dynamic aspect that should not be neglected since the participants indicated that they developed authentic, friendly relationships in the supervision group, which lasted a long time after the process was formally concluded. The principals, who concluded the process seven years ago, still get together occasionally. The school

counsellors continue their meetings in the intervision group, which is still active six years after the supervision process ended.

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INOVATELL - INNOVATIVE TOUCHLESS TECHNOLOGIES FOR PEOPLE WITH SEVERE DISABILITIES: SLOVENIAN PRELIMINARY RESEARCH

Črtomir Bitenc¹, Zdenka Wltavsky²

Abstract

University Rehabilitation Institute, Republic of Slovenia was a partner in the EU project INOVATELL, which purpose was to develop and implement a technological solution that will help people with limited hands functions to use computers by remotely controlling specialised software on them using only the head or hand movements. Beside the Tool also learning contents, which consisted of different learning topics was designed. The leading research question was whether INOVATELL Tool and learning topics represent a good and solid solution for people with physical motor disabilities, who cannot use or face difficulties to use standard keyboard or mouse to access the computer for education, communication, and entertainment. Objective was tested via a set of questionnaires and observational grid on a small sample of 6 Slovenian people with physical disability. Participants reported about their experiences with INOVATELL interface as being simple to use and its learning content being clear and understandable. Based on the positive preliminary results the conclusion is that the INOVATELL solution indeed can improve the quality, accessibility, and efficiency of the vocational training, communication, and also entertainment of people with severe disabilities, though future research on a bigger scale would be very welcome.

Keywords: touchless technologies; people with severe disabilities; computer literacy

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¹ asst. Črtomir Bitenc, BA psychology, works as development - research associate at University Rehabilitation Institute, Republic of Slovenia. E-mail: crtomir.bitenc@ir-rs.si (corresponding author)

² Zdenka Wltavsky, PhD, works as development - research associate at University Rehabilitation Institute, Republic of Slovenia. E-mail: zdenka.wltavsky@ir-rs.si

Introduction

Many EU and national documents clearly state that disabled people continue to be disproportionately excluded from the labour market and mainstream education and vocational training (Commission of the European Communities, 2007; European Commission, 2010a, 2010b), which is a serious concern from the perspective of equal opportunities in VET. We identify a significant demand for acquisition of key competence digital literacy and ICT solution for people with severe movement disabilities, especially for people with restricted hand functions caused by cerebral palsy, multiple sclerosis, tetraplegia, amputations of upper limb(-s), spinal injuries or other health problems, that face limitations to use ordinary computer devices. The before mentioned problem is exactly why the project consortium of Lithuanian coordinator Valakupiai Rehabilitation Center, also Lithuanian partner Idea Code (who was in charge for development of INVATELL solution), Portugal partner CRPG – Centro de Reabilitação Profissional de Gaia, and Slovenian partner University Rehabilitation Institute, Republic of Slovenia – Soča gathered and tried to find a proper solution, which was done via EU project INOVATELL – Innovative Touchless Technologies for People with Severe Disabilities. In this 2-year project, partners transferred an innovative touchless assistive technology for life-long learning of people with severe disabilities that was designed in the IT sector. We integrated technological ‘know-how’ with an in-depth understanding of learning needs for people with disabilities with the help of specialised software using touchless hand or head movement instead of hands without touching mouse or keyboard that was expected to be effective for this project target group.

The target group of INOVATELL project were persons with alterations in neuromusculoskeletal and movement-related functions, who cannot use or have difficulties to use standard keyboard or mouse because of restrictions in moving hands, typing, clicking mouse buttons, etc. Partners from Lithuania, Slovenia, and Portugal included individuals with severe movement disabilities and limited hand functions to provide them with a tool for learning of key competence – digital literacy.

Description of the INOVATELL Tool

The INOVATELL Tool may be used by persons in sitting or lying positions (however, additional hardware positioning efforts is needed in case of lying position to set up the computer/tablet and camera). It is meant for Windows 8 PCs and tablets (Windows RT version is not supported). There are no format minimum technical requirements for the hardware to run this Tool. If PC or tablet is capable of running Windows 8, it should be capable of running the Tool too. However, in case PC or

tablet is generally very slow in running Windows 8, this Tool will probably not perform well since it will add to the overall use of system resources. Note for tablets, which do not have any external keyboards in their standard package. If no keyboard or mouse has ever been connected to a tablet when running this Tool user will not be able to see the mouse pointer. For such tablets to display a mouse pointer, either a Bluetooth keyboard or a Bluetooth mouse has to be connected when using this Tool so that Windows would display mouse cursor/pointer on screen all the time. The Tool may work with Windows 7 and older Windows versions, but has not been tested with those Windows versions and is officially not supported.

The Tool works in various lighting conditions; however, generally object detection algorithms perform worse under extreme background light conditions and extreme contrast conditions. Thus, when choosing the environment, it is advisable to choose a background, without lamps, windows with direct sunlight, and other intense light sources behind the user.

Either inbuilt camera or external camera may be used. In case there are two cameras connected to a computer, the user may choose which camera to use for the Tool in the Tool screen. Camera selector is located with all the other settings under “More” button. However, the Tool cannot identify each camera by the manufacturer name/model – in most situations, the first camera in line will be the default inbuilt camera and the second camera will be the one connected through USB. If there are two or more cameras connected through USB, the user might need to experiment to identify the right one. Inbuilt camera is usually easier to set up because it has a fixed central position in relation to the hardware screen. When setting up an external camera, which is placed on top of a monitor, on a desk, or other surfaces, the user needs to be very careful with centring the camera. The camera has to be facing the detection object (hand or head) directly, and the initial hand or head detection has to place the mouse cursor in the centre of the screen. When the camera is tilted too much to the left, right, up or down, the user will likely go off-screen with the cursor in some screen directions and will experience difficulties reaching other screen directions. Even a small tilt in camera placement different from directly facing the hand or the head may result in substantial effects when controlling the user interface. Thus this step is essential to carry out properly. For users with very limited hand or head movements, the screen (especially full HD resolution screen) might be too big to reach all four screen corners easily even with the most sensitive cursor movement. For such users, it is advisable to decrease

the screen resolution in the Control panel (for more see Consortium of INOVATELL project, 2014).

The Tool is trained to detect a standard shaped hand or head. Standard hand shape is fully-open-palm or close-to-fully-open-palm facing the camera directly. Finger distinction is important for the camera to detect the hand as an object. The threshold of how much palm has to be open for detection depends on the actual hand shape, lighting, and other environmental factors; thus, has to be tried on a case-by-case basis. Once the hand is detected, there is more flexibility in Control mode – even a hand in fist shape can be used to move the cursor in most lighting environments. Hand detection works with either right or left hand. As an alternative setup (especially if the user is not able to hold a lifted hand), the hand may be placed on a plastic completely transparent table (or tray) surface, while the camera is mounted below this plastic surface. When mounting the camera in this situation, the same conditions apply as described in “Camera positioning” section for placing the camera. Hand detection also works successfully when an open hand is placed on a table (palm facing the table) or other flat surface and camera is located above the hand. In such case, the camera frames should be flipped in the Tool settings.

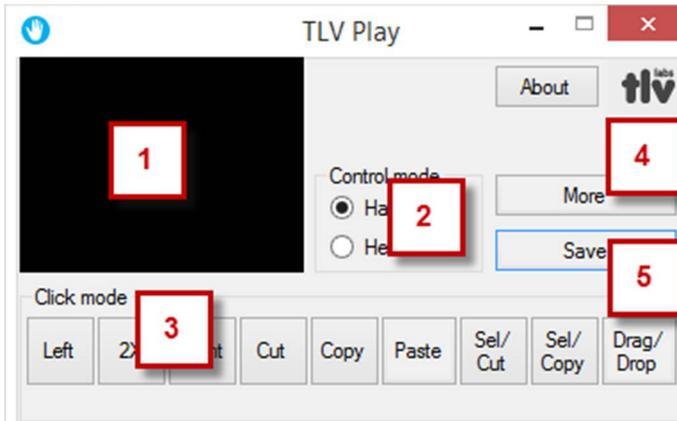
The standard head shape is an oval-shaped head with hairstyle or accessories that do not obstruct any significant part of the face. E.g., hear bangs, caps, and hats, which hide a substantial part of the face, might prevent head detection. Wearing glasses does not impact the detection quality.

The user should first install the Tool from the web page <http://inovatell.reabilitacija.lt/index-en.html>, and afterwards, he/she has to double-click the icon on his/her desktop to launch the Tool. The Tool has two modes:

- The tool launches in “Detection mode” – i.e. is trying to detect the hand or head (depending on the chosen setting – the initial default setting is the hand tracking). To start using the Tool user needs to hold hand (open palm) or head in the camera vision field and it should be detected automatically.
- Once hand or head is detected, the Tool switches to the “Control mode” allowing to move the cursor on the screen and to make clicks. To move the cursor user needs to move the hand or head in the desired direction. To make a click, the user needs to hold the hand or head steady in the same position for a period indicated in the settings (default setting is 0.8 of a second).

- This Tool is set up to detect a hand or head automatically. The Tool does not need to be calibrated or trained before starting to use it. By default, the Tool opens in a minimised version (Figure 1).

Figure 1: The INOVATELL Tool user interface opened in minimised version



Source: Authors' work

The main features of the INOVATELL Tool user interface are as follows (numbers in the following list correspond to framed numbers in Figure 1):

1. Camera window – the camera will show the output of the selected camera (inbuilt or external). Use this window to check if hand/head is detected correctly. Correctly detected hand or head will appear with a white rectangular around it (Figure 2).

Figure 2: Demonstration of a proper detection of the user's hand in the INOVATELL Tool user interface



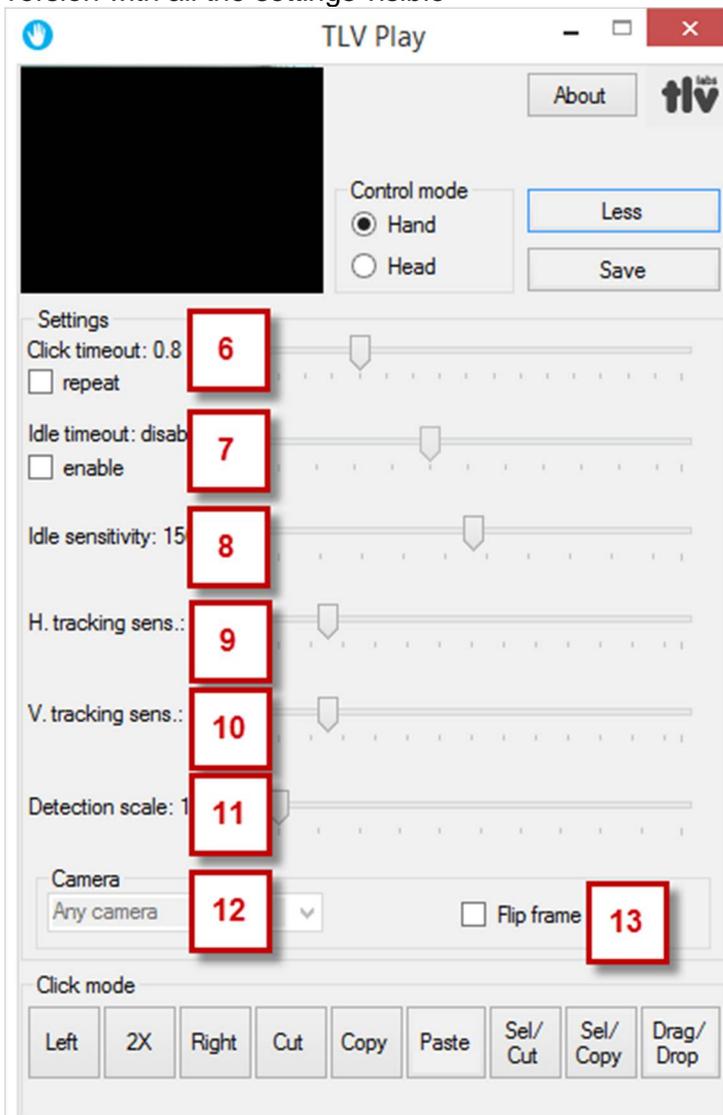
Source: Authors' work

2. Control mode selector to switch between Hand and Head control.
3. Click mode buttons, which allow switching simple pointer click into alternative functions of (clicking on the button activates one operation defined by specific button and then automatically returns to the standard left click):

- Left – left click
 - 2X – double click
 - Right – right click
 - Cut – simple cut operation for objects, which do not need to be selected first, e.g., a file (cursor needs to point directly to the object)
 - Copy – simple copy operation for objects, which do not need to be selected first, e.g., a file (cursor needs to point directly to the object)
 - Paste – paste operation for a copied or cut object either by simple Cut, Copy, or Sel/Cut, Sel/Copy
 - Sel/Cut – combined select and cut operation for objects, such as text, which need to be selected first before cutting
 - Sel/Copy – combined select and copy operation for objects, such as text, which need to be selected first before copying
 - Drag/Drop – allows to select an object with the first click, then drag it to the desired location (both the origin and destination locations must be visible on one screen at the same time) and place it at the desired location with the second click. In the case of websites, this function might work differently depending on the website functionality. For instance, in Google Maps after the first click user can drag the map to the side if he/she needs to see a location that does not fit on the screen – once desired location is visible, making another click will cause the pointer will go back to default left-click functionality.
4. More/Less button to open/close more detailed settings. The same settings screen is used for Hand and Head operation mode. Each set of settings (Hand and Head) is saved with the same Save button – both are stored without overwriting each other.
 5. Save button to save the selected operation mode (Hand or Head) and settings (under More). If mode selection or settings are not saved, next time the Tool is opened, it will operate with the last saved mode selection and settings.

If the user wants to see more settings to control the sensitivity of hand or head detection, the sensitivity of cursor movement, etc., he/she should click on the option “More” in the minimised version of the INOVATELL Tool user interface.

Figure 3: The INOVATELL Tool user interface opened in an expanded version with all the settings visible



Source: Authors' work

The expanded screen opens settings with options, such as (numbers in the following list correspond to framed numbers in Figure 3):

6. Click timeout – indicates a duration how long user has to hold the hand/head steady in one position to make a click. Checked “repeat” checkbox will cause the Tool to repeat the click according to the click timeout duration as long as the user keeps the cursor in the same position. By default, “repeat” checkbox is

- unchecked; thus, creating only one click in the same cursor position.
7. Idle timeout – detects if the cursor is moving. In case cursor is not moving for an indicated period, the Tool will switch from Tracking mode (where the user actively uses cursor) to the Detection mode (user has to show hand or head to the camera again to start using cursor). By default idle timeout is disabled. “enabled” checkbox activates Idle timeout settings.
 8. Idle sensitivity – this setting relates to the Idle timeout. It determines how fast the cursor has to be moved for the Tool to treat it as active. The larger setting value means that the cursor has to be moved faster for the Tool to treat it as active.
 9. Horizontal tracking sensitivity – determines how much the cursor moves on the screen horizontally with the same horizontal hand or head movement. The larger setting value means more sensitivity, which means that smaller hand movement will make a larger cursor on the screen. However, high sensitivity will also make the cursor more “jumpy”; thus, needs to be used carefully.
 10. Vertical tracking sensitivity – determines how much the cursor moves on the screen vertically with the same vertical hand or head movement. The larger setting value means more sensitivity, which means that smaller hand movement will make a larger cursor on the screen. However, high sensitivity will also make the cursor more “jumpy”; thus, needs to be used carefully.
 11. Detection scale – this setting determines how sensitive the hand or head detection is. Recommended standard setting is 1.15-1.2. Only in cases where the head or other objects are detected instead of the hand, it is advisable to change this setting. When changing this setting, it is important to remember that a smaller number means more sensitive (precise) detection, but also more processor resources are used (might impact the performance of slower tablets).
 12. Camera selection – in case there are several cameras connected to the computer, this dropdown will provide a list of cameras (starting with the default inbuilt camera), and the user can select which camera to use for detection.
 13. Flip frame – checking this checkbox will vertically flip the camera feed, this setting is used in a setup, where camera positioned above the user’s hand (i.e. not detecting the palm).

The purpose of this study

The aim of this preliminary research was to test technological solution called TLV Play and learning content, which was designed beforehand in the project and consisted of different learning topics (e.g., the use and

functionality of Windows 8, MS Word 2010, MS Excel 2010, MS PowerPoint 2010, Internet Explorer 10, and different Windows 8 apps), with a Slovenian test group of risk group representatives and adjust solution and contents according to the testing results. Therefore, the following question guided the study: Do INOVATELL Tool and learning topics represent a good and solid solution for people with physical motor disabilities, who cannot use or face difficulties to use standard keyboard or mouse because of restrictions in moving hands, typing, clicking mouse buttons, etc. to access the computer for education, communication, and entertainment?

Methods

Participants

We invited ten persons with physical disabilities (one with spinal muscular atrophy, two with muscular dystrophy, two with spastic tetraplegia, and one with unspecified tetraplegia) that have already been involved in INOVATELL project to test the INOVATELL solution, and six of them responded positively. The average age was 41 (SD = 13,1), five men and one woman; all of the participants have already been using computer beforehand. Out of 6 two were pensioners, two employed, one unemployed, and one was a student. Regarding the education level, four had a high school, and two had a vocational high school. The average time of experience with computer use was between 15 and 20 years, whereas week frequency of computer use was every day for three participants, almost every day for one participant, 1 hour per day also for one, and one time weakly for another one. Another aspect of computer explored was applications used by participants. All of them were using Windows and Internet Explorer; one third was using Microsoft Office, one Microsoft Word. Two of them were more experienced and were also using some other computer applications, such as TeamViewer, Lotus Notes, AutoCAD, etc. We also gathered information about assistive technology being used for computer access; half of them did not report any, whereas others were using Touchpad, tablet, TeamViewer, Enable Viacam software, and palm orthosis for typing (typing aid).

Procedure

The testing was performed at University Rehabilitation Institute, Republic of Slovenia – Soča, all of the participants had been informed about content and solution in advance by email/snail mail; all of them signed informed consent. We translated the questionnaires to Slovenian language. Participants agreed to come for the whole day; therefore, the testing was done for the whole day. Participants had coffee and lunch breaks regarding their needs and capabilities. We sent them the instructions how to download the application (i.e., TLV Play) and link to

Learning Content, hence they would try out INOVATELL solution and learning content before coming to our Smart Home IRIS at University Rehabilitation Institute, Republic of Slovenia – Soča. They all did what was told them to do, and they were highly motivated. At the end of the day assessment of INOVATELL (Usability test – technical solution, learning content, Global Questions, Open Questions) was performed, while the observation grid and lessons learnt was written throughout the whole period of testing by two of the Institute’s medical staff observers. Three of the participants also sent us post-feedback by email (some participants kept training at home). All the participants were using “head” control of the computer. Some participants have already disseminated information about INOVATELL results to their disabled friend at the Associations and a website.

Instruments

General User Data Questionnaire. This questionnaire was designed to get the very basic information about the participants, such as age, gender, diagnosis of their disability (ICD-10), social status, level of education, professional experience, computer use (time of experience, week frequency, and list of application used), and specification about assistive technology for computer access.

