RAISING THE LEVEL OF EDUCATION AND EMPLOYMENT FOR THE PURPOSES OF CREATING NEW BUSINESS OPPORTUNITIES

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PREFACE

Modern companies are aware of the fact that the human factor is the main comparative advantage. It is the only resource of the company that always means added value. What distinguishes companies from one another is what kind of workforce they employ and what do they do to have this factor fully manifest its capabilities. The human factor requires a system of permanent education, both formal and informal, because only in this way will they be able to take on the challenges of modern business.

Improving the educational structure contributes to the expansion of employment opportunities, which in turn affects the creation of a basis for socioeconomic development. One of the leading goals of corporate strategies based on a quality education system, is to increase professional mobility and the flexibility of the working population.

In developing economies, education in the function of adequate employment leads to poverty reduction, gender equity, social inclusion and intergenerational solidarity.

Improving the quality of both personal and family life, within the natural and social environment, is a prerequisite for active participation in the business activities of the company, as an integral part of the economic and social framework. Anywhere a man participates by working, he strives for the development of democracy, interculturality and tolerance. In that way, they are pursuing the integration into european and world social spaces, by respecting the european framework for education and employment.

The papers that make up this collection contribute to the identification and resolution of key focal points that the entrepreneur encounters in the process of employment. They highlight the ways for employees to improve on their job performance. It is a two-way cause-effect relationship, dynamic, full of challenges and no pre-determined solutions. Both sides require the other one to offer its full potential. Educated, motivated and flexible workforce is part of every successful business endeavor.

The future requires knowledge that further enables the acquisition of key competencies. This makes for a better position in the labor market. Permanent professional development enables the advancement of professional skills and

knowledge, because the human factor is under constant scrutiny of various assessments and recognition of previously acquired competencies.

The future is already here. Career guidance is imperative, either in the form of new education, or in the form of counseling in order to advance career development skills that are necessary for successful employment and professional development. In this way, the advancement of cooperation of market participants is achieved, partnerships in cases of supply and demand matching in the labor market are being promoted, thus influencing the main success factor, the development of human potential.

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AUTHORITY OF TEACHERS IN EDUCATIONAL EDUCATION

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ABSTRACT

In this paper, two specific views intertwine. The first refers to general attitudes about authority, and the other one to the models of scientists such as homo economicus, homo sociologicus, and homo academics. Such an approach seems necessary taking in consideration that the problem is related to the authority of teachers, the development of the teaching profession, the student/student of the future, the reform of higher education institutions and the education system; significantly causally related.

The main principles for the formation of scientists as individuals, but also scientific institutions and science as a social system, derived from the criteria that are valued and evaluated by scientists today, the criteria of excellence, international visibility and the like, which show how many times they are cited, how many published works in respectable international journals, what is their impact factor; how much is their h-index, how many prestigious international conferences they attended, etc. But these are just some of the most important issues and imperatives that every day scientists today face, especially university professors around the world. Based on these criteria, scientists direct their careers in the long run, but also organize their jobs on a daily basis. The fulfilment of the above mentioned criteria depends on the motivation, choice of topic for research, job planning, career teacher management, and the like.

From the above point of view, scientists are more burdensome, and it is more important to them that the instrument is internationally standardized and validated and taken from a reputable foreign scientist or university, rather than asking if the instrument involved specific social reality and specific features of the environment, reality, perception of problems and the experience of the actors, so, unfortunately, a rare research that combines at least in the pilot phase a qualitative and quantitative approach as well as secondary sources.

In methodological terms, this work relies on desk research, which includes an overview of an available webpage researcher, organization and institution websites, from the aspect of their impact on the development and evaluation of

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the education process, the development of the teaching profession, and educational institutions.

BASIC ITEMS ON THE AUTHORITY

Authority implies influence, but also power can be defined as a force that either "pulls" or "pushes" and which tells people to follow. From the above point of view, at the highest level of abstraction, we can speak of three types of authority: personal, professional and positioning. Of course, in this respect, even from a distance, this is not the only viewpoint. The main features of this knowledge are:

1. Personal authority is generated from the very nature of man: inheritance in all forms (genetics, family education, health status, etc.). Thus, this authority is built from birth, through childhood to adulthood. The role of the person here is limited to her personal abilities, affinities and family status.

2. Professional - educational is acquired in the process of education, from basic to high, with all specializations. The role of an individual in this process is dominant but depends on a number of factors, such as:

- Do pupils and students know why they learn something and what is the connection of this topic to the real world – which in most cases in our education is not the case;
- degree of critical error, i.e. whether the trial and error system is encouraged, because it learns on errors. However, in our system of schooling mistakes are a taboo topic and, in this way, we receive a message that it is better for us not to start something;
- The degree of motivation in learning. It is expected that all responsibility be on pupils and students who learn because they are persistent or determinated, not because they want to learn, progress, because they like it or understand why it matters. The greatest responsibility for the success of pupils and students and their attitude towards learning is on the education system, in schools and in lecturers, not on individuals.
- In accordance with the above, learning skills, problem solving, critical, analytical and creative thinking are part of informal and necessary education today.

3. Positioning authority, as the name itself implies, is achieved by placing it in a suitable place, after meeting the proper special and general conditions.

With the place (function) it goes together official authority, therefore, not with personality. People can come to positions and leave the organization, but

authority remains with the place. This type of authority carries the proper level of power, but also the right so-called. a delegation of authority. In every organization, business, education, military, religious, governmental or otherwise, there is an greatest source that provides a legitimate basis for exercising authority.

What is particularly important is the fact that the teacher's title carries with him two more important aspects of the authority, as follows:

- the power of knowledge,
- power of conscience.

Another other basis of authority that allows a person to lead other people can be called unofficial (informal) authority. This type of authority is called "charisma" (it cleans itself of pure magnetism, or the pure attraction that he or she has for other people). There are many examples of leadership in which a person who does not have any official authority - is in no place, no title, and seems to be a leader.

SCHOOLS AND FUTURE STUDENTS

Today, everyone has a different opinion about education - why it works or why it does not work. Many people live in the conviction that they have become experts in this matter simply because they went to school and got some education there. When it comes to the future of education, there is less and less certainty in the predictions of the path of our educational institutions, and there is an increasing concern about finding answers to the changes that current and future students and/or students demand.

There is a claim that there is not one coherent educational system in our country. The education policy has led us to a "dead-end", which many people criticize, and very few of them have some sort of solution to get rid of it. It is evident that the system has been fragmented, which in recent years has been quite unsuccessful in accomplishing its mission. The future of education depends on our ability to closely and clearly see the reality that future students and students will face.

One of the questions that requires an adequate answer is: what pupils and students will demand from their teachers, schools and faculties? The differences that exist with today's students are largely the result of the impact they are exposed to and will accelerate more and more. The increasing influence of the media and IT has changed the ways students think, process information and acquire knowledge.

In the near future, schools should adapt to different forms of intelligence that we begin to recognize and appreciate, as well as the diverse preference of our students. The age-old educational system of "delivery" of facts and

knowledge will have to completely disappear if we want to succeed in this task. The size of schools will be a very important component, since smaller schools will be more efficient, more creative and more appropriate to the needs of students. The penetration of IT into classrooms and laboratories will be even faster, as it becomes more accessible in all socio-economic groups. If today we have a generation of "digital natives", the future will bring us a generation of "digital innovators" because students will adapt themselves educational environment.

This will put future teachers in the role of not only the interpreters of the curriculum, but also the qualified assistants. They should support the integration of this technology in the most painless way. For students of the future, IT will be the basis of their research and education. Intellectual property rights will be something that educators and institutions must always bear in mind. Namely, school classrooms will function as interactive research laboratories where generations of creators, publishers, inventors and information consumers are growing (Feiman - Nemser, S., 1990, pp. 4-5).

The main characteristics of pupils / students already today and in the future will increase:

- They run from problems, both practical and theoretical. The theoretical problem is the task of explaining a somewhat explicitly natural and / or social event comprehensively, and that the theory that explains it is checked by prediction.
- For them, the awareness of the aspiration for truth is a tendency for objectively true, explanatory theories.
- They are searching for certainty. We know that the human sin is wrong: all human knowledge is wrong and therefore uncertain. From what follows, we must sharply differentiate the truth and certainty. The fact that sinning is human means that we always have to fight the error, but even with the greatest attention, we can never be sure that we have not made a mistake. When it comes to science, the mistake we make - the misconception - is to keep a theory that is not true in truth. To fight error-mischief means to seek for objective truth and do everything to uncover and exclude untrue. It is a task of scientific activity. Since we can never know anything, we cannot even search for certainty; but it is also proper to look for the truth; and we do it mainly by looking for errors to correct them. In addition, the method of scientific knowledge is a critical method: the method of searching for errors and their exclusion in the search for truth, in the service of truth (Law on Scientific Research, Articles 5 and 6).

Technological development and the development of an information society slowly "kill" many occupations and professions. In the next 25 years, people will not perform 40% of jobs that exist today, which is why it is important now to think about education for future jobs. Research has shown that as much as 78.6%

of the world's population under 30 years of age think that technology does not destroy, but create job opportunities (Spskainfo, 2018), due to the increase of artificial intelligence and the rapid disappearance of some occupations.

Schools will have to respond to this growing diversity of new educational forms and structures. They will have to encourage creativity and respect for diversity, promote flexibility and tolerance, and alter the basic concepts of understanding among students. The philosophy "one size fits all", which in the past was dominant in our schools and faculties, will no longer tolerate the generation of parents and students who over the past 20 years saw the emergence of the "choice" school as an alternative to traditional schools. If the legal provisions on which state or private institutions do certain actions are retained, but for this they do not receive any money in national education, this will result in an increasing number of entrepreneurial and creative alternatives to existing school systems. If further privatization of schools continues, parents will be offered more alternatives for the education of their children. Independent schools will continue to be a much respected, very popular choice for families who can afford to teach their children and who value their special mission. The challenge for independent schools will be to offer the kind of financing and reception that also supports diversity.

As a different path to the "school of choice", some families will choose home education and distance learning, as alternatives to systems that cannot evade and keep the interest of their children at the same time supporting values that are respected in their homes. The gap between public and private education will continue to expand unless we set up a national and local policy that will offer cooperation to these schools and systems.

Publishers of textbooks, which are so far dominant and have a decisive influence on the direction of educational philosophy and pedagogy, will be under great pressure to keep their market when information is easily accessible. Future schools should become virtual, resource centers, contributing to making the original materials more accessible, relevant, prompt and precise - all to change students, students, schools and faculties. Of course, at the same time, there will be a challenge for students and students to be taught to recognize what is factually and historically supported and to adopt good research principles and theories.

Since we are trying to prepare future generations for professions that need to be conceptualized, schools and faculties will have to focus on students who simply cannot remember information, but they know that they are looking for them and how to apply them when they find them. The need for the development of critical thinking will become an imperative for "good" schools and an important, well-articulated basis for the mission of "excellent" schools. The design of the learning space should be tailored to the needs of future students for collaborative workspace, technological innovations, alternative forms of assessment and different teaching methods.

The crisis in finding enough ready, trained and motivated teachers requires schools to look for ways to use IT to exchange information, access specialized content and fill in the void that will remain for the department when the "baby boom" generation is withdrawn from all levels of education. Change, because students, teachers, knowledge transfer systems and global standards will force them to change.

It follows that in the future of the school/faculty it will have to change substantially in terms of teaching, maintaining and organizing physical objects and the ability to respond to changing students themselves. The future of the educational process will depend on the success in preparing students to be flexible, cheerful, creative and cooperative thinkers and students.

DEVELOPMENT AND EXPANSION OF ECONOMY DESIGNED ON KNOWLEDGE

The development and expansion of a knowledge-based economy is largely causally associated with the development of new technologies, and is conditioned by the speed and quality of information. The use of knowledge and continuous learning directly influence the system and styles of management in companies, i.e. modeling and changing the overall management and imposing some new demands on managers, because modern companies become so-called. "Learning organizations".

Today, there is a prevailing opinion that anyone who is looking for a job needs to re-examine and improve his or her skills as soon as possible. A modern working environment is described as at least partly digitized and often with flexible working hours and tasks. According to this understanding, in the future, people will increasingly do more jobs at one time, which will affect the development of the so-called "economy gig", which means that people will make more and more profits as freelancers, but also trading through different platforms. Current technological revolution should not become a struggle between people and computer systems.

Perhaps future jobs will not have a fixed-term, paid vacation, paid sickness or pensions, announced British Labor and Retirement Policy Minister Damian Green, speaking about a new trend and changes that have a great potential for him. He especially emphasized that the new trend - the so-called "economy of staging's" (gig economy) has changed everything. People can now choose who will give their time, but also who will be their employer, what will be the working hours, where the office will be. "The Economics of Shamble" is based on the idea that changes in technology will make permanent jobs obsolete, and that more people will be self-employed (Bizlife, 2016). However, one should bear in mind that the growth of self-employed people in recent years is accompanied by their lower incomes!

The development of the division of labor in all areas of social action creates the need for increasing specialization, which is reflected in the field of education. The development of science and its division into natural, social and spiritual, leads to the formation of a large number of teacher occupations. The development of traditional and emerging new activities as well as the adaptation of scientific knowledge to technology and technology will lead to the emergence of an increasing number of new occupations and professions. The emergence of new professions leads to the expansion and multiplication of the teaching profession. Consequently, in the contemporary society, the teaching profession, like similar traditional occupations, is characterized by differentiation and specialization of educational activities.

Many of the new occupations seem to be futuristic and somewhat funny, but technology and artificial insignificance will inevitably determine the future of many occupations, and influence the decision of young people to choose. Of course, it is not necessary to choose a job just because it is being sought today, because the technology advances, meaning, in four years things can be significantly changed. Perhaps the best advice is to be ready to perfect the skills you already have and it is necessary to "with IT be on YOU".

Let's just name some of these new professions:

- Genetic designer - the development of genetics increases the potential for the development of a branch of medicine that will deal with genetic engineering for unborn children.
- A stress programmer - applications that can monitor and reduce stress with the help of mobile phones will be searched.
- Worker Health Manager - this expert will be present in every company in the future.
- Privacy Consultant - people will be exposed to the sharing of private data on Internet, so the experts will give advice on how to decide which and how much information to share with the world.
- Vertical farmer - Vertical farms will have to develop in cities.
- Intelligent clothing designer - due to the increasing interference of technology in people's lives, the demand to include technological achievements and gadgets in clothing, will increase as well.
- Social worker on social networks - there will be a need for psychologists and social workers on social networks who will help people who feel rejected in the virtual world.
- Wellness Manager for the elderly - although this job already exists, in the future it will be much more represented.
- Epidemiologist - The US Employment Bureau predicts that by 2020 this industry will be 38.5 percent higher than it is today.

Managers are asked to have the ability to face not only changes but also the development process, to successfully respond to the demands of the 21st century. Another requirement is set in particular - that is, the use of knowledge

as the basic resource of the future, given the fact that prognosticator consider that the future of societies is based on the production, use and design of knowledge, or that we enter a knowledge-based society. In such an economy, a large part of the workforce is involved no more in the physical production and distribution of material goods, but in their design, development, technology, marketing, sales and maintenance. Under such conditions, companies are turning to creating specific systems and ways for obtaining, memorizing, disseminating and using organizational knowledge.

Dissemination in the creation of a project can be interpreted by project marketing, since dissemination includes certain measures to make the project visible. There are two types of project dissemination: international and local dissemination. International dissemination is carried out only in international projects involving a greater or lesser number of partners from different countries. Local dissemination is carried out at the level of the local community (state, city or municipality), which involves certain partners who mutually adopt each other. Within the framework of dissemination activities, the most common are the following (Vela, A., 2008):

- creation of a visual project,
- website of the project in English and in the mother tongue,
- project publication,
- organizing various conferences, trainings and workshops,
- publications in the media,
- Creation of promotional material and social media pages (Facebook, YouTube, Tweeter, Ingram, etc.).

The principles of a knowledge-based economy have a direct impact on the changes in the overall educational sphere, especially in the field of higher education, which produces the largest number of its profiles. A successful knowledge-based economy and new technologies need employees to quickly and easily adapt to the rapid development of new technologies and changing economic conditions and therefore need an individual to have extensive knowledge and skills, flexibility, multidisciplinary skills, skills - team work, problem solving, creative opinions and ability of project work. This means that managers are not expected to do success at work (technical knowledge - to know how) but to create, analyze and transform information and effectively interact with others.

In order to fulfill such a role, the manager should acquire adequate competences during his / her education, which will enable him / her to respond to such requests. Key areas of education of today's manager should include effective methods of functioning of the organization, ability of written and oral communication, ability - creative thinking, conflict resolution, staff assessment, career development and job satisfaction. That is, a modern manager should have acquired competencies for each of these areas when he finishes higher education to respond to changed demands of the economy and the labor market.

DEVELOPMENT OF TEACHING PROFESSION

The social legitimacy and power of the profession are based on the process of monopolization of knowledge, a development resource that is not limited to anything except itself.

Systematically rounded up knowledge, skills and abilities - compared to other types of rare values - are the only "development resource" without limitations. In values such as country, capital, goods and services, every company is scarce. On the scarcity, the economics of all societies, including the political economy of modern society, have been builds the basic principle of traditional and modern economy. Theoretical knowledge, skills and abilities, however, by their very nature are not rare. An economy that does not derive from rare values (land, capital), but is based on knowledge as a development resource without restriction, affects such structural changes that we were not able to imagine before (Keynes, J. M., 1987, p. 278-279).

T. Parsons calls the professional type of structuring of modern society an associative type (Parsons, T., 1991, pp. 162). It is characterized by egalitarianism, voluntarism and procedure. Egalitarianism refers to the application of the principles of equality, democracy and collegiality among members of the same professional community, and in the relations with the client, the imperative of unreservedly equal treatment prevails. Voluntarism is recognizable in the principle of organizing professional associations as well as in the principle of voluntary submission of instructions from professionals from clients. The significance of the procedure in the professional model is multiple, and it follows from the fact that the professions apply a specific corpus of knowledge to the following precise scientifically based methods, which is formally obtained by degrees.

The key criterion and basis for constituting the professional complex Parsons is defined as follows: (1) formal and specific education; (2) the development of practical skills; and (3) the use of knowledge and skills for socially responsible purposes, i. in the interest of the community (Parsons, T., 1991, pp. 211).

The institutionalization of professions, in its purest form, takes place at universities and in research centers (scientific institutes). Universities and research structures are the most important locus of the development of a modern professional system. From here, the process of professionalisation is further developed as a modern professional system whose core lies in the institutionalization of disciplines themselves and their practical application. Bearing this in mind, Parsons highlights two primary categories of professions: (1) "education profession" or teachers, and (2) "applied branch professions" such as medicine, law, architecture and others. The first group gives priority to cultural and other social interests (Parsons, T., 1991, pp. 138-152).

The process of university independence has a decisive influence on the emergence of modern professions. Namely, the contemporary phase of development of professionalism is characterized by its attachment to the university and the application of university acquired knowledge in practical activities. In addition, as we see, on the emergence and development, but also on the social significance of the profession, the profession of education plays a decisive role.

Professionalization is a relatively lengthy process that has the following phases: (1) an increased number of people engaged in socially necessary activities; (2) facilitating professional education; (3) the formation of professional associations; (4) the attempt of professional associations to legally protect their professional group; and (5) the establishment of a code of professional ethics.

The teaching profession has gone through all these stages, yet the question arises as to whether it is a "full profession" or is it on its way to becoming it? A large number of factors adversely affect the teaching profession continuously by lowering the level of professionalism achieved once. It is a profession that is threatened with laicization, a predisposition that the teacher is born for his profession, but also of complete feminization.

Regarding the teaching profession, Julius Savova points to some contradictions of the teaching profession (Savova, J., 2002, pp. 87-89).

The multidimensional character of the teaching profession encompasses a multitude of different tasks because the teaching activity is not limited to teaching, evaluation, program and extra-curricular activities, but the teacher performs many more tasks and tasks. Many activities - both teachers and students - are complementary and take place simultaneously. All teaching activities, including teaching itself, are "full of patchwork" and prevent teachers from going to the core of the course, concentrating on a problem or idea, on the problems of a student or on a particular aspect of their profession.

Most events related to the teaching profession are sudden and unexpected, so it is difficult to foresee them, and most often, they cannot be forecasted. Compared to other professions, the teaching profession is not only distinguished by the fact that its results, including the achieved domains of students / students, are the product of many factors. The "products" of the teaching profession result later than the time when the real efforts were made in them.

Opinions regarding the teaching profession are divided. The paradox of these contradictory concepts lies in the fact that all attempts to add to the teaching profession attributes such as "complete" or "semi-profession" arise from a common starting point based on the explanations of what is known as the "ideal profession" (Barry, P , and Wilson, 2006, 54-56). Unlike physicians who provided complete control over their market situation, teachers failed to organize themselves professionally before state intervention in education. Since the state mainly initiated and paid mass education, it could have introduced more control over teachers. The state controls not only the curricula, but also the teacher's

offer and the norm for entering the teaching profession. External control and loss of control over their market situation are indicative of a low-level of professionalism of teachers. External control and loss of control over their market situation indicate a low-level of professorship of teachers (Savova, J., 1996, pp. 85).

This last statement corresponds with an old view of a teacher as a homo economicus (HE, an economic man) based on the assumption of an anthropological definition of a man as a rational and nature of a selfish actor who wants to maximize usefulness as a consumer and profit as a producer. According to this concept, the scientist is on a personal level HE, and the scientific system rewards, encourages and finances projects according to the same criterion. Scientific institutions at the highest state levels, such as the ministry or specialized agencies, are precisely the principles of HEs according to which a scientist has to behave like a rational and calculating expert whose goals in science must include the increase in some financial utility, accompanied by a rise in profit because the results of the research must serve the contracting authorities increase profits. In this direction, they also work on the evaluation of scientific programs and projects at both national and international levels. In this context, the utility theory becomes the basic principle embedded in the scientific policies of the most developed countries, although in rhetoric this is called the theory of excellence. By itself, not rationality and utility are not controversial, but the problem is that they are not directed at the benefit of the common good, but primarily relate to the benefit of the players of money, power and authority.

Today there are many studies on the origin and formation of this term, such as Dixon and Wilson, 2012; O'Boyle, 2007; Persky, 1995), where the characteristics of utility, profit and rationality are analyzed at the person, organizational and sociopolitical level.

The professional complex implies the interweaving of five elements (Greenwood, E., 1957, pp. 2). Briefly, about each of the five elements mentioned above.

1. Systematically rounded theory. Theory is the most important element of professional activity. Craft activities - based on experiential stereotypes, master routines and traditions - offer different instructions for work than abstract theory. Theoretical solutions are original, innovative, critically oriented and creative, and craft activities are routine, non-innovative, and non-critical (Dirkem, E., 1981, pp. 44).

2. Existence of a professional authority. The authority of the bearer of each profession is that solving any practical problem must be based on a methodologically applied theory. This is called expertise. The theoretical and methodological basis of expertise is understandable only to professionals, so clients and other lay people do not oppose it. The monopoly on expertise does not mean power over clients, but only means a monopoly on specialized professional activity, knowledge as a type of rare value. Monopolization of

teachers' knowledge does not mean control over pupils and students as a whole, nor does it mean the feudal right to the workplace and the position it occupies. The monopoly framework is limited to just the expertise, the teacher's assessment of student achievements. Any disabling of monopoly on expertise means deprofessionalization and demolition of the principles of full and exclusive responsibility of an expert for their work.

On this issue the situation in Serbia with plagiarized doctorates is very current. If this is not resolved then the university fell completely.

3. Institutional insurance, or protection of the status of the profession. This element of professionalism enables the application of the previous two elements of professionalism. Namely, after the establishment of a specific social protection of professional activity, practical application of both theory and professional authority is possible. It first provides limited access to the profession. This is achieved by controlling the profession itself over the training and qualifications required for membership, but it also limits the number deemed necessary to give an adequate service (the number of enrolled and graduated students). These limits - in the opinion of functionalists - ensures the quality of services and prevents charlatanism. The charlatan of public laity criticizes depersonalizing professional work. Namely, the authority, that is, the autonomy of professional activity in comparison with secular circles, protects the privileges. Expert criticism is also monopolized and can only be given by members of the same profession, and not lay people. In the social regulations of professional activity, it must not be overstated in privileges or limitations.

This point corresponds to the concept of homo sociologicus (HS), which often opposes the concept of HE (Dahrendorf, 1980), Boudon, 1981). However, it seems to be a reasonable conclusion that they are substantially more complementary than they are opposing. According to the concept of HE's, people are primarily motivated by the wish to cooperate with one another in improving the quality of life. Dahrendorf's and Boudon's HS denote a model of human nature, which is mainly determined by the social forces that impose its values and tastes through the processes of socialization. Thus, Dahrendorf speaks of HS as a picture of the human nature shown in some sociological models, limited to those social forces that determine individual tastes and social values, thereby making the person a theoretical deadline (Dahrendorf, 1961, 203). On the other hand, Boudon argues that HS does not always do what it wants, but what it forces, customs, international values and various ethical, cognitive or other conditions to do (Boudon, 1981, 56). Hence, if HE is conditioned by human nature in which a rational and selfish being prevails, HS is conditioned by social values and norms, and the actors' choices are at least partly determined by the structure of the situation and its position in it. Therefore, if we apply this model in considering the position of today's scientists, we can notice a kind of external pressure and expectations that a scientist needs to fulfill in the sociopolitical system.

From previous considerations, it follows that the scientist is in a crutch between the moral obligation of public action and traditional norms; and the rules imposed by the scientific community. In other words, between social obligations that his scientific work be useful and professional obligations to protect the integrity and development of his discipline (Nelkin, 1977, 75). We conclude that the scientist is under pressure from both models (HE and HS), personal motivation and rational goals, as well as ethical responsibility and service to the general good.

In accordance with the concept of homo sociologicus (HS), the social role of scientists at the personal level is reflected in a personal evolution; at the organizational level in social utility; while on the sociopolitical level it is manifested as a science to the extent of society. The second aspect of the HE concept relates to social norms and values: at the personal level: social responsibility, sensitivity, and sustainability; at the organizational level as: ideas and innovations, cultural capital; at the sociopolitical level: social development. Finally, the third aspect of HE is the culture of the society in which it operates, namely: at the personal level: contribution to social development; at the organizational level: critical thinking; and at the sociopolitical level: socially responsible science.

4. Code of ethics and professional associations. Through them professions perform self-control and carry out the self-discipline of experts. Self-control is regulated through the norm of professional ethics. Ethical codes are compiled and maintained by professional associations. It strictly controls the behavior of members of the professional association (Ćorić D., 2014, pp. 307-308).

5. Professional self-control is not based on legal norms, but as a rule it is done through consultations among colleagues, professional exams, reports, reports and research, and not executions, reprimands or exclusions from the professional community. The forms of collegial control are positive and preventive, and not later and negative, which is a functional advantage in comparison with external and nonprofessional's control. Relations among colleagues are competitive, not conflicting relationships. Advertising or even open competition is a violation of professional ethics. Age, sex, race, social affiliation should not affect the expert's relations with clients, teachers towards students and students. Every routine work is contrary to the ethical codex.

There are also many discussions about the role of teachers as homo academic (HA), which try to combine the concepts of HIM and HS with this concept. So the HA model advocates some kind of "reconciliation" and solution of the problem of the division of scientists between different social roles, starting from the inclusion of the elements of both models. In other words, it starts from the integration of useful knowledge and skills both for the market and for the common good, and homo academicus becomes a universal man compared to earlier variants.