INOVATELL Usability Test – Solution. The questionnaire has 4-point answer scale with responses ranging from 1 (totally disagree) to 4 (totally agree) and measures perceived ease of use and perceived usefulness of participants/users of INOVATELL technical solution. It comprises seven statements. The sample items are “Learning to use the INOVATELL interface is easy for me.” and “I enjoy using the INOVATELL interface.” The bigger the number of the total points (the total sum is 28 points) more satisfied and content participant is with INOVATELL technical solution.

INOVATELL Usability Test – Learning Content. The questionnaire has 4-point answer scale with responses ranging from 1 (totally disagree) to 4 (totally agree) and measures satisfaction and learning experience of participants with learning content (e.g., use and functionality of Windows 8, Microsoft Word 2010, Microsoft Excel 2010, Microsoft PowerPoint 2010, Internet Explorer 10, and different Windows 8 apps). It comprises of four statements. The sample items are “The contents are useful for me.” and “I believe the way the information is available in INOVATELL modules facilities my learning.” The bigger the number of the total points (the total sum is 16 points) more satisfied and content participant is with learning content.

INOVATELL Usability Test – Global Questions. The questionnaire has 4-point answer scale with responses ranging from 1 (totally disagree) to 4 (totally agree) and measures global satisfaction and learning experience of participants with learning content (e.g., use and functionality of Windows 8, Microsoft Word 2010, Microsoft Excel 2010, Microsoft PowerPoint 2010, Internet Explorer 10, and different Windows 8 apps) and also with overall INOVATELL solution. It comprises five statements. The sample items are “INOVATELL solution and learning content answers to my goals and expectations.” and “Overall, I am satisfied with the system”. The bigger the number of the total points (the total sum is 20 points) more satisfied and content participant is with INOVATELL on a global level.

INOVATELL Usability Test – Open Questions. This questionnaire consists of 6 unfinished sentences, which are to be finished by participants. The statements encourage the participants to provide their opinion on INOVATELL solution, moreover, about its pros and cons. The samples of unfinished sentences are “I think that INOVATELL solution is good to access the computer, because...” and “In my opinion, INOVATELL solution should have/allow...”

Observation GRID. This questionnaire allowed us to get information from observers about possible difficulties which were participants facing when using technical solution INOVATELL for the very first time. The observer was to write the learning content or any negative aspect of INOVATELL technical solution with which a participant has any difficulty with and possible solution for that problem.

Results

INOVATELL Usability Test – Solution

We calculated the average of participants' total sums of points and got 21 points (the minimum was 19, and the maximum was 23 points), which indicates that participants were generally speaking satisfied with INOVATELL solution and perceived it as a somewhat useful tool. The highest ranked among all statements was “It is simple to use INOVATELL interface.” with 3,5 average points on a 4-point answer scale, while the lowest was “Using the INOVATELL interface enables me to accomplish tasks more quickly.” with 2,5 points on average.

INOVATELL Usability Test – Learning Content

The average of participants' total sums of points was 14 points (the minimum was 12, and the maximum was 15 points), which means that participants, in general, were satisfied with the learning content and perceived it as quite useful. The highest ranked among all statements

was “My interaction with the INOVATELL learning content is clear and understandable.” with 3,8 average points on a 4-point answer scale, while the lowest was “The learning content is updated.” with 3,2 points on average.

INOVATELL Usability Test – Global Questions

Regarding global questions, the average of participants' total sums of points was 15 points (the minimum was 12, and the maximum was 17 points), which demonstrates that participants were on a global level relatively satisfied with INOVATELL solution and learning content and perceived them as useful. The highest ranked among all statements was “It was easy and clear for me to find the information on screen.” with 3,5 average points on a 4-point answer scale, while the lowest was “I am able to efficiently complete my work using the INOVATELL interface (performing or functioning in the best possible manner with the least waste of time and effort).” with 2,8 points on average.

INOVATELL Usability Test – Open Questions

The participants found it easy to use the system whenever they need to operate a computer - for browsing the internet or basically anything the user wants to do in a Windows environment. The other user pointed out that it is more or less straightforward to use once the user gets used to (“at the beginning, it seems hard, but after a couple of hours it is easy”). For other, the most important advantage is that the user does not need to move arms, but can instead sit comfortably and relaxed in front of the screen. The participants found it difficult to use the system, when the mouse pointer disappears; when it gets “de-calibrated”; one has to be really focused on the computer to select the wanted item; there are too many disturbing things if you want to use it casually (when you talk with a person, you unwillingly open or confirm items and windows etc.); also when you have to hit a tiny area or dot on the screen. The participants felt that INOVATELL solution is good to access the computer because the user does not need much physical power to control the computer and can use his or her head instead of hands, which in some cases (when faced with physical disability of arms or/and hands) are not really functional. They emphasised the importance of INOVATELL solution to be cost-free application and as such available to a wide spectrum of people. In their opinion, it is a step towards bridging the digital divide because lots of disabled people cannot afford AT for ICT. Hence, it is easier to use INOVATELL solution than typing with an aid, since it produces no fatigue and one can use it for much more time. Some comments and remarks to upgrade the evaluated version of application were also made. The participants said the application should have a “resting area”, where the user could pause the head controlling and thus

be able to talk to other people or read content without unwillingly opening and choosing items on the computer screen. An interesting remark was also made from the participant who said the application should enable the user to select clicking with an eye blink or with tongue movement, which in turn would also enable easier clicking on a small dots or areas. The other participant suggested that commands should be minimised in one corner, in order not need to minimise and maximise the TLV application whenever the user wants a different function. At the end of the Usability test – Open questions questionnaire the participants had to choose whether they would recommend the INOVATELL solution to anyone (and if yes, to whom) or not. They all answered positively and would, as being expected, especially recommend the application to those, who have low or no hand and arm functionalities.

Observation GRID

Regarding learning environment the two observers, being present at the testing phase of the application of the participants, said the participants did not have any particular issues, whereas with INOVATELL solution itself they did have some remarks. From their observation they concluded that the background of the user or his/her working place should be uniform and only dark or one colour; it is also advised no other objects or people moving behind the user. It is also a bit problematic to start the TLV Play (INOVATELL solution) in two different user accounts at the same time – that is currently not yet possible. Moreover, they suggest the Lithuanian application developer Idea Code to upgrade the solution in a way that confirmation time would be adjustable. No other important observation was being reported from observers except their satisfaction with users' great cooperation and eagerness to test new application for people that have limited functionalities of upper limbs.

Discussion

The purpose of the research was to answer on the question if current version of the INOVATELL technical solution and learning content is sufficient and enough satisfactory for target users to use it as it is as well as also to help the creators of the application TLV Play (INOVATELL solution) to improve it in such a manner that as many people as possible could use it in their everyday lives independently to control a computer/tablet. Regarding the feedback of the participants with severe disabilities, it should present a step towards digital divide, since much of population with disabilities cannot afford to buy appropriate software and/or hardware (in Slovenia insurance does not cover AT for ICT). The majority of participants liked the content and the navigation through the content (INOVATELL Learning content). All of them wanted to try and use the application (INOVATELL technical solution – TLV Play) also for

what they mostly use on a computer (e.g., from browsing their preferred websites to calculating in MS Excel). Regarding INOVATELL learning content, most of the people were interested in the modules “Windows 8 and Apps” and “MS Word 2010”. Although two comments were brought up about learning content, where Microsoft Office 2010 is presented, which is not the newest version. Some of the users are using newer versions of Microsoft Office and are thus, wishing any of those newer ones instead of the older version. The results suggest that when the application is free from few technical bugs, it will be beneficial for a large variety of people, not only severely disabled but also people who cannot use their hands because of other reasons, e.g., carpal tunnel syndrome.

Conclusion

The purpose of using INOVATELL application is to allow especially to people with physical disabilities of upper limbs to use it in their day-to-day lives autonomously to control a computer or a tablet. In general, it may be concluded, INOVATELL solution is indeed improving communication, computer literacy, and social integration of target groups with severe disabilities, who until very now did not have these possibilities. Using this application, they may also increase their future education and employment possibilities.

In the future, it might be interesting to investigate its use on a bigger scale, as the current study can be viewed only as a first, preliminary research.

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THE PERILS OF CHRONIC ILLNESSES: PATIENTS LIVED EXPERIENCE AND SOCIETAL REACTIONS IN CENTRAL AND SOUTHWESTERN ETHIOPIA

Dereje Wonde¹, Amanti Baru²

Abstract

Chronic illness is one of the chief health and development challenges of contemporary society. As in any other developing countries, Ethiopia is challenged by the rampant chronic illness that created a double tragedy on the society and the health care system, which is already threatened by acute illnesses. The main objective of this study was to investigate patients' experience and perils of living with chronic illnesses. Both quantitative (sample survey) and qualitative (key informant interview and illness narratives) research methods were employed. Accordingly, 150 chronic illness outpatients visiting health facilities in the data collection period were surveyed. The informants of qualitative studies were recruited by using purposive sampling technique based on availability basis. Descriptive statistics were employed to analyze the quantitative data, and the qualitative data were summarized and presented concurrently alongside with the quantitative data by hiring thematic analysis technique. The study unearthed that people from all walks of life are vulnerable to chronic illnesses. Chronic illness exposed patients for a number of personal and family problems. Chronic illness has a devastating impact on the livelihood of the patients and impoverishes the households of the patient. The problem of chronic illness is not just a health problem; rather it affects the overall functioning of the society. Thus, chronic illness has to be a national agenda and action oriented commitment is required from the government, NGOs and other concerned bodies to arrest the evils of chronic illness.

Key words: Chronic Illness, Patients, Societal Reactions, Ethiopia

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¹ Lecturer, Department of Sociology, Jimma University
(derawon@gmail.com, dereje.wonde@ju.edu.et)

² Lecturer, Department of Sociology, Jimma University
(amantibaru@gmail.com, amanti.baru@ju.edu.et)

Introduction

Chronic illness is becoming one of the perilous social issues globally. Chronic illness is one of the chief health and development challenges of the contemporary society (WHO, 2014). Chronic illnesses are the leading cause of death, accounting for 60% of all deaths worldwide. Annually, 16 million people die prematurely before the age of 70 from chronic illnesses. Strikingly, 4 out of 5 of these deaths occur in developing countries, making such illnesses one of the major development challenges of the global south countries. The change in the twentieth century epidemiological paradigm shift from acute to chronic illnesses is the major cause of death throughout the world (WHO, 2015; Cockerham, 2007). Chronic illnesses namely, heart disease, cancer, stroke, diabetes, renal failure and the like cannot be cured by medical treatment, and lifestyle practices such as smoking, alcohol and drug abuse, eating high fat foods, and unprotected sex in the case of sexually transmitted diseases, can cause chronic health problems and end life prematurely. Thus, the etiologies of chronic illnesses are to a large extent attributed to behavioural risk factors that are pervasive aspects of economic transition, rapid urbanization and 21st-century lifestyles (WHO, 2011).

Chronic illnesses are creating double jeopardy on the societies of global south countries, where the majority are still suffering from the acute/infectious illnesses. The compounded burden of chronic illness is rising fastest among lower-income countries by imposing unavoidable socio-economic challenges. More so, chronic illness impacts all areas of individual's and their family's lives (Falvo, 2005; Mete, 2008). The greatest effects of chronic illness risk factors fall increasingly on low- and middle-income countries, and on poorer people within all countries, mirroring the underlying socioeconomic determinants. Among these populations, a vicious circle may occur where poverty exposes people to behavioral risk factors for chronic illnesses and, in turn, the resulting illness may become an important driver to the downward spiral that leads families towards poverty. As a result, unless chronic illness epidemic is aggressively confronted in the most heavily affected countries and communities, the mounting impact will continue and the global goal of reducing poverty will be undermined (WHO, 2011).

In response to the challenges of chronic illness, many countries and concerned institutions are developing intervention strategies and policy frameworks to address the problem of chronic illness. However, the Millennium Development Goals, which have been dominating the global health agenda in its 15 year lifespan, did not embrace chronic illnesses (Prevett, 2012), but the 2030 Agenda for Sustainable Development

recognizes the huge impact of chronic illness worldwide – an issue that the Millennium Development Goals did not address (WHO, 2015). Chronic illness now makes up almost one-half of the world's burden of disease, creating a double burden of disease when coupled with those infectious diseases that are still the major cause of ill health in developing countries (WHO, 2005). The challenge for developing countries is to reorient health sectors toward managing both infectious and chronic illnesses and the special needs of the chronically ill patients. In Ethiopia, chronic illnesses are viewed as illness of the affluent. The 1993 Ethiopian health policy, for instance characterized chronic illnesses as “diseases related to affluence and ageing.” Contrary to popular perception, high prevalence and incidence rates of chronic illness are reported by studies in different developing countries. As in any other developing countries, Ethiopia is challenged by the growing magnitude of chronic illness which created a double burden on the population and the health system which is already hard hit by acute illnesses (Yibeltal, Chali and Dereje, 2011). Notwithstanding, the Ethiopian healthcare system is designed primarily for prevention and control of acute illness while giving little attention or neglecting chronic illnesses (Transitional Government of Ethiopia, 1993). This study aims to examine the perils of chronic illnesses on the social life; family and livelihood of patients. Thus, the current study aims to explore the trajectories of chronic illness in Ethiopian society and how people experience and what challenges chronic illness victims encountered in their everyday lives. And what effects does their illness itself have on their livelihood and what has been done so far against chronic illness in the country?

Research Methods

Study Settings

This study was conducted in Central and Southwestern part of Ethiopia. Addis Ababa city from the central and Jimma Zone from Southwestern Ethiopia were the study setting of this study. Accordingly, selected public hospitals, chronic illnesses associations and health centers found in central and Southwestern Ethiopia were served as study sites. Thus, Menelik II referral Hospital, Black Lion General Specialized Hospital, and Ethiopian Diabetes Association from Addis Ababa City were selected purposively to collect relevant primary data for the study. Whereas, Sokoru woreda health center, Shenen Gibe Hospital, and Jimma University Medical Center were selected from Jimma Zone as a study site for the study.

Research Approach

Both quantitative (sample survey) and qualitative (Key Informant Interview and Illness narratives) research methods were employed in a triangulation fashion. Quantitative research has been used to identify the livelihood challenges and the socio-economic and demographic correlates of chronic illness. Qualitative research have been integrated in the study to investigate the view of the patients about living with chronic illnesses, to understand their lived experience, livelihood challenges encountered and interventions undertaken to cope up the difficulties.

Study Design

Basically, cross-sectional study design was carried out to accomplish the study. When required, this design was supplemented with approximation of longitudinal survey to collect relevant retrospective data concerning patients experience and management of chronic illnesses in the past. The primary data was collected from mid-June to mid-July 2017 from Addis Ababa and Jimma Zone.

Sampling Design

The necessary sample for the survey research was selected by employing availability sampling technique. Availability or accidental sampling applies the selection of sampling units out of the available target groups. Chronic illness patients availability at a given health facility and time was the main factor for opting accidental sampling. Thus, this technique was used to generate data from the patients who are visiting health facilities for treatment in the time of data collection. The sample size of the survey was decided based on the number of outpatients attending treatment in the study health facilities due to impossibility of getting the sampling frame of all chronic illness patients. Accordingly, 150 chronic illness outpatients visiting health facilities in the data collection period and eligible to be included in the study by the inclusion/exclusion criteria were surveyed in the study. The informants of qualitative studies were recruited by using purposive sampling technique based on availability basis. The qualitative data was collected from participants until saturation of key themes were achieved. Thus, 16 illness narratives and 7 key informants were participated in the qualitative studies of the project.

Methods of Data Analysis

The quantitative data, gathered through the use of questionnaire, were analyzed by using descriptive statistics which incorporates the use of frequency, percentages and mean distribution. The statistical analysis tool SPSS version 20.0 was employed for doing the task of analysis. On

the other hand, the qualitative data, obtained through Key-Informant interviews and illness narratives were summarized and presented concurrently alongside with the quantitative data by hiring thematic analysis technique.

Ethical Considerations

Observance of ethical norms plays pivotal roles in assuring the credibility of the reports of the study. Thus, before the start of data collection, the proposal was submitted to college of Social Science and Humanities research and postgraduate coordinator office of Jimma University. Supportive letter was delivered to the respective treatment centers and hospitals. Oral consent was obtained from the respondents and confidentiality has been assured for any information provided. All ethical issues of conducting scientific research were maintained and observed in this study.

Findings and Discussion

Socio-Economic and Demographic Characteristics of the Respondents

The collected quantitative data indicated that 54% of the survey respondents are male and the remaining 46% of them are female. The average age of the respondents is 49.16, which to some extent indicates that the popular perception and rhetoric of associating chronic illness with elderly should be challenged. More so, the majority (64%) of the respondents are married as of marital status is concerned. In terms of educational attainment, only 7.3% have got degree and above qualifications. About 52% and 43.3% of the respondents reported that Orthodox Christianity and Islam are their religions respectively. Moreover, 8% of the respondents accounted that they are currently unemployed as a result of their illness. The family size of the respondents has a computed mean of 5.41 people in their household. A fairly large number of respondents (32.7%) have earned less than or equal to 500 Birr per month. However, the calculated mean of the average monthly income of respondents is 1214.03 Birr per month. Finally, about 60% of the survey respondents noted that their place of origin is urban and the rest 40% said that their residence area is rural. In sum, the socio-economic and demographic characteristics of respondents unearthed that people from all walks of life are vulnerable to chronic illnesses; nonetheless there is differential susceptibility to chronic illnesses with the respective socio-economic and demographic backgrounds.

Type of Diagnosed chronic illness, Duration and Co-morbidity
 Table 1: Diagnosed chronic illness, Duration and Co-morbidity

| Type of diagnosed chronic illness (Multiple Response) | Frequency (N=150) | Percent of Responses | Percent of Cases |
|---|-------------------|----------------------|------------------|
| Hypertension | 63 | 33.13 | 42 |
| Diabetes | 52 | 27.35 | 34.7 |
| Renal Illness | 22 | 11.61 | 14.7 |
| Asthma | 13 | 6.86 | 8.7 |
| Cancer | 12 | 6.31 | 8 |
| Heart related chronic illness | 28 | 14.74 | 18.7 |
| Total | 190 | 100 | 126.8 |
| | | Frequency | Percent |
| How long you have been affected by the illness | 1-5 years | 59 | 39.3 |
| | 5-10 years | 54 | 36.1 |
| | 11-15 years | 23 | 15.3 |
| | >16 years | 14 | 9.3 |
| | Total | 150 | 100.0 |
| Did your chronic illness exposed you for other co-morbidities | Yes | 67 | 44.7 |
| | No | 83 | 55.3 |
| | Total | 150 | 100.0 |

The data depicted in the above table 1, shows that hypertension, diabetes, and heart related chronic illnesses are reported by more than 75% of the survey respondents. The remaining respondents accounted that cancer, asthma, and renal illness are their chronic health problems. For (39.3% of the respondents their illness has a life span ranging from 1-5 years, while 36.1% and 15.3 of the respondents reported of 5-10 years and 11-15 years duration of their chronic illness respectively. About 9.3% noted that their illness is living with them for more than or equal to 16 years. When respondents were asked about the exposure to co-morbidities due to their chronic illness, 44.7% of them replied yes. Thus, one of the serious perils of chronic illness is that the probability to be victim of other co-morbidities, where patients are vulnerable for compounded health problems, is very high.

The Meanings Patients Attached to Living with Chronic Illnesses

Patients entertain different meanings and reactions to their chronic illness. The data found from the qualitative studies revealed that the discovery of the illness, previous knowledge about the issue and their immediate social circles shapes the resultant orientation to the chronic illness. In most cases, chronic illnesses are discovered suddenly when people visit health facilities as response to symptoms or to get medical certificates for reasons like driving license, employment, international flight, and pregnancy check-ups. Some patients firmly resist accepting the reality primarily, but through time they tried to bring the required modifications to sustain their life.

One illness narrative informant seconded this as follows:

One day I visited a health center to get medical certificate to process my driving license training program. I encountered unexpected result from the diagnosis. The physician informed me about the presence of diabetes in my urine test, but not in blood test. When I heard the result I did not believe it. I did not take it seriously for the reason that I thought the result was wrong. The practitioner appointed me to come after a month. The result was the same and the physician referred me to Yekatit 12 Hospital. In Yekatit 12 Hospital, I was totally convinced about the illness. The physician consulted me like a friend about the consequences of the illness if the necessary modifications are not administered. From the advices of the physician, I understood that I could contract eye related problem, renal infection, cardiac disease and hypertension if I failed to manage the illness. He asked me about my nutrition preference and I told him that I regularly eat raw meat, specially 'shagna'³. My weight was more than 80 kg. Another time I was told that I have developed blood pressure. That movement was the turning point in my life. I traced the advice of the physician and all what he said entered to my ear like a bell ring. From then, I have introduced lifestyle modifications and I am living with diabetes for more than 30 years (Illness narrative informant, Male, 73).

Another informant shared her experience about the discovery of her chronic illness as follows:

I was a merchant. In one cursed day, I woke up early in the morning and went to work place as usual. I did not eat my breakfast. I returned home for lunch, but I was quarreled with my treacherous daughter. I did not get my lunch because of the clutter. I was forced to leave my home, but

³ *Shagnais* the Amharic version of hump of an ox, which is the most fatty and preferable part for people who love to eat raw meat in Ethiopia.

my eyes stopped seeing suddenly after I left my home. In the mean while, when I went outside I collided with a parked car outside my compound. I did not see anything including the car. Then after, my neighbors and relatives took me to the hospital. I came to know that my illness was diabetes, which reached at serious stage and attacked my vision. So I suddenly know the illness like this without any symptoms before. But I understood that it seriously attacked me in its asymptomatic stage (Illness narrative informant, Female, 60).

Thus, most of the time chronic illness attacks people for a long time without their awareness and when it is discovered suddenly it creates untold mess on the life of the victim and his/or her circles. Moreover, this late and sudden discovery of the chronic illness partly instigates the complications of the illness in the treatment process.

In the aftermath of the discovery of the chronic illness, the feelings and reactions patients made on their situations are different based upon previous information and experiences about the illness. Some segments of the patients were frustrated, while others developed nothing towards their illness.

One illness narrative informant noted that:

I was totally confused and unable to control myself when I heard about the presence of diabetes with my blood. I even wished that Allah should have given me HIV than diabetes in that time. I was unconscious about how to manage my situations. I challenged the physicians by resisting not to instantly accepting and welcoming my illness. Later, I realized that nothing could be done once Allah brought it. More so, I started to accept my conditions and showed strong raring to get rid of the illness by strictly practicing what was prescribed. I have modified my diet contents and take medicine properly. I absolutely abandoned salt and sugar from diet and drinks (Illness narrative informant, Female, 60).

On the hand, lack of required information about the nature of the illness is one of the motives behind accepting the illness with ease.

A young informant narrated his experience as follows:

I have suffered a lot with chronic headache before I came here. I have visited health centers found in Ziway⁴ many times. But my illness was not known by the providers in my home town. My parents decided to bring me in Addis Ababa for a better diagnosis. After samples were taken and examined, physicians learned that my problem is due to brain

⁴ A small town in central Ethiopia found 160 kilometres far from Addis Ababa

cancer. Initially I did not feel nothing special when I heard about my illness. Later, when I passed through different treatment stages and the resultant pains I started to worry about my condition. I did not have enough information about cancer before, which was partly the reason for not disturbing that much when I heard about the illness. I always hope that I will retain my health. I never gave in treating my illness and regaining my health (Illness narrative informant, Male, 22).

Another informant endorsed this as follows:

I did feel nothing special after I learned my illness is cancer. I accepted it as same as common illnesses like flue and malaria. The reason is due to the fact that I was green about the issue of cancer. However, through time I came to know that cancer is one of the deadly illnesses exposing people for severe sufferings. Now I worried a lot about my condition than I was before (Illness narrative informant, Male, 18).

The immediate reaction of patients towards their illness is also mediated by people around them. Thus, patients develop particular orientations based on the information they found in their social circle. In line with this one informant narrated his experience as follows:

It was very difficult for me to accept the reality that I am victim of diabetes. I thought that diabetes kills immediately and my life is over. Some people told me that if I started treatment, the illness will adapt the drug and the level of diabetes will be aggravated which in turn would make any further treatment unsuccessful. Others urged me to start treatment and follow up as soon as possible to control the diabetes. The later argued that the treatment is helpful and diabetes rarely kills unlike other illnesses. Consequently, I agreed with the later groups as they do have enough awareness about diabetes (Illness narrative informant, Male, 59).

Another informant seconded this reality as follows:

When the symptoms first appeared I did not take any action for a long time. The pain was on and off not demanding further action. After that I was convinced to visit health facilities by my intimates. Then I went to health center and told about the presence of diabetes in my blood. In the first place I was firmly insisted not to accept the result of the diagnosis. I thought that such illness would never attack me. Later my sister persuaded me to accept the reality by saying that she was thinking like me. My sister knew earlier that she has diabetes. She said that our mother died due to diabetes. So, she told me that the illness is hereditary. It is a family disease. Although it was very difficult to accept the reality in the first place, through time I adapted friendly lifestyles for diabetes by the help of my family. The transition was easy for me due to

the experience of the illness by other family members. I easily modified my lifestyles regarding food and exercising. I strictly adheres what the Doctor's prescribed (Illness narrative informant, Male, 30).

Another informant also traced the feelings he developed when he cognizant the illness as follows:

..... In the first place, I felt nothing wrong. People are born either to live or to die, so I was ready to confront my fate. The cancer tumors were simply extra flesh on my body for me. There was no pain which bothered me. However, after I have started the chemotherapy treatment, I came to experience how far the illness is weird. More so, the nature of treatment service provision for cancer is far risky and devastating than the illness. For instance, after the illness was discovered I was given appointment after one year. The illness could be complicated and I might die if I wait this much time. But what I did is paying privately for physicians working after normal hours in the public hospital and continue my treatment (Illness narrative informant, Male, 50).

Consequently, one group of the patients feels nothing special in the first place of their illness discovery, but later started to worry concerning their illness. In the contrary, the other groups of patients were highly frustrated when their illness is discovered, however, come accept the reality and act accordingly through time. In sum, from the narratives of the chronic illness patients presented above, it is possible to argue that the meanings people developed towards their illness varies according to the information they do have on the particular illness, the experience of their intimate social circles about the illness at hand, the type of the chronic illness itself, and the nature of service provision including the behavior of the physicians. Thus, the integrated interaction of the aforementioned factors influenced the orientations and meanings patients developed towards their situation.

The Impact of Chronic Illness on Individuals, Families, and Communities
Chronic illness may affect all aspects of victim's life. In fact, it influences not only the life of victim individual's, but also their family, social circles, and the wider community. Chronic illness exposed patients for a number of personal and family problems. A diabetic patient informant said "I totally lost sexual interest after the illness. It is completely stopped. This affected the relationship with my wife." Another 30 year old diabetic patient informant also stated "I feel hopeless and fed up when I thought that I will be taking medicine throughout my life. I did not get married yet. I always obsessed how I could get a wife willing to accept my illness." Chronic illness creates a huge problem on the marital life patients.

Moreover, chronic illness also changed the behavior of the patients drastically. One informant shared his experience as follows:

My behavior is totally changed after the illness. I easily irritated for minor incidents. I am always in trouble with my family. My interaction with family members is unhealthy after the illness. I became cranky person easily nags with everyone. I did not eat what is prepared at home. I usually fall apart with my children's and wife as a result of my behavior.

After the onset of chronic illness, some patients lost their physical appearance and at worse they couldn't move and became bedridden for a long period of time. A 50 year old cancer patient said "The illness is mutilating my body slowly. I became bedridden since a long ago." The co-morbidities associated with chronic illness have brought a paradigm change on the patient's body. A chronic heart illness patient marked the following to indicate how much his body is affected by the illness and the changed appearance becomes the trademark of his status. "Because of the chronic heart illness, I suffered from speech disorder. This affects my psychological wellbeing, because I did not able to express my feelings. The illness also affects my legs by swelling them and making them semi-paralyzed. The illness becomes my master status." Chronic illness engendered physical, behavioral and social problems on the life of the victims and their intimates.

Chronic illness greatly impacts the quality of life of patients and their social circles. It is becoming one of the great social evil in the contemporary Ethiopian society.

One informant narrates his experience as follows:

...the illness caused problems associated with my social life and social interaction. As of the prescriptions, I avoided taking foods items which are not friendly with my illness. In my locality, it is common for people to prepare festive on the name of Righteous and Saints, besides wedding and holidays. They called their neighbors to eat and drink what they have prepared. As a member of the community, I should attend such ceremonies. However, I am not willing to eat and drink what they have prepared as a result of my condition. People started to label me that I am negligent and trifle with their festive meal, despite of they are conscious about my illness. Only few of them understand my situation. Salt is not added to the food I am eating. Most of the time food is cooked once for the family. My children's complain about the lack of salt in the diet. This trend is affecting the intimacy with my family (Illness narrative, Male, 59).

The same informant also extends the problems he is facing in relation with field work and drug handling as follows:

The other serious challenge, I am facing is the handling of insulin in travelling and finding food when I am away from home. By its very nature, you have to keep insulin in refrigerators or in cold place. However, when you are heading to different parts of the country for various missions, keeping your insulin safe is the toughest challenge. There are a number of incidences where my insulin was spoiled due to high temperature while I was travelling for field work. I tried to use iceboxes to keep it normal, but temperature changes everything. In some remote areas, you may not find insulin to replace what is spoiled. I was forced to stay without taking insulin and this non-adherence aggravates the level of the diabetes. I suggest that handy fridges should be fabricated to facilitate the adherence of diabetic patients in travelling (Illness narrative informant, Male, 59).

Chronic illness is labeled as the greatest enemy leading people to suffer for a life time. A chronic respiratory illness patient articulated her situation like this. "I am tired of treating this lifelong threat. I feel that I am not the lucky one for contracting this poison. It is like imprisonment for life conditioned by full of crisis, suffering, and incapacitation." Some chronic illnesses are also considered as silent killers, which attack patients like a guerrilla fighter for the reason that it slowly mutilates victims. But other chronic illnesses are life-threatening as immediately as their onset. In addition, this study unveiled that chronic illnesses are branded as noncontagious AIDS as it is incurable and damaging like HIV/AIDS. Moreover, most chronic illnesses seem to prevent normal life. The chronically ill person often lives a very limited and restricted life, encounters social isolation and becoming a burden to the family and wider community. Victims of some chronic illnesses experience difficulties in participating in various domains of life, such as paid work, sports and other social and leisure activities. Another form of suffering is the loss of self in chronically ill persons who observe their former self-image is crumbling away without the simultaneous development of equally valued new ones. Accordingly, as a result of their condition, chronic illness patients suffer from leading restricted lives, experiencing social isolation, being discredited, and burdening others in the never ceasing treatment periods.

Some participants of the study also considered chronic illness as a devastating threat to successful aging. People are forced to confront the double jeopardy of dealing with their aging and chronic illness simultaneously. A qualitative study participant pronounced that "it is one of the biggest enemies for not realizing a successful aging. Chronic illness is obstacle for not experiencing peaceful farewell of this world

among the elderly.” The contemporary global society is experiencing demographic transition and epidemiological transition concurrently.

Impact of Chronic Illness on the Livelihood of Patients

The current study found that chronic illness caused multi-dimensional problems on the patients and their household. It is observed that chronic illness pauperize household’s not only individual victims. The treatment services of most chronic illness are very costly and unaffordable for most chronic illness patients to make lifelong medication payment.

Table 2 Impact of chronic illness on the livelihood of patients and respective coping strategies

| | | Frequency (N==150) | Percent | |
|--|----------------------------------|-----------------------|---------------------------|------------------------|
| Did the chronic illness affect your livelihood | Yes | 141 | 94.0 | |
| | No | 9 | 6.0 | |
| | Total | 150 | 100.0 | |
| During the last twelve months, how often your illness deterred from engagement in work? | Always | 31 | 20.7 | |
| | Sometimes | 58 | 38.7 | |
| | Rarely | 50 | 33.3 | |
| | Never | 11 | 7.3 | |
| | Total | 150 | 100.0 | |
| What are the main strategies that you employed to cop up with chronic illness induced challenges in your livelihood? | Seeking fee waiver medication | 82 | 54.7 | |
| | Reduced consumption | 23 | 15.3 | |
| | Support from relatives | 24 | 16.0 | |
| | Engagement in non-demanding jobs | 21 | 14.0 | |
| | Total | 150 | 100.0 | |
| | | Frequency (N=141) | Percent of Response | Percent of Cases |
| What livelihood impacts you | Financial instability | 77 | 25.83 | 54.6 |
| | Make me dependent | 75 | 25.16 | 53.19 |
| | Loss of livelihood | 51 | 17.11 | 36.17 |

| | | | | |
|---|---------------------------------------|-----|-------|--------|
| have encountered as a result of your chronic illness(Multiple response is possible) | asset through sale | | | |
| | Slipping into poverty | 31 | 10.43 | 21.98 |
| | Food insecurity due to reduced income | 42 | 14.09 | 29.78 |
| | I lost my Job | 22 | 7.38 | 15.6 |
| | Total | 298 | 100 | 211.32 |

The significant number of patients (94%) reported that their livelihood is affected as a result of the chronic illness. Therefore, about (51%) of chronic illness patients are experiencing financial instability and dependency since the aftermath of the illness. Moreover, (17.11%) of patients reported that they have lost their assets through forced selling to raise money for the coverage of treatment cost of their illness, whereas (10.43%) of patients were slipped in to poverty due to the chronic illness.

Another devastating livelihood impact of chronic illness is manifested with the dimension of food insecurity. Because patients should have shifted their income from consumption to medication, which in turn affects the food security status of patients and their household is a serious challenge confronting global south nations striving to create food secured society. With this respect, (14.09%) of the patients claimed that they are food insecure due to their illness. Lastly, (7.38%) of the patients noted that chronic illness fired them from their job. On the other hand, those patients who are working currently deterred from their work frequently merely due to the illness. Only (7.1%) of the survey respondents reported that their work has been never affected by the illness. Respondents were also asked to identify the coping strategies they mainly adopted to sustain their life. Consequently, free medication, support from relatives, reduced consumption, and involvement in non-demanding jobs are identified as some of the usual coping strategies employed by patients to tackle the livelihood impacts of chronic illness. Concerning this issue, the participants of qualitative studies accounted the challenges they are encountering on their livelihood as a result of their chronic illness as follows. A diabetic patient for the last 10 years narrated her lived experience as follows:

The diabetes heavily attacked my vision and make me victim of blood pressure. I lost my job because of these compounded chronic health problems. It harshly affected my livelihood and made me dependent on my families. I became voiceless in the family relationships. Even I eat if they provided me and simply sleep if not. I thought that had I been healthy, I would not have been burden for my family and I could have

been able to feed myself. I am forced to lead a destitute life all of a sudden. I was leading a fairly good life before the illness. Now I have nothing. It is very bad to experience such transition in life. It is too painful to look after the hands of children and relatives. I used to look after the ill and my social life was interesting previously and also I interacted with the rich and socially famous people in the past. Currently the illness degraded me to the lowest level and all the good things in life became history for me. I cried when I reminiscence all the good days. I got fee waiver paper from the kebele for free medication. Had not been I got the paper, you would not have found me here. I have nothing to eat, let alone to pay for medication (Illness narrative, Female, 60).

For some chronic illnesses like cancer, the treatment cost is headache to the victim and her/his families. A women cancer patient for 3 years stated the following:

..... I have lost all my assets for the treatment of my illness. It is very expensive to undergo for diagnosis and treatments like chemotherapy for cancer in Ethiopia. I sold out my capital assets to acquire treatment. Now I have nothing and I am looking for free medication. I contacted the kebele and they appointed me to give the fee waiver paper (Illness narrative, Female, 43).

Another informant seconded this as follows:

After the chemotherapy has been introduced, I couldn't move and I became bedridden for the last twelve months. The illness is mutilating my body day after day. I have finished my annual work permit six months ago. I have submitted sick leave, but it is also over. The organization has stopped my salary. I paid over 30,000 birr so far. I am about to lost my job. No more salary means, my children's are going to drop out their schooling. This illness is the worst enemy bringing all these evils in my life (Illness narrative, Male, 50).

Patients are not easily entitled to free medication. The screening criteria are very rigid and inaccessible for most of them. A 59 year old adult having diabetes for 18 years accounted his lived experience as follows:

I am privately paying for the drugs so far. I did not get free medication. The prices of the drugs are escalating from time to time. Thus, the illness is hurting me economically. My expenses are widening over time associated with the change in food items and long-term treatment follow ups. I am experiencing chronic financial instability. I am civil servant in government bureaus. The trend to get fee waiver paper should be revised. If you are employee, you will not get fee waiver paper from the

kebele⁵. I am unable to get free medication due to this screening criterion. However, now a day's things are changing rapidly. The cost of living is rising very high. I am forced to purchase costly drugs by subtracting from my monthly salary. The reality that the illness is chronic and so does the treatment, which ultimately pauperizes the households. Civil servant households, even double income earners, could not afford the cost of living and treatment simultaneously under the current circumstance. Access to free medication should be expanded to government employees to save their family from disintegration as a result of chronic financial shortage (Illness narrative informant, Male, 59).

All in all, the rampant chronic illness is contributing to the food insecurity problem of families and impoverishment of households as a result of costly treatment demands. It also poses a serious obstacle in the process of achieving the 2030 sustainable development goals unless adequate interventions are made to check its unlimited prevalence.
Interventions on Chronic illness

Chronic illness has a wide range of implication on the socio-economic development of the society. It is not just a personal trouble, but public issue demanding interventions from different stakeholders. The process of controlling and managing chronic illness requires unflinching commitment from the government and other concerned bodies. The status of intervention strategies devised to control the prevalence and spread of chronic illness is very wanting. The qualitative data collected from the ministry of health and Zonal/woreda health bureaus indicated that the issue of chronic illness is neglected. For instance, the 1993 health policy of Ethiopia, which was drafted by the transitional government, considered chronic illness as diseases related with affluence and aging is not revised yet. The facts on the ground showcased that chronic illness is no longer the problems of the haves only, but it attacks people from all walks of life. More so, the health policies and strategies are preoccupied with the prevention and control of infectious illnesses.