The social role of teachers as an HA on an personal level requires a scientist to represent the conscience of the society; from the point of view of the

organizational level, it requires a socially responsible business; while at the social / political level it has to show utility for all social groups. From the aspect of social norms and values on an individual level, teachers are called for conscientiousness, responsibility, morality, and ethics; at the organizational level, solidarity and humanitarian sponsorship are sought; and socially / politically, sustainable science, knowledge as a resource for sustainable growth and development is required. The third aspect of the HE concept relates to the culture of the society in which the teacher operates. At the personal level, culture and design based on universal values are sought; at the organizational level: a blend of rational and critical thinking; while at the social political level teachers are required to cultivate humanity (Nussbaum M., 1997, pp. 178).

6. Specific subculture. A special lifestyle or lifestyle does not necessarily have to be a precondition for designing and maintaining a professional activity. Culture and subculture are formed in the performance of work activity, but also in leisure activities. Professional leisure activities and activities, in fact, are not separate, but intertwine each other. The teacher is "in the classroom" and when he leaves the room; his vocation lasts twenty-four hours a day, seven days a week, and means a lifelong call. So is the doctor, the priest, the lawyer and other professions.

CONCLUSION

Bearing in mind that the work of teachers today is predominantly based on the positivist approach with the absence of critical thinking and the goals are increasingly limited to the usefulness and profit for a smaller number of interest groups, based on the analysis in this paper, it can be concluded that one of the questions becomes more and more questionable- the basic roles of teachers in modern society, which is the advocacy of general human progress and well-being. On the other hand, there has been an unrealistic belief in the similarity and progressiveness of technology and science in solving human problems and improving the quality of life, but the essential question here is the price at which this is done.

Since the professionalization of the teaching profession and the scientific system in general, based on ideas such as rationality, purposefulness, progress, construction, synthesis and determination, etc., it is easier to understand the genesis and evolution of the role of scientists and teachers according to HE and HS models. Of course, it is not necessary to completely reject earlier principles and models, nor to force some new ideologies, but a modern scientist like HA should integrate some elements from other models, that is, from HE and HS, with the review of priorities and mandatory integration of universal ethical and moral principles. For such an integration of the model according to the HA model, a reform of the scientific system is needed, in the following fundamental

settings: vision, mission, and goals, values, where the state plays a decisive role, from strategy development, financial support, and value transformation from market to humanistic society.

In that sense, we can talk about a scientist and a teacher, which should not neglect the positivist approach as the basis of scientific research. In the first phase of reflection on the research problem, they should increasingly include imagination, critical thinking, as well as informal conversation with colleagues, as well as with those from other professions. Not only to search for "relevant" databases and works, but also to know more about the social memory and experiences of life, the subjective experience of people to whom the research problem relates, including personal intuitions, qualitative methods, etc.

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COST-BENEFIT OF TECHNICAL-VOCATIONAL EDUCATION FOR EMPLOYMENT IN THE FOOD SERVICE INDUSTRY IN THE PHILIPPINES

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ABSTRACT

This study aims to determine if there are any differences in the mean salary level of those working in the food service industry in one particular city in the Philippines to determine the cost-benefit of educational investment. Comparisons were made based on respondents' working experience, educational background and whether they held a national certification given by a government agency. Results did not show significant differences between respondents based on mentioned factors. However, respondents attributed their skills and behavioral characteristics based from their school programs and methodologies. Results may help students, administrators and policy makers decide on appropriate programs for a more cost-effective educational investment.

Key words: cost-benefit analysis, technical vocational education, food service industry
JEL Classification: I25

INTRODUCTION

With over 75 technical vocational institutions in the province of Pampanga, as listed in the TESDA website, it will be no surprise that competition will be very tight in the industry. Marketing of programs and attracting students to enroll will definitely be challenges for management of these types of institutions. Typically, one way of marketing an educational institution is how their graduates fare well in getting a job right after graduation and starting their careers.

Furthermore, potential students have so many education institutions and programs to choose from. What might be a basis for choosing a particular educational institution? Which one might provide them proper training and

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development for them to become employable and reap the benefits of higher education?

This study aims to answer the question on whether coming from a particular educational background or institution matters to the potential earnings of a technical-vocational graduate in the food service industry.

The objectives of the study then are the following:

- To determine if there is a difference in the mean income of graduates working in the food service industry for at most three years from graduation based on their institutional affiliation
- To determine if TESDA national certifications has an effect on the mean income of graduates working in the food service industry for at most three years from graduation
- To determine the payback period for a technical-vocational graduate to recover their investments in education and determine the factors for planning for one's educational future

This study will be able to help both students and parents, as well school owners and administrators. For students and parents, it is to be provided a guide as to which factors should be considered in planning for one's educational future and potential for a career. In this manner, they will be able to choose the most cost-effective decision. For school owners and administrators, it is to be provided insights as to their operations; more so, programs development and marketing of their programs to potential students. In this manner, they will be able to be more competitive in the market and assure sustainability of operations.

However, the study was done particular to a technical vocation institution in a city in the province of Pampanga as a basis for an institutional comparison against the rest of its potential competitors. Survey data and interviewees as well were taken from available data through convenience sampling.

REVIEW OF RELATED LITERATURE AND STUDIES

In any kind of investment a man or a company makes, the returns are always important. One invests in a property or a product because of its promise for a higher value in the future. This goes as well to human capital investment. It is common knowledge that investments in human capital yield both private economic benefits and contribute to a country's future wealth by increasing the productive capacity of its people. Thus, it makes a lot of sense to spend on education as it can be justified as to its contribution to personal and public economic growth.

Based on the human capital theory, "it deals with acquired capabilities which are developed through formal and informal education at school and at home, and through training, experience, and mobility in the labor market. Just as accumulation of personal human capital produces individual economic (income) growth, so do the corresponding social or national aggregates." (Mincer, 1981) So the more schooling one gets, the higher the earnings become for that individual and eventually affecting the economy.

Furthermore, given the more than 75 technical vocational institutions in the province of Pampanga, it would be interesting to know how much of the human capital theory actually applied in the food service industry. Given the popularity of 2-year associate degrees, is it a more cost-effective choice to make?

According to the TESDA website, "The Technical Education and Skills Development Authority (TESDA) has said that it would be needing P24 billion budget to fund the skills training of 1.5 million Filipinos in 2018.", so it appears that the current Director General truly believes that allocating this amount is in fact worth the investment.

Further, based on studies by ADB, it is also stated that in the Philippines, "Investments in and access to education and vocational training are necessary for more inclusive growth.... ADB will... increasingly direct its attention to expanded, more accessible...and high quality technical and vocational education and training" (ADB 2008d: 20). "

Furthermore, "In short, TVET is an avenue to close skills gaps and to increase productivity and incomes—for the individual (in both the formal and informal economies), for enterprises, and for the economy as a whole. (ADB, 2009)" So it is clearly suggested that Technical Vocation training and education is a major area the country really has to invest in to help increase the personal and public economic situation.

In other countries, technical vocational programs have also been given ample share of investments. Differing studies produces differing results as to the impact and the cost-effectiveness of such educational investments.

In England for example, a Labor Force Survey (Jenkins et al. 2007) revealed that " Negative average returns to National Vocational Qualification level 2 and no evidence for an average return to NVQ3 qualifications." This is something similar to our National Certification level 2 and 3, such Food and Beverage NC2 or Front Office Services NC3. Further, it states, "However, there are other VET qualifications (BTEC, City & Guilds) that generate substantial wage premia." and "Level 3 vocational qualifications are associated with a higher probability of employment." However, in the Philippines, no other government or private institution is as widely accepted yet to provide national or international level certifications such as City & Guilds, nor are there any studies on impact of higher-level National Certifications.

In the US, a National Education Longitudinal Survey (Meer, 2007), it was stated that "Evidence for a comparative advantage in track selection: those that self-selected into a VET track are not likely to earn more had they chose differently, and vice versa those on the academic track are better off on that track." So it appears that not much difference in value is returned based on one's chosen track.

Further in Australia, where our own system was based on, a Survey of Education and Training (Ryan, 2002), it is presented that " Individuals who complete VET qualifications generally receive higher wages than similar individuals who do not complete VET qualifications. " This supports the claim that a VET program graduate in fact will earn a lot more. Further, "This benefit continues throughout their career. The wage effects vary by VET qualification level and are higher for males who complete VET qualifications than females."

In the Philippines, a study mentioned that, "data from the Impact Evaluation Surveys for graduates in 2012 shows that it (community based training) has the highest employment rates (72.5%) among the three modes of delivery higher even than enterprise-based training (72.2%)." (Orbeta Jr., Esguerra, 2016) but there was no mention of any earnings rate. It merely stated that after going through TESDA trainings that the graduates were employable at the mentioned rates. Further, this covered all industries where all programs and national certifications were included.

Now, focusing on the City of San Fernando in Pampanga, specifically in the food service industry, this paper intends to fill that gap to find how well the human capital theory applies and how much of the investment in technical vocational education increases the earnings potential of a recent graduate. Is it all worth it?

METHODOLOGY

The methodology for this study involves both quantitative and qualitative methods.

For the quantitative method, a survey was done to collect data from food service workers with at most 3 years of work experience. Respondents were grouped into graduates from Asia Pacific Academy of Management, Science and Technology (APAMST) and other respondents grouped and labeled as NON-APAMST. The following data were asked:

1. Name (optional)
2. High School, 2-year or 4-year graduate
3. School
4. Number of TESDA National Certifications (NC)

5. Years of Work Experience

6. Monthly Salary

From the collection, statistical tests on mean differences between salaries will be computed. A comparison will be done between the following:

1. Mean salary between APAMST and Non-APAMST graduates

2. Mean salary between with TESDA NCs and without TESDA NCs

Furthermore, a payback period computation on the total cost of a 2-year technical vocational program, together with a student's operational expenses (transportation and food expenses) will be provided. This is to find out how long it will take for a student to recover their educational investment.

For the qualitative method, interviews were done to gather information from a sample of service crew and assistant store managers for a particular food service institution. For the service crew, the following questions were asked:

1. Do you see or feel any difference between skill level between someone from your school and others?

2. Do you see of feel any difference between behavioral or attitudinal characteristics between someone from your school and others?

3. From a scale from 0-100, how much did your school contribute to your skills and behavioral characteristics as a worker?

For the assistant managers, the following question were similarly asked:

1. Do you see or feel any difference between skill level of your staff, regardless of the educational institution they came from?

2. Do you see or feel any difference between behavior or attitudinal characteristics of your staff, regardless of the educational institution they came from?

3. Describe for us your hiring standards. Is a TESDA national certification important or advantageous?

From the data gathered from the interviews, themes will be created, as clusters of similar answers may appear to reflect a certain general idea.

PRESENTATION AND ANALYSIS OF DATA

For the quantitative data, these were collected from 47 APAMST graduates and 15 non-APAMST graduates. As mentioned above, statistical computations were to be done to compare mean income between APAMST and non-APAMST, as well as between with NCs and without NCs. Below are the results of the T-test for the difference of two means.

Table 1. Mean Income between APAMST and non-APAMST

	Non APAMST	**APAMST**
Mean	10913.33333	9885.914894
Variance	12554095.24	2157077.384
Observations	15	47
Pooled Variance	4583048.217	
Hypothesized Mean Difference	0	
Df	60	
t Stat	1.618336602	
P(T<=t) two-tail	0.110835517	
t Critical two-tail	2.000297804	

Source:Author

Going through hypothesis testing where the null hypothesis is that there is no significant difference between the two means, based on a t-statistic value of 1.61 being less than the t-critical value of 2.00, means that we will not reject the null hypothesis at the 0.05 level of significance. This means that there is no statistical evidence that there is a difference between the mean salary level of a graduate from APAMST and others.

Table 2: Mean Income between with NCs and without NCs

	Without NC	With NC
Mean	12070	9764.192308
Variance	14324555.56	2214819.805
Observations	10	52
Pooled Variance	4031280.168	
Hypothesized Mean Difference	0	
Df	60	
t Stat	3.325886465	
P(T<=t) two-tail	0.001507822	
t Critical two-tail	2.000297804	

Source:Author

Going through hypothesis testing where the null hypothesis is that there is no significant difference between the two means, based on a t-statistic value of 3.32 being more than the t-critical value of 2.00, means that we will reject the null hypothesis at the 0.05 level of significance. This means that there is statistical evidence that there is a difference between the mean salary level of a graduate with and without a TESDA NC.

In fact, based on the average mean income, it may be said that the graduates without NC even has a higher salary level compared to the graduates

with NC. Upon further investigation of the data points, it can be surmised that the higher salaries can be attributed to those who graduated 4-year courses.

Payback Period

Based on the tuition fees, including miscellaneous fees, plus a student's typical operational expenses of transportation and food expenses per day, a payback period was computed. Below is the computation.

Items to note are the following:

1. 1st year cost includes tuition and miscellaneous fees for 2 semesters
2. Allowance was computed based on 18 weeks per semester for 4 days a week worth of classes. Allowance was based on farthest typical transportation cost of a student which is a 30 pesos round trip and 70 pesos for food.
3. Average salary was taken from the survey above.
4. Transportation and allowance for working operational expense is based on a 313 work day per year, with similar computations in number 2.
5. Net per month is the difference between average salary per month less expenses per month.
6. Payback was computed as Total educational cost of Php86,900 divided by Php 7,285.

Table 3: Payback period computation

Items	Cost
1st Year tuition and miscellaneous fees	30,950.00
Allowance (36 weeks/2 semesters) @100/day	14,400.00
2nd Year tuition and miscellaneous fees	27,150.00
Allowance (36 weeks/ 2 semester) @100/day	14,400.00
Total	86,900.00
Average Salary/mo	9,885.00
Less transportation/allowance (26 days/mo)	2,600.00
Net/mo	7,285.00
Payback	11.92 mos

Source:Author

Based on the computation above, an student taking up a 2-year technical vocational course on Hotel and Restaurant services will have to spend about Php 86,900 for the entire duration of the program. An average net per month once a

graduate starts working is about Php7,285, with only necessary operational expenses included. In about a year's time, the graduate will be able to recover the total cost of his or her education. Relatively, this is quite a short payback period and can really help in the future earnings of a graduate, in helping himself or herself and his or her family.

For the qualitative data, interviews were done to collect data about perceptions and details about any possible difference between skills and behavioral characteristics of workers from a particular food establishment. Two service crew members of King Sisig were interviewed, one coming from APAMST and another non-APAMST. Also, 3 assistant Managers were interviewed, 1 from APAMST and 2 non-APAMST, working in King Sisig and Bulalo World.

Below is the summary of their responses.

Service Crew responses

- Skills: Both respondents said that having a course/NC matched to the job was very helpful in their work and found that as a differing factor against others

- Behavior: Both said that there was not much difference between their behavior or attitude with their co-workers

- On average, 75% of their skills/behavior were attributed to their school training

Assistant Manager responses

- Skills: Respondents said that there is only a slight difference of level if they come from course/NC related. Company training levels all staff. Working experience is more preferred.
- Behavior: Both said that no difference between their behavior or attitude with their staff
- Hiring: NC is not required, rate is the same for staff and college grads preferred (promotable)

In general, it can be surmised from their responses that there is not much difference between skill sets and behavioral characteristics of workers, regardless of educational background and certifications.

Also, graduates attribute their skills level and behavioral characteristic back to their education institution training and methodologies.

SUMMARY, CONCLUSION, AND RECOMMENDATION

Any person or institution that invests in any endeavor will definitely want a good return after a certain time period. For educational investments, it is the same. For students and parents, they want the most cost-effective decision for an educational institution that will provide speedy employment and minimum costs. For school owners and administrators, they want to be able to market their

schools well to be able to attract potential students and provide quality graduates to be part of the workforce. All these graduates after all will affect the level and quality of our industries and economy.

Graduates from APAMST and other educational institutions were asked about their backgrounds and earnings, skill levels and behavioral characteristics. In general, it was found that there is not much difference between mentioned factors. Also, that having TESDA NCs have not much of an impact in the potential earnings of a graduate working in the food service industry.

Furthermore, below are some other findings and further recommendations on the study.

Table 4: Findings, Conclusion and Recommendations

Findings	Conclusion	Recommendation
There is no statistical evidence that there is a difference between the mean salary level of a graduate from APAMST and others in the food service industry.	It appears that for the food service industry, salary levels for those working less than 3 years have no difference. Educational background and NC have no premium.	For Student/Parents: • For employment, a college degree has to be taken. • For a choice of an educational institution, total cost has to be the basis (considering distance and allowances).
There is statistical evidence that there is a difference between the mean salary level of a graduate with and without a TESDA NC. Those without TESDA NC have a higher average salary.	It appears that NCs do not provide as much value to graduates for work and salary levels. In fact, it's not even a requirement for hiring.	For Administrators/School Owners: • For programs development, have to consider more on-the-job training/dual training system application to teach students industry skills • NCs can be minimal and focus on teaching methodology and content, extra-curricular/behavioral development • Lower school fees
The payback period for a sample 2-year technical vocational program is 1 year.	Relatively, the time is short which provides a wise investment in a 2-year technical vocational program.	

Graduates attribute their skills and behavioral characteristics based from school programs and methodologies.	The kind and quality of a worker and his or her perceptions of it is based on their perception of their school programs and methodologies, such as extra-curricular activities, teachers and quality of classmates.	• Good location to lower student operational expenses For researchers: • Expand the study to include more respondents for a better representation of the population • Expand the study to include other industries where technical vocational institutions and NCs are matched.

Source:Author

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INCLUSIVE EDUCATION FOR CHILDRENWITH SPECIAL NEEDS

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ABSTRACT

Inclusion in education is a process of including the children with special needs or with disabilities in the system of full-time education with the intention of providing them with quality education and ensuring their right to equal access to development. The goal of inclusive education is to provide quality education for all students, with equal access to all. The right to education is the basic human right guaranteed by international legal acts, the Constitution of the Republic of Serbia and the laws that ensure the realization of human rights in the field of education and upbringing.

The key figure in the application of inclusion in educational institutions is the teacher. Teachers are expected to ensure that all pupils are educated and trained in professionally and competently.

In inclusive education, parents of children with developmental disabilities also play an important role in making decision on the process of education of their children, which is confirmed by the changes in the legislation regarding education in 2009 .

Key words: inclusion, education, school, teacher, parent
JEL Classification: 124

INTRODUCTION

In the past 20 years, the issue of inclusive education has gained in importance. Inclusive education resides on the ideas of making education equally accessible to all children and creating the environment necessary for providing quality education in accordance to the specific needs and abilities of

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all children. Inclusive education involves children with development problems, regardless of the level of their psychophysical development, ethnic, racial, or any other affiliation.

Inclusive education also includes the right and the access to the educational system, equal for all children, without discrimination. It is thus necessary to ensure the support in accordance with the needs and individual way of functioning of each child. Therefore, the term inclusive education emphasizes the inclusion of children with special needs to educational systems.

Basically, inclusive education has a goal to remove all the barriers and discrimination based on gender, cultural background, religion or nationality, health or any other personal distinction of an individual. The aim of the inclusive education is to create social cohesion.

Inclusion represents the process of finding better way to manage differences, to identify and remove the barriers. Inclusion involves the presence, participation and achievement of all pupils (Muškinja, 2011, pp. 3).

The presence defines the place where the lessons are thought and the level to which the pupils are regular in attending the classes. The participation is the assessment of the quality and experience of pupils in the schools, and includes the self assessment, i.e. how the pupils see themselves. The achievement includes all results of education through teaching plans and programs.

Special area of interest of inclusive education is groups of pupils with high risk of being marginalized and excluded. Therefore, there is a moral obligation of the society and the institutions to conduct all necessary steps for ensuring the presence, participation and achievement of these groups.

Recognizing the need for inclusion, in 2009 the Law on the educational system foundations was passed which regulates the rights and the obligations of children with special needs, i.e. with disabilities, in the regular educational system together with children without development problems.

Scientific research methods used in this research are primarily methods of analysis and synthesis of the data collected. Statistical-mathematical method is used in data representation and analysis of the data is performed by the method of deduction.

DEFINITION OF THE TERM INCLUSION

If we want to implement the inclusive education we need to answer several questions:

- do we appreciate all children equally
- to what extent are we under impact of the past
- how do we define the term inclusion
- why is the traditional school incompatible with inclusion
- What is the role of the family and the schools in the inclusive education?

The process of creation of inclusive education begins with several basic principles:

- inclusion represents the process of increasing participation of pupils and reducing their exclusion in all aspects of social life, in both in school and the environment;
- the essence of the process is to ensure that all students have equal opportunity to learn and support them in every way;
- inclusion involves respect of the differences in all individual and group characteristics and features;
- Inclusion involves more activities that formal education (Rošić, 2015, pp. 26, as cited in:Zečić, Jeina, 2006).

Inclusion is a two way process which gives the opportunity to all students to gain necessary knowledge, regardless of their physical and mental abilities, and, at the same time, removes all obstacles and barriers which affect such learning negatively. Inclusion is based on the premises that each child has a right to learn, that all children are different and that these differences must be appreciated and respected, as well as on the fact that education is the basic human right.

There is no universally accepted definition of inclusion. The meaning of the term has changed over the years.

The term inclusion, in a broad sense of the term, is the identification and the support to the marginalized groups which require social support to be able to become members of the society. The term inclusion, in a narrow sense, describes the need for the changes in the educational system, which occurred within the concept of quality education for all. Inclusive education represents the ability of the educational institution to provide all children quality education, regardless of their differences.

Inclusion can also be defined as a process of identifying and reacting to the different needs of children.

Inclusion is defined as " a process of solving and reacting to the various needs of all students, whereby the society as a whole focuses more on the processes of teaching and learning, on the different cultures and communities, so that people feel less excluded from the education system and society in general." (UNESCO).

Inclusion involves groups and programs in which all children, with and without development problems, participate (Odom et. al., 2004, pp.17-49). According to Begeny and Martens (2007, pp. 80-94) „inclusion in education is the inclusion of all students, regardless of their capabilities and ethnicity, in classes that correspond to their age and schools that meet their needs". Inclusionis neither a privilege that is earned nor a right given to individuals.

Inclusion requires   highly developed culture of the social community,   total absence of any discrimination on any ground, and acceptance and acknowledgement of differences. Such an environment welcomes all subjects of the inclusive education.The students help each other, build relationships based on mutual respect with their teachers, and equally good relationships exist between school and the parents or the guardians of the childres, while the local community is involved and participates in the school activties.

In such a cultural surroudnings, all students are valued equally, teachers and students are treated as human beings, all factors of inclusive education contribute to identification and the removal of bariers in learning and participation in the school activities.

Although the need for inclusive education is widely accepted today, there are different opinions and approaches to the level and the extent of its implemetation. Some believe that total inclusion for all children shpuld be applied, regardless of the level and the nature of their development problems, and suggest the abandonment of the special education, while other suggest a more moderate approach which includes the continuum of services (hierarchial model which ranges from the total exclusion to full inclusion in traditional school).

The key argument of the total inclusion are ethical and socail advantages of such education. Students with special need,according to the supporters of total inclusion, make better social progress in such an environment. The environment prepares them better for the life in the community.

INCLUSIVE EDUCATION AS A HUMAN RIGHT

The right to education is one of the basic human rights. It is regulated by a number of international and national laws and legislation. The Convention on the rights of the child is the most important international law which protects the rights of children. According to the Convention "States Parties recognize the right of the child to education. States are obligated to ensure that primary education is compulsory and available free to all, to encourage the development of different forms of secondary education and to make higher education accessible to all on the basis of their capacity". School discipline is conducted in accordance with the children rights and their dignity. States promote and encourage international cooperation in matters relating to education and children rights (International Agreements 15/1990).

According to the Convention on the Rights of Persons with Disabilities, State Parties, among which is the Republic of Serbia, guarantee the right to education at all levels to all people with disabilities, with the intention to:

- to promote and protect the human rights of all persons with disabilities, strengthening the fundamental freedoms and human rights, as well as the feeling of dignity of persons with disabilities
- achieve maximum of personal development, mental and physical abilities,
- ensure effective participation in the free society.

The World Conference on Special Needs Education, held in Spanish town of Salamanca in 1994, is a milestone in understanding the importance of education of children with disabilities. The basic message of the members in the conference is that the role of the schools is to provide education for all children, regardless of their intellectual, social, physical, emotional or any other characteristics.

The main conclusions of the Conference are (The Salamanca Statement, 1994):

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs,
- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes an effective education to the majority of children
- the cost-effectiveness of the entire education system.

IMPLEMENTATION OF INCLUSIVE EDUCATION OF CHILDREN WITH SPECIAL NEEDS

The limited functionalities of children with development problems requires different approach to the child's education, compensating in the most appropriate way these limitations and encouraging personal development. The specific aspects of the development of children with special needs do not include only the facts that these children do not possess a range of functionalities of children without development problems, but also the fact that disrupted balance of adaptive functionalities, and the whole system of adaptation seeks to achieve a new balance, and reorganize itself according to the new principles" (Vigotski, 1983, pp, 75).

Inclusion in education involves (Booth, Ainsow, 2002, pp.76):

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasizing the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognizing that inclusion in education is one aspect of inclusion in society.

Social environment sets the boundaries to the psychophysical development of children. Under the influence of the environment a child with special needs achieves the usual routine in development. When a disruption in the relationship between a child and the expectations of the environment occurs, disabilities become a handicap. This handicap thus becomes a social

phenomenon which represents the environmental and social consequence of the person involved, arising from the disabilities.

The issues in inclusive education and its implementation in Serbia are widely researched.

Table 1: Students with special needs in "regular" schools

Students with special needs	N	%
Eyesight disorder	29	5.24
Hearing disorder	19	3.43
Physical disability	56	10,14
Intellectual disability	79	14,31
Emotional disorders	24	4,34
Behavior disorders	94	17,02
Speech disorder	96	17,39
Writing and reading disorder	62	11,23
Chronic diseases	93	16.90

Source: (Kovačević, 2010, pp. 28)

According to Kovacevic (2010,p. 28), most frequent are speech disorder (17,39%), behavior disorders (aggressive behavior, skipping the classes, missed lessons 17,02%), chronic diseases (epilepsy, diabetes, asthma, 16,90%), and the least frequent are severe emotional disorders (4,34%) and hearing disorder (3.43%).

The attitude of children with special needs toward their responsibilities in school show that 58,4% of the students attends classes regularly, while 8,6% often miss classes due to justified reasons. While in the school, children with special needs are in positive mood, and 22% shows indifference. Most students achieves good grades (32,8%),very good 22% and 12,5% does not satisfy the grade standards.

Student find the Serbian language (15,5% has excellent grade), and mathematics (12,6% of students has excellent grade) the most difficult subjects. On the other hand, children are the best in physical education and art, where 85% of children have excellent grades.

According to Kovacevic et al (Kovaćević, Đorđević, Arsić, 2010. pp.34.), majority of the students accepts their peers with special needs (37,2%), but 33,49% avoids being firends with them after school.

Mutual acceptance is present in teacher –student relations (66,51%). Most teachers (80%) supports the attitude that children with specialneed shoul be included in regular schools, but 60% believe that their inclusion should be selective, i.e. based on the nature and extent of the disability (Đević, 2009. pp. 18.). The same reasearch shows that 50% of the teachers believ that inclusive education has positive impact on students with special needs as well as students without development problems, because it enables the first group to adjust easier to the life in the environment in which the majority of members does not have development problems, while it reduces the stereoptypes toward the children with special needs (Karić, T., Mihić, V., Korda, M., 2014. pp.541).