Only recently, some mobilizations are undertaken by the government in response to the challenges of this emerging public health problem. Participants of the qualitative study marked that the structure and organization of medical centers, the work force and prioritized directions are developed to confront the challenges of infectious illnesses.

⁵ The lowest administrative unit in Ethiopian government structure

However, there is a beginning to reorient strategies and facilities in searching rooms to accommodate the realities of chronic illness recently. The key informant from Jimma zone health bureau noted the following: Health extension program, which is one of the famous achievements in the health sector of the country, was primarily designed to control infectious illnesses. Chronic illness was not part of the packages of health extension program. But, now it is included in the packages of health extension program and capacity building trainings are given to health extension workers to provide holistic services for the community including the prevention and treatment of chronic illnesses. Now, urban and rural health extension workers are providing primary care for chronically ill people, screening of potential victims of chronic illness, and health education in their door-to-door rounds. Although it is not equivalent to that of infectious illnesses, chronic illnesses currently are receiving attention from the government (Kil, Male, 37).

Nonetheless, this limited focus is targeting specific chronic illnesses like hypertension and diabetes and left others untouched. A key informant from Seka woreda health bureau seconded this as “free medication is given in our woreda only for hypertensive and diabetic patients who meet the screening criteria. Besides, there is poor linkage with NGOs in the issue of chronic illness as compared to infectious illnesses. The mobilization of NGOs and the private sector in the endeavor of controlling chronic illness is also wanting.” Chronic illness has devastating impact on the livelihood of patients and their families, but so far no economic support or other safety nets are availed according to the information of the key informants from health bureaus. More so, chronic illness requires the cooperation of different actors in the process of prevention and rehabilitation of the affected families. But as the informant from Jimma Zone health bureau said “poor inter-sectoral linkage among different offices is one serious obstacle in the process of mainstreaming chronic illness.”

Ethiopia, at least in reports, has achieved improvements in arresting infectious illnesses. One key informant physician from the MoH stated that “the success gained on infectious illness should be repeated on the chronic ones. The structures and directions we commenced on the process of fighting infectious illness could be a golden opportunities to control chronic illness.” The point is that the established health facilities and institutions could be easily manipulated to address the problems of chronic illness. The same key informant from MoH added the following: The primary focus of the Ethiopian health policy is disease prevention and by its very nature chronic illnesses are preventable through practicing healthy lifestyles. The ministry of health is striving to raise the

consciousness of the society about chronic illness through using mass media and other strategies (KII, Male, 47).

However, the treatment of chronic illnesses is very costly and the existing facilities are not suitable to examine and rehabilitate chronic illness. A nurse key informant from Menelik II hospital indicated that “medical equipments used to diagnosis chronic illness are very scanty in public hospitals. Modern medical technologies like CT scan, MRI, and Chemotherapy are not easily accessible in public hospitals. Only selected government medical centers have such machineries.” The health facilities should be equipped with advanced technologies and competent professionals to provide satisfactory treatment for chronic illness. Chronic illness requires huge investment from the government as it is the biggest obstacle in the socio-economic transformation of the country.

Chronic illness patients needed not only medication, but also social, psychological and economic support. The role of psycho-social workers in the rehabilitation process of chronically ill people should have got greater emphasis. However, the data collected from social workers, sociologists and psychologists in the public hospitals unearthed that patients are not adequately receiving psycho-social services due to the structure of the healthcare system and other barriers. One informant social workers from Menelik II hospital articulated the following:

We, social workers, are forced to provide only a liaison service for chronic illness patients. There is no enabling environment for us to provide holistic psycho-social services for chronic patients. Absence of standardized regulations about the roles of psycho-social workers in the medical settings, lack of recognition from medical staffs and unwillingness of physicians to work with psycho-social workers in team, and lack of on job training for psycho-social workers to enhance their capacity are some of the barriers preventing us from providing holistic social services for chronically ill patients (KII, Male, 49).

Psycho-social workers are holding office in public hospitals, but they are not properly functioning in the treatment process of chronic illness. However, counseling and guidance, economic support, and provision of other social support could play a significant role in facilitating the lifestyle modification and behavioral change of patients. Chronic illness is becoming closer and closer for psycho-social workers than physicians, so the chronic illness patients should get the right service from the right professionals.

Chronic illness patients are voiceless in their families, medical settings and policy level endeavors. The mobilization of the non-governmental organizations in this regard is also non-existent. Only one voluntary association is formed to date to help dialyses and transplantation for chronic kidney illness patients. Other three self-help associations, Ethiopian diabetes association, cancer patients association and heart illness associations were organized to be voice for the voiceless chronic illness patients. From these three self-help associations, only the Ethiopian diabetes association is functional and widely known in the country and by the chronic illness patients. Chronically ill persons are benefited to cope up their chronic illness by joining support groups such as chronic illness patient association.

A key informant from the Ethiopian diabetes association articulated the major areas of services provided by the association to the patients as follows:

Since its inauguration, EDA⁶ is providing various services for victims of diabetes. Health education and promotion program is conducted in the first day of every new month. Members of the association as well as non members could participate in the monthly health education session. Type one diabetic patients, who are members of the institution, could get insulin medication for free. Most of the time type one diabetes attacks children's and our donors are targeting the support of children. Type two diabetic patients are also entitled to make a medical check-up for the status of their illness and the co-morbidities, especially eye related, in Black Lion hospital. The association serves as a liaison agent between the patients and hospital. More so, the association is working with the healthcare service providers by arranging trainings to create enabling environment in the medical centers regarding the treatment of diabetes. The other focus area of the association is patient empowerment, in which patients are supported to lead a better life through proper management of their illness. Finally, the association is striving to be training, education, research, and information center of diabetes in the country by playing the coordination role (KII, Female, 43).

Discussion

The current study found that chronic illnesses are not receiving greater attention at policy and intervention practices in Ethiopia. Contemporary Ethiopian society is experiencing the double jeopardy of chronic and infectious illnesses. The health policy and strategies are overwhelmed with controlling infectious illnesses and seems unprepared to confront

⁶ EDA=Ethiopian Diabetes Association

the devastating problems of chronic illness. The previous studies conducted in Ethiopia (Fikru *et al.*, 2009; Prett, 2012) also confirmed that chronic illness has been not included in the MDGs, which has been a dominating global health agenda over a decade, let alone in developing countries. In fact, it was one of the apparently neglected health problems until recently.

Chronic illness is becoming a rampant public health problem in developing countries. Contrary to the rhetoric, chronic illness is not merely the problem of elderly and affluent segments of the society. This study disclosed that people from all walks of life are vulnerable to chronic illnesses. By the same token, studies conducted in Southwestern Ethiopia (Ayalew *et al.*, 2012) indicated that chronic illness attacks people from different social strata although variation for susceptibility are documented among different segments of the society. Another recent endeavour on the issue of chronic illness (Tomas *et al.*, 2015) reinforced that chronic illness is a national public health problem affecting people from all social backgrounds as a result of the widespread practice of unhealthy lifestyles, which is the risk factors of most chronic illnesses. Moreover, chronic illness is claiming 51% of death annually as reported by a study in central Ethiopia (Awoke *et al.*, 2012). Studies conducted in Central Ethiopia (Fikru *et al.*, 2009; Awoke *et al.*, 2012) and Southwestern Ethiopia (Ayalew *et al.*, 2012) on the double mortality rate and epidemiology of chronic illness respectively uncovered that people from all social strata are susceptible to chronic illness. Moreover, chronic illness is highly prevalent (8.9%) in Southwestern Ethiopia and widespread in Central Ethiopia (11.5%) due to the widespread practice of chronic illness risk factors and unhealthy lifestyles as stated in past studies (Ayalew *et al.*, 2012; Awoke *et al.*, 2014; Tomas *et al.*, 2015). Although, our study was institutional based and could not address the prevalence of the chronic illness in the population, from the qualitative study key informants, we learned that chronic illness is commonplace health problem in the study area.

The current study demonstrated that chronic illness affects all aspects of patient's life including his or her family relationship and the overall social life. A chronic illness impacts nearly every aspect of an individual's life and leaves a devastating imprint on the lives of everyone involved. Previous studies (Hickman and Douglas, 2010) ascertained that chronic illness has devastating physiological effects on patients and damaging psychological consequences for their family members. Moreover, another study (Golics *et al.*, 2013) showcased that chronic illness affects not only the patient's quality of life, but also the quality of life of family members. As of the findings of the current study, chronic illness

impoverished households not only the patients. Almost all (94%) of chronic illness patients claimed that their livelihood is harshly affected by their terminal illness. The expensive treatment costs, the co-morbidities associated with the chronic illness, and the disabling nature of chronic illness results in pauperization of patients and their households. Chronic illness patients forced to lead a destitute life due their lifelong health problem. Similarly, the protracted medical costs, reduced earnings, nursing home charges, and other economic strains result in serious problems for the vast majority of families in which one or more members has a chronic illness (Rusk and Novey, 1957).

Conclusion

Chronic illness is rampant in urban and rural areas of the country. People from all walks of life are vulnerable to chronic illnesses in one way or another. This study debunked the rhetoric of associating chronic illness with affluence and aging. This lifelong health problem is disrupting people's experience in their everyday life. The theory of 'chronic illness as 'biographical disruption' considered chronic illness as disruptive event in the patients' life. The findings of the current study also revealed that chronic illness completely altered victims' circumstance. Victims of chronic illness are forced to experience a prolonged suffering and longing death to escape the untold misery. Chronic illness patients develop particular type of orientations and attached meanings to their illness. Chronic illness is synonymous with life sentences where people are punished outside prison centers. It is considered as one of the serious challenges encountering contemporary society and not merely personal trouble. Chronic illness is emerging as the greatest threats of successful aging, in which both the global south and north are experiencing rapid demographic transition. Finally, chronic illness is becoming master status for most patients. The reactions and orientations patients made towards their chronic illness are mediated by the discovery of the illness, previous information and knowledge about the illness, and the experience of intimate social circles concerning the chronic illness at hand. Chronic illness has a devastating impact on the livelihood of the patients. Most of the chronic illnesses make victims vulnerable for co-morbidities and their treatment is very expensive, which in turn impoverished the households of the patient. Chronic illnesses forced patients to quit their job and be dependent on others. Thus, financial instability and food insecurity are the other livelihood challenges of chronic illness patients and their families, especially for the have notes. Consequently, chronic illness patients and their families are slipped in to poverty and forced to lead a destitute life. Chronic illness impoverished family's not only chronic illness patients. In sum, taking in to account all the devastating consequences of chronic illness, the

attention given from the government and other concerned stakeholders is wanting. The problem of chronic illness is not just a health problem; rather it affects the overall functioning of the society. Thus, chronic illness has to be a national agenda and action oriented commitment is required from the government, NGOs and other concerned bodies to arrest the evils of chronic illness.

Implications of the study

This study could have a wide range of policy implications in the process of chronic illness management and control. The tendency of treating chronic illness as the problem of affluence and aging is over and the position of the Ethiopian health policy has to be revisited. Chronic illness treatment and follow up service centers should be inaugurated in all established health centers and hospitals to enhance the accessibility of the service. The treatment services of chronic illnesses should be revisited to provide affordable services for the patients. In line with the endeavour to control chronic illnesses, the participation of psycho-social workers should get greater attention in medical settings by restructuring the organization of the healthcare system of the country. Moreover, besides free medication, socio-economic support has to be provided in order to lessen family disintegration and food insecurity patients encountered from the burden of the chronic illness. The prevention and treatment of chronic illness requires strong political commitment, effectual public-private partnership, and active involvement of the NGOs in the expansion of health facilities, medication supply, health lifestyle promotion, and psycho-social and economic support of affected people and their families to facilitate effective rehabilitation.

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DO THE ECONOMIC LOSSES FOR ROAD USERS DUE TO TRAFFIC CONGESTION: EVIDENCE FROM JAMBI, INDONESIA?

Amril Amril¹, Junaidi Junaidi²

Abstract

This study aims to examine: 1) the degree of saturation/level of congestion on roads in Jambi City; 2) economic losses that certified by road users as a result of congestion that occurs on roads in Jambi City; 3) factors affecting amount of economic loss that certified by road users as a result of congestion that occurs on roads in Jambi City. The research was carried out on four road section: a) road to shopping center; b) road to office center; c) road to housing center; d) road to the education center. The data were collected by carrying out road geometric survey, traffic flow surveys and interview with road users. The results are 1) commonly, the degree of saturation/level of traffic congestion in Jambi City ranged from category B (stable current) to D (unstable current approaching capacity); 2) The average economic loss / willingness to accept (WTA) of road users as a result of congestion in Jambi City is Rp. 765,731 per month; 3) The amount of economic loss due to congestion is significantly influenced by gender, education, main activities of road users, a vehicle that usually used, and the duration of traffic congestion experienced..

Keywords: Degree of Saturation, Congestion, Economy Loss

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Introduction

The road has the main function as vehicle infrastructure, supports the accessibility of goods, services and community activities. Nevertheless, in reality, an imbalance in the midst of the growth rate of the road and the growth rate of the vehicle in the city. Road growth is generally much slower than the vehicle growth rate. This condition causes excessive loading on the road, which in turn results in traffic congestion.

¹ Amril Amril, Drs., is associate professor at Economics Department, Faculty of Economics and Business, Universitas Jambi. Contact email address: amril@unja.ac.id

² Junaidi Junaidi, Dr., is assistant professor at Economics Department, Faculty of Economics and Business, Universitas Jambi. Contact email address: junaidi@unja.ac.id

The economy and development of various fields in Jambi City have grown rapidly. It can be seen by the development of various socio-economic activities of the community.

In order to the necessity of vehicle increased rapidly, it can be seen a starting from the increase in traffic volume both as a result of increasing vehicles and of increasing frequency of community travel. The increase in traffic volume is apparently unable to be offset by an increase in road capacity. Since the last five years (2012-2017) the growth of two-wheeled vehicles in Jambi City reached out 28.68 percent per year and four-wheeled vehicles reached out 26.42 percent (BPS, 2017). On the other hand, the length of the road in those periods did not increase. This condition causes high levels of congestion at the main road segments in Jambi City during rush hour. The reduction of traffic congestion is one of the main targets that must be carried out in the vehicle policy of Jambi City. It is necessary for a view of the large economic losses caused by traffic congestion.

Policies can be carried out by Jambi City to reducing congestion e.g. traffic management, increasing road capacity, applying congestion costs to road users, etc. Nevertheless, in order to run policies effectively and on target it requires a study of the level of congestion and an analysis of economic losses due to congestion in this city.

The study purpose to 1) examine the degree of saturation/level of congestion on roads in Jambi City; 2) investigate economic losses certified by road users as a result of congestion that occurs on roads in Jambi City; 3) explored the factors that affect the amount of economic loss certified by road users as a result of congestion that occurs on roads in Jambi City

Theoretical review

Traffic congestion occurs as the volume of traffic is almost close to road capacity. Congestion results in economic and inhuman losses such as causing stress due to frustration at the goal (Alhadar, 2011). Congestion increases when the current is so large that the vehicle is very close to each other. Total congestion occurs when the vehicle must stop or move very slowly (Tamin, 2000).

In the point of view for road service level, congestion occurs when the LOS (level of services) $< C$ (capacity). If $LOS < C$, the condition of traffic flow starts to become unstable, vehicle speed decreases relatively quickly due to obstacles that arise and freedom of movement is relatively small. If the LOS has reached a certain point, the flow of traffic becomes

unstable so there is a heavy delay, which is called traffic congestion (Tamin and Nahdalina, 1998).

The approaches to the valuation of losses/economic impacts of congestion. However, among these various approaches have two main approaches, the Loss of Earning (LoE) method (Hufcmidt, et al (1992) and the Contingent Valuation Method (CVM) (Yakin, 1997). Loss of Earning (LoE) method is one method of economic valuation to assess environmental costs based on a market-oriented approach. Estimation of benefits with this method uses the actual market price of goods and services. Therefore, the use of this method is easy to use because it follows the current market price. CVM is used to determine the value or the price of a commodity that does not have a market such as environmental goods. This study is utilizing the CVM approach to estimate economic losses that people feel due to congestion. According to Fauzi (2006), the CVM approach initially was introduced by Davis (1963) in research on hunting behavior in Miami, Hawaii, United States of America. This approach is called contingent because, in the practice, the information obtained depends on the hypothesis. For instance, how much is the cost to be certified, how much the payment is, and so on (Fauzi, 2006).

In order to look at CVM essentially aimed, firstly, the willingness to pay or WTP from the community, for example, to improve environmental quality, and secondly, willingness to accept or WTA damage to an environment (Fauzi, 2006; Anwar, 2009). CVM approach is based on fundamental assumptions about tenure rights (Garrod and Willis, 1999), if a person does not have tenure rights to goods and services produced from natural resources, the relevant measurement is the maximum willingness to pay to get the item. On the other hand, if that person has the right to resources, the relevant measurement is the willingness to accept the minimum compensation for the loss or damage to the natural resources he has.

The road user basically has the right to road resources, so WTA approach is more appropriate to use for the measurement of economic losses due to congestion. The measurement can be carried out directly (direct method) through surveys and interviews with the community, or indirectly (indirect method) by calculating the value of the decrease in environmental quality that has occurred. The interview method is not much different from the PAP. Hanley and Spash (1993), they have 4 (four) methods used to obtain an offer of the amount of the respondent's WTA value, such as 1) the bidding game, which is carried out by asking the respondent whether he is willing to accept a certain amount of

money proposed as a starting point. If "yes" then the amount of money is reduced to the agreed level, 2) Open-ended questioning method is carried out by asking the respondent directly how much money is received due to changes in environmental quality. 3) Payment Card Method, which offers the respondent a card consisting of various grades of ability to accept so that the respondent can choose a minimum value that suits his preference, 4) Method of the dichotomy choice question (closed-ended referendum), which offers the respondent amounts to a certain amount of money and ask the respondent whether they want to accept or refuse a certain amount of money due to changes in environmental quality.

Previous studies have shown that congestion in cities in Indonesia and other countries had an impact on relatively large congestion costs. Dodgson and Lane in Santos (1999) estimated congestion costs for the UK of £ 6.9 billion during 1996 at the price of 1996 (\$ 11.73 billion). Research conducted by Malkhamah (2007) in Yogyakarta, Indonesia found that the cost of congestion that had to be certified by the community in 2006 was around Rp. 600 billion, if it was assumed that the value of time per person was Rp. 2,000.00 per hour. Traffic congestion, in addition to being detrimental in terms of time, also has an impact on the environment, especially air and sound pollution (Yulifianti and Malkhamah, 2004).