Although majority of research implicate that teacher have negative attitudes towards inclusive education, there is evidence of the opposite. UNESCO's research conducted in 14 countries of the world, including one thousand teachers, shows that attitudes towards inclusive education are more positive in the countries where inclusion is regulated by the relevant laws compared to the conutries which implenment the segregation policies (UNESCO, cited in Avramidis, Norwich, 2002). Also, teachers showed positive attitudes and supported inclusive education but expressed their concerns about resources and support in the system (Abdullah & Abosi, 2014. pp. 15-23), as well as about the implentation of the inclusive education (Beacham, Rouse, 2012, pp. 8). Research conducted with purpose of evaluating 20 year long implementation of inclusive education in Italy showed that less than 5% teacher were against the inclusive education.

THE ROLE OF THE PARENTS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Parents are crucial factor in implementation of inclusive education. Participation of parents in implementation of inclusive education aims to enhance the effects the education has on children in preparing them for adult life.

Participation of parents of choldren with special needs in the implementation of inclusive education is defined by the Law on the Education System Foundation and related acts. This laws defines the following obligations of the parents (Janjić, 2012, pp. 22):

- independently make decisions about the school their children will attend. There is no institution or commission which can, instead of parents, decide what school a child will attend.
- gives written consent for the developent of the individual educational plan (IEP),. Educational facility informs the parents or the guardians in wirting abouty initiating the proposal for the IEP, Parent or guardian confirms, in writing, the proposal and the understanding of the reasons for initiation of the proposal. Educational facilities are obliged to provide all the relevant information about the development of IEP and its benefits for the child. If parents or guardians do not wantto sign the consent, the educational facility is obligated to continue with the personalized approach to education.
- participate in the application and revision of IEP. Educational facilities are obliged to form a team consisting of parent or guardian, teachers, consultant, pedagogue, or external experts invited by the parents. Involving the the experts outside of the educational facilities means that parents have the right to invite an expert who knows a child well. The experts can come from other institutions or organizations of civil society. After the IEP is developed, parents give a written consent to start with its implementation.
- give consent to initiate the assessment of a child's needs for additional educational, health and social support.
- parents of children with special needs choose one representative in the Parent Council

Not all parents are actively involved in the education of their children. Therefore, it is of utmost importance for the educational facility to gain thorrow knowledge of the context and social status of the families.
The role of the teachers in the education and upbringing of the children with special needs. Contemporary sistem of education and upbringing requires profesionalization of the teachers. Professional teacher possess following features (Dautović, 2005. pp. 38.):

1. Expertise is implied. A good teacher is a crucial source of knowledge.
2. Pedagogical expertise is also traditional of a good teacjer, but in the light of inclusive education it needs to be expanded. Teachers are

expected to develop constantly, learn new skills, above all creativity, motivating children to gain knowledge, cooperation and similar.

3. Understanding of the advanced technology and its application in the educational process is one of the important preconditions of every teacher development

4. Modern teachercannot rely on indivdual abilities but has to involve in team work and cooperation

5. Teachers have to be prepared to adjust to the changes in the professional requirements which they will face in their career

6. Teacher has to be open to cooperation with all relavnt subjects in the process of inclusive education.

The concept of inclusive education requires teachers to gain additional skills and desired level of competency which often surpasses the basic pedagogical and psychological abilities and expert knowledge, due to increased dversity of students. In order to work in inclusive groups, teachers have to possess education, creativity, good communication skills, adaptability, didactics, and lesson preparation. Besides, teacher has to be able to work with all children in the class, have high expectations, recognize the specific needs of each child, assess and adjust his teaching to increase the success of each child, and similar. From the above said, it is clear that the implementation of inclusive education teaches should be creative, able to implement individual teaching methods, create and generate innovative methods that drive learning of all children inthe class, using the studenst background as assistance in teaching and similar (Macura, Milovanović, 2011. pp. 633-647).

European agency for special needs anad inclusive education made a profil of inclusive teachers. The Profile has been developed around this framework of core values and areas of competence:

- Valuing Learner Diversity – learner difference is considered as a resource and an asset to education.
- Supporting All Learners – teachers have high expectations for all learners' achievements, and drive their academic, practical, emotional andsocial learning through efficientteaching methods in heterogenous classes.
- Working With Others – collaboration and teamwork are essential approaches for all teachers. The areas of competence within this core value relate to working with parents and families and working with a range of other educational professionals.
- Continuous Personal Professional Development – Initial teacher education as a foundation for ongoing professional learning and

development. Teaching is a learning activity and teachers take responsibility for their lifelong learning.

Professional   Development is a complex process. Professional Development is a process of upgrading skills of teachers and incresing their competencies, needed for creating desirededucational results.

Therefore, Professional Development incorporates clear indicators seen through the prism of principles and standards, shapes, sustainability, organization models and stakeholders, programs, process created by the teachers, learners, as a responsible creator of their own development.

Teachers represent key actors un the implementation of the inclusive eductaion in the eduactional facilities. The essencee of the inclusie education is understanding of the role of teachers and their constant professional development. In order to achieve full potential of children with special needs, teacher need to know and to apply teaching methods, to be willing and prepared to participate in team work with his colleagues, parents and students.

PROBLEMS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN SCHOOLS

The process of implementation is often followed by numerous problems which are not related only to achieving lower scores in education of children with special needs, but also the impact on their personal development. Besides the problems in upbringing, manifested through socialization, communication with teachers and other school employees, as well as with other students or children outside the school, children with special needs also have a range of problems related to their education. These problems are prticularly important in visual and abrstact contents of the lessons. These lessons cause problems to children with hearing disorders or intelectual limitation. Thus, they often develop lack of attention, their speech and language are unsufficiently developed, and their abililty to memorize is unreliable.

The role of teachers is one of the crucial factors of implementation of inclusive education. „School related factors which promote the positive behavior and adaptive processes of children with development problems, invlive high expectations about their work and behavior, they use teachers as role models of desired behavior, respect for the children and their abilities so that they are accepted in the schools, clear rules of discipline, encoraging desired behavior, and cautious punishments, pleasant working atmosphere, and excellent teacher-

child relatinships, as well as coherent supportive structure for teachers" (Gilligan, 1998, pp. 527).

The role of teachers in the primary education is extremely demanding and complex, especially so when it comes to the children with special needs. In the early years of education, the relationship of children and their teachers can affect the academic and social development as well as the proces of inclusion in the society, through increasing the child's motivation for learning (Brophy, 1983).

Unfortunately, teachers rarely change their usual approact and teaching methods in order to adjust them to the needs of the children with special needs and to overcome the problems caused by the primary disruptions.

According to Kovacevic (2010. pp.36), children with special needs often have problems with communication with other children (39,7%) and in accepting the rules if the group activities (30,6%).

Children with special needs, during the lessons, have problems with maintaining their concentration and attention on the desired level (51,2%), as well as with reading and understanding of what is written (39,7%).

Table 2: Problems which teachers face in working with children with special needs

Problems	%
Difficulties in communication with other children	39.7
They don't respect the rules of group activities	30.6
Affinity to unthoughtful outbursts	22.0
Require endless attention and do not give anything back	9.5
They have no respect for teacher and other children	8.1
They interrupt lessons	15.8

Source: (Kovačević, 2010, pp.34)

Table 3: Educational problems children with special needs face

Areas	%
Insufficient motivation	20.57
Attention and concentration problems	51.20
Difficulties in understanding and memorizing what the teacher says	26.79
Difficulties in understanding the texts	31.10
Difficulties in reading and understanding what is read	39.71
Time management - they can not finish their assignments during the class	47.85
Difficulties in verbal communication and expressing their opinions	39.71
Difficulties in team work	22.97
Difficulties in individual assignments	39.71
Difficulties in understanding causes and consequences in deduction	24.40

Source: (Kovačević, 2010, pp.35)

One of the main problems in educational process are physical and communication obstacles inside the educational facilities. Removing these obstacles requires:

1. adjusting the school facilities to the needs of efficient teaching
2. adjusting the educational techniques, metods, tests, organization of teaching, setting clear rules of behavior and communication

Unfortunately, educational facilities are often not capable of providing sufficient financial resources for the realization of education plans and programs adjusted to the eneeds of all childrem, as well as to the needs of children with special needs.

The main reasons of the lackof additional support in implementation of inclusive education arre lack of understanding and supportof the local authorities and insufficient funding.

It can be concluded that not much has been done so far in terms of providing additional support, and that current state is not good, given the fact that the adjustment of the facilities for education of children with special needs is extremely important. Above all, this includes he lack of the basic conditions for wellbeing of the children in schools, as well as the lack of didactic materials and techniques. The main excuse is a lack of funds.

CONCLUSION

Inclusion can also be seen as a philosophical discipline directly linked to a model of human rights indicating that every human being has the right to a dignified life, regardless of the characteristics. Inclusive education is based on the frameworks of special pedagogy, because the essence of inclusion is not just the inclusion of children with special needs in a regular education system, but rather a continuous process of education and upbringing for all. Implementation of inclusive education in practice means enabling educational institutions to provide quality education for all students, regardless of their differences.

For the success of inclusive education, it is crucial to establish   good relationships between teachers and students with special needs. Thus, the teacher must be competent both from the educational and the educational aspect, and to love his call. On the other hand, the child must be well prepared for attending the classes, and to come to school with a positive attitude. However, research shows that many of these conditions are not fully met, which leads to a number of difficulties. Teachers, due to an erroneous assessment of the educational opportunities of children with special needs, form negative attitudes toward students, which can lead to the creation of negative attitudes among their peers. Children can often be cruel to their schoolmates who are not able to participate equally in collective games, and have certain physical disadvantages that separate them from their peers. In such situations, a child with special needs develops negative attitudes towards his peers and teaching staff. They can express their negative attitudes by drawing back to themselves, remain silence, turn to social isolation, crying, and often manifest aggressive behavior.

The research, stated in the paper, showed that students with special needs generally adapt well to educational conditions in the school, they are in good mood, have good motivation and achieve good success in subjects that require creativity, which certainly encourages the implementation of inclusive education. As teachers also largely support the implementation of inclusion in schools, it can be considered that inclusion has found a "fertile ground" in the education system of Serbia. Research also clearly shows that the process of implementation is not simple and that there are a number of obstacles, primarily resulting from inadequate infrastructure. Further efforts should also be made to improve communication and coordination of all relevant stakeholders in the inclusive education process.

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IMPROVEMENT OF THE QUALITY OF SERVICES OF HIGHER EDUCATION AND EDUCATIONAL PROCESSES FROM THE STUDENTS 'SATISFACTION ASPECT

Zorica Lazic[6]
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APSTRAKT

This paper presents a part of the research in the doctoral dissertation, which examines and analyzes the quality of higher education institutions and processes in higher education. Presentation of the findings from the results of the research, pointing to the most critical processes and subprocesses in the system, as well as the importance of applying methods and tools of quality, from the aspect of students satisfaction, was conducted with the aim of improving the quality of the educational process.

Key words: higher education, student satisfaction, educational processes
JEL Classification: I21, I23

INTRODUCTION

Higher education is the driving force behind the development of the entire society, which drives the development of the economy and is the basis for the successful career of every individual. The quality of higher education is an area in which there is a tendency towards continuous improvement of all educational processes and their outcomes.

Any activity, or set of activities that receives input elements and converts them into output elements, can be considered as a process. Often the output elements of a process are the input elements of the next process. Systemic process identification, used in organization, leadership, and management of these processes is based on a process approach. Leaders of the organizations are ready to face the occurring changes, as they are the basis and key of the success of modern organizations because their role is to create organizations which are

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flexible enough not only to adapt to changes but also to their executors (Vujicic et al., 2014).

Applying this process approach in education provides an easier way to improve and upgrade quality, as well as easier application of quality standards and tools in the implementation processes in higher education institutions. The process of ensuring and improving the quality of the teaching process, study programs and all other processes taking place in higher education institutions is becoming increasingly important in the field of higher education. Requiring a quality teaching process, establishing quality assurance mechanisms and quality measurement models are an indispensable element of evaluation of higher education institutions.

Students, their acquired knowledge, skills and competences, are one of the representative outcomes of higher education. This type of outcome contains all the necessary elements of the business process, and we can present these elements in the following way: Entry students are enrolled in a higher education institution with previously acquired knowledge through secondary education or the previous year of study. Their knowledge, skills and competences represent the input variable that the higher education institution receives from the supplier (secondary school, previously completed year of study or other higher education institution). Entrance control would be carried out through the entrance examination for enrollment at the faculty and fulfillment of the requirements that the higher education institution prescribes for enrollment in the next year of studies, such as the fulfillment of certain teaching obligations through study programs. As an exit or final product from this system, a graduate student comes up, with his knowledge, who has received a diploma in his degree and a professional title at a higher education institution. This product is delivered by higher education institution to other users, where graduate students are employed after completing higher education. The most common are the industry and institutions of the public or private sector.

This type of process approach in higher education aims to facilitate the implementation of the quality improvement model, as well as the application of methods and tools of quality engineering in the field of production in higher education institutions.

The subject of the paper is the research of the quality of the process in higher education, presenting the findings from the results of the research, pointing out the most critical processes and subprocesses in the system, as well as the importance of applying methods and tools of quality, in order to improve the quality of the educational process.

In order to achieve this objective, a model of educational processes and a model for improving the performance of educational processes will be developed. Applying these methods will enable higher quality management of educational processes in higher education, and the decisions made will be a key

factor in ensuring higher quality teaching at faculties and at the level of the entire higher education process.

QUALITY OF HIGHER EDUCATION

The accreditation process that Serbia implemented by signing the Bologna Declaration in 2003 obliged the signatory states to take a responsible approach in ensuring the quality of their education systems, following the general principles and guidelines (ESG, Group of Authors, 2015), the Bologna Process. In this way, Serbia made the first and big step on the way to the excellence of its institutions (Arsovski, 2005).

(Frazer, 1991, Sarrico, Rosa, Teixeira, & Cardoso, 2010) regard quality as a multidimensional concept, not only because of different views on the quality of stakeholders, but also because of the different dimensions, quality of the process input, the process itself and exits from the process, which are related to the fulfillment of the mission and which must be aligned with the demands of students, universities and society, each time one of the stated stakeholder groups intends to evaluate the level of quality achieved (Tasic, 2017).

According to the authors (Green, 1994; Westerheijden, et al., 2007), quality is a multidimensional concept. Due to the unclear concept of quality and different meanings for stakeholders, as well as the complicated nature of the educational product (Becket N, Brookes M, 2008), many authors find it difficult to manage quality in higher education. Quality in education is a multi-dimensional notion that is present in the strategies and documents of higher education institutions.

It is of particular importance to look at the existence of different stakeholders and the different needs or expectations that exist towards higher education institutions in the context of the development of systems for measuring and monitoring performance (Alach, 2016, Cave, Kogan, & Hanney 1989) and the model for assessing the quality of higher education.

The quality of higher education services, especially in developing countries, must be considered as a strategic issue of social and technological development and economic growth (Ezeokoli and Ayodele 2014). In solving this problem, it is necessary to invest in the quality system and tools for improvement. Different factors that arise from globalization, supply and demand, competition, responsibility and new technologies, encourage universities to engage in reforms. The reputation of universities is usually measured by improving the quality of services offered at higher education institutions, in order to meet students' needs and their satisfaction. Satisfying students' needs is vital in providing higher education services. Early research by authors who studied the quality of higher education services concerned more on academic rather than managerial issues, focused on effective methods of transferring knowledge and the quality of study

programs and university teaching. Clearly, there is a need for approach that will include attitudes about quality, academia, students and other stakeholders.

BENEFICIARIES OF HIGHER EDUCATION

Orientation towards users of higher education (Table 1) is one of the basic principles of the Bologna Declaration. Feedback from users of education and attention on their priority needs, usefulyl direct the curricula of faculties. Division of users of the Teacher's Faculty of Education is given in Table 1, where you can see the division to internal users:

- professors,
- lecturers,
- assistants,
- teaching staff.

External users are:

- indirect users (parents of students, employers, preschools and primary school, society, state)
- direct usrers (students).

Tabel 1. Users of the Services of Teacher Training Faculty

Users of the services of Teacher Training Faculty		
Internal users	External users	
Profesors	Indirect users	Direct users
Lecturers	Parents of students	Students
Assistants	Employers/primary schools/preschools	
Teaching Stuff	Society/state	

Source: Author

Students as beneficiaries of higher education: Student in any society should be an independent person who grew up during the study undergoes a process of maturation into an expert who has the knowledge, capable of contributing to the development of society. Student participation in decisionmaking at colleges and universities is essential to improve the quality of teaching, research and overall service of higher education. Students as the main beneficiaries of education must be involved in the process of quality improvement at the local level (self-evaluation of the institution), the national level (national agencies and commissions that determine the quality of institutions and make

recommendations) and international level (a common educational scope of Europe).

Evaluation of quality in higher education by students is a system in which through a questionnaire students express their opinions and make suggestions on improving the teaching process, study program, study conditions (Lazic, 2016).

The role of students in the process of quality assurance at the Faculty is realized through the work of the Student Parliament and organizations and student representatives in the bodies of higher education institutions, as well as through questionnaires about the quality of higher education institutions.

In addition to being in line with the abilities and needs of supporting the activities of student organizations, the Faculty in accordance with the Constitution allows and encourages the involvement of students in the work of faculty in all important areas, through student vice-dean and representatives of the Student Parliament of the Faculty authorities. Student Parliament was in the past actively involved in the work of the Faculty.

Another important way in which students are directly involved in the process of monitoring and improving the quality of students is a survey, which aims to include the attitudes and opinions of students in the process of quality improvement.

QUALITY OF THE TEACHING PROCESS

The process of improving the quality of the teaching process, and all other processes carried out at higher education institutions, is becoming more and more important in the area of higher education. Quality teaching requires the planning and management of all activities by the vice-deans for teaching, student services and other services.

The quality of teaching processes does not have a single definition, and hence remains a controversial term in higher education (OECD, 2012), which gives space to define the terms of the quality of the teaching process in the forthcoming period. There is still a lack of more detailed research and studies, which will provide reliable data on which components of higher education and educational processes have the greatest impact on the quality of teaching, and therefore the quality of graduate students. Special emphasis is on the importance of developing the key competences of students, as well as improving and ensuring the quality of teaching at higher education institutions.

The quality of the teaching process is ensured through the interactivity of teaching, the inclusion of examples in the teaching, the professional work of teachers and associates, the adoption and adherence to work plans per course, as well as monitoring the quality of teaching and taking the necessary measures in case when it is established that the quality of teaching is not at the appropriate level.

The Quality Assurance Strategy for Higher Education Institutions, defines the rules for ensuring the quality of the teaching process. It is provided with quality programs and syllabuses, quality work plans, lectures and exercises, quality teaching publications, quality assessment procedures and quality professional work of teachers and associates.

According to the Strategy for the Development of Education in Serbia by 2020, the improvement of the teaching process should be ensured through the improvement of the competencies of the teaching staff in a professional, scientific and didactic way.

Orientation towards users of higher education and research is one of the basic principles of the Bologna Declaration. Feedback from the education users and consideration of their priority needs, usefully direct teaching plans and curricula.

The most important is the teaching process that can be improved by providing timely and relevant information for decision-making. The quality of the teaching process relates to the components of the teaching process: lectures and exercises, textbooks, assessment, passing exams, seminar and thesis.

Teaching processes in both regular and postgraduate studies are carried out by activities.

Planning the teaching process - through Curricula and Programs for regular, postgraduate and specialist studies which, for a certain planning period, are passed by the Teaching - Scientific Council of the Faculty,

Teaching - organized by departments for group of subjects, which includes lectures and exercises in accordance with the established schedule of lessons that is issued and publicly announced immediately before the beginning of each semester,

Student knowledge tests - through colloquiums, seminar papers, projects and exams within the prescribed exam periods; and

Control - in the form of autocontrol, continuous supervision by the heads of departments and vice-deans for teaching and analyzing the success of the study.

The set of quality assurance areas defined at higher education institutions are: (1) study programs, (2) teaching, (3) research, (4) collaboration, (5) textbooks and literature, (6) evaluation of students, (7) , (8) non-teaching support, (9) study conditions, 10) management process, (11) culture of quality.

Each of the processes can be decomposed or embedded into subprocesses.

Inputs of the process:

I1. The Law on Higher Education

I2. Statute of Faculty

I3. The strategy of quality assurance Teacher Training Faculty

I4. Ordinance on standards for self-assessment

I5. The requirements of service users of faculty

The basic processes of faculty:

P1. Requirements engineering

- Users' Expectations
- Information from employers (preschools and primary schools)
- Requirements for the service
- Plan of the process model
- The organization of the process
- Defining responsibilities and authorities for processes
- The concept of the Faculty

P2. Planning of faculty services

- Planning teaching activities
- Planning of scientific-research activities
- Construction of Student Services
- Construction of legal and economic financial services

P3. Providing resources

- Human resources - teaching and non-teaching staff, students, administrative staff
- Financial Resources
- Material resources

P4. Teaching process

- The teaching process
- The learning process
- Lectures
- Exams

P5. Diploma paper / final exam

- All exams passed
- Practice completed
- A survey of final work conducted
- Making of final work

P6. Awarding of diplomas

- Certificate on completion of higher education
- Diploma Supplement

P7. Communication with service users

- Satisfaction of graduates
- The level of skills of graduates
- Requirements of preschools and elementary schools

The output from the process is the result of inputs arising from the implementation of the process. From the model of process of higher education institutions arise:

O1. Graduates - teachers, educators

O2. New experts

O3. New projects, publications

O4. New performances, knowledge, skills, competencies

Figure 1. The decomposition process of teaching
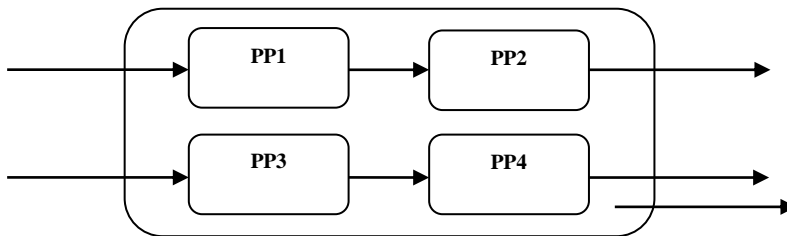
Source: Author

The process of teaching can be decomposed into subprocesses, namely: preparation for teaching, realization of lectures, realization of exercises and student evaluation.

Preparation for Teaching PP1, (terms and premises) involves the schedule publication on the notice board and website of the faculty, according to the formed groups for certain aspects of the pre-exam activities (laboratory exercises, practical work, defense of seminar papers and student projects). Preparation of seminar papers and student projects require the organization of computerized classrooms and installed computerized systems.

Subject teachers are responsible for the preparation of teaching materials that students need to use in the teaching process. Textbooks for lectures and practicum for the exercises, in addition to vocational work should include defined objectives and expected learning outcomes of particular cases, the structure of matter, methods of teaching, manner of evaluation of pre-exam activities and final evaluation, and other related activities.

Planning exams, terms and the hall is a responsibility of an institution of higher education in order to inform the students in the right way and on time. The evaluation criteria must be known to students in advance through the text syllabus of subjects (Lazic, 2016) . In preparing for the exam interaction of students and teachers is required, electronically or through direct consultations. Exam results are public and are published in the prescribed manner.

Figure2. shows decomposed process of preparation for teaching, which includes sub-processes, organization of teaching, students notice about performance, preparing professors for class (rendition, presentation,

presentations, teaching materials...), preparation of amphitheater and lecture halls (preparation of video presentation, interactive labs; computer...).

Figure2. Decomposed process: Preparation for Teaching
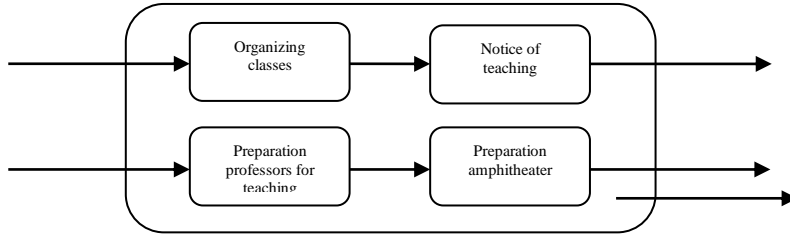
Source: Author

Realization of lectures PP2. Each item in the module or program, as well as teaching unit within the spesific subject is constantly analyzed and prepared by the appropriate teachers for possible modification and customizing to trends of improving higher education and the demands of consumers. Teaching materials should be illustrated by examples and evidence to make it easier to understand and remember the presented material.

The choice of teaching methods is the next level which depends on the teaching material, maturity and abilities of students, group size, environment ii professional commitment of teachers. Oral presentation is the most common form of lectures, which can be followed by writing and drawing on the blackboard or using slides as visual information, power point presentations. T the speed of exposure and the amount of material that can be exposed to students depends on the method applied, and also the method of monitoring the lectures by students, which is decided by the teacher while preparing the appropriate teaching materials. In order to find a way how to improve the lectures, there is need to make statistical analysis in order to detect which factors are the most dominant for the lecture performance (Gavrilovic, Denic,Petakovic, Zivic and Vujicic, 2018.).

Figure4. shows decomposed process of realization of lectures, with its sub-processes, the choice of teaching methods, use of teaching materials, prepared presentation materials, attending courses by students.

Figure.3. Decomposed process of realization of lectures
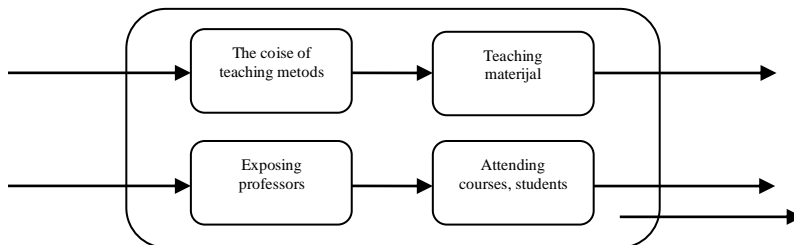
Realisation of exercises PP3 is conducted so the students acquire practical skills working on the proposed equipment or facilities provided. Students' working areas should be set up so that everyone can use equipment with the help of assistants or operators. Each exercise should have an introduction with the explanation of the task and objective of the exercise. It is recommended to write reports with exercises and their interpretations by the students. Figure 4. displays decomposed process of realization of exercises, with their sub-processes, the choice of methods for performing exercises, preparation of teaching materials, realization of exercises with active participation of students, writing reports with exercises that are included in the final evaluation of the subject.
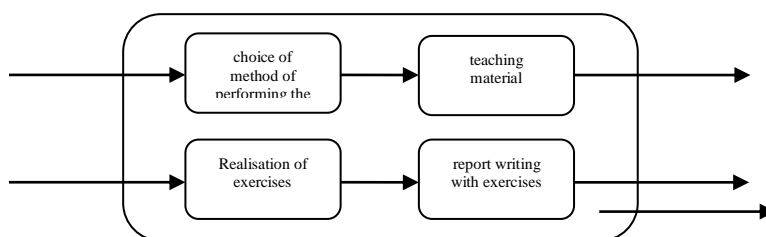
Source: Author

Student evaluation PP4 is an academic activity of testing the knowledge in the teaching process when determining the level of acquired knowledge and skills acquired in relation to the defined and anticipated outcomes of learning. The evaluation procedure provides important feedback on the results of the teaching and learning process, which in the reference system of higher education define the quality achieved. There are different methods of assessment, whose procedures should be ensured by the college. Evaluation must be transparent, fair and documented by statistical analysis of data with the adopted format reports. The evaluation procedure should include: Selection of reliable methods of evaluating and defining evaluation criteria, Pre-publication of schedule, dates and places of tests, Harmonization of the evaluation criteria with the results of learning, Automated updating of a database / knowledge in the system of monitoring the progress of studies, Internal and external publication of results of evaluation and appropriate reports.