The research carried on the same city (Yogyakarta) such as in Malioboro area conducted by Sugiyanto et.al (2011) also found that the cost of the private car in actual conditions of 1.40 km is Rp. 5,986.03 while in perceived cost of Rp 2,707.52. The cost of congestion of private cars in the Malioboro area is Rp. 3,500.00.

Furthermore, research conducted by Indrayana, Indrayana, et al. (2013) on Imam Bonjol Street, Denpasar City found that the amount of travel costs due to traffic delays experienced by road users due to traffic delays is Rp. 1,174,089,940/day. It made the cost per year was Rp. 428,542,828 452.

In the United States found that congestion costs in the United States, for 85 cities, reached the US \$ 63.3 billion in 2002, for the time value of US \$ 13.45/hour (Harford, 2006). Pollution costs have also been studied by World Bank (1993), La One (2002). According to Deng (2006), the contribution of motorized vehicle pollution in China contributes to 30% of pollutant particles in the air (PM10). It caused an increase in cardiovascular mortality by as much as 40% and an increase in respiratory disease. It is estimated that in 2000 as many as 1,876 people

died from illness by air pollution and the costs were reaching 3.26% of GDP in Beijing.

Research method

Data collection method

The research was conducted on the main roads in Jambi City. They have 37 main roads in Jambi City. For the road sections, four road sections were designated as the research locus through the following stages: 1) Initial survey to classify the roads based on four categories: a) the road to the shopping center; b) the road to office center; c) the road to the housing center; d) the road to education center, 2) randomly selected one road segment in each category as a research locus.

Instruments and method for primary data in this study consist of:

1. To examine the degree of saturation/congestion level, data are used in the form of a) geometric and barriers beside the selected main road segment; b) the volume of traffic on the selected main road segment. Data was collected through survey methods on selected roads. The length of each road surveyed is 1 (one) kilometer. The survey is divided into two groups of surveys, such as: a) Road Geometric Survey. Performed by measuring the width of the road, the width of the sidewalk, parking layout, as well as other data about the road links associated with the study. The measurement was done by using measuring tape. b) Survey of traffic flows. Every vehicle passing on the observation post was calculated based on the type of vehicle, with the time interval used is per hour. The survey was conducted for 10 days (5 working days in 2 weeks). The survey was carried out for two hours each day, on peak hours of the road.
2. Questionnaire for collecting primary data to selected respondents. This questionnaire contains various questions related to WTA, individual socioeconomic characteristics, congestion experience, and perception of congestion.

The research sample is divided based on three groups of respondents of road users, such as. Drivers of four-wheeled vehicles (private and public), drivers of private two-wheeled vehicles, and public transport passengers. Each selected road segment, 20 respondents were assigned to each group of respondents, so the sample for each road was 60 respondents. The technique to do sampling was using accidental sampling.

Analysis tool

The degree of saturation/congestion level is the ratio of traffic flow to road capacity. The degree of saturation is calculated by the LOS (Level of Services) method, with the equation:

$$Ds = \frac{Q}{C}$$

whereby:

Ds = Degree of Saturation (Level of Services= LoS)

Q = Traffic Flow (pcu/hour)

C = Road Capacity (pcu/hour)

pcu : passenger car unit

Calculation of road capacity is based on the 2014 Indonesian Road Capacity Guidelines, taking into account road width adjustment factors, direction separators, side barriers, and the size capacity of the city. Furthermore, based on the degree of saturation, the traffic flow characteristics can be classified into:

Table.1 The standard value for urban street saturation degrees

| Degree of Saturation | Ds | Characteristics |
|----------------------|-------------|---|
| A | 0,00 – 0,20 | Free flow, low volume, and high speed, the driver can choose the desired speed |
| B | 0,20 – 0,44 | Stable current, speed is limited; the driver can still be free in choosing the speed. |
| C | 0,45 – 0,74 | Stable current, speed can be controlled by traffic |
| D | 0,75 – 0,84 | The current starts to be unstable, low speed and vary, volume approaches capacity |
| E | 0,85 – 1,00 | Unstable current, low speed and different, volume approaching capacity |
| F | ≥ 1,00 | Obstructed current, low speed, volume above capacity, traffic jams often occur for quite a long time. |

Source: Traffic Planning and Engineering, snd Edition Pergamon Press Oxword, 1979

Economic loss valuation of the community due to congestion is based on the value of the compensation fund (Willingness to Accept/WTA) that is willing to be accepted by the public. Furthermore, to obtain the WTA value the CVM approach is used through the following stages:

1. Developing Hypotheses Market: A hypothetical market is formed with a scenario that the Jambi City government will impose a policy of

providing compensation funds to people affected by congestion as a form of government responsibility for losses caused by congestion. The amount of compensation or WTA is asked by the respondent for the implementation of the policy where the WTA reflects the number of individual losses in rupiah.

2. Obtaining Tender Value: The method used to obtain the bid value in this study is an open question method, which is carried out by asking the respondent directly how much money is the minimum amount of money to be received due to congestion.
3. Calculating The Average of WTA: If the WTA value has been obtained, then the average calculation is needed. This stage is usually ignored by rebuttal bids (protest bids). Rebuttal bid is the response of respondents who are confused to determine the amount they want to receive because they have no desire to participate in this government policy.

The factors that affect the economic loss of the community due to traffic congestion, was used through the regression equation as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_{4D1} X_{4D1} + \beta_{4D2} X_{4D2} + \beta_{5D1} X_{5D1} + \beta_{5D2} X_{5D2} + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + ei$$

Y = WTA

X1 = Age

X2 = Gender; 1= Man, 0 = Woman

X3 = Formal Education Level; 1 = College graduates, 0 = Other

X4 = Prime Activity (Other Base Category)

X4D1 1 = Work, 0 = Other

X4D2 1 = School, 0 = Other

X5 = Commonly Used Vehicle (Base Category of Public Transportation)

X5D1 1 = Private Car, 0 = Other

X5D2 1 = Two-Wheeled Vehicle, 0 = Other

X6 = The proportion (%) was affected by congestion in the past week

X7 = Duration (minutes) of congestion experienced in the past week

X8 = Feeling stressed /tired/bored; 1 = Feel, 0 = Unfeel

Result and discussion

Degree of saturation/level of congestion in Jambi City

Analysis of the degree of saturation / level of traffic congestion in Jambi City is carried out on four sample road sections, viz. 1) The road to office center is Mayjen H.M. Yusuf Singadekane street; 2) The road to education center is Arif Rahman Hakim Street; 3) The road to housing center is R.K. Sjahbuddin - Ismail Malik Street; 4) The road to shopping center is Raden Pamuk Street

The road to institution center

Mayjen H.M. Yusuf Singadekane is a street located in Sungai Putri Village, Telanaipura District in Jambi City. Based on spatial plans (RTRW) of Jambi City in 2013-2033, this region is located in BWK (part of the city area) VI with the main function as the center of government in Jambi Province as well as trade, services, and education.

This street is a divided four-lane two-way road (4/2 D). The effective width per lane is 3 meters. Thus, the effective width per direction (each direction has two lanes) is 6 meters. There is a roadside on both directions with a width of 1.5 meters each. Based on the surveys and the calculation of the actual traffic capacity, the degree of saturation of Mayjen H.M. Yusuf Singadekane Street is presented at Table 2.

Table 2. The Degree of saturation of Mayjen H.M. Yusuf Singadekane Street, Jambi City

| Type of Vehicle | Amount of Vehicle | | Passenger Car Equivalence (EMP) | Passenger Car Unit (PCU) | |
|---|-------------------|---------|---------------------------------|--------------------------|---------|
| | Lanes A | Lanes B | | Lanes A | Lanes B |
| Heavy vehicle | 44 | 37 | 1.2 | 53 | 44 |
| Light Vehicle | 1241 | 1379 | 1 | 1241 | 1379 |
| Motorcycle | 2590 | 3790 | 0.25 | 738 | 948 |
| Amount per line | 4235 | 5206 | | 2031 | 2371 |
| Total of both lines | | | | 4402 | |
| Actual traffic capacity of both lanes | | | | 5594 | |
| Average degree of saturation in both lanes | | | | 0,79 | |
| Category of degree of saturation of the average of both paths | | | | D | |

The degree of saturation in rush hour on Mayjen H.M. Yusuf Singadekane Street is 0.79 (category D). It means "unstable currents, where almost all drivers are limited in speed and the volume of traffic almost reaches the street capacity."

The road to education center

Arif Rahman Hakim is a street located in Simpang IV Sipin Village, Telanaipura District, Jambi City. Based on the spatial plans (RTRW) of Jambi City in 2013-2033, this street is in BWK (part of the city area) VI with the main function as the center of government of Jambi Province as well as trade, services, and education. Arif Rahman Hakim Street is included in the category of the primary collector.

This street is a divided four-lane two-way road (4/2 D). In each lane, there are road markers that separate lanes on each direction. The effective width per lane is 3.5 meters, thus the effective width per direction (each direction has two lanes) is 7 meters. There are shells on both directions with an effective thickness of 1 meter each. In detail, the degree of saturation of Arif Rahman Hakim Street is presented at Table 3.

Table 3. The Degree of saturation of Arif Rahman Hakim Street, Jambi City

| Type of Vehicle | Amount of Vehicle | | Passenger Car Equivalence (EMP) | Passenger Car Unit (PCU) | |
|---|-------------------|---------|---------------------------------|--------------------------|---------|
| | Lanes A | Lanes B | | Lanes A | Lanes B |
| Heavy Vehicle | 14 | 28 | 1.2 | 17 | 34 |
| Light Vehicle | 618 | 805 | 1 | 618 | 805 |
| Motorcycle | 1770 | 1721 | 0.25 | 443 | 430 |
| Amount Per Line | 2402 | 2554 | | 1077 | 1269 |
| Total of both lines | | | | | 2346 |
| Actual traffic capacity of both lanes | | | | | 5274 |
| Average degree of saturation in both lanes | | | | | 0,44 |
| Category of degree of saturation of the average of both paths | | | | | B |

In general, the degree of saturation in rush hour of Arif Rahman Hakim Street is 0.44 (category B). It means “steady flow, speed starts to be limited, but the drivers are able to switch (maneuver)”.

The road to housing center

RK Sjahbuddin-Ismail Malik is a street located in the Mayang Mangurai Village, Kota Baru Subdistrict, Jambi City. Based on the spatial plans (RTRW) of Jambi City in 2013-2033, this region is located in BWK (part of the city area) V with the main function as a hub for regional transportation, settlements, city-scale health care centers and trade and services.

This street is an undivided two-lane two-way road (2/2 UD). The effective width per lane is 4 meters. There are sideroads on both lanes, with an effective width of 0.8 meters each. The degree of saturation of RK Sjahbuddin-Ismael Malik Street can be seen at Table 4.

Table 4. The Degree of saturation of RK Sjahbuddin-Ismael Malik Street, Jambi City

| Type of Vehicle | Amount of Vehicle | Passenger Equivalence (EMP) | Car | Passenger Car Unit (PCU) |
|--|-------------------|-----------------------------|------|--------------------------|
| Heavy Vehicle | 21 | | 1.2 | 25 |
| Light Vehicle | 1051 | | 1 | 1051 |
| Motorcycle | 2937 | | 0.35 | 1028 |
| Traffic flow (SKR/hr) | | | | 2104 |
| Actual traffic capacity per lane (SKR/hr) | | | | 2773 |
| Average degree of saturation on both lines | | | | 0,76 |
| Category of degree saturation | | | | D |

The degree of saturation in rush hour of RK Sjahbuddin-Ismael Malik Street is 0.76 (category D). It means “unstable traffic flow, decreasing speed. Almost all drivers are limited in speed; traffic volume is close to the road capacity”.

The road to shopping center

Raden Pamuk is a street located in Beringin Village, Pasar Jambi Subdistrict, Jambi City. Based on the spatial plans (RTRW) of Jambi City in 2013-2033, this region is located in BWK (part of the city area) I with the main function as the center of regional and national scale trade and service activities.

This street is an undivided four-lane one-way road (4/1 UD). The effective width per lane is 3.25. Thus, the effective width of the road is 13 meters. There are shells on both lines with an effective width of 1 meter each. Based on the surveys and calculation of the actual traffic capacity, the degree of saturation of the Raden Pamuk Street is presented at Table 5.

Table 5. The degree of saturation of Raden Pamuk Street, Jambi City

| Type of Vehicle | Amount of Vehicle | Passenger Car Equivalence (EMP) | Passenger Car Unit (PCU) |
|---|-------------------|---------------------------------|--------------------------|
| Heavy Vehicle | 68 | 1.2 | 82 |
| Light Vehicle | 1234 | 1 | 1234 |
| Motorcycle | 4041 | 0.25 | 1010 |
| Traffic Flow (SKR/hr) | | | 2326 |
| Actual traffic capacity per lane (SKR/hr) | | | 5062 |
| Degree of Saturation | | | 0,46 |
| Category of Degree Saturation | | | C |

The degree of saturation in rush hour on Raden Pamuk Street is 0.46 (category C). It means “stable traffic flow, the driver is limited in speed”.

The impact of traffic congestion on road users

Although in general the degree of saturation of the four streets surveyed has not yet reached a relatively high degree of saturation, congestion has turned out to be a crucial problem to be dealt immediately in Jambi City. Because of certain hours and at certain points (in front of a school, in front of offices or in front of shopping centers), traffic congestion is felt by road users.

It can be seen by the fact that more than half (55.00 percent) of road users claim that they often or always experienced traffic jams. Only 2.08 percent stated that they had never experienced congestion and 10.83 percent stated that they rarely experienced congestion.

Table 6. Distribution of street users according to congestion experience in Jambi City in 2018

| Congestion Experience | Frecuency (person) | % |
|-----------------------|--------------------|--------|
| Never | 5 | 2.08 |
| Seldom | 26 | 10.83 |
| Sometime | 77 | 32.08 |
| Often | 95 | 39.58 |
| Always | 37 | 15.42 |
| Totally | 240 | 100.00 |

Source: Field Survey, 2018

In terms of the feelings experienced by road users when experiencing congestion, only about a third said that they did not feel stressed, tired or bored in traffic jams. The rest, most of the others (about two-thirds) said

they were stressed, tired or bored when they were stuck on the road in Jambi City.

Table 7. The proportion of road users based on the feeling when experiencing congestion in Jambi City in 2018

| Feeling | Experienced | No/Less Experienced | Totally |
|---------|-------------|---------------------|---------|
| Stress | 64.68 | 35.32 | 100.00 |
| Tired | 65.11 | 34.89 | 100.00 |
| Bore | 71.06 | 28.94 | 100.00 |
| Total | 100.00 | 100.00 | 100.00 |

Source: Field Survey, 2018

Based on Table 7, out of a total of 240 respondents, 232 respondents (96.67 percent) agreed and strongly agreed that congestion is an adverse situation. The remaining 8 respondents (3.33 percent) said they did not care about the impact of congestion. The eight respondents were those who had never / rarely experienced congestion and who considered the congestion in Jambi City had not been too crucial to deal with.

Based on road users who agreed and strongly agreed that congestion was an adverse situation, there were various reasons stated. The main reason is they lose their time due to the congestion (95.69 percent). In the second place, it is reducing work/study hours stated by 39.66 percent of road users followed by spending money/costly stated by 39.22 percent of road users.

Table 8. The proportion of street users according to the perception of congestion impacts in Jambi City in 2018

| Congestion Impact | Yes | No | Total |
|-------------------------------|-------|-------|--------|
| Wasting Time | 95.69 | 4.31 | 100.00 |
| Wasting Working/Studying Hour | 39.66 | 60.34 | 100.00 |
| Spending Money | 39.22 | 60.78 | 100.00 |
| Other Environment Pollution | 29.31 | 70.69 | 100.00 |
| Air Pollution | 24.14 | 75.86 | 100.00 |
| Sound Pollution | 17.67 | 82.33 | 100.00 |
| Reducing Income | 11.64 | 88.36 | 100.00 |

Source : Field Survey, 2018

Willingness to accept (WTA) of road users for congestion

WTA of road users in Jambi City is carried out by asking 240 respondents about their willingness to disclose the economic loss due to the congestion. Nevertheless, not all road users were willing to express

their economic losses. A number of the total respondents, 171 respondents (71.25 percent) were willing to express their loss due to congestion, while 69 respondents (28.75 percent) were not willing to disclose it. The respondents who were not willing to disclose their economic losses are identified as the rebuttal bids.

Two main reasons from road users that were not willing to state their losses due to congestion. 31 road users (44.93 percent) stated that their losses such as loss of time and so on could not be valued with money or loss so large that they could not disclose their loss in the form of money. The remaining 38 road users (55.07 percent) stated that their losses do not need to be converted to money.

Furthermore, the total respondents who were willing to state their losses due to congestion, it is found that the average value of WTA of road users in Jambi City is approximate Rp. 765,731 per month. Based on the vehicle commonly used, it is seen that the average WTA value for public vehicle passengers is Rp. 560,475 per month, for road users of two-wheeled vehicles, is Rp. 689,679 per month and for road users of four-wheeled vehicles is Rp. 1,058,036 per month. These values reflect the amount of the loss of each road users affected by congestion.

Table 9. Distribution of WTA of road users in Jambi City in 2018

| Notification | Public Passenger | Motorcycle | Car | Total |
|--------------------|------------------|------------|-----------|---------|
| Total WTA (Rp 000) | 33,068 | 38,622 | 59,250 | 130,940 |
| Frequency (person) | 59 | 56 | 56 | 171 |
| Average WTA (Rp) | 560,475 | 689,679 | 1,058,036 | 765,731 |

Source : Field Survey, 2018

Factors affecting the economic losses of communities due to congestion in Jambi City

Estimation of factors that affect the economic loss (WTA) of communities due to congestion in Jambi City is presented at Table 10. Based on the F test, all variables in the model have a significant effect on the amount of economic loss felt by road users who experience congestion. The coefficient of determination of 0.6208 shows that the amount of the road users' economic losses due to congestion, 62.08 percent is caused by variables in the model and 37.92 percent is caused by other variables outside the model.

Table 10. Estimation of factors affecting the economic loss of the community due to congestion in the Jambi City in 2018

| Variable | Coefficient | Std. Error | t-Statistic | Prob. |
|--------------------|-------------|-----------------------|-------------|----------|
| C | 90784 | 161909 | 0.56 | 0.576 |
| X1 | 6511 | 4224 | 1.54 | 0.125 |
| X2 | 197549 | 70650 | 2.80 | 0.006 |
| X3 | 259985 | 85320 | 3.05 | 0.003 |
| X4 | | | | |
| X4D1 | -526924 | 123392 | -4.27 | 0.000 |
| X4D2 | -374634 | 99090 | -3.78 | 0.000 |
| X5 | | | | |
| X5D1 | 240909 | 98516 | 2.45 | 0.016 |
| X5D2 | 136202 | 84124 | 1.62 | 0.107 |
| X6 | -1688 | 1602 | -1.05 | 0.294 |
| X7 | 4816 | 461 | 10.45 | 0.000 |
| X8 | 333068 | 93523 | 3.56 | 0.001 |
| R-squared | 0.643112 | Mean dependent var | | 765731 |
| Adjusted R-squared | 0.620806 | S.D. dependent var | | 662916 |
| S.E. of regression | 408215.1 | Akaike info criterion | | 28.73914 |
| Sum squared resid | 2.67E+13 | Schwarz criterion | | 28.94124 |
| Log likelihood | -2446.197 | Hannan-Quinn criter. | | 28.82114 |
| F-statistic | 28.83197 | Durbin-Watson stat | | 0.405388 |
| Prob(F-statistic) | 0.0000 | | | |

Partially the age of road users does not affect the amount of economic loss due to congestion. Sex/Gender has a real influence on economic losses due to congestion. Economic losses experienced by men are greater (Rp. 197,549) than women. Formal education also has a real influence. Road users who have a higher level of education have a greater loss (Rp. 259,985) than those who have only gone to senior high school, junior high school or elementary school.