Fig.5. Decomposed process evaluation
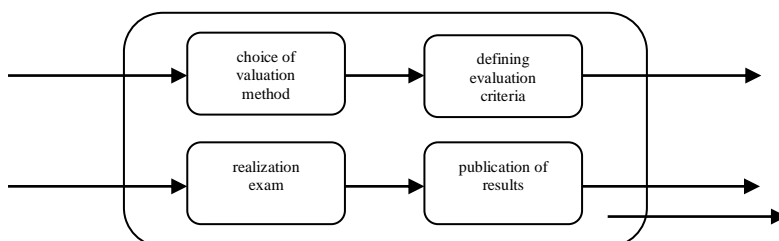
Figure 6. The impact of variables on the sub-processes of teaching
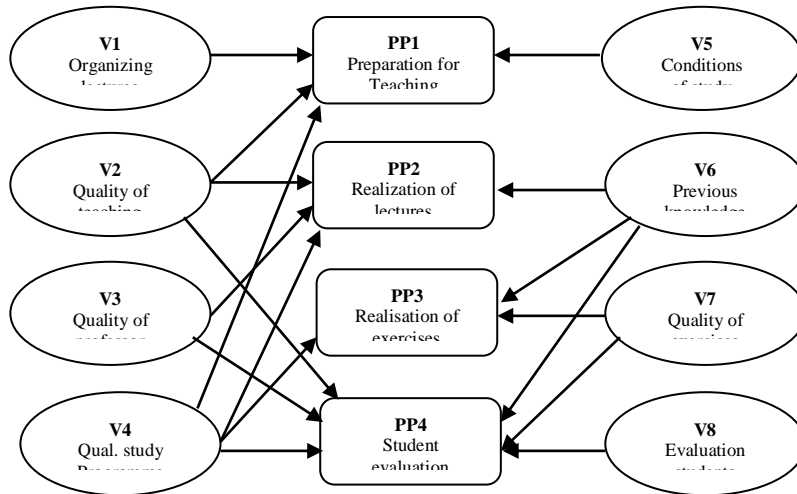
The process of teaching can be decomposed into subprocesses, each subprocess further into a set of activities in the process. Each of the processes has its own performance that can be measured through Key Performance Indicators (KPIs). Quality indicators are empirical information that gives an insight into the level at which level the higher education institution realizes its goals and ensures continuous monitoring of the level of quality of educational processes.

ANALYSIS OF RESEARCH

Through the processed questionnaires, the educational processes were analyzed in particular, with the aim of improving the quality of the processes themselves. The analysis of the results of the survey with tables and graphical representations will be presented below. The process of teaching was assessed through a questionnaire in which 147 students from the second, third and fourth year participated, both study programs (educator, teacher). Below you will find an analysis of the results obtained from the part of the Questionnaire related to the quality of teaching, the quality of the study program, the conditions of study and the quality of the teaching process.

The quality of teaching students have evaluated through a questionnaire of 11 questions, which were related to the quality of lectures and exercises and

behaviour professor towards students in class. Plan and schedules of lectures and exercises are in line with the needs and capabilities of students, are known before the beginning of the semester and are consistently conducted. Plan and schedule of teaching (lectures and exercises) are generally aligned with the needs of students, but also the specifics of the study subjects (especially referring to working in training classes in primary schools in Uzice). Distribution assessment is presented in tables and the charts. Overall quality of teaching is rated as 8.2.

The quality of the teaching process is provided through interactive teaching, the inclusion of examples in teaching, professional work of teachers and staff, adoption and respect of plans of work according to subjects, as well as monitoring the quality of teaching and undertaking the necessary measures in cases where it is found that quality of education is inadequate.

Teachers and associates of the Teacher Training Faculty during the lectures and exercises act professionally and have a correct relationship with the students, which can be noted by students.

The survey results show that access of teachers to students is estimated 8, and that is by 52% of students.

Based on the results of the surveyed students we can observe the Quality study program, which students are evaluated through questions on the syllabus, the available literature. Are the modern teaching facilities interesting and applicable in practice, students evaluated in the following manner:

55% of students agreed that the teaching content is interesting, while 37% of students disagreed with that. 63% of students partially agree that teaching facilitiesare modern.

When it comes to the applicability of educational content in practice, only 20% of students agreed that the teaching content can be applied in practice, 63% of students partially agree with this, while other students can not estimate or disagree (17%) . Overall quality of the study program, which was obtained on the basis of the collected data of the surveyed students, was 7.8.

The quality of teaching process refers to components of the process, namely: preparation of teaching, classes, lectures and exercises, textbooks, assessment, exams, term papers and students' diploma papers..

Strategy of quality assurance of Teacher Training Faculty defined rules that ensure the quality of the teaching process. The quality of the teaching process provides the quality programs and syllabi, quality work plan, lectures and exercises, publications, teaching quality, quality assessment procedures and quality professional performance of teachers and staff. Overall quality of teaching process is rated as 7.6.

Of the total number of surveyed students, 56 students (38%) gave a score 8. Lowest score was 6, which was given by 17 students (11.5%) who evaluated the quality of the teaching process.

Interviewing the students showed how a variety of learning activities were present-represented in the set. Reported estimates show that teaching is interactive, with plenty of examples and encourage the activity of students. Analysis of the teaching quality in the assessments of students in relation to individual objects on different years of studies shows inconsistent ratings (although there isn't an extremely low-grade) depending on the subject, indicating that the context of the course content, but also the approach of teachers and staff contributes to the fact that some subjects that represent the items of the interactivity are slightly lower valued, which is mainly conditioned by the plenary, concurrent, teachers work with students of two study programs.

By interpretation and analyzing the survey, a report on the survey of the teaching process is reviewed by the competent body of the Faculty which takes corrective and preventive measures. The professional bodies of the Faculty organize and conduct control of the success of studying. The analysis of the success of the study is done by subjects, chairs, departments and study groups, taking into account: Average grade of students' success, students' passing and average duration of studies.

Evaluation of the quality of study programs can be realized on the basis of performance and progress of students. We will show the results of several indicators that point to the achievement of Standard 4 in this area: results of a survey that talk about monitoring the progress of students, the number of enrolled students and graduates, the average duration of studies, number of students who enrolled in the next year in relation to earned ECTS points.

Table 2. Number of graduate students per school years, which were in the first year of undergraduate studies enrolled since school year 2008/2009

Acquired title	2014/2015 (until 22.09.2015.)	2013/2014	2012/2013	2011/2012	tot.
graduate teacher	55	56	68	11	190
graduate educator	21	32	31	4	88
total	76	88	99	15	278

Source: Author

Table 3. Number of graduates

2009/2010.	Number of students who started the first year of studies since school year	Number of students who graduated until 01.10.2013 (before the start of final exams)	Numbe of students who graduated until 01.10.2014	Number of students who graduated until 22.09.2015

	2009/2010			
Teacher	129	17 (13,18%)	48 (37,21%)	58 (44,96%)
Educator	30	20 (66,67%)	26 (86,67%)	27 (90%)
TOTAL	159	37 (23,27%)	74 (46,54%)	85 (53,46%)

Source: Author

The number of students from column to column includes students from the previous column, so the number of students from the last column is, in fact, the total number of students who graduated by the specified date, and enrolled in the school year 2009/2010. year.

Table 4. The average duration of study

	Average Duration Of Studies
Teacher	4,83 Years
Educator	4,30 Years

Source: Author

Data are made on a sample of all to date graduates who have enrolled since the school year 2008/2009. Students who have not yet graduated are not included in the statistics.

With the comparative analysis of data which show the study period (from enrollment to graduation) we can see that the average length of study reduced the students' study program Teachers (2008/2009 the average duration of 6.38; 2009/2010 it is 5.71, and 2010/11 it is 5.87), while for the students of the study program Educator average duration of study varies (2008-2009 average duration of 3.50; 2009/2010 it is 4.25, 2010/2011 it is 4.30). However, it must be emphasized that the data for 2010/2011 refers to the four-year duration of the study program Educator (up to 2008 academic study program educator lasted three years), so that this information can be interpreted as an indicator of the quality of the study program educator and four-year study of an extremely positive effect on the performance of students in the field of efficiency of studying.

Data on the number of students who enrolled in the next school year in relation to earned ECTS points (60), (37-60) and (less than 37) also indicate the quality of study programs. For the students' study program Teacher situation is

as follows: 24.13% of students achieved 60 ECTS, 70.06% of students 37-60, and 5.81% of students less than 37. When it comes to the students of the study program Educator, 44.33% was achieved 60 ECTS, 53.61% of students 37-60 and 2.06% of them less than 37. This analysis shows that a large percentage of students in both study programs have more than 37 points, which indicates the success of their performance.

Table 5. Percentage of students who have won 60 ECTS in relation to the number of students enrolled

2013/2014	the number of students enrolled in the first year of study	the number of students who have won 60 ects in 2013/2014	percentage
Teacher	112	17	15,18%
Educator	30	16	53,33%
total	142	33	23,24%

2012/2013	the number of students enrolled in the first year of study	the number of students who have won 60 ects in 2012/2013	percentage
teacher	119	47	39,50%
educator	29	13	44,83%
total	148	60	40,54%

Source: Author

In the second part of the questionnaire that is related to study conditions students evaluated the administration of the Faculty, students' work department, informing students, teaching aids equipment, the work of library and reading rooms, equipment of IC technologies. Based on collected data, following the interview, a brief analysis of the results obtained from the work is made as well as the questionnaire that related to study conditions.

Of the total number of surveyed students (207), 36% of students, the lowest evaluated is the students' informing, as well as the working hours of student service, only 32% of students. Students demand and expect that informing on all activities at the university is significantly improved, and that the work and working hours of student services align the needs of students. The average score by which students assess study conditions is 8.1.

Figure 7. Distribution of the assessment of the awareness of students

assessment	number of students.	percenage
5	75	36%
6	28	14%
7	25	12%
8	33	16%
9	26	13%
10	20	10%
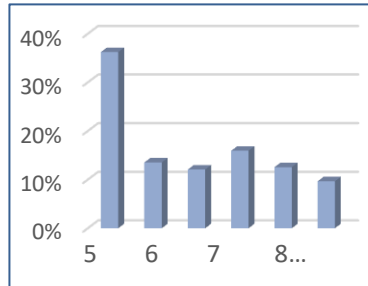
Source: Author

The part of the questionnaire where students have been able to, in addition to the answers given, add something else related to the topic of the questionnaire, most often could be seen discontent to information for students and faculty site.

62% of students thought that the site of the Faculty should be modernized which would significantly improve informing students.

In order to better inform students, as well as prospective students of study programs, it is necessary to regularly update information related to all study programs (structure, objectives, outcomes, syllabi, information on the practice and so on). Therefore it is useful to develop an information system (Vujicic, et al, 2018) .

CONCLUSION

The assessment of the quality of services in higher education is a question that cannot be neglected by world-recognized universities, nor by the universities of developing countries. The quality of higher education services, especially in developing countries, must be considered a strategic issue of social and technological development and economic growth (Ezeokoli and Ayodele 2014). In order to solve this problem, it is necessary to invest in the quality system and tools for improvement.

The quality system for higher education institutions is a part, or subsystem of the entire university system, which includes a series of processes and

resources that function in one harmony (Jovanovic, Veljovic, 2011) with the aim of achieving the planned results.

The satisfaction of students as direct beneficiaries of higher education and fulfillment of their requirements is one of the main goals of providing higher education services. Student opinions should be used by teachers and the institution as a material that will serve to reorganize teaching in terms of raising quality and finding ways to achieve optimal effects in teaching students and to have echoes in the work of teachers and associates. Participation of students is of great importance in checking and improving the quality of higher education institutions. By the analysis of the obtained results the proposals for the improvement have been defined through the following activities:

To continually and systematically develop, foster and promote the culture of quality; To ensure the continued development of Social Sciences and humanities and applying the results of scientific research in the teaching process and all other forms of the Faculty; That in all forms of the Faculty provide connectivity for educational, scientific, artistic and professional activities; That in all forms of the Faculty meet the needs of students, teaching and non-teaching staff and society as a whole; To timely see the deficiencies in teaching and other forms of work at the Faculty, and take measures to ensure the quality of study programs, teaching and non-teaching staff, teaching, students, professional services, library, technical, laboratory and other equipment necessary for teaching and scientific research; That the system of measures and procedures to ensure quality through the systematic monitoring and periodic quality checks is determined by the ordinance on quality assurance and self-evaluation.

Given the importance of the role of students as active partners in the process of providing and improving the quality of teaching, systematic monitoring and evaluation of the quality of teaching and work of teachers and associates, which are carried out through periodic surveys of students, are some of the most important activities that involve students.

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ON THE DEVELOPMENT OF ECONOMIC IDEAS, ECONOMIC THEORIES AND ECONOMIC SCIENCES

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ABSTRACT

The idea (Greek eidos - vision, form, idea) according to Vujaklija and Klajic means thought, concept, performance, idea, control, view. It is a theoretical or a practical goal that "floats before the eyes", the guiding principle. This is a logical assumption, a hypothesis. The spiritual and intellectual development of a man is related to the historical development of his ideas.

The history of economics, which is the subject of numerous economic doctrines, is in fact a history of economic ideas, which developed through economic schools.

Economics as a science has gone a long way over two hundred years since Adam Smith set it up in his famous work "The Wealth of Nations". Stone interventions on the path of its long and successful development are: mercantilism - progress rests on trade; physiocracy - wealth is in agriculture; classical economists - any work that creates surplus is productive; marxism - in modern society power belongs to capital; marginalist - produce what meets the needs of consumers; liberalism - market freedom is crucial for economic success; Keynesian economy - state intervention encourages employment; neoclassical synthesis; monetarism - the stability of all prices is a condition of progress; theory of rational expectations; supply economics; institutionalism - social norms are a mechanism of change. In this regard, the "invisible hand" of Adam Smith, the "visible hand" of John Maynard Keynes, Pareto's optimality, Pigou's tax, Philippe's curve, Friedman's monetarism, etc., stand out in this regard.

Key words: *economic ideas, economic theory, economic science.*
JEL Classification: Q10

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INTRODUCTION

Economic theory is a system of knowledge, assumptions and perceptions of an economic phenomenon or a particular economic practice, based on the knowledge of laws of their formation, functioning and development, and on the examination of facts and acquired experiences. Economic theory is usually preceded by a scientific hypothesis. This assumption is double checked by facts and corroborated evidence from economic practice, which this theory generally states.

Economic theory has a huge significance for the practical activity of society. It provides understanding of the essence of economic processes, determines if economic life is in sync with the law, provides understanding and predictions of the the paths of further economic development, enables avoidance of unnecessary wanderings and discouragement when adopting and implementing various economic decisions. In doing so, economic theory does not provide already made solutions and contains "not so much postulates as methods" (Keynes). Keynes views the economic theory as "the totality of instruments that allow their connoisseurs to make the right decisions."

One of the main principles of modern economics is the mutual effect of theory and practice. Someone said that "there is nothing more practical than a good theory". Another key principle of the theoretical and applied economy is the unity of micro and macro analysis on a comparative basis.

Classical economists studied certain aspects of macroeconomics. The most significant result of these studies is the famous Kenney's Economic Table. The macroeconomic theory belongs to the Sai Market Law, Malthus's Law of the Population, Ricard's Theory of Money, and Marks's Reproduction Schemes. The main macroeconomic tools are aggregate (total) supply and aggregate demand.

Contrary to classical economists, contemporary economic theory neglects macroeconomic research and is confined to microeconomic research. Greater attention to macroeconomic issues has been given by civil economists after the Great Economic Crisis in the 1930s, which is related to the emergence of state capitalism. In this respect, Keynes's economic theory makes a historical milestone. Today, macroeconomics has developed to such an extent that it has grown not only into a special field of research, but also to a range of special economic sciences. Of the many macroeconomic theories, the two are best known: Keynesian and Monetarism.

The links between macroeconomics and microeconomics are not only visible and highly expressed, but also inseparable. They are, in fact, parts of a single organism, economic theory.

Economic policy is a special field of economic sciences, as well as a practical activity carried out by the state and other subjects of society, starting from economic theory. While economic theory describes and explains economic phenomena, and institutions, it reveals economic principles and tendencies, and predicts economic development, economic policy, as a special field of economics, studies the goals and methods of their realization in regulating economic life in the desired directions.

ECONOMIC SCIENCES, ECONOMIC LAWS AND THE ECONOMIC METHOD

Economic sciences are social sciences that study relationships among people in the process of production, distribution, exchange and consumption of material goods and services. They study the social side of these economic processes (unlike agronomy and other similar sciences, which study the tectonic side of the production process).

Within all social sciences, economic sciences are fundamental. This is because they study material social relationships, which ultimately determine all other relationships in human society. Only on the basis of the scientific conclusions, economic science can come to be able to properly perceive legal and political relations, ethical, philosophical and other views of human society at any level of its historical development.

Today, economic sciences as separate sciences include: 1) economic theory, which describes and explains economic phenomena and institutions, reveals economic principles and tendencies, predicts economic development; 2) economic policy that influences the movement of economic life in the desired direction; and 3) auxiliary economic sciences, which enable the achievement of goals of economic policy, practical use of economic knowledge in economic activity, and quantitative analysis in theoretical considerations. The development and role of applied economic sciences and auxiliary sciences (econometrics, social bookkeeping, operational research, programming, cybernetics) are particularly important.

In contemporary economic literature, economic science is often divided into "classical economic science" and "modern economic science".

Economic laws are social laws that express internal, essential relationships that exist between and within economic relations. They study economics. Due to the active influence of people as conscious beings, social

phenomena are more complex than natural phenomena. For this reason, social laws can only be detected by extensive mass observation, as individual cases show deviations from general regularity. But these deviations in the mass are lost, and the existence of internal regularity is shown. Natural laws exist independently of human activities. However, social laws exist in the conditions created by the activity of people. Therefore, getting to know social laws requires a thorough examination of social relationships. That is why social laws are more complicated than natural laws.

As scientific laws, economic laws express something that is internal, essential in economic relations. Economic laws do not explain each individual economic phenomenon and relationship, but what is typical, generally, for a number of similar or identical phenomena and relationships. That is why economic laws are simultaneously causative in nature (they explain the general in phenomena) and are essentially empirical (the general is distinguished and can be manifested only through "Individual", that is through a large number of empirically given individual economic relations).

The most important feature of economic laws is the objectivity of economic laws, which is consisted in the fact that they operate independently of the level of our knowledge and knowledge, and regardless of the type and degree of our conscious control of that fact. Hence, the objectivity of economic laws can be understood also in terms of the relative or absolute impotence of human conscious activity. Objectivity can also be understood as both individual and total social awareness, it must adapt and conform to the functioning of economic laws.

In that sense it is pointed out that economic laws act "independently of the consciousness and will of people".

The research is the search for new knowledge and its use in a cognitive and practical social activity. The research uses appropriate research methods. The research runs through two seemingly opposite, but firmly connected directions: from an unimportant observation of concrete events to an abstract thought and from that to the reality that is the object of the study. Scientific development is moving in the form of a spiral, and it constantly involves new knowledge and new generations of researchers. The research follows the following: determining the field of study, formulating the basic assumptions (hypotheses), selecting and collecting facts, analyzing and synthesizing, explaining and concretizing, and checking the results of conclusions. The precondition is a good knowledge of the assumptions, which enables a proper start and conduct of the research process, the identification of the problems which need to be investigated, the setting of the hypotheses being examined, and finally, the process of modeling, which

provides a suitable framework and schedule for the classification of the research material.

The basic (basic), developmental and applied research are distinguished. Basic research does not have any immediate practical purpose, but most of all a mere cognition. Development research uses new revelations and its own knowledge, and seeks to involve and exploit them for a particular development process. Applied research focuses on directly addressing certain practical problems and achieving the desired practical goals that bring some benefit.

After the research, the evaluation of the research follows.

Economic analysis is a scientific research and explanation of economic reality, its phenomena, relationships, processes, indicators, effects and developmental tendencies. The scientific methods, methods and means of research and the economic entity are broken down into the components, each part is studied for itself and is in relation to others. Economic analysis leads to the realization of the internal connection and interdependence of economic relations, roots and causes their formation and movement, as well as the natural conditionality and the laws of their formation, development and disappearance. This scientific process reveals and realizes economic indicators, categories and laws. This brings elements and the whole of the observed economic mechanism into light, in order to determine how this mechanism works, to get to know the driving forces of its development and predict the direction of further economic movement. Economic analysis is an essential basis for understanding reality and planning the future.

The analysis is carried out using different methods, as needed, and possibilities. Quantitative and qualitative economic research and proofs, combined with descriptive and statistical examples and data from economic life, are all mixed together. The assumptions and basic concepts of economic analysis are classified, their content is not uniquely determined.

The initial verbal analysis was gradually suppressed by mathematical and econometric analysis. Thus, mathematics, alone or in combination with statistical data, has become the main instrument for the analytical execution of conclusions and the demonstration of scientific points of view. Modern economic theory has made great progress in mathematical and econometric analysis, so knowledge of economic theory and analytical action requires a good knowledge of these techniques and methods.

The method is derived from the Greek word methodos - the way, the way it is handled, and it means a deliberate or a regular way of performing a certain activity. In science, the method is applied as a name for the process

and path in researching and analyzing the phenomena and laws of the observed reality.

The key points of the method of learning in scientific research are: a) determining the subject of research; b) research of facts; c) setting hypotheses and theories; d) concrete results of the research; e) checking the accuracy of conclusions and understandings.

By approaching the study of any part or sector of the economy, economists apply an inductive method (from facts to theory, from special to general), by which they collect, systematize and generalize facts. On the contrary, the deductive method (from theory to fact, from general to special) implies the emphasis on hypotheses, which are then compared with facts. The obtained generalizations based on these methods are useful not only for explaining economic behavior, but also for making economic policies.

Economic reality is a complex, contradictory and dynamic system: it represents an expensive (concrete totality) of interdependent and interconnected autonomous structures (economy, law, politics, culture, social relations, etc.) in a certain time and space dimension. It is the expression of the unity of manifest forms and essences (internal connections and laws), because without manifestation the essence would be incomprehensible.

Knowledge is accomplished by separating the phenomenon from the essence, since in this way (by the abstraction and analysis) the internal connections and the character of the essence are revealed. This process flows from the appearance form to the content, from the element to structure, from the work to the whole. First we notice senses; then we understand what we have seen; then we understand the interdependence on the relation part - the whole, the form - the content, the element - the structure; then we further explain (decipher) the facts by finding out their cause-and-effect relationships; afterwards we observe the continuity of changes in structures (structure evolution); in the next phase, we establish the existence of regularity in the processes; in the end we make conclusions based on synthesis.

CAPITAL WORKS AND NOBEL LAUREATES

When we talk about economic directions, we cannot but mention the makers great economic thoughts and their most important works, which were and remain our economic proof.

We will start with mercantilists: Richard Cantillon (17th century) and his book "Essey on the Nature of Commerce in General"; David Hume, "The Debate on Human Nature". From the physiocrat should be pointed out: Francois

Quesnay (17-18th century) "Oeconomic tables"; and Robert Jacques Turgot "Reflections on the Formation and Distribution of Wealth". Then comes the famous classical economy school led by Adam Smith (18th century) and his "Wealth of Nations", as well as "Theory of moral Sentiments"; Thomas Robert Malthus "Essay on the Principles of the Population"; David Ricardo "Principles of Political Economy and Taxation"; John Stuart Mill (19th century) "Principles of Political Economy"; Karl Marx "Capital - I, II, III". The forerunners of marginalism are: Johann Heinrich von Thünen "An isolated state from the point of view of agriculture and national economy"; Antoine Augustin Cournot "Research on Mathematical Principles of Theory of Wealth"; Jules Dupuit, articles published in the journal Annales des Ponts et Chausses; Hermann Heinrich Gossen "The development of human relations, laws and rules of human behavior that arise from them." Representatives of the Marginal Revolution (19-20th Century): William Stanley Jevons "Theory of Political Economy"; Carl Menger "Principles of Economic Science"; Böhm-Bawerk "Capital and Interest"; Friedrich von Vieser "Principles of Economic Science"; Leon Walras "Elements of pure political economy". The Cambridge School is represented by Alfred Marshall "The Principles of Economics". Theorists of market equilibrium and the welfare economy (19-20th century) are: Francis Ysidro Edzvort "New and Old Methods of Ethics"; Vilfredo Pareto "A Handbook of Political Economy"; Artur Cecil Pigou "Economy of Welfare"; Lionel Robins "Essay on the nature and importance of economic science"; Knut Wicksel "About Value, Capital and Interest"; Irving Fisher "Nature capital and income ". New views on the market (imperfect competition) are exposed in works (20th century): Thorstein Veblen "The Theory of the Leisure Class"; Edward Chamberlin "Theory of Monopolistic Competition"; Joanna Robins "Economics of imperfect competition"; Harold Hotelling "Stability of Competition"; Heinrich von Stackelberg "Market and Equilibrium"; Frederik Zeuthen "Problems of monopoly and economic wellfare". The great debate about the system was started by economists (20th century): Ludwig von Mises, Oskar Lange ("Political Economy"), Friedrich von Hajek: "The Way to Slavery", "Fatal Idea: The Errors of Socialism", Joseph Schumpeter "Capitalism, Socialism and democracy ". Keynesian Revolution: "General Theory of Employment, Interest and Money". Main economic ideas after Keynes: John Hicks: "Theory of Wages," "Value and Capital"; Paul Samuelson: "Basics of economic analysis", "Economics - introductory analysis"; Kenneth Arrow: "Social Choice and Individual Values"; Von Neumann and Oskar Morgenstern

"Theory of Games and Economic Behavior"; Milton Friedman: "Capitalism and Freedom", "Freedom of Choice"; Robert Sollow "Theory of Growth"; Joseph Stiglitz: "Economy of the public sector", "Free fall", "Great division"; Jean Tirol: "Economy of general well-being"; Toma Picketty "Capital of the 21st Century"; Branko Milanovic: "Global Inequalities".

On the proposal of the Swedish Central Bank, on the occasion of the three-year anniversary of its existence, the Nobel Prize for Economic Sciences was founded, starting in 1969. The fact that, along with awarding the Nobel Prize for outstanding achievements in the fields of physics, chemistry, biology, medicine, literature and peace, this award is also given for significant contributions to the development of theoretical economic disciplines, as a kind of confirmation of the great importance of economic science in the modern world.

Scheme 1: The list of Nobel prize winners in economics		
Year	Name	Area
1969.	Ragnar Frisch, Norway; Jan Tinbergen, Netherlands	For the development and application of dynamic models, for the analysis of economic processes.
1970.	Paul Samuelson, USA	For the development of a static and dynamic economic theory and to actively contribute to raising the level of analysis in the economy.
1971.	Simon Kuznets, USA	For an empirically based interpretation of economic growth, which led to a more detailed insight to the economic and social structure and development.
1972.	John Hicks, Great Britain; Kenneth Arrow, SAD	For a pioneering contribution to the theory of a general economic equilibrium and welfare theory.
1973.	Wassily Leontief, USA	For the development of input-output methods and for its application to important economic problems.

1974.	Gunnar Myrdal, Sweden; Friedrich Hayek, Great Britain	For pioneering work in money theory and economic fluctuations and for analyzing the interdependence of economic, social and institutional phenomena.
1975.	Leonid Kantorovich, SSSR; Tjalling Koopmans, USA	For the contribution to the theory of optimal allocation of resources.
1976.	Milton Friedman, USA	For the study of consumption analysis, monetary theory and demonstrating the complexity of the stabilization policy.
1977.	Bertil Ohlin, Sweden; James Meade, Great Britain	For a major contribution to the theory of foreign trade and international capital flows.
1978.	Herbert A. Simon, USA	For the pioneering research of decision-making processes within economic organizations.
1979.	Arthur Lewis, Great Britain; Theodore Schultz, USA	For the pioneering research of economic development with a special emphasis on solving the problems of developing countries.
1980.	Lawrence Klein, USA	For the creation of econometric models and their application in the analysis of economic fluctuations and economic policies.
1981.	James Tobin, USA	For the analysis of financial markets and making decisions about consumption, employment, production and prices.
1982.	George Stigler, USA	For studies on industrial structures, the functioning of the market and the causes and

		effects of state regulation.
1983.	Gérard Debreu, USA	For including new analytical methods in economic theory and for fundamental reformulation of general equilibrium theory.
1984.	Richard Stone, Great Britain	For fundamental contributions to the development of a system of national accounts, which improved the basics of empirical economic analysis.
1985.	Franco Modigliani, USA	For pioneering analysis of savings and financial markets.
1986.	James M. Buchanan, USA	For the development of a contractual and constitutional basis in the theory of making economic and political decisions.
1987.	Robert Solow, USA	For the contribution to the theory of economic growth.
1988.	Maurice Allais, France	For a pioneering contribution to market theory and efficient use of resources.
1989.	Trygve Haavelmo, Norway	For clarifying the theory of probability as the basis of econometrics and for analyzing simultaneous economic structures.
1990.	Harry Markowitz; William F. Sharpe, Merton Miller, USA	For pioneering work in the theory of financial economics.
1991.	Ronald Coase, Great Britain	For the discovery and clarification of the significance of transaction costs and proprietary rights for institutional structures and the functioning of the economy.
1992.	Gary Becker, USA	For extending the domain of microeconomic analysis to a wide range of human behavior

		and interactions, including market-independent behaviors.
1993.	Robert Fogel, Douglass North, USA	For the renewal of economic history research using economic theory and quantitative methods to explain economic and institutional changes.
1994.	John Harsanyi, John Forbes Nash, USA; Reinhard Selten, Germany	For a pioneering balance analysis in the theory of non-cooperative games.
1995.	Robert Lucas, Jr., USA	For the development and application of the hypothesis of rational expectations, which transformed the macroeconomic analysis and deepened our understanding of economic policy.
1996.	James Mirrlees, Great Britain; William Vickrey, USA	For fundamental contributions to economic theory of incentives in conditions of asymmetric information.
1997.	Robert C. Merton, Myron Scholes, USA	For the new method of determining the prices of derivatives.
1998.	Amartya Sen, India	For contributing to the welfare economics.
1999.	Robert Mundell, USA	For analysis of monetary and fiscal policy in conditions of different exchange rate regimes and analysis of optimal currency areas.
2000.	James Heckman, Daniel McFadden, USA	For the explanation of the theory and methods of selective samples analysis and for the development of the theory and methods of discrete choice analysis.
2001.	George Akerlof, Michael Spence,	For market analysis with asymmetric information.

	Joseph E. Stiglitz, USA	
2002.	Daniel Kahneman, Israel, Vernon L. Smith, USA	For the integration of psychological research into economic science, especially those relating to human judgment and decision-making under conditions of uncertainty, and for laboratory experiments as tools in empiric economic analysis, especially in the studies of alternative market mechanisms.
2003.	Robert F. Engle, Clive Granger, USA, Great Britain	For methods of analyzing economic time series with time variability of time or common trends.
2004.	Finn E. Kydland, Norway, Edward C. Prescott, USA	For contributions to dynamic macroeconomics: the temporal consistency of economic policy and the driving force of business cycles.
2005.	Robert J. Aumann, Israel/USA, Thomas C. Schelling, USA	For the better understanding of the conflict and collaboration through analysis of game theory.
2006.	Edmund S. Phelps, USA	For contributing to a better understanding of the relationship between inflation and the consequences on unemployment.
2007.	Leonid Hurwicz, Eric S. Maskin, Roger B. Myerson, USA	For laying the foundations for the theory of a constructive mechanism.
2008.	Paul Krugman, USA	For analysis of trade patterns and location of economic activity.
2009.	Elinor Ostrom, Oliver E. Williamson, USA	For the analysis of economic governance, especially common goods, and for the analysis of economic governance,

		especially the limits of firmness.
2010.	Peter A. Diamond, Dale T. Mortensen, USA, Christopher A. Pissarides, Cyprus	For analyzes of trade with the quest for disagreement.
2011.	Thomas J. Sargent, Christopher A. Sims, USA	For empirical research of causes and consequences in macroeconomics.
2012.	Alvin E. Roth, Lloyd S. Shapley, USA	For the theory of stable distribution and the practice of market design.
2013.	Eugene F. Fama, Lars Peter Hansen, Robert J. Shiller, USA	For empirical analysis of asset prices.
2014.	Jean Tirole, France	For power analysis and market regulation.
2015.	Angus Deaton, Great Britain, USA	For analysis of consumption, poverty and well-being.
2016.	Bengt Hölmstrom, Finland, Oliver Hart, USA	For the work on contract theory and laying the foundation for regulatory bankruptcy measures.
2017.	Richard Thaler, USA	For the work in the field of behavioral economy.

The table above shows the dominance of the US schools of economics, compared to other schools in the world. Regarding this, there is strong competition among universities, with the aim of attracting professors and students. Within this, the dominance of the University of Chicago is visible (the Chicago School of Economics). There are different sensitivities among the different schools. For example, MIT is traditionally more inclined to democracy and Keynesianism than Chicago, which is again more controversial and turned to monetarism. They insist (in methodology) on the necessity of quantitative approach (formalized theory and empirical testing of these theories), the importance of causality and insisting on the normative aspect of the economy, which plays a role in helping to decision making.

CONCLUSION AND MESSAGE

The history of economic ideas teaches us that this science has been led by those who have made mistakes and shortcomings in it (Sandmu, 2013). Regardless of the differences, the common denominator of all economic schools is an aspiration to achieve: general goals in the increase of national wealth, the prosperity of individuals and peoples, economic efficiency and social justice, the achievement and maintenance of economic balance, rationality and optimality. An overview of the development of economic ideas tells us that economic knowledge is historically conditioned. That means there would be no Keynes without Pigou, without Keynes Friedman, etc. Every assessment of the current state of the economy must explain the rise and fall of old ideas and the place of new ones in relation to the previous and in relation to the historical context. That is why in the competition of rival theories one should look for strength and wealth, the basis of the progress of the economy, and not its weakness. As a result, the economy has become an elite social science.

The study of economic ideas is extremely important and beneficial for anyone involved in the economy. First of all, it helps to understand scientific dynamics. The concepts and theories with which today's students meet at the beginning of the study are the results of the work of previous generations of economists to whom they have come by laborious, but fruitful research work.

Understanding the development of economic science as a continuous process that takes place throughout the history, and which continues to exist today, is in itself an inspiration for one who wants to get into science or perhaps even contribute to its further development. The study of older literature can, moreover, encourage a new study of the issues that later research has neglected, and for which it can turn out to be fruitful and it is interesting to deal with them again. In this way, "economic science is a powerful weapon for analyzing a large circle of questions ..." (A. R. Posner).

Studying economic ideas is also important because the history of economic ideas is actually the history of theories, but not because economics is just a theory. Smith's "Wealth of the Nations" (1776), for example, tells us that his arguments, presented in this famous part, are based on a long series of facts. Likewise, if we look at the latest issues of scientific journals, we will see that empirical analysis takes a central place in modern economic research. The theory and the empire, therefore, influence each other. Although some economic theoreticians are inspired by reading the work of other theorists, all theories ultimately emanate from the empirical observation of the reality that economists

have the need to understand and explain. Theories that arise on this basis in the next round point to new hypotheses about the functioning of economic life, hypotheses that can again be subjected to testing through new observations. Empirical facts are thus indirectly represented through the development of the theory. Keynes speaks of this in his "General Theory of Employment, Interest and Money," when he says "... the theory and facts, intuitive concepts and practical assessments are mixed in a way that is appealing to human intellect." This thought, like many of his other thoughts, are shown today as accurate and always contemporary. Next to the unity of theoretical and empirical approaches is one of the basic principles of modern scientific research, which tests economic ideas.

The evolution of economic ideas ran through the denial of many, often opposing, theories of economic thought (from market to state "fundamentalism"). After a compromise between Smit's ideal to achieve social interest at the same time, and Keynesian theories as a socially justified state intervention, a true reality is imposed as a combined system (social-market economy). In doing so, "the state needs to constantly rewire the pulse of the economy in effort to find a cure for the illness of disease" (Kenneth M. Norris), and the market with its "invisible hand" and healthy competition to enable the unobstructed development of the economy. The ability of the economist is to "integrate old and new contributions to the development of the economy" (Agnar Sandmo).

Economics is, therefore, a science that, thanks to its contribution to the development of society, is awarded the Nobel Prize. Its procedure has a scientific character in the following sense: its hypotheses are explicitly stated, and therefore subject to criticism. Conclusions and their field of validity are obtained through logical conclusion, in accordance with the deductive method. These conclusions are finally tested using statistical and mathematical tools.

Economics, however, is not an exact science in the sense that its predictions are not nearly as accurate as, for example, the calculations of celestial techniques. The economy follows two prediction impediments. The first obstacle, common to many other lessons: lack of data or incomplete understanding of the phenomenon; the second obstacle stems from the specificity of social and humanistic sciences (the problem of predictability of individual and collective behavior).

What the economy, however, could and must have, and what is warned by Nobel laureate Jean Tirol, "to be in the service of general well-being". In order to achieve this, her task is to recognize institutions and policies that

will represent the general interest. In its quest for the well-being of the community, it should unite the individual and collective dimension of the subjects. Economics should study situations in which the individual interest is in line with the aspiration to the well-being of the community, as well as those situations in which, on the contrary, it is an obstacle. Therefore, the concept of "economy without limitations" is destructive for both the economy and society.

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THE PERCEPTION AND COPYNG WITH MOBBING IN WOMEN IN MONTENEGRO

Tatjana Vujovic[10]

ABSTRACT

The previous research shows the frequency of reporting forms of mobbing at workplaces,especially in women. The different strategies for coping with mobbing stress haven' t been researched yet.Therefore,the aim of this research was to investigate the types of mobbing in women in the public and private sector.There were 170 respodents in this research ,the nurses (N=90) who employed at Clinical Hospital Center of Montenegro and the workers (N=80) who employed in the company Mill- Pop.The respodents were aged 20-59 years old.When it comes to the perception of mobbing by nurses we obtained by factor analysis Varimax rotation four factors that interpreted as an attack on work activity,personality attack ,sexual harasment and attempted isolation. Discriminative analysis has shown there is a statisticaly significant difference between these two groups when it comes to emotions focused copying,trying to solve the problem,seeking support from the colleaques and family.

Key words: mobbing, strategies for coping with mobbing, stress, work expirience.

JEL Classification: M12

INTRODUCTION

In the beginning of the 1990's, some more serious studying of mobbing starts (Samnani, 2013b). Popularity of the abuse at work grows along with continuous changes in the business world which make work environment more stressful than before, among which there are economic turbulences and accelerated technological development of certainly one of the greatest. The term "mobbing" is used for the first time in order to describe aggressive behaviour of

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the employees by a Swedish psychologist Heinz Leymann (Einarsen, 2000; Leymann, 1990). However, the term mobbing is for the first time related to the book by Konrad Lorenz "On aggression" (1962/2002). In that book, a famous ethologist describes the behavior of social animals (small birds) which join together in order to be able to send away a lonely predator from their territory who geopardizes their safety. Similar behavior of people in work environment was named mobbing by Leymann. In scientific references we can find different terms to mark the behaviours by which colleagues, superiors or subordinates maltreat the employees in the workplace. The term "mobbing" is used in Europe parallel with the term "bullying" for describing specific form of the attack on the workplace (Petrović et al., 2014). The reason for the existance of the two parallel terms to describe the same phenomena is that both have the deficiencies due to which researchers found it hard to accept one and reject the other.

Contemporary society is characterized by numerous changes. Big concentration in the market, privatization, economic crisis, uncertainty of workplaces and expectation of flexibility from the workers have led to the increase of mobbing frequency. The employees – victims of mobbing usually keep quiet on mobbing, and the greatest problem they have found so far is proving that it is about mobbing at all. The stress creates burnout syndrome of experience of mobbing, drop in their work capacity, there comes to the increase of morbidity and absenteeism, and on the other hand the quality of service and profitability are reduced. Mobbing is defined as a hostile communication which is aimed from one or several individuals towards, mainly, one individual who has due to mobbing found itself in a position in which he is helpless and unable to defend himself, and thus he is kept in it by continuous mobilizing activities. Those activities are carried out with high frequency (at least once a week) and in longer period (at least 6 months) (Leymann, 1996., Kostelić-Martić, 2005.). Frequency and duration are two crucial dimensions of mobbing (Zapf and Einarsen, 2011.), and due to high frequency and longer duration of maltreating, there can appear significant mental, psychosomatic and social consequences.

Mobbing is exclusively related to social interactions among employees, independently from their hierarchical level. The situations in which persons employed are subject to negative behaviours from the part of their clients and parties are not included as a part of this phenomenon. Some of the manners of harassment and abuse at the workplaces are: spreading malicious gossips, insults, ridicule, announcing personal data about the person that the others don't have to know, giving the tasks from which it is known that a particular person cannot meet, ignoring, not inviting to meetings. Zapf (1999.) distinguishes six types of mobbing: organizational, social isolation, attacks to a private sphere of life, verbal and physical aggression, spreading of the rumors. The studies have shown that in companies where dictators are in charge, the employees show two types of reactions: one accept that they are victims of mobbing and the others develop certain forms of ingratiation as some kind of a defense mechanism. Both of the groups have health disorders. In such an atmosphere, productivity

drops, and capable ones and employees with new ideas are most frequently the target of mobbers.

Verbal communication is manifested in mobbing as yelling at the victim, not allowing him to speak up, violent stopping of his attempts to say something, as well as frequent mocking to his work abilities by saying: „You don't know anything", „You don't do anything" and the like. However, in mobbing there are also many non-verbal messages, unspoken, but shown by gestures or in some other manner, such as stopping to communicate with the victim, ignoring his presence known as the syndrome of „empty table" which is also a form of mobbing/abuse. In that manner, victim is being sent the signals that he is not a member of the group, that is not wanted in that work environent and that he can go home because there is nothing for him to work there.

FORMS OF MOBBING

Mobbing appears in two main forms – horizonal and vertical mobbing, with many varieties. Horizontal mobbing comes from the part of employee/employees aimed against other employee on the same or similar workplaces, where between the mobber and victim of mobbing there is no subordinate relation. Very often it appears as the consequence of unfair professional competition, which is followed by envy, jealousy and similar human weaknesses. The studies have shown that women are more often victims of mobbing by other female employees, as well as the male employees more often resort to mobbing towards other male employees than female employees. Horizontal mobbing is expressed in milder forms – continuous jokes, ridicule at the expense of speech, posture, walk, dressing, private life etc., or severe forms – spreading defamations regarding professional and private life (e.g. making up sexual affairs), continuous interruption in speech, avoiding during pauses at work, not inviting to parties and the like.

Vertical mobbing comes from the part of a /direct/ superior (lower or higher management, rarely from executive director himself or main executive director – general manager), where in realization of mobbing we include more employees that are given a certain convenience by the management (progress at work, professional improvement, etc.). vertical mobbing can appear as a covered vertical mobbing, when behind horizontal mobbing, there is vertical mobbing hidden. Vertical mobbing is expressed in many ways. For example, in the form of an „empty table" – when an employee is denied to perform the tasks of that workplace or he is given the tasks below the professional level of employee in order to hurt his/her professional dignity or, however, in the form of „full table" – when an employee is given too many tasks, which he cannot perform successfully during working hours (so it is left for him to work overtime, without being paid for it), which leads to excesive fatigue at work. Vertical mobbing appears in the form of increased control of the presence of employee at work, in performance of work tasks, exposure to permanent criticism of

superiors due to /supposed/ failures, with degrading of professional skills, up to frequent allocation to other tasks /with no justified reason/, in interruption in speech or in the attempt to give explanations or dispute criticism, up to professional „ostracism", avoiding, i.e. isolation of the employee.

A BRIEF REVIEW OF PREVIOUS STUDIES OF MOBBING

The researchers start understanding mobbing examining it within the famous models of aggression at work and processing of information (Samnani, Singh & Ezzedeen, 2013), by studying the manner of experiencing the abuse or negative acts re-examining previously valid and widely accepted methodology (Matthiesen & Einarsen, 2008; Einarsen, 2000), or by attempting to understand the difference between abuse at work and the phenomena similar to it by analyzing defining characteristics of abuse.

The studies carried out in different countries show variations in frequency of mobbing which are the reflection of differences in tolerance to different forms of abuse. In Croatia, a greater study of mobbing was carried out by employees in the company Media Metar 2002. in Zagreb among city population. The sample included 700 respondents (49 % women and 51 % males). The study was carried out by the method of survey, and the respondents have in significant percentage (from 15,4 % to 53,4 %) recognized the existence of that problem in the workplace and thus they assigned it the sense of psychological (from 37,7 % to 54,8 %) and physical fatigue (from 30,5 % to 79,4 %); (Koić et al., 2003.). In spite of numerous studies, we cannot yet say with certainty why is in some organizations there is a greater frequency of mobilizing activities, than in some others. It appears that greater risk is in organizations that deal with administration tasks than in manufacturing companies, which can be explained by the fact that in manufacturing activities, work tasks and roles are clearly defined.

Studies also confirm greater frequency of mobbing in health institutions, education institutions and non-profit sector. In health sector, nurses are exposed to mobbing more than other professionals. A growing competitiveness of health workers, altered dynamics of work and „macho" management style in health protection system create the culture of behavior that is suitable for development of mobbing (Field, 2003., according to Beganlić et al., 2009.). The results of the study carried out by the authors Aytolan and Dilek (Aytolan and Dilek, 2007.) on a sample of 505 nurses show that feelings of fatigue and stress, headache, gastrointestinal symptoms and different emotional reasctions are most frequent reactions to mobbing, while about 22% of nurses and technicians with experience of mobbing have used sick leave. In order to avoid mobbing, 72,1 % of nurses work harder and more tedious, while about 10 % of them sometimes

think about suicide due to experienced mobbing (Aytolan and Dilek, 2007.). the impact of mobbing to the health status of a person could depend on the strategies of facing with this stressor.

Study of the impact of mobbing to the inability for work in case of nurses by Beganlića and associates (Beganlić et al. 2009) on a sample of 300 respondents, of medium medical staff, it was shown that most frrequent symptoms related to somatic health were nausea, headache and fatigue. For all the symptoms related to somatic health there were statistically significant differences in persons that reported mobbing in relation to those who haven't. From mental symptoms, most frequent ones were drop in motivation (59%), the sense of rage/anger (49%) and loss of confidence (41%). Study of Beganić and associates (Beganlić et al.,2009.) points out that more than a half of nurses na technicians were exposed to mobbing, while 24 % were persistently exposed to this form of harassment.

In Serbia, the study of mobbing was started after democratic changes in 2000, thanks to the engaged professionals from the syndicate. The efforts of the syndicate have resulted in adoption of the law against the abuse at work in 2010 (*Law on prevention of abuse at work*, "Off. Gazette of RS", no. 36/2010). Systematic study of this phenomenon by using standardized (comparative) methodology in Serbia begins in 2009 (Petrović et al., 2014). On the popularity of this concept throughout the world speaks its presence on the Internet, both in those documents and in Internet pages that are available to broader public, and in those reserved for researchers and scientists.

It is difficult to reach precise data on the level of the outspread of this phenomenon in Montenegro. In Montenegro, there is only one study of mobbing that was carried out by the Agency for studying the public opinion Damar. The study was carried out on a sample of 503 employees and employers. 58,50% of respondents have said that personal experiences of mobbing have affected the loss of work motivation. 52,8 % have said that main reasons for the appearance of mobbing are personal characteristics of perpetrators. As the state is the greatest employer, more than 90% of cases of the so-called vertical mobbing (when superior abuses subordinate worker) occurs in bodies of state administration and public income.

CONSEQUENCES OF MOBBING

Individual consequences of mobbing are dedicated a higher research attention than organizational ones (Hoel et al., 2011). Victim of the abuse usually directly reacts to the maltreatment by trying to resolve it, which implies the expressing of certain behaviours in work environment by which it attempts to resist and/or withdraw or in some manner protect itself from abuse at work („flight or fight") (Niedl, 1996). Reactions to the abuse can have short-term negative consequences

for the work organization, and they can also have both long-term and unreparable consequences. Abuse at work leads to the increased absenteeism (Leymann, 1990; Petrović et al., 2014), counter-productive behaviors such as destruction of the property of organization, deliberate sabotage of work tasks (Ayoko, Callan & Härtel, 2003), drop in productivity (Einarsen et al., 2009), work disputes. In national studies, it was shown that connection between exposure to abuse at work and indicators of personal welfare is somewhat lower than correlations between the abuse and indicators of work behaviors that are rather harmful for the organization (e.g. Einarsen et al., 2009; Petrović et al., 2014).

Abuse at work leaves consequences that are visible in work context, in order for them to be later extended to other spheres of life of an individual. Thus Leymann (Leymann, 1990) relates the the first phases of abuse to the conflicts and stigmatization in work environment and the latest phases of abuse sees in disabling of the individual (who losses one by one professional and personal resource) and finally its exclusion from labour market. The victim through negative treatment in work organization and out of it (family, social and health services) develops the feeling of incompetence, and thus due to stigmatization that accompanies some other consequences of abuse, and those are: excessive usage of sick leave, transfer to jobs that are degrading for the victim and psychiatric treatment (Leymann, 1990). Consequences of mobbing for an individual can be of health, osychological, psychosomatic, economic, social and legal. Most frequent consequences of mobbing are burnout syndrome, reactive despressive states of post-traumatic stress disorder.

Negative consequences of mobbing at work are expressed and they refer to partners and children (eng. ripple effect), i.e. to family relations. Mobbing leads to the impairment of social position, reputation ("social misery"), it also has direct wider harmful social consequences, since it leads to the impairment of the value system and ethical standards in social relations, and it jeopardizes family cohesion as well. Paid sick leave due to illnesses caused by mobbing has financial consequences to the system of health and pension and invalid insurance. On the other hand, studies have shown, from the aspect of abuser, that mobbing appears as a kind of „exhaust valve", by which we cover some kind of helplessness in some other sphere of employer's life-superior which, in that way, creates around him „a group in which he demonstrates his power and importance at the expense of the employee – victim of mobbing.

The consequences of mobbing also reflect on social relations of mobbing victims. The victim very often withdraws to itself, isolates which results in the loss of friends. In addition, friends cannot listen about the same problems day after day. Possible dismissal leaves the victim with no income, and looking for a new job can last for a long time due to health condition of the victim. Economic consequences of mobbing are expressed in the damage that employer (company) suffers due to costs of paying earnings compensation during the temporary inability to work – sick leave. Directly, employer suffers damage and due to reduced productivity of work of

the employee due to mobbing, reduction of motivation at work, loss of innovating motivation or other initiatives of the victims of mobbing.

The goal of the study was to examine the perception of different types of mobbing and facing with mobbing in case of women employed in private and public sector in Montenegro. In accordance with the goal of the study, the following hypotheses are set:

H1 : it is supposed that within the groups there is a statistically significant connection between years of service of female respondents and perception of mobbing from the part of superior.

H1 : It is assumed that attitudes of nurses on mobbing can be structured so that we can speak about some types of mobbing.

H2: It is assumed that groups examined will be significantly different in perception of types and frequency of mobbing appearance.

METHODS

Sample of respondents

The study included 170 respondents aged from 20 to 59. The study was carried out on two independent samples, more precisely: at the sample of 90 nurses employed in Medical Center of Montenegro and a sample of 80 female officers employed in private sector, i.e. telecommunication company – Telecom.

Measuring instrument

Main measuring instrument of this study was a non-standardized questionnaire, which is constructed for the examination of mobbing and manners of dealing with mobbing. Questionnaire was filled by the respondents of different age and years of service. As an additional instrument for development of questionnaire we used the Questionnaire for mobbing diagnosis (ICP,2003). The task of respondents was to assess the frequency of mobbing appearance on a scale of 5 degrees (from 1 - never to 5 - always). Higher result refers to experiencing more negative behaviour forms in the workplace.

Procedure

After obtaining consent from competent institutions, the study was carried out several times in the premises of Medical Center in Podgorica and in telecommunication company - Telecom. Head nurses of particular departments were asked to help in carrying the research out. After explaining the purpose of the study, guarantee of discretion and motivation of respondents for cooperation,

we moved on to the application of instruments. The questionnaire was filled in independently, in the conditions of group testing. In order to secure anonymity, questionnaires were given in envelopes. Examination in private sector was performed in the premises of telecommunication company Telecom.

Methods of data processing

In accordance with the goal and hypotheses of the study there were several univariant and multi-variant statistical-mathematical methods applied. For the needs of examining the structure of risk factors, factor analysis Principal components method was applied. for examination of structural differences between groups in the type and frequency of the appearance of mobbing, there was applied univariant and discriminative analysis.

RESULTS

Analysis of the results had the goal to examine whether there are differences in experiencing different types of mobbing in case of female respondents with different work experience. For that purpose, female respondents were divided into three groups. The first group were the respondents whose total years of service are shorter than 10 years, the second group were those with years of service from 10 to 20 years. Years of service of the third group was longer than 20 years. When it comes to female respondents employed in private sector, the greatest number of them, i.e. 65,71% whose years of service is up to 10 years more frequently perceive mobbing from the part of the superior than respondents with longer years of service. (R = -2,12, p = 0,006). (Table 1)

Table 1: Mobbing by the superior and years of service of respondents employed in privats sector

Years of service	Perception of mobbing by the superior				Total	
	Yes		No			
	f	%	f	%	f	%
Up to 10 years	23	65,71	32	71,11	55	68,85
from 10-20	10	28,57	8	17,77	18	22,5
More than 20 years	2	5,72	5	11,11	7	8,75
Total	35	100	45	100	80	100

Source: Author

When it comes to female respondents employed in public sector, i.e. nurses, there is a statistically significant correlation between years of service and perception of mobbing. Respondents whose years of service was over 20 years, i.e. 38% have perceived mobbing by the superior most frequently, then those with years of service from 10 to 20 years, while respondents with the least number of years of service have perceived mobbing most rarely. (R=0,322, p=0,050) (Table 2)

Table 2 Mobbing by the superior and years of service of the nurses

Years of service	Perception of mobbing by the superior				Total	
	Yes		No			
	f	%	f	%	f	%
Up to 10 years	13	26	17	42,5	30	33,33
from 10-20	18	36	11	27,5	29	32,22
over 20 years	19	38	12	30	31	34,44
Total	50	100	40	100	90	100

Source: Author

In order to examine mutual connection of the attitudes of nurses on the perception of some types of mobbing, we have applied factor analysis. Factor analysis was applied as a method by which a phenomenon can be structurally treated. Setting aside latent dimensions (factors) enables the observation of several aspects at the same time. Factor analysis was applied on the sample of nurses. Scale of 21 variable (questions 10-30 from questionnaire) which describe perception of mobbing was subject to factor analysis *Principal components analysis.* By scale factorization we wanted to examine whether the attitudes are structured in such a manner that we can speak about some dimensions of mobbing, or the attitudes are related in such a bad manner, that it is not possible to set aside separate structural characteristics. Factorization was performed by Hotelling's *Principal components method.* Criteria of stopping the extraction was the characteristic root $\lambda =1$ and $\lambda >1$. Factor analysis has set aside four factors that together exhaust 64,989 % of the total variance. Based on this we can conclude that factors rather well explain the total space of starting variables. Based on 20 manifest variables (particles) there were 4 factors extracted, where the first two are particularly interpretable. (Table 3).