Road users' main activities have a significant effect on economic losses due to perceived congestion. Thus, the results of this study are relatively different from the initial assumptions. From the magnitude of the regression coefficient X4D1 shows that road users with the main activities of work feel less economic losses (Rp. 526,924) than those with other main activities (looking for work, income recipients and household affairs). Likewise, from the regression coefficient X4D2 shows

that road users with the main activities of the school, feel a smaller economic loss (Rp. 374,634) than those with other main activities.

In terms of the vehicles that are usually used, it is seen that drivers of four-wheeled vehicles (private and public) feel greater economic losses (Rp. 240,909) than those with public transport vehicles. Nevertheless, no difference in economic losses of two-wheeled vehicle users with road users with public vehicles. It can be seen from the insignificance of the X5D2.

The proportion of experiencing congestion also does not affect the number of economic losses felt by road users. However, the duration of congestion seems to have a significant effect. The regression coefficient shows that every minute of congestion increases the economic loss of road users by Rp. 4,816. The feeling of stress/tired/board also has an impact on the economic loss of road users. Road users who feel stressed/tired/bored felt a greater economic loss (Rp. 333,068) than road users who did not experience that feeling.

Conclusion and recommendation

Conclusion

Based on the results and discussion earlier section, it can be concluded as follows:

1. In general, the degree of saturation/ level of traffic congestion in Jambi City ranges from category B (stable current) to D (unstable flows close to the actual road capacity). High degree of saturation (category D) is found on road to offices and housing center, and the lowest degree of saturation is found on the road to education center. A road to shopping center is in category C where the flow is stable, but the driver is limited in speed.
2. The average economic loss (WTA) felt by road users due to the congestion in Jambi City is Rp. 765,731 per month. Based on the vehicle commonly used, the average WTA value for public vehicle passengers is Rp. 560,475 per month, for road users of two-wheeled vehicles, is Rp. 689,679 per month and for road users of four-wheeled vehicles is Rp. 1,058,036 per month.
3. The amount of the economic loss due to the congestion felt by road users is significantly influenced by sex/gender, level of education, road users' main activities, commonly used vehicles and the duration of traffic congestion experienced.

Recommendation

In terms of traffic flow, basically, the degree of saturation in Jambi City has not been above its road capacity. Even so, the government of Jambi City still has to strive to increase road both in quantity and quality in order to anticipate the relatively high pace of population growth, activities, and vehicles in Jambi City. In addition, the government needs to regulate the flow of traffic at certain locations and at certain hours (in front of the school or office on the beginning and the end of working time). It's because long congestion often occurred at certain locations and certain hours, even though in general the traffic flow of those streets has not reached its actual road capacity.

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ASSESSMENT OF FACTORS AFFECTING SELF EMPLOYMENT IN DEBRE BERHAN CITY ADMINISTRATION

Robindro Singh Nongmaithem¹, Tadele Muluken Akalu²

Abstract

The purpose of this study was to assess factors affecting self-employment in Debre Berhan City Administration; in particular, the study focuses on factors affecting the decision to be self-employed. The research used mixed design, to be covered by the survey; four kebeles were selected using simple random sampling methods. The required sample sizes of 302 were drawn from 4 kebeles. The data required for this study were obtained from primary and secondary sources. The primary data were collected from self-employed and Key Informants (KI) from Trade Industry and Marketing Development Department. The questionnaire had three parts, background information of the respondents, likert question and unstructured questions for the interview. The data were analyzed using descriptive statistics. The findings of the study showed that working premises, accesses to finance; motivation and training were critical problems. To alleviate the problems the study concluded by recommending the government body, financial institutions ,universities and colleges in providing appropriate working places, facilitating financial access, provision of training enhancing the intension of students towards self employment. Finally, the findings of this study could help the formulation of policies and strategies to facilitate and enhancing self-employment and reduction of unemployment in Debre Berhan City Administration.

Key words: self-employment, unemployment, Debre Berhan City Administration

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¹ Dr. Robindro Singh Nongmaithem, Department of Accounting and Finance, College of Business and Economics, Debre Berhan University. drrobindrosingh@gmail.com

² Tadele Muluken Akalu, Department of Management, College of Business and Economics, Debre Berhan University. tmuluken@yahoo.com

Introduction

The Ethiopian economy is essentially a subsistence-agriculture economy, some 80 per cent of the population resides in rural areas driving its livelihood directly from agriculture and animal husbandry, and contributing 52 per cent of the country's GDP. (Alemayehu, 2014).

The urban centre is home to about 20 per cent of the population with some 12 per cent of this driving its livelihood from government and services while the remaining 8 per cent relying on industry and construction (Getinet A, 2003). A number of recent studies that have focused on different aspects of the urban labour market in Ethiopia (Bizuneh, Getinet et al, 2001) (Krishnan, 1996) have emphasized the unprecedented level of unemployment in the urban centers of the country, particularly among the youth. Several factors are to blame for this sad state of affairs. To start with, there is extraordinary growth rate of the urban population. The large the size of youth cohort, the more daunting the provision employment will generally be (Alemayehu Ayele., 2014).

Self-employment, understood as the basic notion of people working for themselves rather than for someone else, has been practiced for a long time; for example, according to (Aronson, 1991) "self-employment is unquestionably the oldest way by which individuals offer and sell their labour in a market economy." However, the concept of self-employment may be used in a narrow or broader perspective, according to the unit of analysis, the country being studied, or the specificities, methodological issues and goals of each research.

The current research assesses factors that determine an individual transiting into self-employment in Debre Berhan City Administration rather than, simply examining transitions in to self-employment, the data allow us to study a set of independent variables that help explaining some factors underlying those transitions. Therefore, it is possible to identify individuals' main demographic characteristics, human capital and their occupational routes before becoming self-employed.

A number of reformist strategies which pay varying attention to the problem of poverty and various related issues have been suggested since the early seventies. Yet the stubborn persistence of poverty is conceivably the most serious challenge facing the people, governments and development practitioners in contemporary developing countries. It is only in countries of East and South East Asia that real success in poverty reduction has been achieved. Outside this region, the improvement is rather disappointing. Sub-Saharan Africa and South

Asia, particularly, are the major heavens of poverty (Getinet, Astatikie Haile, 2008). Ethiopia, being a sub-Saharan country, is one of the poorest countries in the world by any standard. Despite the enormous challenges the country has faced in recent years, Ethiopia has proven resilient and has achieved impressive economic growth. Ethiopia is also among those countries that have made the greatest progress toward achieving the Millennium Development Goals (MDGs). Economic growth brought with it positive trends in poverty reduction in both urban and rural areas. While 55.3% of Ethiopians lived in extreme poverty in 2000, by 2011, this figure was reduced to 33.5%, as measured by the international poverty line of less than \$1.90 per day. (EEA, 2016)

1.2 Statement of the problem

Currently Ethiopia is one of the sub-Saharan fast growing countries. The country has become one of the fastest-growing non-oil economies in Africa, with double-digit growth over 10 percent since 2003/04 (EEA, 2016). However, economic growth should be measured in terms of a sustainable increase in GDP per capita over time.

It is apparent that Ethiopia's 85 million populations are growing at 2.5 percent per annum adding 2 million people. It is also clear that households which have higher consumption requirements and lower economic support ratio are growing by a constant average growth rate of 2.6 percent in rural areas requiring more land for production. The absolute size of national labour force is estimated to be more than 30 million, with an annual average increase of 1.3 percent. Urbanization, as a result of rural-urban migration, is growing at a high speed (4.3 percent) affecting the livelihood positions and infrastructure development of the country (Tsegaye, 2011) cited in (EEA, 2016). However, these negative effects of population growth on the economy can be solved through crafting the right economic policy and enabling environment.

The Government of Ethiopia gives due emphasis to employment creation (as asserted in PASDEP and GTP) and different policies and strategies have been introduced and implemented by the government for employment generations. Those policies and strategies on the demand side of the labour markets include the special incentives and supports provided to private sectors and the public employment generation schemes. On the supply side of the labour markets, there are significant efforts to improve labour productivity in both farm and off-farm activities.

The unemployment rate in the developing world is largely an urban phenomenon for in the rural areas, where the bulk of the population resides; the unemployment rate may not be as reliable given the

seasonality in labour market slack in these areas. The problem is out of control especially among the youth which constitutes over a third of the urban population. Various studies, (Bizuneh Getinet et al., 2001), (Krishnan P., 1996) are some of the studies dwelling on the labour market situation of the youth/young' in Ethiopia. The rate of unemployment in urban Ethiopia accounts for 23.7 percent. The studies have stated about the unprecedented level of unemployment that characterizes urban Ethiopia. Findings reported in various publications of the UN give a similar account of the unemployment situation in Ethiopia

One way of tackling this problem of unemployment is through the promotion of self-employment, the situation in countries such as Ethiopia is poor means that the promotion of self-employment is all the more essential in reduction the high level of unemployment. Sustained growth performance accompanied by rapid employment creation is ultimately to decide the fortune of the unemployed. Nevertheless, the promotion of self-employment can play a crucial role in this process.

It is estimated that 14 million people, accounting for about 16% of the total population, are residing in urban areas (CSA, 2012). This high rate of urbanization places Ethiopia's urban centers under great stress, one being unemployment. Study on determinants of self-employment in urban Ethiopia by (Getinet, 2008) found that, the self-employed are generally less likely to come from who completed at least secondary education and smaller proportion of the educated person moving into self-employment and arrived at the workers experience and age was positively and significantly affect the self-employment. The education attainment and good health have direct and significant impact on self-employment. In addition, the presence of household's assets also has positive and significant effect on workers decision regarding self-employment.

The set of determinants of self-employment were very wide, with often-contradictory results. All authors agree that demographic traits and economic agents influence self-employment; however, Psychosocial and human capital detriments had not been given much emphasis so, this study in addition to the previous once, incorporated those factors to provide more emphasis about the issues. From the practical point of view, it will serve not only to provide a self- check to current self-employment, but also to increase the engagement of urban self-employment in modern labour market and national wide competitive business activities through better understanding of the determinants of self-employment.

Given these understanding, the nature of self-employment is important for it makes possible an informed intervention; therefore, this paper has assessed factors affecting self-employment in Debre Berhan City Administration.

1.3 Research questions

What are the factors affecting self-employment in Debre Berhan City Administration?

What are the challenges of individuals to become self employed?

What is the attitude of self-employed towards self-employment?

1.4. Objectives of the study

The overall objective of this study was to assess factors affecting self-employment in Debre Berhan City Administration.

To assess factors affecting self-employment among self employed people in Debre Berhan City Administration.

To investigate the challenges that hinder individuals to become self employed.

To identify the attitude of self employed towards self-employment.

2 Research design

The study employed descriptive research design for assessing the determinant factor of self- employment among self-employed in selected kebeles of Debre Berhan City Administration. The approach used mixed research which makes the use of both quantitative and qualitative.

2.1 Population and Sampling techniques & procedures

The list of 1302, self-employed, which have legal trade license acquired from Debre Berhan City Administration Trade, Industry and Marketing Department were used as a Target Population.

Four kebeles were selected using simple random sampling methods. The required sample sizes were drawn from 4 kebeles, namely 01, 05, 06, and 07 employing a simplified formula as cited by Yamane, (1967). Once the total sample size (305) was determined, each kebele again employed stratified sampling techniques, because this helped the researcher to ensure proportionate representation of various populations in the sample. Hence at 95% level of significance and 5% probability of error 305 samples were selected from 1302 target population.

2.2 Data sources and methods of data collection

The data required for this study were both primary and secondary sources. The primary data were collected from self-employed, drawn from four kebeles and Key Informants (KI) from Trade Industry and

Marketing Development Department. The Secondary data were also gathered from Trade Industry and Marketing Development Department. The secondary data provided additional information that can support the primary facts; it was the list of self-employed in the selected kebeles, legal requirements to be self-employed, motivational schemes, published and unpublished bulletin, brochure, directives and reports that has relationship with the intended study.

The study employed two kinds of instruments questionnaires and interviews to collect the data from the sources described in the preceding section. The questionnaires had four sections: Section one deal with the demographic variables, section two measures the opinion of the respondents related to self-employment and its determinant factors, the third section of the survey questionnaires were divided into four sub-scales that focus on demographic, economic, Psycho-social and human capital factors. Each item in the sub-scales was rated over 4 point likert-types scale ranging from Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD), 4, 3, 2, 1, respectively. The questionnaires were adopted from standardized researchers' sources and adapted in relation to the research topic.

Section four consisted of unstructured interviews that were employed with KII of Trade Industry and Marketing Development Department. The purpose was to gain additional information on the opportunities, legal requirements and trends on self employment.

3 Analysis, interpretation and results

The variables under analysis fit the following dimensions: Demographic traits (sex, age, marital status , family back ground and family members); Human capital (educational level and past employment experience); macroeconomic context unemployment push unequal participation in the labour market ,challenges for self employment ,sources of finance , level of competition, availability of labour force and prosperity pull policy issues, psychological/sociological determinants (satisfaction, sustainability ,motivation and trainings).

Table1 Frequency of respondents by sex

| Sex | Frequency | Percent | Cumulative Percent |
|--------|-----------|---------|--------------------|
| Male | 116 | 41.7 | 41.7 |
| Female | 162 | 58.3 | 100 |
| Total | 278 | 100 | |

Source: Survey data

Pertaining to Table 1 the frequency of self-employed 162 (58.3%) were female the remaining 116 (41.7%) were male. In this case, the proportion of female respondent is greater than male.

Table 2 Frequency of respondents by age

| Age | Frequency | Percent | Cumulative Percent |
|----------|-----------|---------|--------------------|
| 15-19 | 11 | 4.0 | 4.0 |
| 20-24 | 68 | 24.5 | 28.5 |
| 25-29 | 82 | 29.5 | 58.0 |
| 30-34 | 79 | 28.4 | 86.4 |
| above 35 | 38 | 13.6 | 100.0 |
| Total | 278 | 100.0 | |

Source: Survey data

As it can be observed from Table 2, individuals with lower age groups that is less than 30 years have the highest rates 58% (4%, 24.5% and 29.5%) of self-employment participation. However, individuals with higher ages above 30 years accounts 42% (28.4% and 13.6%) are lower in self-employment participation.

Table 3 Factors affecting self-employment and its frequency and percent

| Question item | Responses rate | | | | | | | |
|--|----------------|------|-------|------|----------|------|-------------------|------|
| | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
| Demographic determinants | Fre. | % | Fre. | % | Fre. | % | Fre. | % |
| Self-employment is more likely to be undertaken by younger's | 41 | 14.7 | 109 | 39.2 | 94 | 33.8 | 34 | 12.2 |
| Men have higher propensity of being self-employed than women | 57 | 20.5 | 98 | 35.3 | 89 | 32 | 29 | 10.4 |
| Married people have a greater propensity of being self-employed than those not married | 63 | 22.7 | 88 | 31.7 | 95 | 34.2 | 30 | 10.8 |
| Before beginning my own business there were family members engaged in own business | 57 | 20.5 | 88 | 31.7 | 62 | 22.3 | 64 | 23 |
| Economic determinants | | | | | | | | |
| unemployed are more likely to become self employed | 103 | 37.1 | 105 | 37.8 | 60 | 21.6 | 8 | 2.9 |
| When the competition is higher the propensity of self employment is lower | 58 | 20.9 | 79 | 28.4 | 93 | 33.5 | 44 | 15.8 |
| Psycho-social determinants | | | | | | | | |
| I am satisfied with the private business | 119 | 42.8 | 110 | 39.6 | 32 | 11.5 | 16 | 5.8 |
| I shall continue with the current business | 153 | 55 | 100 | 36 | 18 | 6.5 | 7 | 2.5 |

Source: Survey data

The descriptive analyses of the data showed that; younger's are more likely to become self-employed. 53.9% (14.7% and 39.2%) agree while

46% (33.8% and 12.2%) disagree .The finding has shown that youths are more self employed than elders.

The finding is similar to the cases of (Holtez-Eakin et al., 1994), who find that there is a concave relationship between age and transition into self-employment, with older individuals being less likely to become self-employed.

Men are more self-employed than women 55.8% (35.3% and 20.5%) of the respondents agree while, 42.4% (10.4% and 32.0%) disagree. The findings for the survey go the same result that Men have more chances of being self-employed than women (Blanchflower,D.G., 2000). (Wenger,J., 2003), in Britain (Henley, A., 2009). (Livanos, I., 2009) also finds that females have less chances of being self-employed than males.

Married were more self- employed than others 54.4% (31.7% and 22.7%) of the respondents agree while 45% (10.8% and 34.2%) disagree. The finding shows that married were more self-employed than others. Henley (2007) also found that married women may have higher odds of starting a business venture because of the protection offered by their spouse's income.

Self employed and family background relationship, individuals with self employed family background or having models from their family are more self-employed than others. 52.2% (20.5% and 31.7%) agree while 45.3 % (23% and 22.3%) disagree. The finding, self-employed family background or having models from their family are more self-employed than others. Similar result was found by (Carroll, G.R. and Mosakowski, 1987).

Unemployed were more likely to become self-employed about 74.9% (37.8% and 37.1%) of the respondents agree while 24.5% (2.9% and 21.6%) disagree. The finding has shown that majority of individuals were unemployed before they become self employed. The results of the survey go the same stream with (Carrasco, 1999).

Competition and self-employment, the respondents equally agree and disagree with 49.3% that, competition is indifferent to be a determinant factor for self-employment. To make the issue clear, interviews were made with the key informants and they responded that under the current situations competition is not a factor, because there are unmated business opportunities that an individual can perform.

Satisfaction in self-employment, 82.4% (42.8% and 39.6%) of the respondents agree yet 17.3% (11.5% and 5.8%) disagree that they are

satisfied with their business. The finding has shown that majority of the respondents are satisfied in their business.

Sustainability of self-employment 91% (55.0% and 36.0%) of the respondents agree, in contrast 9% (6.5% and 2.5%) disagree that they will continue their current business. When the activity is sustainable, the self-employed could have a chance to expand or diversify their existing business and create job opportunity to others.