Table 3 Characteristic roots and the Variance percentage

Characteristic values $\lambda \geq 1$	Percentage of common variance	Cumulative variance
9,706	37,715	37,534
2,539	9,867	49,149
1,358	9,806	58,326
1,159	6,188	64,989

Source: Author

Conventionally, as statistically significant loads on factors we have determined those over 0,500. In that way, we wanted to obtain a simpler factor structure. Of all the four factors that have set aside, the greatest number of variables with loads over 0,500 has the first factor.

In Table 4, there is presented the structure of 4 factors extracted by the principle of the size of characteristic values $\lambda \geq 1$.

Table. 4 Matrix of factor model

Variable	Factor 1	Factor 2	Factor 3	Factor 4
Rejection of cooperation	0,854	-0,297		0,102
Offensive comments	0,820	-0,222	0,229	0,159
They act as if I don't exist	0,819	-0,211	0,322	
Ridicule	0,817	-,263		
Not including in social activities	0,781	-,201		
Offensive jokes	0,775	-,213		
Exclusion and isolation	0,760	-,250	-0,271	
Comments related to religious and party beliefs	0,750	-,176	0,231	0,192

Physical isolation with no possibility for communication	0,737	-0,123	-0,176	0,126
Humiliation before superiors	0,693	-0,118	0,524	0,134
Ridicule of family members	0,676	0,285	-0,405	
Assigning meaningless tasks	0,637	0,554	0,118	
Attributing my merits to others	0,628	0,567	0,188	
Exposure to continuous non-argumented criticism	0,615		0,586	0,104
Assessment of work as unrealistically bad	0,612	0,424	0,174	
They look into my phone calls	0,603	0,462		0,236
Assigning the tasks inappropriate to health condition	0,569	0,347	0,126	0,416
Mobbing of the superior	0,542	0,575	0,141	0,116
Suggestion of intimate contacts	0,444	0,574	0,290	0,806
Unrequired touching	0,195	-0,104	0,148	0,806

Source: Author

The first factor points to structural connection of those claims that refer to the personality and ridicule. *This factor was named attack on a person.* („They refuse to cooperate with me", „they refer to me in offensive comments", „they act as if I don't exist"). This factor explains 37,534 % of the total variance. On the first factor with the load above 0,800 there were 4 claims set aside, more precisely: 43 rejection of cooperation (0,744); offensive comments (0,722); 42-they act as if I don't exist.

The second factor is saturated by variables that refer to the attacks on work ability. This factor was called the attack on work activity. („I am assigned meaningless tasks,, Having in mind my real performance, my work was estimated unrealistically poor,,). This factor explains 49,149 % of the total variance. The structure of the second factor leads to the conclusion that nurses more frequently perceive direct attacks on work.

The third factor is saturated by variables that refer to exposure to continuous non-argumented criticism and disrespect before the superior. This factor was named disrespect before the superior. In case of this factor with highest saturations, there were two statements that set aside. („I am exposed to permanenet non-argumented criticism", „They disrespect me before the superior,,).

At the fourth one with a load over 0,600 there was set aside only one variable that refers to verbal sexual harassment and unwanted sexual attention, so it is called sexual harassment (e.g„They touch me without any need",,They suggest having intimate contacts", „They call me to dates", „They stand too close to me"). This factor explains only 6,188 %. We have started from te assumption that it is about a sensitive subject, so the respondents don't talk much about these issues.

Results of discriminant analysis

The same set of 21 variables was subject to discriminant analysis (questions from 10 to 30. from the questionnaire). Discriminant analysis was applied to both samples from our study. As our study includes two independent samples, we set aside one common discriminant function. By analyzing common discriminant function, we have established that it maximally distinguishes the group of nurses from the group of women employed in private sector. It was shown that one common discriminant function of extremely high discriminant power and significance level is obtained. (p=0.000) (see Table 5)

Height of the characteristic root λ=8,487 Canonical correlation between the set of variables and variable of grouping is high and it is R =0,946. High value of the coefficient of canonical correlation speaks about high discriminant power of the function mentioned. Wilks' Lambda is 0,105. Significance of Wilks' Lambda is evaluated by Chi-square test χ^2 = 569,37 (Table no. 5). The difference between the group of nurses and group of women employed in telecommunication company is at the extremely high level of statistical significance which can be observed from the matrix of the structure of common discriminant function (see Table 5.)

Table 5 Characteristic roots and the variance percentage

Function	Characteristic value	Variance percentage	Canonical correlation	Wilks' Lambda	Chi-square	df	Significance
1	0,82	100,0	0,526	0,724	21,322	4	0,000

Source: Author

The results obtained by discriminant analysis show that total discrimination of variables is high. In further analysis we wanted to examine which individual variables descriminate the groups best. Conventionally we have determined as significant loads in matrix of discriminant function structure the values above 0,500 (Table no.6).

Variables that best discriminate the groups are:
- Offensive jokes   (0,590)
- Offensive comments related to religious and party beliefs (0,513)
- Exclusion and isolation (0,487)

In common discriminant function there are four variables that have set aside. (Table 6). the least discriminant power have the following variables: mobbing of female colleagues and touching. Based on presented loads in discriminant function we can conclude that nurses are different than respondents employed in private sector by the fact that they significantly more often perceive offensive jokes, offensive comments related to religious and party beliefs, as well as exclusion and isolation.

Table 6. Matrix of the structure of canonical discriminant function

Variable	* Function 1	* * Function 1
Offensive jokes	0,510	0,704
Offensive comments related to religious and party beliefs	0,467	0,465
Exclusion and isolation	0,498	0,573
Ridicule of family members	0,398	0,977
They act as if I don't exist	0,310	0,090
Physical isolation without a possibility for communication	0,291	-0,928
Rejection of cooperation	0,267	0,147
Offensive comments	0,221	-0,590
Disrespect before the superior	0,214	0,249
Ridicule	0,171	-0,396
Not including in social activities	0,153	0,267
Looking into my phone calls	0,153	-0,454
Tasks not suitable to health condition	0,122	-0,120
Exposure to constant non-argumented criticism	0,118	0,225
Evaluation of work as unrealistically poor	0,110	0,095
Attributing my credits to others	0,084	-0,202
Assigning meaningless tasks	0,057	0,034
Mobbing of the superior	0,053	0,034
Touching	-0,034	-,267
Suggestion of intimate contacts	-0,062	0,203

Source: Author

* Standard coefficients of canonical discriminant function

* * Correlation coefficients of variables and common discriminant functions

DISCUSSION

The goal of the study was to examine the perception of type and frequency of mobbing in case of nurses employed in Medical Center of Montenegro and female officers in private sector. Respondents have evaluated types and frequency of mobbing on a scale made of 20 questions from the questionnaire. Having in mind previously mentioned problem, hereinafter we will comment on the results obtained. The first hypothesis referred to the expectation that there will be statistically significant positive correlation between the years of service of female respondents and perception of mobbing by the superior. This hypothesis is aprtially confirmed, only when it is about nurses. The results obtained have shown that nurses with years of service from 10 to 20 years more frequently experience mobbing by the superior than respondents whose years of service are less than 10. The results obtained are in accordance with the results of the study by Krajnović and associates who have shown that nurses with years of service from 11 to 30 years more frequently experience yelling, insulting. Some authors (Zapf and Einarsen, 2005.) stress that employees with less years of service are more frequently exposed to direct attacks and they are often negatively treated in their work environment. Weaker perception of mobbing in case of female respondents with shorter years of service can be explained by the fact that they consider it a part of their job and thus they are more tolerant than their older colleagues having in mind that they are at the beginning of their work career and on the other hand there is fear from losing a job, thus they are not sincere in answers.

The second hypothesis of the study referred to the expectation that the atitudes of nurses on types of mobing will be structured in such a manner that they make certain types, which have a predictive importance in mobbing appearance as such. This hypothesis was confirmed by the analysis of data through multivariant statistical method-factor analysis. By factor analysis we obtain four factors. The factors obtained to some extent match the factors mentioned by Simić (1996) in his study such as: attacks to the possibility of adequate communication, attacks to the possibility of maintaining social relations, attacks to personal reputation and attacks to the quality of work.

The results obtained show that repondents most frequently perceive the attack to personality, but accept such acts which can also be explained by the specificieties of our cultural millieu. Due to specific manner of socialization, women are more prone to accepting the role of a victim. Women evaluate those acts as personally more difficult, but they are better in accepting them than men. The results obtained are in accordance with the results of the study which point to the fact that employees as personally most difficult, less controllable and least acceptable in work environment evaluate direct attacks to personality and physical integrity. Our national culture is specific for a high collectivism, high

distance of power, restraint, intolerance on insecurity. Professional relations are often treated as familiar, hierarchy is strictly respected and thus the superiors are not expected to justify their decisions and behaviours, regardless whether they are ethical or non-ethical. The nurses who experienced the attack to work ability and personality most frequently face the attacks mentioned orienting on emotions and looking for the support from the family.

The third hypothesis of the study referred to the expectation that there will appear statistically significant differences between the respondents employed in public sector and respondents from private sector in the aspect of perception of the types of mobbing. The third hypothesis was confirmed by the analysis of data through discriminant analysis. It was shown that discriminant function significantly separates groups. This function is defined on one end by variables such as offensive jokes, refusal to cooperate, offensive comments regarding religious and party beliefs. On the other end, function is defined by variables such as: assigning the tasks inappropriate to health condition, mobbing of female colleagues, unrequired touching. At multivariate level in the dimension offensive jokes, there is a significant difference between the groups examined. In addition to this dimension, groups are significantly discriminated by the following variables: offensive comments related to religious beliefs, exclusion and isolation. These negative behaviours obtained by the study can be attributed to stressful work conditions, teamwork, lack of communication skills, racing for privileges of some team members within tasks distribution.

Results of the study show that respondents from the public sector are significantly more exposed to negative acts at work then those employed in private sector which is in accordance with the data presented by Capf and associates (2011), and also in acordance with transformations that have occurred and that occur in these sectors (Simić, Vukelić and Đorđević, 2013). In addition, employees from telecommunication sector unlike employees from public sectors work in specific work and market circumstances that imply work in highly professional work teams in which their competences are rather highly evaluated.

Multimodal approach in studying mobbing which includes and integrates different methods (e.g. interview, observation techniques, formation of focus groups) could be a more recent approach in future scientific studies, as well as in clinical practice for detecting the problems of mobbing in organizations. Constraint of the study This study was carried out on samples that consist of female population and thus the results obtained are constrained by the gender. If the men perceive the mobbing in some different way, in further studies we should verify whether they cope with this stressor in the same or other manner. Factor structure of the constructed measuring instrument, in addition, should be verified on bigger samples of respondents.

CONCLUSION

The aim of the study was to examine the perception of the type and frequency of the appearance of mobbing in case of female population in Montenegro. The results obtained have shown that there are statistically significant differences in perception of the types of mobbing in case of women employed in private and public sector. By factorization of scale it was shown that attack to personality, attack to work ability, disrespect before the superior and sexual harassment are the most significant dimensions of mobbing that have the highest predictive significance in mobbing appearance. The results obtained have shown the differences in experiencing different forms of mobbing having in mind the total years of service. The study shows that examination of the perception of mobbing is rather important for studying this phenomenon and has important implications to the development of the existing methodology. Particularly significant there would be the inclusion of organizational factors (e.g. organizational culture and climate) into future studies of the perception of mobbing. Based on the results obtained by this study, it is possible to plan more complex and comprehensive studies of the phenomenon of mobbing. The differences obtained between the groups examined point to the need of creatin specific approaches in prevention and treatment of these problems. It is extremely important to access these problems in Montenegro through scientifically based prevention activities that include continuous implementation of etiological studies, developmentally suitable, as well as implementation of evaluation of the success of the implemented preventive interventions. For successful prevention of this problem, there are required the studies that examine those factors which diminish the probability of appearance of these problems.

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TRANSFORMATION OF SOCIAL RELATIONS IN THE ENVIRONMENT OF NEOLIBERAL CAPITALISM: FAMILY, EDUCATION, BUSINESS

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ABSTRACT

One of the basic sociological categories is social relations. It is natural that large social changes directly reflect on social relationships, changing their nature. Neoliberal capitalism determines the social climate of today world, and thus the character of social relations. On the track of current research, it can be said that this social order is characterized by nihilism of rush and monotheism of the market. These tags essentially move human values, which are rapidly decreasing. The subject of this paper is the way in which the environment of neoliberal capitalism and its values alter relations in important spheres of society. We selected family, education and business as paradigmatic areas in which personal, business and culture-mediated relationships can be revealed. The basic hypothesis of the paper is that the general decline in human values reflects on the impoverishment of social relations, and that this impoverishment has many aspects and significant consequences. The topic we deal with here is broad, so this paper can serve as an introduction to wider interdisciplinary research.

Key words: social relations, humanity, neoliberal capitalism
JEL Classification: I2, I3, P16, Z1

INTRODUCTION

„Many people never get the opportunity to contribute to society by their work or talent or otherwise, simply because they did not have enough money to

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try it." These are the words of the very famous researcher, Branko Milanovic, who dealt with the problem of inequality in contemporary society. the rows in front of us should bring us closer to the causes of this problem.

The topic of this paper covers a wide range of issues. Therefore, analysis of this topic will require engagement in various fields of research. The real expectation is that at this point and now we will be able to make only the framework for some future multidisciplinary research.

At the very beginning, there is a need to offer an interpretation of the character of the society in which we live today. The logic of our task requires it. However, we are aware that this is very uncertain path to take, since the request is extremely general and carries a riddle in which the whole humanity is not up to date. With the awareness that our attempt is condemned to failure, we will propose a general syntagm to determine society.

The general definition we propose is the neoliberal capitalism. The syntagm of "neoliberal capitalism" requires interpretation. When we set the framework of this interpretation, it will be clearer what is the essence of the social structure that is in front of us. The unit of analysis in this, initially sociological research, is a social structure. The next step is to imagine this: after determining the basic characteristics of the social structure, it is possible to determine the character of social relations in it. Then we will dedicate ourselves to social relations and their specificity. What are their essential characteristics? To what extent did this change occur within the existing social structure? Our interpretation will, in particular, insist on the growth of baffled utilitarian and secularist tendencies, which form and essentially affect the character of social relations. In this spirit we are talking about their transformation. It is our opinion that this phenomenon of social relations transmits their characteristics to important spheres of society, and we will focus on family, education and business.

Also, in this process, the fact that the character of communication has changed is very important. As we know, the line of impersonality of communication strengthens, due to the general communication on social networks, the trend of the growth of the use of modern technologies. The direct consequence of this is the weakening of essentially personal relationships, the growing expression of the atomistic structure of society. Individuals become islands, imprisoned in their alienation and loneliness. Such a general interpersonal climate encourages acts motivating envy and a loose function of justice as impartiality. Our task is to point to this state of affairs in society. We believe that there is a strong need to see this problem clearly and bravely. If this initiative is successfully implemented, we can expect further research, whose ultimate goal would be to heal the key segments of society in which we all live. And that is the goal that is worth the effort for all of us.

NEOLIBERAL CAPITALISM AS THE NIHILISM OF RUSH AND MONOTHEISM OF THE MARKET

Speaking of actual historical moment and the state of human society, we are talking about neoliberalism, more precisely, neoliberal capitalism. More precisely and more radically speaking, we have entered a vortex, into an acceleration of capitalism that leaves no alternative, which does not hold for "sustainable development", a concept that so often and utterly hypocritically carries the weight in various proclaimed strategic documents of the same capitalism. The first and the most general meaning of neoliberalism is associated with some reforms in economic policies. So, according to that, and using the Wikipedia sources (https://en.wikipedia.org/wiki/Neoliberalism), neoliberalism refers primarily to the 20th-century resurgence of 19th-century ideas associated with laissez-faire economic liberalism, and so related closely to the ideas of Adam Smith. Main topics involved with economic liberalization are privatization, free trade, austerity, deregulation and reduction in government spending in order to increase the role of the private sector in the economy and society. These market-based ideas and the policies they inspired constitute a typical shift away from the Keynesian consensus which lasted up to 1980. The meaning of neoliberalism mutated into distinct geopolitical hybrids, and was used by scholars in a wide variety of social sciences.

The definition and usage of the term have changed over time, like the meaning of the word democracy. Initially, neoliberalism emerged among European scholars who attempted to trace a so-called "third" or "middle" way between the conflicting philosophies of classical liberalism (which was blamed for the economic failures of the early 1930s) and socialist planning. The most common meaning of neoliberalism tended to refer to theories which diverged from the more *laissez-faire* doctrine of classical liberalism. That way ment, neoliberalism tend to promote a market economy under the guidance and rules of a strong state. And that is the model which came to be known as the social market economy. But, this term had shifted in meaning from a moderate form of liberalism to a more radical and *laissez-faire* capitalist set of ideas. The phenomenon of neoliberalism has been growing over the last couple of decades and was interpreted differently and also was the topic of many and rich critics.

These were the basic and usually used crucial historical information about the phrase "neoliberal capitalism". Here we want to emphasise that we are using this phrase more specifically and with consequences to the society as a whole. That means that our economic habits, as originated from the neoliberal capitalism, have global effects in our social life. And these consequences are very and radically serious. So harmful, that we should all seek for the policy altering, if it is possible.

Influential Milan professor of philosophy, Diego Fusaro, speaking of the neo-liberal capaliam, uses the following ingenious terms: "monotheism of the market," "a new Hitler who does not have a swastika and outstretched hand, he conceals his harmful choices behind the impersonal will of the market", "nihilism of rush", "one-way neo-liberal thinking that values only the paradigm of rationality, and as a ratio of the economics of the present" (Fuzaro, 2011.) Unfortunately, in our "hysterical communism of the Balkans", we are so clearly aware of the fact that our view of the framework is precarious, due to the exhausting struggle within that framework, just as we recognize the dominant fetishism of transforming everything into goods. Who is the man and who he should be in this global consolidation?

This question leads us to other dimensions of neoliberalism. Others, compared to the economic ones that are basic. It is clear that this is a topic for itself. Regardless of the accent we want to have, here we can discuss a lot about many different items. Is there a fairness, and how can we understand it in such a society, that is, in such a social structure (Rols, 1998, 522)? What are the basic projects of the individual and what are the preconditions of happiness? What is a meaningful, worth living existence? What should a man do? What are these deviant and pathological phenomena within such a society, and what are these absolute or at least generally accepted values? What are the goals of upbringing and how to set up education and educational strategies? What is the health of the individual and the health of society? What practices should society encourage, and what can be sanctioned, and in what way? Who should be the bearers of significant social roles? These are just some of the questions. It is clear how important they are, and how important it is and it was, now and always, to try to find the answers to them. Now, maybe it is even more important because there are many alternatives, because the values are unclear, because there is no compass that uniquely shows us the way.

This is a general summary of the character of our social structure. We propose to determine social relationships now, and then point to the characteristics of the social structure that change them, and they come from the very heart of neoliberal capitalism.

SOCIAL RELATIONS

The category of social relations is one of the basic sociological categories. When we give the elementary definition of a subject of sociology, as fundamental social sciences, we immediately speak of social phenomena. After their definition, each editorial in sociology uses divisions of social phenomena. Unlike the definitions, this division is completely identical and is shared by all theoreticians. Thus, social phenomena are divided into social processes, social relations, social creations and social groups. We consider that the entire

reference to sociology that goes beyond the introductory fact is the consideration of social groups. And indeed, look at any syllabus in sociology, and you will see that it is talking about partial, global, open, closed, primary and secondary, formal and informal, stable and unstable, organized and unorganized social groups. Examples of these groups include topics such as people, nations, tribes, marriages, families, classes, castes, stocks, political parties, states, religious communities, sects ... We conclude that we move a society in its totality, it has the ambition to do one fundamental science, it would mean to consider in detail the social groups that make up it. It is the crown of sociological work.

In our work, we have a modest, but basic ambition. We want to talk about the character of social relations, whose character is the platform that determines the character of social groups. First, it is necessary to determine the very concept of social relations. The elemental reflection on this topic, that is, the thoughtful effort of definition, can not be separated from the notion of social processes. And this is the reason: Many authors interpreted social relations in a wider sense, as the interaction of people that affects the behavior of each participant and the result of which are some changes in the environment. This definition does not allow us to distinguish social relations from social processes. Thus, it may be more appropriate to adhere to determinations that see the essence of social relation as a form of social process, which determines the position of participants in the social process ones toward others.

Social processes and social relations are in a state of emergence, mutual cause, they are not stable and set once and for all. Social processes are basic social phenomena, thanks to which something forms in society. These are actions, actions and behaviors of people that have certain consequences for society. Social processes can not be separated from social relationships. The whole of social phenomena actually form the interaction between social processes and social relations. The most striking description of this relationship is that, if the social process is content, a social relationship is a form of manifestation of that content. In order to do some activity or participate in a particular way of behavior, people enter into social relations. The character of the relationship affects the performance of the initiated process.

Depending on the character of social processes, social relations are generally divided into relations of equality and inequality, competition and cooperation, harmonious and antagonistic, humane and inhuman, political, ideological, productive, educational. Although, strictly speaking, the elements of social phenomena, such as processes, relationships, creations and groups, form the basis of the description of the social structure, and thus fall into the field of social statics, they are by no means static. And in particular, social relations are not static. It seems to us that the most prominent dynamism in society is exactly what originates from the character of social relations, which condition that dynamism. Also, the character of social relations and the character of the social structure are in direct correlation. For this reason, we believe that it is crucial to

start a fundamental research of society with the analysis of social relations, because it is the key to understanding social statics and social dynamics.

After this reference to concepts and types of social relations, what follows is an analysis of the way different social relationships appear in neoliberal capitalism.

CHARACTERISTICS OF NEOLIBERALISM THAT FORM CURRENT SOCIAL RELATIONSHIPS

Time we live in is marked by the collapse of social systems characterized by a relatively permanent constellation of elements and the relative stability of social relations within that stable structure. We live in times of social instability, whose elimination is even more severe than need for stable systems. So sociological effort is needed. In this sense, perseverance is at stake, not only academically, but also existentially. Sociologist assumes an epistemological and engaged role (Milić, 1996, str.158). It is an individual who carefully studies the social world, but fosters the idea that the human world can be changed. Thus, social dynamism becomes an essential target of epistemological efforts and a place to meet academic and engaged consciousness.

We share such ambition. What, as the so-called researchers, are we perceiving in our unstable social structure?

First, globalism. Yes, the very *globalism*, not just *globalization*. Globalism is the term that denotes the presence of problems arising from the fact of globalization and the new appearance of the world in our lives. Globalism, therefore, means that our life has changed its appearance and way of functioning because of the fact that the world is a "global village." Globalization has changed the world, so we look at it differently. a global perspective brings us to the awareness that in our personal problems we are not lonely, but also the awareness of the responsibility we have, because it is clear that our actions have consequences for other people. The interdependence of people becomes more transparent, in many dimensions of the life of society. We always enumerate the economic, political and cultural dimension. But it is not necessary to analyze the phenomenon of globalism and globalization in such a way. Social relations in this process are direct bearers. Globalization is a process that through social relations, as a part of the *genus proximum*, defines: "Globalization is the intensification of social relations on a world level that connects distant places in such a way that local events shape events that have taken miles away and vice versa" (Gidens, 1998, str. 69). As social relations are in the focus of determining the process of globalization, the question of their impact on the life of an individual is raised. What about our personal identity if social relations are

essentially determined by globalization? How does globalism affect our personal identity?

Gidens, as one of the leading theorists of globalization, points out that national states, with their economic, political and cultural characteristics, continue to be the main actors of the international scene. This is because the national states are sovereign in their territory which they control, so they can legitimately dispose of military force and are responsible for the inviolability of the constitutional order on their territory (Giddens, 1999, p.122). Can an individual say something similar, in relation to the rise in trends in social relations, that globalization imposes?

Here we are in a position only to illustrate how complex the problem is. Thus, suppose that globalization only through two factors affects us and changes the quality of our lives - over the quantity and speed of information that comes to us and which we further forward, with all the specifics of the modern way of communication, and through the abundance of opportunities that the global perspective provides to us. As a result, we recognize the positive sides, which concern the fact that we all share social responsibility for many problems of society and that good cooperation becomes more necessary. Also, our identity is formed in relation to the world as a global community, whose well-being we can also contribute to, ourselves. Nevertheless, not only communion and sense of belonging in these circumstances are strengthened. On the contrary, as more things that are available to us appear, we rely more on ourselves, we feel lonely, alienated, we conduct in the light of faceless, virtual communication and its demands. The system of traditional values has been completely changed, and that system was able to give us stability. There is no cultural or value unification in the traditional way, but some other unification of values is imposed. In such a climate, there is not much room for affirmation of individualism, and again paradoxically, for each piece of our individuality, we must fight in isolation, because closeness is not at stake and is not something that counts. Thus, as in political terms, we bring this into a reasonable doubt, and in the situation, we insist that the affirmation of the world without borders is understood as a cunning attempt to reaffirm Western power and impose of Western standards, and simillarily, in this abundance of personal possibilities we reveal loneliness and new individualism without mercy and essential humanity. The man in this new individualism is not in the center, certainly not as a being who carries the values of humanity for whose affirmation society is struggling, no matter what. Everybody would say so, that we are struggling for the sake of humanity, but nobody would really do so. And that is the new hypocrisy of the new individualism of globalisation.

Another significant feature of neoliberalism is connected with globalism, can even be considered as a radicalization of a certain aspect of globalism. The world we live in is a world without God. We did not exaggerate and we were not simply taken by Nietzsche's pathos. Full and significant studies have been written on the topic of our age as a period of secularization. How is

secularization associated with globalization? And there are many possible ways to connect these phenomena. The complexity of both topics comes to mind. Like globalization, secularisation can be a sign of our time, but also of its various spheres. So, it makes sense to talk about secularization in the sphere of politics, culture, not just the economy, but also in the sphere of public space. Here, too, communication plays an important role. It is also possible to introduce the term secularity as a seal that leaves the secularization process upon us as individuals, which is parallel to the concepts of globalism and globalization.

How to determine secularization? The witty remark of a political analyst that we found in the media, how you can engage in politics without ever coming to God, and that this is the best definition of secularism, does not satisfy us. This looks more like a paraphrase of the famous Machiavelli`s attitude, which is a tautology, if we interpret the experience of the political life of most politicians. Secularization concerns the field of social life, and the entire domain of social institutions and practices. Here we will refer to the definition proposed by Charles Taylor in his famous fundamental study, named *A Secular Age* (Tejlor, 2011, str. 12). Namely, Taylor clearly emphasizes that secularity concerns the domain of public space, in which, according to the general opinion, as the author states, the God is absent, as there is no reference to the highest reality, so he explains: "This means that when we act in different spheres - economic, political, cultural, educational, professional, recreational - the norms and principles we follow, the attitudes we represent do not connect us with God or any other religion; the reasons on which we operate are within the rationality of each sphere - the maximum profit in economy, the greatest benefit for the largest number in the political field, etc."

The fact that we live in a society from which we expelled everything sacred is a thought that scares us. We are thrown into the world, filled with fears and worries. Our existence is a constant unsuccessful attempt to overcome our own possibilities. Our existence is *ex-istere*, getting out of. How did a man, as the being that exists, left himself without transcendence? We would like to add to Tyler's definition some change- the fact that in our world there is a significant absence of anything that is sacred to us. Thus secularism is not the absence of deism, but it is a general non-transcendent position, the demystification of the world. It is a world in which we can also mix the order of colors on the flag of one's own state. And it does not matter, even in the light of the fact that this mess will bring us into a situation that we are actually talking about the flag of another state. The global world, especially the West, is the world where the master is the faceless order (Tejlor, 2011, str. 273), the steel power of no-face bureaucracy. How did we, from the world where it was incomprehensible not to believe, get to a world in which we are not looking for God, and in which such search, where it appears, is just one of the bunch of other possibilities?

For the purposes of our consideration, secularism will be taken as a fact. It follows from this fact that, as an anxiety and a direct threat to human society, the following, that is also formulated in the form of the question: is there a

possibility for humanism which is antitranscendent, at all? This danger illustrates our proposal of the next candidate for the characteristic of neoliberal capitalism-the moral of this society came from a conception that erroneously bears the name of the ethical theory of utilitarianism. This moral is utilitarian. But, there is no ethical theory named utilitarianism, because utilitarianism is not ethical theory strictly speaking, at all. And this comes because the time we live in is not made to take care of humanity, as we said. This time of rush is the testimony of the impoverishment of human essence and the testimony of the complete dehumanization of man. The man of today is overwhelmed by the demands imposed upon him by the concept of acquisition, to the extent that he sometimes seems to act from the position of forgetting his own morality and what this morality determines. And if that's true, people become moral freaks, and that's what happens to them behind their backs, without knowing it, nor noticing that they need to react. There is a general apathy, the concept of "whatever" is too frequently used, and especially when it comes to cardinal values. If we look from the aspect of ethical theory behind this social situation, we clearly realize that such a design of the present-circumstances, people and values, brings the ethics of utilitarianism. Utilitarianism can have the status of the rationality theory, and as such it can be used as a decision-making tool, and then goes into the pair with the most desirable, optimal option, the most useful, the most profitable ... We are not surprised by such a setting and such a design, because it emphasized well phenomenon, which the opponents of globalization call "the industry of consciousness".

The pre-notion of utilitarianism, some general notion of it, certainly implies the following points: this is one of the two dominant and traditionally recognized normative-ethical theories; represents a form of consequentionalism, which is basically an attempt to evaluate the value of our actions by their consequences; it is designed through a good fortune to be given to happiness, or pleasure, or, modified, the greatest possible happiness of the greatest possible number of people. Then the further setting is reduced to interpretation of the concepts of happiness and satisfaction, in order to maintain the theory. And this maintenance is extremely well-informed and tense, because of the initial conflict due to the fact that, basically, utilitarianism is defined by the language of, to the utilitarianism rival conception, deontological ethics, as an evaluation of our actions. Actions are framed by a subset of a set of events for which there is intent and freedom of choice. There are no consequences, as a criterion. It can not be best assigned to be something; happiness can not be amassed; freedom can not be shrunk by the consequences, the interest, the effect. At least not, when it comes to ethical assessment, which is not market. It is this initial conflict, which, along with all perfidy finesse and imagination, remains utilitarian as a seal which determines it. If ethics is utilitarianism, it is justifiable to wonder if human instrumental rationality lacks something which could justly be considered a human cartoon.

And finally, bearing in mind these specified features of the actual social structure, we can conclude that the prevalent social feeling is, unfortunately, envy. Atomism, as a characteristic of globalization, moves individuals far away one from another, and the way of their otherwise alien social contact take place, if they are not virtual, is in the medium of envy. Let's remind ourselves, Rawls tested the justification of the principle of his theory of righteousness by the appearance of envy, that is, its danger for the functioning of society. He believed that the affirmation of justice as equality and impartiality, on the basis of the ideals advocated by Kant and Aristotle, holds envy under control and allows it to appear only in the general sense, without switching to acts motivated by malicious will (Rols, 1998, str.471-480). Indeed, neoliberalism does not recognize the sense of justice, importance of equality and impartiality as values. Hence, loneliness and alienation among people are not surprising, because social exchange becomes the departure of displaying envy.

SOCIAL RELATIONS WITHIN THE FAMILY, EDUCATION AND BUSENISS

As the title of this paper points out, we have chosen to represent the social structure, more precisely, social relations in it, through three segments of the society, namely family, education and business. These are diverse sections, which take different typological places. For the purposes of this consideration, which mostly indicates a problem, it detects the problem more precisely, we consider such a choice justified. These three segments will show clearly what changes in social relations have occurred. Each of them represents the area in where the essential lines of an individual manifest itself, and also provoke intense interpersonal relationships.

It is already mentioned that social relations are understood as a form of expressing a certain content, and that this content is actually a social process. What are these forms of behavior and what goals are expected to be realised within the family, education and business? In order to answer this question, we must first follow the logic of the essential definition of each of these segments. After that, we need to point out which are the most transparent social relations that are most intensely affected by what was brought about by neo-liberal capitalism. It will be shown that the radical rotation of the crucial features essentially changes the nature of all three segments. Let's start with the line that we just proposed.

First of all we`ll consider family. From the point of view of social phenomena, the family is defined as a partial social group. That is, according to Auguste Comte, the basic cell of society. Although this syntagma irresistibly refers to the biologism behind it, it conceals a great truth about the goal of the

family. Family builds society, constitutes and preserves its values, clearly depicts the state of one society, brings care and dedication towards future generations. This is the place of responsibility, where the educational process takes place in the medium of love. The way it is initially designed, the family is the place where the individual experiences the greatest fulfillment and which is the home of his identity, his real being. The family of an individual requires great responsibility, maturity, material and overall mental stability and human fullness. Humane wealth is transferred to the medium of love in a family environment.

In today's society, which we characterized by the processes of globalization and secularization, the use of ethics of utilitarianism, the growing trend of virtual communications and it seems to be the site of envy, there is less and less hearing for the family in every way. Atomicism and individualism prevent individuals from perceiving the significance of family values. The society generally fails or does not want to support the stability of the family, so the divorce rate is increasing. Divorces, in practice, are solved by legal regulations, without essential care for the health of children and parents who stay there as parents. There is an overview of this great problem, so the concern of a family preservation in the society occurs only occasionally, as an ad hoc action of goodwill toward single parents, abandoned children, and so on. There are no system solutions, and the serious attempt to make the circumstances that cause the problems from the changeover position is completely absent.

Social relations within the family have been completely changed. Although we now define the family, in principle, as a modern, democratic and nuclear one, which in many respects speaks of the priority of the relationship of equality and co-operation within it, that definition is far from reality. The social atmosphere in which justice is not recognized as value, so that envy is increasingly evident in people's behavior, the logic of personal gain and the terror of uncompromising pursuit of happiness have transformed relationships within the family. The desire for cooperation that leads to a common goal is increasingly lacking. The unsuccessful ego of the parent leads to poor competitiveness, and in this struggle parents unwillingly sacrifice the upbringing of children, who are neglected. Parents, in the struggle for their personal and business affirmation, spend less and less time with their children, who are left to various parent substitutes, and that misses the main aim of family life. If we want to shape this problem briefly and sincerely, we would say that social relations in the family are far from the relation of equality, co-operation, that they are not educationally orientated in a satisfactory manner, and that the formation of values of respect, which can be formed only in a healthy family environment with the conscious effort of parents, fails.

The educational system is a set of diverse practices that aim to prepare individuals for participation in social processes and provide them with competence in this regard. Usually, education is by definition closely related to upbringing, so it is very common to use the phrase made of these two notions.

The outlines of this system are defined by general documents that together form an educational strategy for the development of a particular state. Considering the frequency of reforms in the educational system of Serbia, we can easily conclude that responsible people are not quite sure what the goal of education is in our country, and we are not a lonely example. The change in the general course, when it comes to education, is a parallel to a change that we perceive in the sphere of spirituality, and it fits into the general trend of secularization and value change. Sometimes the goals of education were set according to the requirements of humanity and human nature. Thus, Plato's educational strategy was a dictation of the inclination of the human soul. As the soul has three dominant virtues, wisdom, courage, and skill, in accordance with the representation of these virtues, the role and the appropriate education for each free member of society must be chosen (Platon, 1993, 536d). And righteousness is the harmony of these virtues and their respective roles. In a righteous state everyone is doing what is best in the best possible way. Knowing that this is for the common good, no one wants to get what he does not deserve. Our initial inequalities should bring everyone's welfare, so only such inequalities are justified. Such is also the opinion of Rols. The educational system follows this idea, and it guides us in the best possible ways that will provide us with the knowledge we need, in accordance with our abilities.

By introducing reforms in the education system, the value of knowledge as the only legitimate and appropriate means for gaining competences has devalued. The entire concept introduced by the Bologna Declaration and the Lisbon Act is guided by different criteria. These concepts, in a cruel and astonishing way, support inequality and the benefits that come from the changing basics and are difficult to be conceived. Knowledge does not lead to a competitive advantage, at least not in the labor market. Education is not connected with the creation of personnel. This disconnection questions the meaning of the educational system itself. The charism of power and position takes on a lot over personal charisma. Power that leads to advantage is tyrannical power, not reference power. Society adheres to various forms of violent and aggressive behavior, the dialectic of the bully and the victim is tacitly accepted, almost as a part of the folklore. Thus, social relations in which the manifestation of power and charisma, which does not rest on the competitive advantage of an individual thanks to its knowledge and education, are expressing the relations of inequality and injustice that occur in an unplanned number of variations, without the obvious criteria of what creates them. Such relationships endanger the basic function and meaning of the educational system, and thus are a serious threat to the basis on which the society rests.

When it comes to business, the situation is similar, but the nature of this segment is such that we expected such a condition more. The prominence of practices that do not go for ethical standards, despite proven damage to profit and the image of companies to which such practices certainly lead, is increasingly present. The manifestation of an individual through work and its

fulfillment are ignored. For earnings it is no longer a means of life, it has become a necessity and aim of its kind. The power through money prevails as the dominant, and often the only value. Latent or explicit mobbing is present in all segments of business social relationships. On the other hand, economists are, as they have never been before, confused about the general trends in the capital market. The separation of politics and economy leaves an investment strategy without a clear direction. The big investors are in a stand by position, like predators who forget to eat and feed themselves because of a great desire to gain as much prey as possible. The global economic situation is characterized by a symptom that Yanis Varoufakis (Varoufakis, 2017) picturesquely defined by the term *twin peaks*: on the one hand, the debt is growing, and on the other hand, the money is buckled in the hands of investors who hesitate to invest. This leads to a general blockade of the economic system.

In such circumstances, the social relationships of individuals, who define their behavior and the character of institutions in business, are completely without the prospect of long-term profit, and thus without the evaluation of social responsibility. Relativity of value gets into all the pores, even when it comes to value of capital, because its value is shaken if the investments are blocked.

CONCLUSION

A man lives and works as a social being. So, for a long time in history, the social structure is his natural environment. Every social structure rests on certain norms and affirms certain values.

Events among people take place in a certain way, and that is what social relations determine. The character of these relationships is in the essential way the character of the social structure. In this paper we have tried to show this fact, on the example of neoliberal capitalism, which defines the social structure in which we live. It is clear that the value of humanity is not recognized as the most important among the values of the society. Neo-liberal capitalism determines the nihilism of rush and monotheism of the market. These general determinants can be explained as further characteristics of society, and we defined them as expressed tendencies of globalism, secularism, utilitarian ethics and envy as motive of behavior towards others. These tendencies shape social relations in all segments of social life, and are particularly noticeable in the segments of the most intense interpersonal practices, whose representatives are family life, education and business. It is a general conclusion that social relations are dominantly becoming the relations of transparent inequality, resulting in different illegitimate ways, without the criteria that would enable the cause to be uniquely determined. Numerous social practices support such a system of inequality and injustice. Because of the many causes, where there is a clear

criterion, these practices are multiplied, and require constant innovation and reform of social rules and norms. Numerous reforms and rising bureaucratic regulations clearly testify the confusion of values brought about by the social relations of neoliberal capitalism. It is a great danger, but it should also be a motive and a warning to researchers to devote themselves to this problem consciously.

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ANALYSIS OF THE STAFF POTENTIAL FROM THE PERSPECTIVE OF THE ATTITUDE OF THE YOUNG PEOPLE TOWARDS STUDYING

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ABSTRACT

In this study we have presented an attitude of the young people towards the studying, values in society and development of personal career. The study had the aim to define the manner of analyzing labour market, value categories and perspective from the angle of facukty students from the region of Vojvodina. The results of this study point out that the students areaware of the economic situation in Serbia, as well as problems in labour market. The respondents have expressed the readiness for going abroad in order to provide existence. They are aware of their knowledge and skills that they possess and in equal percentage they are pro and con reorientation to the certain craft in order to initiate their own business. Informity of the young in the aspect of the trends in labour market, as well as problems in the aspect of employment significantly affects their determination and orientation towards developed and systemically regulated countries. Results of the study confirm previosu studies of the same problems and impose a need for finding a certain long-term solution in order to retain the young people and establish a quality balance in labour market.

Ključne reči: *Staff, the young, students, studying.*

JEL Klasifikacija: *I25*

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INTRODUCTION

High education is a significant segment of cultural and economic development of society. Highly educated population is the foundation of progress in all spheres, particularly for developing countries and countries in transition. Education is a process that lasts whole life, but that also enables the achievement and development of a potential individual (Arsenijević, Kastratović, Nešić, 2017: 76). Investments in education represent investments in the future, of both an individual and society as a whole. Education policy is an important part of the total development policy of one society, where economic subjects should be crucial initiators of innovations, competitiveness and improvement of contemporary education system (Šomaz, 2017:30). Work and capital-based organisations are increasingly being replaced by knowledge-based organisations because their success and survival are conditioned by the creation of newer, better and more innovative products and services (Miletić, Ilić, Kastratović, 2018). Turbulence of labour market in XXI century is a significant obstacle for the young people, particularly generations whose education flew parallel with market changes. Permanent employment becomes a rather rare phenomenon. Legal regulation enables employers to employ the staff for a certain period with the possibility to prolong the contract period. In that manner, employers have the advantage because at any time they can fire an employee and replace him by a candidate from the endless list on the bureau of labour. In aggravating circumstances of high unemployment, candidates who sign the contract for a certain period of time are forced to put up with certain blackmails from the part of employer in order to extend the contract after its expiration. Overtime work, working Saturdays and Sundays, registration of only a part of income or work without being registered, not respecting the right for day off and sick leave are only some of the examples of endangering the rights of workers, as a consequence of high unemployment and problems in finding another job. To what extent the young people are informed of these problems, it depends on their status, environment, personal interests, manner of informing, etc.

PREVIOUS STUDIES

The problem of the majority of transition countries is migration of people towards developed countries of the world, who should be the backbone of economic and social development of society. In the essence of all migrations there are objective existential, as well as political-social reasons. Limited existential perspective in domicile environment is an enormous obstacle for the young people. They go to developed countries in which there are no clearly defined rules, laws and codes of behaviour, business and communication. In

Maslow hierarchy of motives we clearly observe that jeopardy of the first, main motive is a cause of migration aspirations.

Results of studying the interests of the young people for studying and their attitude on significance of it show that the greatest number of the young people sees education as a condition of easier communication with the world, more rapid progress at work, as well as bette paid job (70%). Sociological advantages in the form of a better social reputation and social power, establishment of better interpersonal relations is stressed by 57% of respondents. In the same percentage, respondents stress the significance of education in the context of economic benefits in the form of raising life standard, more successful solving of daily life problems, better health care (Ilišin, Vrkaš, 2015:36).

The results of the study carried out among student population which point to pragmatism of students in the aspect of selecting the faculty according to market conditions are also interesting. Students have presented their attitude that they expect of the studies to enable them to be materially provided and successful. In addition to material, students also expect socio-cultural and socio-prestige satisfaction after the ending of the studies (Krstić, 2014).

The study carried out by the Center for Diaspora from Nis, shows a negative trend of determination of young people for going abroad. Even 63% of respondents think of going abroad, where 20% have taken direct steps in that direction. Structurologically observed, from the students who think of going abroad, the greatest percentage are the students of the Faculty of Philosophy (23%), Faculty of Civil Engineering (18%), Faculty of Economy (16%) and Faculty of Medicine (15%). Even 31% respondents consider that the others would stay in Serbia if they would be supported for the initiation of own business (www.dijasporanis.com).

The results of the study carried out by the Ninamedia team are interesting and they refer to the opinion of older population on the perspective and problems of the young people in the aspect of their employment. Results of the study point to the fact that 40.7% completely agree and 29.3% agree with the statement that government job is the best for the young people. The respondents have expressed their attitude on responsibility for employment of the young people. Even 58.6% respondents believe that the country is responsible for the employment of the young people, 23% that an individual is responsible, 12.3% that family is responsible, while the other answers are negligible (Ninamedia clipping, 2013).

THE AIM OF THE PAPER

The aim of this study was the analysis of the attitudes of students on the significance of high education in the sense of the development of their career. The aim is also the analysis of staff potential in the aspect of their flexibility in

limiting possibilities of the supply of Serbian market. The aim of this also was the analysis of the priorities of the young people in the aspect of social and economic life parameters.

HIPOTHESES

H1 – There is no statistically significant difference between the young in the aspect of readiness for reorientation to a craft in order to provide personal existence outside previous profession. Readiness of the young for reorientation to some of the crafts is one of the possible manners to solve the unemployment problem, particularly for the categories of working age population whose profession is a real surplus in labour market.

H2 – There is a statisticaly significant difference between the young in the aspect of attitide and desire to go abroad. Socio-economic situation which is a constraining factor for the perspective of the young, is a significant reason for decisions of the young people to go to economically developed countries of Europe and the world.

H3 – There is no statistically significant difference between the young people in the aspect of improvement and investments in additional knowledge, and all of that in order to acquire market-recognizable competence.

H4 – There is no statistically significant difference between the young in the aspect of self-evaluation and satisfaction by knowledge and skills they possess. The young are aware of the level of their knowledge and they refer to their potentials in a critically objective manner.

H5 – There is no statistical difference between respondents of both genders in the aspect of the phenomena examined. The attitude of the young people on the significane of the studying is similar regardless of the gender of respondents. Emancipation of women is a process that is largely overcome in XXI. Female students equally observe studies and improvement as a chance for a better economic and social integration in the society.

METHODOLOGY

In methodological aspect, this study can be defined as empirical study of transversal character. Relevant research data were collected by survey technique. The study was carried out the territory of Vojvodina and it included 412 respondents (students). The study was carried out in the period from 10.04.2017. to 10.05.2017., and it included students in 9 high school institutions (faculties, high schools), 8 faculties and 1 high school (FTS NS, FNS NS, Faculty of

Medicine NS, Faculty of Law NS, FSPE NS, Faculty of Agriculture NS, HSBEE, Faculty of Philosophy NS, Pupin ZR.

Prior to filling the questionnaire in, the respondents were informed about the nature of the research in details and all peculiarities required for proper filling in of the questionnaire. By the students, where there were no irregularities that could affect the validity of the data and quality of the research. It was greatly contributed by simplified procedure, introductory remarks and instructions. The obtained research data were subject to the procedures of statistical analysis (descriptive and comparative), in order to make adequate conclusions according to the assumptions expressed in the form of hypotheses. For data processing, we used Toshiba processor with Windows operating system. The data obtained through survey are processed by Statistical Package for the Social Sciences.

The following statistical procedures are applied on the data collected by survey:

Descriptive analysis, for determination of presence of the studies phenomena in the sample of respondents;

t – test, for determing the differences between arithmetic means of two-category variables;

Univariate analysis of variance (ANOVA), for determination of the existence of statistically significant differences between arithmetic means of the categories in case of multi-categoryy variables.

RESULTS OF THE RESEARCH

Results of the research are subject to the descriptive and comparative methods of statistics. Independent variables are presented by descriptive statistics in the form of frequency and percentage presentation. Dependent variables are subject to the testing of comparative statistical procedure: ANOVA, Independent Samples test, Multiple Comparisons LSD, Compare mean. Dependent variables are subject to descriptive parameters in case of defining statistically significant differences.

RESULTS OF DESCRIPTIVE STATISTICS

Descriptive indicators are presented graphically in order to have transparency and a clearer insight into the relationship of examined phenomena.

Graph 1. Frequency (Years of life)

Years of life

	Years of life
■ <20	156
■ 21-25	178
■ 26-30	43
■ >30	35
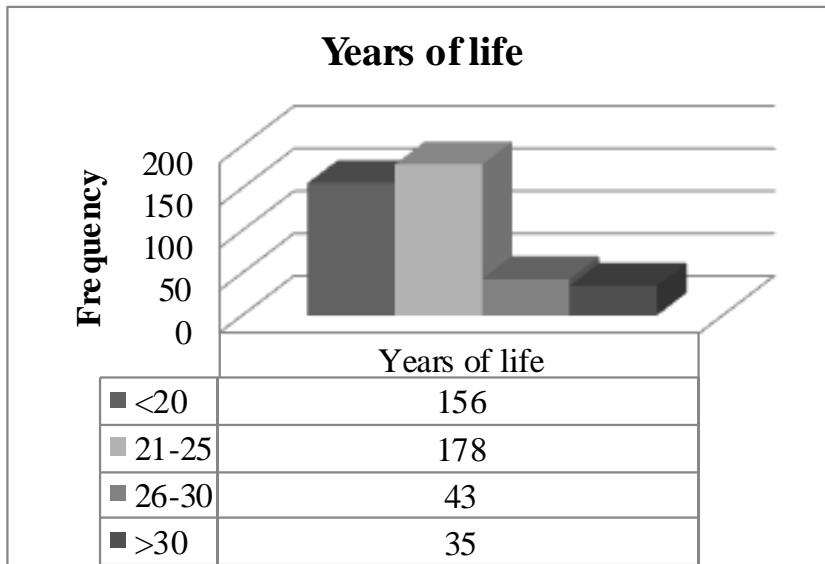
Graph 2. Frequency (Gender of respondents)
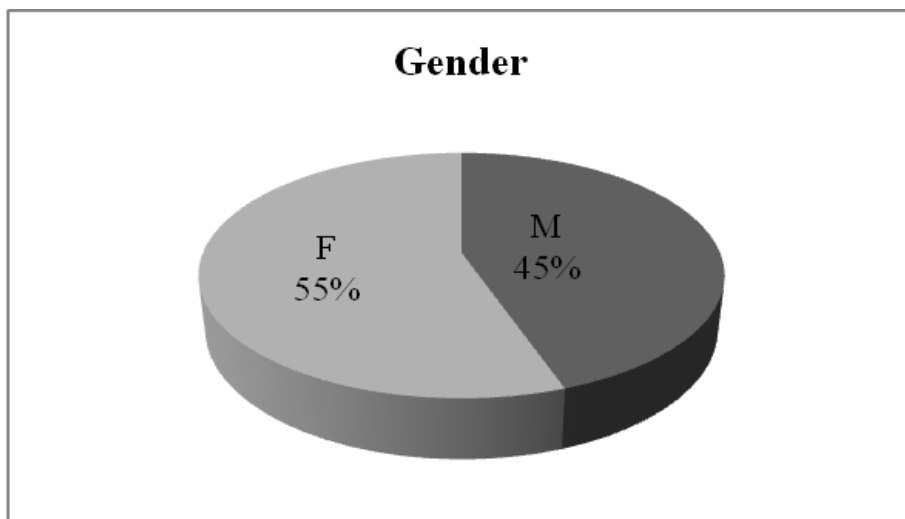
Table 1: Frequencies – Years of studies

Years of studies	Frequency	Percent	Valid Percent	Cumulative Percent
The first	145	35,2	35,2	35,2
The second	83	20,1	20,1	55,3
The third	76	18,4	18,4	73,8
The fourth	69	16,7	16,7	90,5
Adv.univ.stud.	39	9,5	9,5	100,0
Total		100,0	100,0	

Table 2: Frequencies - Faculty

Faculty	Frequency	Percent	Valid Percent	Cumulative Percent
HSBEE	40	9,7	9,7	9,7
FNS Ns	42	10,2	10,2	19,9
FTS Ns	54	13,1	13,1	33,0
Faculty of Medicine Ns	82	19,9	19,9	52,9
Faculty of Philosophy Ns	36	8,7	8,7	61,7
Faculty of Agriculture Ns	40	9,7	9,7	71,4
FSPE Ns	44	10,7	10,7	82,0
Faculty of Technical Sciences Zr	29	7,0	7,0	89,1
Total	45	10,9	10,9	

Table 3: Frequencies – Satisfied by knowledge and skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	255	61,9	61,9	61,9
NO	157	38,1	38,1	100,0
Total	412	100,0	100,0	

Table 4: Frequencies – Reorientation to the craft

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	245	59,5	59,5	59,5
NO	167	40,5	40,5	100,0
Total	412	100,0	100,0	

Table 5: Frequencies – Going abroad

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	318	77,2	77,2	77,2
NO	94	22,8	22,8	100,0
Total	412	100,0	100,0	

Table 6: Frequency – Crucial role in decision on studying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parents	50	12,1	12,1	12,1
	Friend	7	1,7	1,7	13,8
	Acquaintance	7	1,7	1,7	15,5
	Independent	348	84,5	84,5	100,0
	Total	412	100,0	100,0	

In Table 6, we can observe the frequency that points to the fact that crucial role in decision on the studying have students themselves (84,5%), as well as their parents (12,1%). The percentage of those students who made the decision on studying under the impact of a friend (1,7%) or acquaintance (1,7%) is negligible.

Table 7: Descriptive statistics for the 5 mentioned dependent variables

		Personal progress	Easier job	Better salary	Status	Abroad
N	Valid	412	412	412	412	412
	Missing	0	0	0	0	0
Mean		1,5024	3,1189	2,4733	4,1869	3,7087
Median		1,0000	3,0000	2,0000	5,0000	4,0000
Std. Deviation		,91353	1,07975	,98986	1,04242	1,22925
Variance		,835	1,166	,980	1,087	1,511
Minimum		1,00	1,00	1,00	1,00	1,00
Maximum		5,00	5,00	5,00	5,00	5,00

*Table 8: Frequency and percentage presence for the mentioned dependent
variables – significance of the diploma*

		Frequency	Percent	
Valid	Top factor	293	71,1	Personal progress
	Top factor	61	14,8	Better salary
	Top factor	26	6,3	Easier job
	Top factor	21	5,1	Abroad
	Top factor	12	2,9	Status
	Total	412	100,0	100,0

Based on values expressed in Table no.8 we can observe that the students
have presented the greatest significance of studying through potential personal
progress, as well as potentially better salaries in the future. The least significance
was attributed to the factor that defines potentially better status due to diploma.

RESULTS OF THE COMPARATIVE STATISTICS

Within comparative statistics we used certain procedures according to
categorization of independent variables. In case of two-category variables we
applied T-test (Independent simple T test), while in case of multi-category
independent variables there was applied the analysis of variance ANOVA.

Table 9: Analysis of variance ANOVA – Years of life

Years of life		Sum of Squares	df	Mean Square	F	Sig.
Did you attend the course for the improvement of knowledge and skills	Between Groups	4,714	3	1,571	6,806	,000
	Within Groups	94,206	408	,231		
	Total	98,920	411			

For defining between which subgroups of respondents there is a statistical difference we used LSD test of multiple comparison.