Table 4 General factors affecting self employment

| No | Determinant factors | Grand mean | Grand Standard Deviation | Rank |
|----|----------------------------|------------|--------------------------|------|
| 1 | Demographic determinants | 3.0 | 1.2 | 4th |
| 2 | Economic determinants | 3.4 | 0.85 | 1st |
| 3 | Psycho-social determinants | 3.1 | 1.0 | 3rd |
| 4 | Human capital determinants | 3.3 | 1.2 | 2nd |

Source: Survey data

Table 4 depicted that Economic factors followed by human capital, psychosocial and demographic are determinant factors for self-employment.

Table 5 Marital status of respondents

| Marital status | Frequency | Percent |
|----------------|-----------|---------|
| Married | 217 | 78.1 |
| Single | 26 | 9.4 |
| Divorced | 27 | 9.7 |
| Widowed | 8 | 2.9 |
| Total | 278 | 100 |

Source: Survey data

Table 5 shows the marital status of respondents in this case 78.1% were married, 9.4 % were single, 9.7% were divorced and 2.9 % were widowed.

Table 6 Family size of self- employed

| Family members | Frequency | Percent |
|----------------|-----------|---------|
| 1-3 | 163 | 58.6 |
| 4-6 | 98 | 35.3 |
| 7-9 | 10 | 3.6 |
| above 9 | 7 | 2.5 |
| Total | 278 | 100.0 |

Source: Survey data

Numbers of family members 58.6% of the respondents have a household of one to three, 35.3% four to six, and 3.6% seven to nine while 2.5% above nine. The finding has shown that households with low family members are more self employed than those with higher family sizes. This finding however goes against stream of (Brush, 1992 and Caputo and Dolinsky, 1998).

Table7 Respondent's level of education

| Level of education | Frequency | Percent |
|---------------------|-----------|---------|
| Illiterate | 5 | 1.8 |
| Reading and writing | 8 | 2.9 |
| 1-8 | 29 | 10.4 |
| 9-10 | 60 | 21.6 |
| 11-12 | 68 | 24.5 |
| Diploma | 80 | 28.8 |
| Degree and above | 28 | 10.1 |
| Total | 278 | 100.0 |

Source: Survey data

Respondent's levels of education, individuals with low levels of educational (below diploma level) were 61.2% and individuals with higher educational level (diploma and above) were 38.8%. The finding has shown that individuals with lower level of education are more self-employed than, those with higher educational level. The finding goes against (Lucas, 1978) moreover, the same stream with (Livanos , 2009).

Table 1 Experienced people are more inclined to self employment

| | | Frequency | Percent |
|---------|-------|-----------|---------|
| Valid | Yes | 202 | 72.7 |
| | No | 71 | 25.5 |
| | Total | 273 | 98.2 |
| Missing | 3 | 5 | 1.8 |
| Total | | 278 | 100.0 |

Source: survey data

Experienced people are more prone to self-employment 72.7% of the respondents agree while 25.5% disagree. The finding has shown that experienced people are more prone to self-employment than others. The finding is similar to (Evans and Leighton, 1989).

Table 9 Statuses of self employed prior to self –employment

| Status | Frequency | Percent |
|----------------------------------|-----------|---------|
| Unemployed | 95 | 34.2 |
| In school | 92 | 33.1 |
| Paid employee | 67 | 24.1 |
| Self employed from the beginning | 17 | 6.1 |
| Other | 7 | 2.5 |
| Total | 278 | 100 |

Source: Survey data

Table 9 shows the statuses of self-employed before they become self employed. 34.2% of the respondents were unemployed followed by 33.1% in school and 24.1% paid employee, 6.1% self-employed and 2.5 other.

Table 10 Unemployed become self employed

| Factors | | Frequency | Percent |
|---------|-------------------------------|-----------|---------|
| Valid | No other opportunity | 90 | 32.4 |
| | Seeking higher income | 87 | 31.3 |
| | Job satisfaction | 58 | 20.9 |
| | To utilize diversified talent | 36 | 12.9 |
| | Other | 6 | 2.2 |
| Total | | 277 | 99.6 |
| Missing | 7 | 1 | .3 |
| Total | | 278 | 100.0 |

Source: Survey data

Preferences of self-employment, 32.4% of the respondents preferred to be self employed because of the reason that they had no other opportunities followed by 31.3% seeking higher income and 20.9% to get job satisfaction. The finding has shown that majority of self-employed become self-employed due to lack of other opportunities.

Table 2 Availability of labour force in the market

| Availability of labour force in the market | | | |
|--|-----------|---------|--------------------|
| | Frequency | Percent | Cumulative Percent |
| Yes | 178 | 64.0 | 64.0 |
| No | 100 | 36.0 | 100.0 |
| Total | 278 | 100.0 | |

Source: Survey data

Availability of labour force in the market, 64% agree while 36% disagree that labour is available in the market. The finding has shown that labour force is available in the labour market. Whenever an individual needs to begin own business and wants to hire employees labour forces is available in the market, the biggest challenge is rather getting the available labour forces involved in to self employment or paid employee.

Table 12 Initiation of self employment

| Initiator | | Frequency | Percent |
|-----------|----------------------|-----------|---------|
| Valid | Self initiation | 162 | 58.3 |
| | Family | 36 | 12.9 |
| | Friend | 13 | 4.7 |
| | Government | 22 | 7.9 |
| | Occupational choice | 13 | 4.7 |
| | No other opportunity | 27 | 9.7 |
| | Other | 5 | 1.8 |
| | Total | 278 | 100.0 |

Source: Survey data

Initiation of self-employment, the findings showed that 58.3% of the respondents become self employed by self-initiation of 12.9% by family, only 7.9% by the government and the remaining are by the other factor. The contribution of the government in this case is less. Self-initiated people are either have entrepreneurial talents and abilities or may have role models in their families the rest may lack those opportunities.

Table 3 Sources of finance for self-employment

| Sources of finance | Frequency | Percent |
|-----------------------|-----------|---------|
| Equity capital | 139 | 50.0 |
| Family | 63 | 22.7 |
| Financial institution | 28 | 10.1 |
| Other | 19 | 6.8 |
| Friend | 16 | 5.8 |
| Inheritance | 13 | 4.7 |
| Total | 278 | 100.0 |

Source: Survey data

Sources of finance for self-employment, as depicted from the Table 13, 50% of the finance source for self-employment was from equity capital and 22.7% from family while only 10.1% from the financial institutions. The finding has shown half of the finance sources are from owners' equity. Finance is a critical factor to undertake self-employment activates unless an individual has savings, could not run own business plus the owners equity alone may not satisfy the needs. Furthermore investing own capital may have negative consequences when the business is bankrupted; hence the owner's equity has to be supported by the financial institutions to share the risks.

Table 14 Labour force hired by self employed

| | | Frequency | Percent |
|---------|-------|-----------|---------|
| Valid | Yes | 93 | 33.5 |
| | No | 182 | 65.5 |
| | Total | 275 | 98.9 |
| Missing | 3 | 3 | 1.1 |
| Total | | 278 | 100.0 |

Source: Survey data

Labour force hired by self-employed, even if adequate labour force is available in the labour market only 33.5 % of self employed, hired employees for their business and the remaining 65.5% of self-employed however did not. This may be because 65.5% of self-employed as depicted from Table14, are engaged in trade where the demand for labour is few. Thus, the owner and family labour undertake the activity.

Table 15 Self-employment trends in Debre Berhan Town

| Year | Frequency | Percent |
|-----------|-----------|---------|
| 1990-1996 | 4 | 1.4 |
| 1997-2003 | 23 | 8.3 |
| 2004-2010 | 91 | 32.7 |
| 2011-2017 | 160 | 57.6 |
| Total | 278 | 100.0 |

Source: Survey data

Table 15 the frequency distribution of self-employment trend depicted that majority of self-employed (57.6%) began their self-employment activities from the year 2011 to 2017. This shows that individuals were highly initiated to be self-employed since then. At the beginning the percentage of self-employed people were only 4 but in the year 2017 reached to 160 with the increments of 97.5%.

Table 46 Type of the Business in Debre Berhan Town

| Business type | Frequency | Percent |
|-------------------|-----------|---------|
| Trade | 164 | 59.0 |
| Service | 77 | 27.7 |
| Construction | 22 | 7.9 |
| Manufacturing | 8 | 2.9 |
| Urban agriculture | 4 | 1.4 |
| Other | 3 | 1.1 |
| Total | 278 | 100.0 |

Source: Survey data

Business type ,self employed are engaged in varied types of business activities ,as depicted in the Table 16 trade comprised 59 %, service comprised 27.7% and other activities comprised 13.3%. The highest proportion for trade is due to the fact that trade needs lower capital, low labour forces, and limited working places compared to manufacturing and construction.

Table 57 Capital invested for Business type

| Capital | Business type | | | | | | Total |
|-------------|---------------|------------------|-------|----------------------|-------------------|-------|-------|
| | Service | Constr uction | Trade | Urban Agriculture | Manufa cturing | Other | |
| 50-1000 | 9 | 4 | 22 | 0 | 0 | 0 | 35 |
| 1001-2000 | 7 | 2 | 23 | 0 | 0 | 0 | 32 |
| 2001-5000 | 23 | 8 | 67 | 2 | 2 | 2 | 104 |
| 5001-10000 | 6 | 3 | 38 | 0 | 3 | 0 | 50 |
| 10001-50000 | 21 | 1 | 10 | 2 | 3 | 0 | 37 |

| | | | | | | | |
|-------------|----|----|-----|---|---|---|-----|
| 50001-90000 | 4 | 0 | 3 | 0 | 0 | 1 | 8 |
| above 90000 | 7 | 4 | 1 | 0 | 0 | 0 | 12 |
| Total | 77 | 22 | 164 | 4 | 8 | 3 | 278 |

Source: Survey data

Capital invested for different business type, one can understand from the Table 17 that the smallest capital is invested to run trade activities while; the biggest capital is for service and construction. The smallest capital is due to the fact that above 50% is contributed by the owner and more individuals are engaged in, on the other hand, the biggest capital is required to run service and constructions hence ,unless these sectors are supported by financial institutions the owner equity alone could not afford. That is why more self-employed could not be involved in those sectors.

Table 6 Challenges of self-employment

| Factors | Frequency | Percent |
|--------------------|-----------|---------|
| Working premises | 107 | 38.5 |
| Source of finance | 77 | 27.7 |
| Other | 23 | 8.3 |
| Legal requirement | 21 | 7.6 |
| Business idea | 20 | 7.2 |
| Lack of experience | 14 | 5.0 |
| Lack of training | 11 | 4.0 |
| Hired labour | 2 | .7 |
| Total | 275 | 98.9 |
| Missing | 3 | 1.1 |
| Total | 278 | 100.0 |

Source: Survey data

Challenges of self-employment, the respondents agree that 38.5% the working premises, followed by 27.7% shortages of finance and 32.8% legal requirements, business idea lack of experience shortage of training and others are the factors for self-employment.

Table 19 Motivational factors for self-employed

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | Yes | 121 | 43.5 |
| | No | 157 | 56.5 |
| | Total | 278 | 100.0 |

Source: Survey data

Motivational factors for self-employed 43.5% of the respondents agree in contract 56.5% disagree that, motivations were provided to self-employed. Motivation has different features though, the ultimate goal is to encourage self-employed to be productive and effective. The finding has shown that majority of the respondents did not get motivations from the government; this could have negative consequences on individual performances.

Table 7 Provision of training

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | Yes | 119 | 42.8 |
| | no | 159 | 57.2 |
| | Total | 278 | 100.0 |

Source: Survey data

Table 20 Provision of training, as exhibited 57.2% of the respondents disagree while 42.8% agree that, they have received training. The finding has shown that even if training is essential to bridge the skill and knowledge gap of the self-employed, it was not given as required.

Table 8 Attitude of self employed to advise others

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | Yes | 239 | 86.0 |
| | No | 39 | 14.0 |
| | Total | 278 | 100.0 |

Source: Survey data

Table 21 the attitude of self employed to advise others as exhibited 86% of the respondents agree but 14% disagree that they advice others to be self-employed. The finding has shown, even if they are confronted with different challenges, still their attitude to self-employment is positive and advised others to be self-employed rather than being unemployed or paid employed.

4.2 Interview held with trade industry and market development department

The objective of interview held with Trade Industry Market Development Department was to triangulate the data obtained from primary sources and to find out whether other factors like legal requirements, opportunities, motivational schemes, business type and labour market could also be a factor for self-employment. The following data were captured from them.

The legal requirements to be considered for self-employment were availability of appropriate working place, initial working capital, Tax Identification Number (TIN) and residents' identification number.

The opportunities for self-employment are availability of cheap labour, working place relatively with cheap lease, accessing work permission or license with in short period of time availability of financial institutions for accessing loan.

Motivation scheme is designed for enterprise organized in cooperatives however it is not common for private firms, on this issue sample respondents and trade and industry experts share the same idea.

Mostly self employed are engaged in trade business because the capital requirement is low compared to manufacturing, construction and services, it also requires low skill, few or no hired labour f and simple o manage.

The labour market has shown an increasing trend this exhibited that the rate of unemployment is higher conversely unemployed preferred to be paid employee rather than being self-employed, this is especially realized when their academic level is increased.

The attitude and behavior of non-self employed individuals towards self-employment is low, because they considered self-employed are the one who lack other alternatives; hence, changing the behavior and attitude of individuals is a major problem for the sector.

5. Summary of findings, conclusion and recommendations

5.1 Summary of Findings

Concerning the gender variable, men are more likely to become self-employed; however, women's participation in self-employment is increasing.

With regard to educational level 61.2% of respondents were below diploma level while 38.8% were diploma and above it shows that individuals with lower levels of education have greater chances of becoming self-employed

The type of business ventures self-employed were engaged in: trade, service and other sector respectively.

Majority of self-employed 66.5% did not hire employees.

Labour force is available in the labour market.

As far as age is concerned, the findings indicate that the probability of being self-employed was higher for younger people with ages ranging between 20 to 29 years

Individuals with lower family size were more self- employed than their counterparts. This is because, majority of self-employed were younger and have low family size.

Regarding total capital investment for the business, majority of self-employed 37.4% own ETB 2001-5000.

Regarding marital status, 78.1% married, 9.4 % single, 9.7 % divorced and about 2.9% respondents were widowed, this shows that married people have a higher propensity to become self-employed.

Concerning satisfaction with their overall business activities 82.4 % were satisfied.

The findings depicted that 91% of the respondents were satisfied and wish to sustain their current business.

The survey respondents 86 percent preferred self-employment for their children and intimates to other occupations; this indicates that the attitude of families toward self-employment is positive.

Individuals with self-employed family background or having models from their family were more self-employed than others.

In regard to financial sources, half of the respondents generated finance from their own, followed by family and financial institutions.

The numbers of self-employed in the year 1990-1996 were 4 while in the year 2011-2017 reached to 160, when computed it has shown an increasing trend by 3.6% annually.

Regarding motivation 56.5% of the respondents did not receive any motivation or incentives from the government.

Training, even if essential to bridge the skill and knowledge gap, 57.2% did not get

Concerning past experience, individuals with past experience in self-employment were more likely to transit again into self-employment than those who have never been self-employed.

Preferences of self-employment 32.4 % of the respondents preferred self-employment because they did not have other opportunities and remaining were 22.3% seeking additional income and 20.9% for job satisfaction.

Regarding self-employment initiation 68 % were initiated by their own, followed by 12.9% by family 7.9% by the government and 11.2% by others.

Prior to become self employed 34.2 % of the respondents were unemployed, 33.1% in school, 24.1% paid employees and 8.6%, under taking different activities.

The probability of unemployed switching to self-employed was higher than other factors.

The key challenges of self-employment were working premises, sources of finance, lack of motivation and lack of training above all considering self-employment as an occupation for those who doesn't have other job opportunities.

Concerning competition sample respondents equally agree and disagree that competition is not a barrier for self-employment. This may be

depending on the type of business an individual is engaged in. During interview held with experts from Trade Industry Market Development Department, they support the idea that competition at the current situation could not be considered as a factor for self-employment.

The legal requirements for self-employment were availability of appropriate working place, initial working capital, Tax Identification Number (TIN) and residents' identification number.

The opportunities for self-employment were availability of cheap labour, working place relatively with cheap lease, getting license with in short period of time and the availability of financial institutions for accessing loan.

Motivation scheme has designed for enterprise; however, it was not common for private firms, on this issue sample respondents and Trade and Industry Experts share the same idea.

Mostly self-employed are engaged in trade businesses because the capital requirement is low compared to manufacturing, construction and services, it also requires low skill, few or no hired labour force and simple to manage.

The labour market has shown an increasing trend this exhibited that the rate of unemployment is higher, conversely unemployed preferred to be paid employee rather than being self employed, this is especially realized when their academic level is increased.

The attitude and behavior of non-self employed individuals towards self-employment is low, because they considered self employed are the one who lack other alternatives; hence, changing the behavior and attitude of individuals is a major problem for the sector.

5.2 Conclusion

Self-employment has recognized as an important source of economic development. Moreover, the self-employment rate in Debre Berhan City Administration has shown an ascending rate since (1990-2017) i.e. increased on average by 3.6 percent annually. It was computed that in the year 1990 the number of self employed were 4 and after 27 reached to 160. The self-employment can be seen as the best solution in decreasing unemployment.

Concerning the gender variable, men are more likely to become self-employed; however, women's participation in self-employment is increasing. Individuals with lower levels of education have greater

likelihood of becoming self-employed. The type of business ventures self-employed engaged in: trade, service and others respectively. Regarding total capital invested for the business, majority of self employed own ETB 2001-5000. In regard to finance sources half of the respondents generated finance from their own followed by family and financial institutions. Regarding motivation in excess of the respondents did not receive any motivation or incentives from the government. Trainings, even if essential to bridge the skill and knowledge gaps, were not given as required. Individuals preferred self-employment because of the absences of other opportunities followed by seeking additional income and for job satisfaction. Regarding self-employment initiation majority of them were initiated by their own followed by family, government and others. The key challenges of self-employment were working premises, sources of finance, lack of motivation and training above all considering self-employment an occupation for those who doesn't have other job opportunities. Unemployment rates act as a key factor in encouraging people to becoming self-employed. Regarding motivation above half of the respondents did not receive any motivation or incentives from the government.

5.3 Recommendations

In light of the above discussion and findings of the study, the following recommendations may be helpful to promote self-employment in Debre Berhan City Administration.

Acquiring appropriate working place is the number one challenge for self employment; hence, the right government body in charge is responsible to consider the problem and provide appropriate places depending on the business type either on individual or group basis.

Finance is a blood vessel to undertake any business activities. One can see from the findings that the contribution of financial institution in accessing loan to the self-employed is insignificant hence; the financial institutions and the government should give due attention and devise good policy in provision of finance to the self-employed.

Motivation helps an individual to behave in a certain ways and carry on the activities; the absence of motivation however, discouraged individuals to meet their goals; therefore, the need for independence, need for personal development, welfare consideration and following role models should be experienced by the self employed.

Training is used to develop the abilities of the individual to modify attitude, knowledge or skill and behavior; however, in this research it

has been found that adequate trainings were not given hence, the government and other partners should consider its importance and implement accordingly.

The labour force availability in the market is high and majority of individuals were switched to self-employment; as the unemployment rate is increasing, the government should initiate, train, motivate and provide the necessary requirements for individuals to become self employed.

Individuals with higher level of education are less likely to participate in self-employment conversely, the current labour forces are highly educated and the probability of getting job opportunity is low. Therefore, to enhance their intention to self-employment the appropriate government body should consider the entrepreneur trainings at the institutions, colleges and universities, then after full filling the necessary requirements that enable them engaged in self-employment.

Self-employment should not be considered as a substitute for individuals when they have no other opportunities, rather it should be an occupational choice; therefore, the government should convince them that, self-employment is an occupational choice.

This study could help as a source for other researchers, unemployed people, financial sectors, micro and small enterprises, trade and industry market development offices, offices of social and labour affair, and educational institutions.

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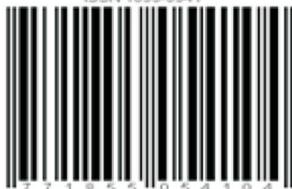
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PERSPECTIVES OF THE PARTICIPANTS OF GROUP SUPERVISION ON THE EFFECTS OF SUPERVISION ON THEIR PROFESSIONAL PERFORMANCE

Brigita Rupar¹

Abstract

This article presents the analysis of focus group interview data from three professional groups: primary school teachers, school counsellors, and principals who were included in a supervision process. The main research focus is on determining the effects of supervision on the participants' experience of their tasks and responsibilities, their monitoring and analysis of their performance, their self-regulated learning, and other possible effects. The findings show that active learning in the supervision process contributes to better self-awareness and more premeditated action in professional situations, deeper insight into one's own reactions and clearer distinction between one's own and other's responsibility. Supervision also helped the participants to improve their self-regulated performance and their focus on essential aspects of their work. There were no significant differences among the groups of professionals interviewed, except in the aspects directly related to the specifics of their work.

Key Words: supervision, reflection, self-regulated learning, teachers, school counsellors, principals

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Introduction

An important aspect of educators' professional capacity is their capability to direct their thoughts and actions. Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which students transform their mental abilities into cognitive skills (Zimmerman, 2002; Pečjak and Košir, 2008, p. 140). Learning in this context is perceived as an activity that students do, generated by their own thoughts, feelings and knowledge, and not something that happens to them as the result of teaching or someone else's activity (Zimmerman, 2002; Randi and Corno, 2000). Self-regulated learners direct their

¹ Brigita Rupar, PhD, National Education Institute Slovenia. Contact e-mail address: brigita.rupar@zrss.si.

behaviour towards reaching their personally set goals, which is the main paradigm of lifelong learning.

According to Zimmerman (2000), self-regulated learning requires one's awareness of his own thinking or metacognition, motivation, and appropriate behavioural skills to complete a task. Metacognition or thinking about thinking is not an educational goal by itself; rather, the goal is to teach young people how to use metacognitive knowledge to guide their plans for their activities, and their selection of the strategies for solving problems. Motivation as the second aspect of self-regulated learning is related to the outcomes and to the level of difficulty and value of a task, and includes self-appraisal of one's ability to complete the task at hand. With regard to the third aspect of self-regulated learning, which is the use of strategies, Paris and Winograd (2003, p. 5) stress that it is one thing to know the strategies, and another to be able to use them in a relevant way with regard to the context, or participate in a discussion about them, or even teach students how to use them. The influence of learning environment should not be neglected since context plays a crucial role in student motivation for learning. Zimmerman's model of self-directed learning is based on three cyclical phases: forethought phase, performance phase, and self-reflection phase. Forethought phase includes the processes of goal setting, strategic planning, and self-motivation. Effective teachers use new approaches and strategies of teaching, and employ techniques for encouraging student autonomy. They do not give up in case of student failure. Performance phase includes the processes of self-control and self-observation in which emotional control plays an essential role. These processes help students maintain high level of concentration and effort despite different distractions. Self-reflection phase involves self-judgment processes.

In order to encourage student thinking, teachers have to understand and be aware of their own thinking processes. Understanding cognitive and motivational attributes of learning helps create better approaches to teaching. Reflective practice can help encourage innovative teaching. Researchers recommend the following approaches to encouraging self-regulation in teachers and students (Paris and Winograd, 2003):

Analysing their learning styles and learning strategies, and comparing them with those of other group members;

Setting appropriate goals (short- and long-term) and discussing them with others;

Efficient time planning and time management that can be supported by the use of different tools, such as day minders, monthly planners, etc.;

Performing continuous revision of their methods of study. The authors point out the importance of teaching students to think of "constructive

failure” (it is their response to failure, and not failure itself, that is important);

Direct teaching of self-regulation strategies within individual subjects, reflection and metacognitive discussions;

Modelling of self-regulated learning, e.g. by writing a diary, using a portfolio;

Collecting evidence on personal growth and accompanying reflections in a portfolio;

Creating educational autobiographies, identifying family influences, favourite teachers, turning point experiences, personal recollections;

Collaborating in reflective groups (e.g. supervision, intervision), making and analysing videorecordings of teaching, etc.

Reflection Process

Developing awareness of one’s own process of thinking and one’s actions is thus one of the key mechanisms for enhancing personal and professional growth, which contributes to higher quality of one’s professional work. This process can be developed efficiently by means of reflection. Luttenberg and Bergen (2008) state that reflection broadens and deepens professional development and teacher competence. Reflection can help teachers resolve everyday problems and challenges, and deal with complex problems regarding their practice, which cannot be solved simply by applying theory. Reflection has an important place in teacher professional development because it stimulates the development of self-regulated learning (Paris and Winograd, 2003). Luttenberg and Bergen (2008) developed a new typology of reflection, which they tested on a sample of 11 teachers with whom they held in-depth interviews. They claimed that there were six types of reflection derived from three domains: pragmatic, ethical and moral. The pragmatic domain reflects the purpose of teacher’s work, the ethical domain is related to the individual wellbeing, and the moral domain includes general norms and interests of other involved individuals and groups. In their research, the authors attempted to determine whether it is possible to define in teacher reflection the domain and approach for solving their problems. They found that teachers’ reflections stemmed more often from pragmatic and ethical and less from moral domain. This means that when solving their professional problems, teachers prioritized their own goals or student wellbeing, and considered only one possible solution.

By using the above typology, it is possible to identify important components of the decision-making process. Teachers learn to discern different reflection domains in the process of teaching and practical work that are interrelated and mutually influencing each other. The presented typology represents a useful tool for identifying reflection patterns and

possible reactions in practical situations, thus presenting possible alternatives. According to Lutzenberg and Bergen (2008), teachers should ask themselves the following questions to form the most appropriate perspective for their particular problems when going through the process of seeking insight from different reflection domains:

- To what extent are my conclusions appropriate?
- To what extent are my conclusions good?
- To what extent are my conclusions correct?

Reflection can be stimulated in different ways, among which action research and the use of portfolio are well established. Learning in supervision and intervision groups can also be very effective. Lately, coaching has found its way into the educational area from the world of business, representing a new approach to professional and personal development.

Research on the Influence of Supervision on Educators' Professional Performance

Twelve participants of the supervision process, 5 teachers, 4 school counsellors, and 3 primary school principals, participated in the research on the influence of supervision on educators' practical work, on their thinking processes, actions, and professional performance. All twelve participants had 1 to 3 years of previous experience as participants of supervision groups. They all volunteered to join the supervision process, and they regularly wrote reflections and produced other written materials and evaluations in the process. The school principals were part of the homogenous principal group of 7, each of them had two years of experience in the supervision process. Only three of them participated in the focus group interview, other four could not take part for various reasons. The school counsellors came from different primary schools and had different professional profiles, but were included in the same professional development for three years. The primary-school teachers came from the same school, 3 taught in the first through fourth grades, and 2 taught in the fifth through ninth grades. They had been included in the supervision process for a year.

I led all the supervision processes. Given that I had the role of the supervisor and evaluator of the influences, I am aware of my possible influence on the interviewees' responses. While due to a small sample size the findings cannot be generalized, the study can serve as an example of how it is possible to research one's own practice.

I interviewed the supervision process participants after the meetings in separate focus groups. Each focus group interview targeted the following questions:

What are the most important tasks and responsibilities of teachers, school counsellors, and principals? Are there differences among these professional groups? What are the differences?

How do you monitor and analyse your work? Which part of the learning process do you focus on? What is important for you there?

How did supervision help you think about your work and your performance? Have you noticed any progress? Where? What other influence of supervision have you noticed?

All the interviews were tape-recorded and transcribed, and then analysed using the qualitative data analysis method (Mesec, 1998).

Findings by Topic

In this section I report the main findings of my analysis of focus group interviews. I grouped the main results of the focus-group interview data into the following four topics: tasks and responsibilities of educators; monitoring and analysis of performance; influence of supervision on self-regulation; and other effects of supervision. I examined the data of each professional group under each topic, then elicited the main characteristics, and then looked for the possible differences among the professional groups.

Tasks and Responsibilities

In addition to good subject-matter knowledge, teachers are expected to have other knowledge and skills, such as subject and general pedagogical knowledge, and organizational and communication skills (Marentič Požarnik, 2007). The author (ibid.) talks about the so called “new teacher professionalism”, stating that teachers should not only transmit their knowledge but have to be reflective practitioners, capable of independent decision making, and responsible for their own professional development. The highest number of teacher replies under this topic falls into the category which I named ‘Concern for holistic child development and for the creation of encouraging learning environment’. This indicates that teachers do not perceive themselves only as knowledge transmitters but as having a broader role. According to them, a teacher’s most important role is:

“to provide them [pupils] with the feelings of safety, trust”,

“to ensure they also develop as persons, human beings”,

“to lead them around the obstacles they come across on their path”,

“to be available for questions, to talk to them”.

These statements illustrate teachers’ significant role in shaping young people during their schooling years. These findings are consistent with those from the research at home and abroad, namely, that the teachers’ most important role is in the areas of communication and relationships (Marentič Požarnik, 2007; Kobolt, Dekleva, 2007). Teachers need to

have the capacity to develop pupils' social skills and foster good relationships among the pupils, create encouraging learning environment, and teach pupils problem solving strategies. The interviewees also attributed considerable importance to their classroom management skills and to pupil motivation, which is visible in the following statement: "You have to feel the children in the classroom in order to challenge them in a positive way."

The school counsellors considered their most important contribution in providing direct support to pupils, for example counselling the pupils experiencing difficulties or offering support to those having learning problems. This perception is obvious in the following statement: "I feel most useful when I help students learn, that's where I see results, that's when I come alive." In the second place is their role in cooperation and connecting with teachers, however, it can be on a surface level. As one of the interviewees stated: "We are engaged with everything but never at a deep professional level." The statement reflects the feelings of dissatisfaction with coordinating and administrative duties assigned to school counsellors, connected with the gifted pupils programme establishment, and the work related to formal referrals for special needs children. These duties take away time that they could be spending helping pupils, which makes them feel less effective in their role of school counsellors.

The principals consider guiding school development and fulfilling institutional goals as their most important role. The principals are by definition responsible for functioning of the school as a whole, and consequently for successful learning outcomes of as many pupils as possible, which has been confirmed by research (DiPaola et al., 2003; Marzano et al., 2005). The interviewees' statements support the research findings:

- »Goals, vision, the tasks that we have set are beginning to realise«.
- »When things run smoothly and there is development, it means that I helped and was efficient«.
- »In our school people are connected, not just as regards instruction, but in all directions«.

The principals state that they spend most of their time talking with teachers and solving day- to-day problems, which are often very demanding, or as one of the interviewees put vividly: "You have to be made of steel in order to pull forward." Their efforts pay off after a long time: "If I look back 15 years and compare it with now, I see an incredible progress."

The findings from all three groups of educators can be summarised as follows: While the teachers perceive their role in the sense of extended

professionalism (Marentič Požarnik, 2007), which prioritises pupils' holistic development and the development of their life skills, socialisation, and connection to the environment, the school counsellors feel most useful in providing help directly to the students, but in reality spend most of their time for administrative duties. The principals perceive as most important their contribution to the long-term institutional development toward the school goals, and to tight relationships among teachers.

Monitoring and Analysis of Performance

A very important aspect of teachers' professionalism is their capability to direct their own thoughts and actions, based on their use of the appropriate strategies for monitoring and analysing their performance. There are various tools available for this purpose, such as writing a diary, compiling a portfolio, gathering evidence of individual growth such as video recordings of classroom teaching, using day minders and monthly planners, etc. Research on using the portfolio for developing reflective thinking shows that it is useful for the evaluation of teaching methods, identifying areas of strength and growth, defining and solving problems, and in-depth thinking about teachers' performance in the classroom (Gipe and Richards, 1992; Maarof, 2007; Lee, 2008; Orhan, 2008).

With regard to the above I wanted to find out which part of the learning process the teachers focus on in their analysis, what is important for them there, and how they monitor and analyse their performance.

The interviews revealed that the teachers found it most important to determine how effective they were in differentiating the instruction, and whether all the pupils had the opportunity for learning. They stressed the importance of pupil independence in solving practical tasks, for example: "Lately, I included using as many practical examples as possible in my teaching, and encouraged pupils' independent work." They pay a lot of attention to their pupils' reactions and to the creation of positive climate in the classroom because they believe that pupils learn better in a relaxed atmosphere. They try to follow the pace of their pupils but at the same time make sure that they achieve the curriculum outcomes. As one of the interviewees stated: "... so that the pupils are relaxed, that they achieve the required standards in an appropriate way and with the use of appropriate methods."

The teachers reported using collegial classroom observations for monitoring their work, which seems to be a regular practice in their particular school. A teacher who teaches grades one through four

stated: "We have made our goal this year to observe each other's classrooms during pupils' oral presentations. My colleagues observed my classroom to see what criteria I was using for assessment." A teacher teaching grades five through nine added: "We - the science teachers - observe each other and analyse what we see. When someone prepares something new, you go and ask a colleague." From these teachers' reports, it is possible to infer what the practice looks like in their particular school and how teachers function. However, we cannot make any broader conclusions.

The school counsellors pay most of their attention to the creation of safe environment in which pupils can develop their communication skills. The following are some of their characteristic statements:

"It is important for me to teach children to be good listeners and to communicate appropriately."

»I try to help children relax. I provide help to a child according to his indicated need."

»I think it is important for children to feel accepted. When they come to see me, we try to find the solutions together."

The tool that they often use for monitoring their work is writing a diary. It is interesting that they rarely seek advice from the teachers or the principal. As a rule, they consult other school counsellors from their school or from another school. They usually make notes in order to develop their awareness about their performance. The following statements confirm these findings:

»I write a diary. Each year I use a new notebook. I put in the date and list all the tasks that I perform on that day."

»I focus on my mistakes when writing in my diary. Then I really read it and write down what is special about it."

»I write down what is problematic. I describe some cases in great detail."

The principals are in a specific position by definition because they have the role of the employers. According to their statements, they look for feedback on their performance from their assistant principals, to whom they feel the closest professionally. As one of the principals stated: "I have an assistant who always tells me, we have an agreement." The principals consider as most important their capability to review their own practice and learn from their own experience. As one of the interviewees stated: "...that you review your performance when working with the faculty." We could infer that they developed a "meta" viewpoint. However, since all the interviewed principals had a substantial experience as principals and a well-developed social network with their colleagues, we cannot assume that such a viewpoint is the exclusive result of their participation in the supervision process.

Influence of Supervision on Self-Regulation

The teachers reported that they developed awareness of how their feelings influence their thinking and reactions in certain situations. They learnt how to separate their own role and responsibility from the responsibility of others, and consequently to react with more premeditation. Here are some of their statements from the interviews:

“I tell myself during instruction and also when I am with my family, hold on, girl, think about what can be done here and how the problem appeared at all.”

“Now I define my role. I ask myself: What is my role in this?”

“... that I don't take everything personally. I feel that I have improved in this area, that I can react.”

“I know now that not everything is my responsibility as I used to think. After all these years of supervision, I have made a big step forward.”

Judging from their statements, the teachers learnt in the supervision process to redirect their thinking in a professional situation and react in accordance with their thinking. The effects of their learning are also visible in their private life because they come back home calmer and relieved from their burdens.

The school counsellors noticed considerable progress in their communication skills and in the skills of leading conversations. The following statements indicate the skills that they developed:

“When I lead a meeting now I have a better feeling. I am more focused, a better leader, I don't rush as I used to. I ask questions.”

“When we have a meeting, I pay attention to the summaries, and usually I do them.”

They reported feeling less burdened as a consequence of learning in the supervision process. “The biggest change is that I don't carry my problems home as I used to.” Or, “I have become aware of what is my responsibility and so I go home much less burdened. My partner noticed that I am calmer at home.”

The principals also reported that they learnt in the supervision process to take things less personally. “I feel I improved in that I don't take everything so personally, now I can react appropriately.” In addition, they learnt to view everyday situations from the positive side:

“I started using more praise because I realised I didn't use to praise people enough.”

“I used to look for negative things. Then I started to look for positive things. I think that's where I improved.”

“Thanks to the supervision process, I know now that there is a solution to everything.”

Other Effects of Supervision

In addition to obvious development of their self-regulatory skills, I noticed that with every new meeting, the participants of the supervision process became more and more open and friendly, and more trusting in their relationships. They developed a need to socialize also after the meetings over coffee, and to call each other between the meetings. They also became more trusting towards me as their supervisor, and accepted me as a member of their team. When I asked them about other effects of supervision on them, they all reported that after the process ended, they felt a very close connection with their colleagues from the supervision group, and that they started asking them for help outside our meetings when they needed it. The statement of one of the interviewees says a lot: »I think we are such a great team, we collaborate so well and help each other. I think these are definitely the effects of supervision.» They experienced the group as a safe space in which it was allowed to learn from mistakes, and in which they developed empathy and collegiality. Or as one of them stated: »When someone else has a problem, you are emotionally involved but learn to think soberly because you never know when you'll find yourself in a similar situation.»

From the participants' statements it is clear that they perceive supervision as work on oneself and building one's own personality, which leaves a footprint in one's professional performance:

“I think supervision is so much more intensive. You are active and it gives you a lot. You really have to be active, you solve problems.”

“This is a unique small group, something real. You have to invest a lot of yourself. Elsewhere, you contribute your work but less of your personality.”

Conclusion

Supervision is an effective way of supporting professional and personal growth of educators. It is a process in which the supervisees are assisted in their reflection of their experiences by an experienced supervisor who provides them with emotional support and develops positive working relationships. The teachers, school counsellors, and principals who participated in the interviews stated that learning in the supervision process helped them gain deep insights into their own way of thinking, feeling and acting, which had a positive effect not only on their professional performance but also on their personal life. In addition, there is the group dynamic aspect that should not be neglected since the participants indicated that they developed authentic, friendly relationships in the supervision group, which lasted a long time after the process was formally concluded. The principals, who concluded the process seven years ago, still get together occasionally. The school

counsellors continue their meetings in the intervision group, which is still active six years after the supervision process ended.

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