Table 10: LSD Test – Years of life

Dependent Variable	(I) Years of life	(J) Years of life	Mean Differenc e (I-J)	Sig.	99% Confidence Interval	
					Lower Bound	Upper Bound
Did you attend the course for improve- ment of knowledge and skills	<20	21-25	,05589	,290	-,0805	,1923
		26-30	,28414*	,001	,0700	,4983
		>30	,30806*	,001	,0755	,5406
	21-25	<20	-,05589	,290	-,1923	,0805
		26-30	,22825*	,005	,0169	,4396
		>30	,25217*	,005	,0222	,4821

After stating and diagnosing statistically significant difference between subgroups we applied the comparison of values of arithmetic means of significantly different subgroups and in that manner there was precisely defined the direction and intensity of diversity.

Table 11: Arithmetic mean (Mean) – Years of life

Did you attend the course for improvement of knowledge and skills	Mean
<20	1,6795
21-25	1,6236
26-30	1,3953
>30	1,3714

Table 12: Independent Samples Test - Gender

Gender		Levene's Test for Equal. of Varian.		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
Status	Equal variances assumed	1,099	,295	-2,849 -2,799	,005
	Equal variances not assumed				,005

Based on the results from the Table no.12 we can say that there is a statistically significant difference between both gender respondents in the sense of significance of the studies in the aspect of acquiring a certain status in society.

Table 13: Comparison of arithmetic means (Mean) - Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Status	M	184	4,0272	1,14726	,08458
	Ž	228	4,3246	,97090	,06430

By comparing arithmetic means (Table no.13), we can state that the male students attribute somewhat greater significance to the potential social status as one of the reasons for studies than it is the case with female students.

Table 14: Analysis of variance ANOVA – Year of studies

Year of studies		Sum of Squares	df	Mean Square	F	Sig.
Did you attend the course for the improvement of knowledge and skills	Between Groups	4,499	4	1,125	4,848	,001
	Within Groups	94,421	407	,232		
	Total	98,920	411			

Based on the results of ANOVE presented in Table no.14, we can state that there is a statistically significant difference between respondents of different years of study in the aspect of dependent variable: "Did you attend the course for the improvement of knowledge and skills". In order to determine between which

subgroups of students there is the mentioned statistical difference, it is required
to subject the results to LSD test (which is presented in Table no.15).

Table 15: LSD test of multiple comparison – Years of study

Dependent Variable	(I) Year of studies	(J) Year of studies	Mean Difference (I-J)	Sig.	99% Confidence Interval	
					Lower Bound	Upper Bound
Did you attend the course for the improvement of knowledge and skills	The first	The second	-,08151	,220	-,2531	,0901
		The third	,02296	,737	-,1536	,1995
		The fourth	,19210*	,007	,0098	,3744
		Adv. univ. stud.	,23112*	,008	,0063	,4560
	The second	The first	,08151	,220	-,0901	,2531
		The third	,10447	,173	-,0934	,3024
		The fourth	,27362*	,001	,0705	,4767
		Adv. univ. stud.	,31264*	,001	,0706	,5546

Based on the results of LSD test presented in Table no.15, it is observable that there is a statistically significant difference between the students of the first year of studies on one hand and the students of the fourth year of studies and advanced university students on the other hand in the aspect of attending some of the courses for the improvement of knowledge and skills. In addition, we can observe that the students of the second year of studies are statistically significantly distinguished than the students of the fourth year and advanced university students in the aspect of the same variable.

Table 16: Comparison of arithmetic means (Year of studies)

Year of studies	Did you attend the course for the improvement of knowledge and skills	Mean
I		1,6414
II		1,7229
III		1,6184
IV		1,4493
Adv.univ.stud.		1,4103

Based on the values of arithmetic means presented in Table no.16, we can state that the students of the fourth year and advanced university students are statistically significantly distinguished from the students of the lower years of studies in the aspect of attending the courses for the improvement of knowledge and skills. The values observed point to the fact that the students of final years of studies have more knowledge and skills acquired through the process of attending the courses than the students of lower years.

DISCUSSION OF THE RESULTS

Education is a process of personal affirmation. People who invest in their education are competitive staff in contemporary labour market. Globalization has significantly contributed to the possibilities of education migrations. Young and educated staff from all the countries of the world are staff potential that makes global labour market. Precisely this knowledge is a sufficient motive for a certain percentage of student population to orient their business ambitions towards developed countries. The data obtained by the process of survey of the students are processed by the procedures of descriptive and comparative statistics. These methods are used in order to confirm previously defined hypotheses.

Results of the descriptive statistics point out the that greatest % of respondents were the students in category 21-25 years (43,2%), as well as students up to 20 (37,9%). Less % of respondents were the students of the category 26-30 years (10,4%) and least the students older than 30 years (8,5%). In the aspect of the frequency of respondents regarding the gender we can observe a significantly more proportional relation, where 55% were female students and 45% male students.

From all dependent variables for independent variable „Years of life", statistically significant difference between subgroups is observed only in case of the variable: „Did you attend the course for the improvement of knowledge and skills". Based on the results of LSD test, we can observe that there is a statistically significant difference between respondents up to 20 years and respondents of the subgroups 26-30 years and >30 years. In addition, we can state that there is a statistically significant difference between the respondents 21-25 years and respondents of the subgroups 26-30 years and >30 years. Value of arithmetic means for the mentioned subgroups point out that the respondents <20 (M 1,6795) and 21-25 years (M 1,6236) have attended some of the courses for the improvement of knowledge and skills in a significantly less number in relation to subcategories 26-30 years (M 1,3953) and >30 years (M 1,3714). Students of higher years of study have more experience and knowledge in the significance of personal formal and informal improvement in order to achieve significant staff competence.

Results of the comparative statistics point out that there is no statistically significant difference between the young people in the aspect of attitude and desire to go abroad. Results of descriptive statistics reveal that majority of the young people have a desire to go abroad and secure their existence (77,2%). These results match the previous studies in the aspect of the mentioned problems (Ilišin, Vrkaš, 2015). This study also confirms the results of the research of the Center for Diaspora from Nis (www.dijasporanis.com), mentioned in the first part of this paper. Social and economic situation that makes a constraining factor

for the perspective of the young people is a significant reason for the decision of the young people to go to economically developed countries of the Europe and the world. Generation of the young people who have enrolled the studies is a category of the population whose growing up was going on parallel to the economic crisis and transition process. Aware of the problem that their parents and friends face with, with the pessimism that is spread through the media, the young tend to go to economically developed countries in order to solve their existential issues.

Decision on studying is one of the most significant decisions that the young people face with in their life. Impact of parents and friends can be crucial if it is systematically worked on establishment of the authority of knowledge because only in such circumstances the young people accept the suggestions from people from their direct environment. Modernization of society and development of freedom of opinion largely shifts the process of decision making to an individual as independent creator of his career and his direction in life. Results of descriptive statistics significantly facilitate an insight in the sense of decision making on enrolling the faculty. The highest percentage of respondents have independently made a decision which faculty they will enroll (84,5%). Significantly less percentage of respondents have accepted the suggestion of parents and adapted own decision on enrolling a certain faculty to them (12,1%). Percentage that refers to the impact of acquaintances or friends is negligible and it amounts 1,7%.

Results of comparative statistics have offered sufficient information for confirming, i.e. rejecting previously set hypotheses. Results of the comparative statistics confirm the hypotheses H1, which means that there is no statistically significant difference between the young in the aspect of readiness for reorientation to craft in order to provide personal existence outside previous profession. Descriptive statistical data point to the fact that somewhat greater percentage of students is willing to acquire market competitiveness through the process of reorientation (59,5%).

Hypothesis H2 is confirmed because there is no statistically significant difference between the young people in the aspect of attitude and desire to go abroad. The most young people have a desire to go abroad and secure their existence (77,2%). Social-economic situation that makes a constraining factor for the perspective of the young is a significant reason for determination of the young people to go to economically developed countries of Europe and the world.

Based on the values of arithmetic means presented in Table no.11 we can state that hypothesis H3 is not confirmed, i.e. that there is a statistically significant difference between the young in the aspect of improvement and investments in additional knowledge. Students of the final years of study have more knowledge and skills acquired through the process of attending courses than the students of lower years. During the studies, the young are informed of

the possibilities and problems that are present in labour market, and according to that they adapt themselves in the aspect of additional improvement and education. Information on quality and significant courses for the improvement, the younger students obtain from their more experienced colleagues, mentors, as well as through self-informing.

Hypothesis H4 is confirmed because there is no statistically significant difference between the young people in the aspect of self-evaluation and satisfaction with knowledge and skills they possess. Descriptive statistics points out that most repondents are satisfied with their knowledge and skills (61,9% YES ; 38,1% NO). The young are aware of the level of their knowledge and in a critically objective manner they observe their potentials. To what extet they will retain at the level of evaluation or move on to the next step in the aspect of personal improvement, it depends on several factors: motivation, focus, work habits, impact of colleagues, impact of parents, self-esteem, etc.

Hypothesis H5 is not confirmed because there is a statistically significant difference between the respondents of both genders in the sense of significance of the studies in the aspect of acquiring a certain status in the society. The male students attribute somewhat greater significance to the potential social status as one of the reasons for studying than it is the case of female students. Observing historical context, males have always tended to be well-positioned, to be the leaders. Maybe precisely the emancipation of women and their growing presence and educational level have shaken the dominance of males and imposed even greater need for high positioning.

CONCLUDING REMARKS

Menagement of the career is a significant segment of each individual who in modern liberal economic concept wants to be competitive and to have a continuity. Variable circumstances and conditions that are valid in labour market, especially in transition countries, condition an active engagement of the young people in the aspect of proper management of personal education and career. Knowledge management can be defined as a process of planning, organizing, motivating and controlling people in order to ensure the maximum use of knowledge and achievement of results (Kastratović, Dragić, 2017:29).

The results of this study point to the major readiness of students to leave their country and continue the career in some of the developed countries. This tendency is largely familiar and it represents a serious demographic, educational and economic problem of our country. Results of the study confirm the results of previous studies of this phenomenon and they make an additional warning for the measures required that would reduce and mitigate this trend.

Results of the study point to the self-awareness of the students in the aspect of knowledge and skill they possess, as well as readiness for the improvement. It is interesting that the students are divided in the aspect of the attitude of reorientation to a certain craft. While some are willing to adapt themselves and reorient on a certain craft that would enable them to initiate the business and provide existence, the others want to build their career exclusively on a primary field of high education. It is assumed that precisely the students who are not willing to reorient are the carriers of the idea to go abroad in order to verify the knowledge acquired in a form of a secure and well-paid job.

From the results obtained, we can conclude that the students have independently made the decision on studying and field of orientation, where in case of a certain percentage there is observable the impact of parents. The impact of society is entirely negligible in the aspect of results. Independent decision making is a product of democratic culture of educating the young people and the cult of freedom. In developed economic countries in which there is an adequate balance in labour market, freedom of decision does not represent potential danger in the aspect of possibility of employment and level of income. In countries in transition, such as Serbia, the issue of unemployment and discrepancy between supply and demand in labour market significantly affects the issue of justification of personal choice of the young people. Experience of parents and authority based on knowledge can have a positive impact on a proper selection of the faculty and then the success in the career of the young people.

The state could play a significant role in the aspect of information, suggestiveness, project and material support for the young people so that they would bond their education, career and life to our country. Orientation of the young people on agriculture, tourism and information technologies is a realistic orientation based on resource basis and a clear perspective in those fields. Orientation of the young must be a priority if we want to stop a negative trend in the aspect of departure of the qualified young people.

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SELF-EMPLOYMENT IN THE FUNCTION OF SOLVING THE UNEMPLOYMENT PROBLEM

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ABSTRACT

This study analyzes unemployment in the Republic of Serbia and compares statistical data on entrepreneurial activities in the period 2008-2017. The research was focused on statistics on trends in self-employment in order to reduce unemployment. The readiness of young people to start their own business was analyzed and thus contribute to the reduction of unemployment. The research covered data from various surveys as well as official statistical data in countries in the region. The statistic data presented in this paper emphasize a very pronounced fluctuation in terms of newly created and closed entrepreneurial firms. Also, the problems faced by entrepreneurs are presented. This research performed a comparison of results in the field of self-employment within a certain time frame. Also, a comparison of economic and existential problems was made according to the age criteria, number of members, as well as geographical and national affiliation. The above comparisons contributed to the understanding of the problems that the Republic of Serbia is facing with regard to self-employment.

Key words: Self-employment, unemployment, youth, business.
JEL Classification: J21 I25

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INTRODUCTION

Entrepreneurship is represented by an individual or a group of people making effort in order to take advantage of favorable opportunities and create a certain market value. Entrepreneurship involves finding favorable opportunities and resources for purposeful exploitation (Robbins, Coulter, 2005: 40). Entrepreneurship is the basis of the progress of a society and aspires to achieve the well-being of each individual. The basic idea of every entrepreneur is economic development through the acquisition of profits. The secondary interest is the realization of the defined goal in order to achieve self-actualization of Maslow's motives. Furthermore, risk situations and opportunities for entrepreneurs represent a challenge rather than an obstacle (Dragić, Kastratović, 2016:58).

The development of entrepreneurship represents the long-term goal of the Republic of Serbia, for the realization of which it is necessary to provide adequate conditions. The development of entrepreneurship is possible only in a market-defined business culture. Providing institutional support in terms of legal regulations, registration procedures, tax policy and stimulating and subsidized measures are a precondition for proper promotion and development of entrepreneurship. Despite the clear vision, there are certain obstacles that significantly affect the slow development of entrepreneurship.

The slow pace development dynamics and the reduction in the number of entrepreneurs of the SME sector are due to difficult business conditions, the reduction of financing opportunities for the SMPP sector and the fall in foreign demand. The Republic of Serbia has defined a clear Strategy for the Development of Micro, Small and Medium Sized Enterprises, based on the EU's Small Business Act, and it includes 5 pillars:

- promotion and support to entrepreneurship and establishment of new business entities
- improving human resources for a competitive MSPP sector
- financing of the MSPP sector
- improving the competitive advantage of MSPP in export markets
- legal, institutional and business environment of the MSSP sector in Serbia

Self-employment represents a great potential of developing countries. Self-employment solves simultaneously several basic problems. The first problem solved by the promotion of entrepreneurship is unemployment. The establishment of entrepreneurial firms reduces the number of unemployed for all entrepreneurs and all the workers they engage. In countries undergoing the transition phase, including the Republic of Serbia, there is a problem in defining

the exact number of unemployed, since a certain number of people who are not employed are not even registered at the labor market.

Self-employment solves the problem of inertia of economies in transition countries. Growth of entrepreneurial firms is initiated by their development, which is reflected in the employment of a large number of new workers and their development and improvement. Positive trends are present with entrepreneurs. Out of a total of 17,382 entrepreneurs who submitted financial statements related to the business, achieved a net result of 7.9 billion dinars, which is 7.9% more than in 2016. Another positive effect is the increase in the number of new employees within these entrepreneurial firms (50,955 workers), which represents 2,794 more workers than in 2016.

Self-employment can also be viewed in the context of starting a family business. In such entrepreneurial firms, besides the owner, who solves the issue of his own employment, the job is provided for other family members as well. Such examples are very often successful entrepreneurial companies in which a complete family has solved the issue of employment and secure applications and contributions. Another of the benefits of a family business is job security. This is a great motive for all those who have had a negative experience working for other employers.

Young entrepreneurs represent the future and the driving force of the economy. Predictions are that a significant percentage of jobs in the near future will be closely related to innovation and entrepreneurship. The entrepreneurial age is abundant in uncertainty. At first glance it is interesting and exciting, along with it being a profitable idea, initiating the desire in many people to try out as entrepreneurs. The problem is reflected in the fact that most entrepreneurs are older than 35 years and that the representation of young entrepreneurs is still low. Two thirds of the owners of MSPP (66%) are between 36 and 55 years old. An additional problem is the modest progress regarding the representation of both genders in entrepreneurial activities. Men (67%) most often appear in managerial positions and in the role of business owners. This points to the still-present stereotype that men are more successful in business and that women cannot achieve the same success as men. The dynamic market and numerous factors that influence success are a big bite for many entrepreneurs at the very beginning. There is a small percentage of those who deal with all the challenges and overcome the initial barriers to entrepreneurship. However, entrepreneurship in modern terms is a new trend in the country; therefore, there is a small percentage of those who succeed. It is not enough for success to just have a good idea, but also a good team and strong financial support.

The following graph presents data from a survey conducted in 2016 on the territory of the Republic of Serbia, referring to self-employment.

Graph 1. Self-employed by occupation and gender, 2016 (in %)
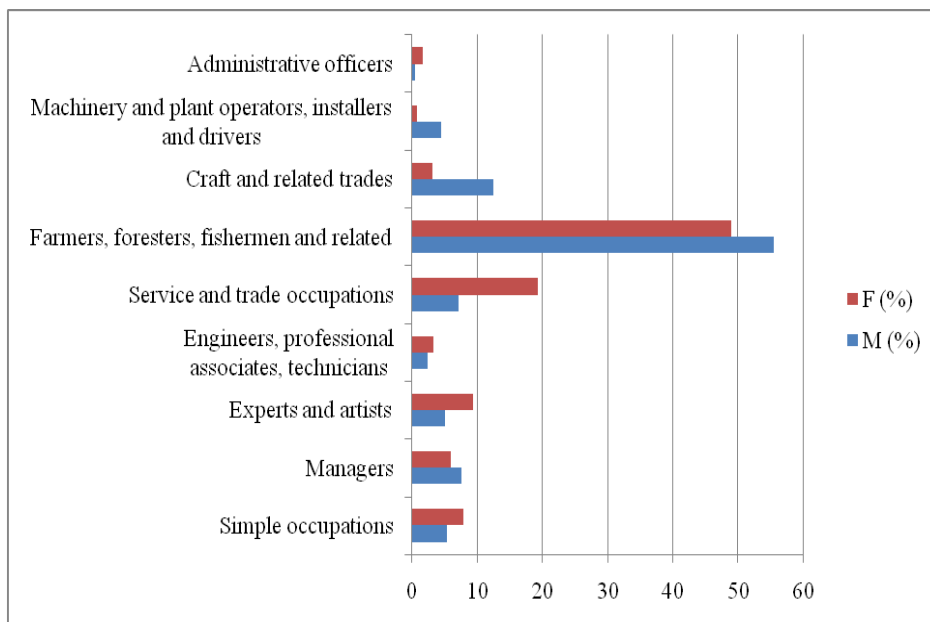
The graph shows that the highest percentage of self-employment is in agricultural activity, forestry, fishing and related occupations. These are occupations with a pronounced generational tradition, in which the offspring are targeted towards the continuation of the generational tradition. Food is the crucial resource of the human population. Food production represents the oldest occupation and the occupation that will survive as long as the human populations. Demographic changes, in the form of an increase in the human population on the planet, affect the increase in food demand. Starting your own business in the food production, processing and sales segment is a safe investment, with the requirement of interconnecting the producers and protecting their interests.

Service activities and trade represent the next, largest percentage of self-employed persons in terms of self-employment. The determination of a significant number of respondents to trade and service is expected due to the growing trend of the consumer culture of the society, the global cultural impact on the youth and relatively easy entering on the market.

There is a certain relationship between the number of members of the household and the level of poverty. The results of the survey (Table 1), conducted by the Social Inclusion and Poverty Reduction Team of the Government of Serbia, confirm a certain dependence between these two factors.

Table 1. Poverty rate by type of household

	2006	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*	*2016*
Total	*8,8*	*8,3*	*6,1*	*6,6*	*7,6*	*6,6*	*6,3*	*7,4*	*7,6*	*7,4*	*7,3*
Single member	*8,6*	*8,8*	*6,6*	*5,5*	*4,9*	*4,0*	*2,7*	*5,4*	*3,9*	*7,9*	*5,8*
Two member	*8,7*	*9,2*	*5,5*	*5,2*	*4,4*	*5,3*	*3,3*	*5,7*	*5,8*	*6,7*	*7,3*
Three member	*5,2*	*4,9*	*5,1*	*5,0*	*6,1*	*3,3*	*5,8*	*4,5*	*5,0*	*5,1*	*5,9*
Four member	*5,7*	*5,3*	*4,7*	*4,3*	*5,3*	*5,0*	*4,7*	*4,5*	*6,0*	*3,9*	*5,6*
Five member	*8,3*	*8,1*	*5,2*	*5,5*	*9,8*	*8,8*	*10,9*	*11,6*	*8,9*	*8,7*	*7,3*
Six member and more	*17,3*	*14,4*	*10,0*	*13,7*	*14,3*	*12,7*	*10,1*	*14,0*	*15,4*	*15,8*	*12,1*

Source: http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2017/09/Siromastvo_u_Republici_Srbiji_2006-2016._godine_revidirani_i_novi_podaci.pdf

The results from the table indicate that multi-member families with five or more members are significantly more vulnerable to poverty than families with fewer members. Interestingly, three and four-member families in the period relating to 2013, 2015 and 2016, were to a lesser extent endangered by poverty from families with two or one member. An explanation of this phenomenon can be sought in the fact that young and middle-aged couples with secure jobs and income and settled housing issues more easily decide for the offspring than the couples who do not have a safe job and a resolved housing issue.

The socio-economic situation of the family depends to a large extent on the status of the bearer of the family (parents). Householders are the foundation of the family and their status significantly influences the position and abilities of other members of the household. Table 2 presents the results related to the poverty rate according to the socio-economic situation of the householder. Data refer to the period 2006-2016.

Table 2. Poverty rate according to the socio-economic status of the householder

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Self-employed	10,2	10,9	5,1	5,5	8,8	6,3	5,5	8,1	9,7	10,1	8,4
Employed	5,2	5,3	3,9	4,4	6,0	4,0	4,0	3,6	3,2	3,4	2,8
Unemployed	14,7	10,9	16,9	17,0	16,5	16,9	16,7	18,0	21,8	19,0	22,5
Pensioners	8,8	7,6	5,7	5,8	5,8	5,9	4,2	6,3	6,3	6,2	6,3
Others inactive	28,2	24,2	15,5	29,3	15,5	16,2	24,6	22,4	16,6	21,7	20,4

Source: http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2017/09/Siromastvo_u_Republici_Srbiji_2006-2016._godine_revidirani_i_novi_podaci.pdf

The most difficult situation is in households where householders are not even registered as unemployed. They do not exercise the right to social assistance or income in case of temporary unemployment. In a very difficult situation, there are also householders who are unemployed. In such cases, the existence of members of such households is reduced to social assistance and child allowances for the youngest family members. A somewhat better situation is when householders are self-employed or pensioners, while the most desirable position of families in which holders are employed.

The category of the population that is very vulnerable and belongs to the domain of the unemployed is the category of young people. Through the process of education and absolute support in the form of parents, they became victims of a modern labor market where a small number of companies are determined to admit young and inexperienced, whose development will run parallel with the development of the company. The highest youth unemployment rate is in Europe, the OECD countries and the United States, accounting for 21.1%, 18.5% and 18.2% respectively. In Serbia the situation is alarming as well. Of the total number of unemployed persons in the Republic of Serbia, the largest percentage is of young age 25-29 (13.29%) (Bogetić et al, 2011:6). According to the Statistical Office of the Republic of Serbia, in a wider youth category (aged 15-29), as much as 54.1% are inactive and not recorded in the labor market. Less than one-third is employed (31.8%), while the share of the unemployed accounts for 14.2% (Filipović S, et al., 2016:8).

In order to gain a true picture of entrepreneurial activities in the observed ten-year period, it is necessary to compare the trend of growth of unemployed and capable residents in that period with the trend of growth of entrepreneurial firms. Only from this relationship can a certain conclusion be made whether there is some statistical dependence in this respect.

Table 4. Number of unemployed and entrepreneurs in the period 2008-2017

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Unempl oyed	14.4	16.9	20.0	23.6	24.6	23.0	19.7	18.2	15.9	15.3
Entrepr eneurs	194638	198939	232176	228540	219156	222152	231616	232765	243590	-

Source: http://webrzs.stat.gov.rs/WebSite/Public/ReportResultView.aspx

Based on the results presented in Table 4, it can be concluded that there is no trend of growth, the number of entrepreneurs was not followed by the trend of the unemployed in the same observed period (2008-2017). The period 2008-2017 represents the period of the economic crisis and the transition phase to recovery. During this period, most countries in the world had a problem with the slowed economic activity, the bankruptcy of many companies and the dismissal of a large number of workers. Table 5 shows the percentage of the unemployed in the countries in the region for the mentioned period.

Table 5. Percentage of unemployed (capable of employment) in the countries in the region for the period 2008-2017.

GEO/TIME	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Bulgaria	5.6	6.8	10.3	11.3	12.3	13.0	11.4	9.2	7.6	6.2
Croatia	8.6	9.3	11.8	13.7	15.8	17.4	17.2	16.1	13.4	11.1
Hungary	7.8	10.0	11.2	11.0	11.0	10.2	7.7	6.8	5.1	4.2
Romania	5.6	6.5	7.0	7.2	6.8	7.1	6.8	6.8	5.9	4.9
Slovenia	4.4	5.9	7.3	8.2	8.9	10.1	9.7	9.0	8.0	6.6

Source: http://appsso.eurostat.ec.europa.eu

Observing the results presented in Table 5, it can be noticed that in all of these countries, except for Romania, there is a nearly regular trend in the growth of the percentage of unemployed from 2008-2012/2013 when this percentage is maximum. A further steady decline in the percentage of unemployed from 2012/2013 to 2017 can also be noticed. In the case of Romania, there is no such pronounced difference in the percentage of the unemployed in the mentioned period and the "peak" is at a significantly lower level than in other countries. The largest oscillation was recorded in Croatia, where the "peak" was 15.8%, while the lowest values were recorded in 2008 (8.6%). In the case of Croatia, it is noticeable that the percentage of unemployed people did not fall to the level in 2008, but kept the higher value (11.1%). On the other hand, Hungary had the best recovery since the percentage of unemployed after the crisis fell to a lower value (4.2%) than in 2008 (7.8%).

REASONS FOR STARTING
AN ENTREPRENEURIAL ACTIVITY

The main motive for all entrepreneurs is profit. Apart from profits, there are other motives that drive entrepreneurs and allow them to focus on achieving market success. This is precisely why in the survey the respondents were asked the question of the reason for starting their own business. The results of the survey showed that young entrepreneurs as the most common reasons stated: *the desire to independently manage their careers* (44% of cases), *fulfillment because you do what you like* - 35% of the answers*, giving a positive contribution to the wider community* - 18%, while for 3% of the respondents the reason lies in *the desire to be an inspiration to others.* (http://www.pks.rs). Acquiring profits enables independence and freedom in terms of making many life decisions related to existence, but also other important factors: place of residence, family status, and social status. This is why the biggest number of respondents stated independent career management as the most important factor. A large percentage of respondents think that *it is a fulfillment because you do what you love* the main reason for starting your own business. Performance in the entrepreneurial world can be viewed from two perspectives. The first one refers to financial indicators, which are a measure of the success of an entrepreneur. The second perspective puts to the forefront the balance between success and satisfaction that the individual experiences by pursuing a certain entrepreneurial activity. Character, experience, education, socio-cultural foundation is a determinant that will define individuals for one of the two prospects of observing performance in entrepreneurship.

BEING INFORMED

Youth information on entrepreneurship and self-employment is very bad. There are objective and subjective reasons for such a situation. Objective reasons relate to inadequate active informing of young people by the competent ministry regarding the frequency of discussions, lectures, on-line support, etc. in terms of promoting entrepreneurship and self-employment, as the possibilities of existential security in the future. Another objective reason is the gap between the educational program and the national strategy for promoting and encouraging the development of entrepreneurship. Subjective factors make youth disinterested for self-initiatively finding information and opportunities in terms of starting their own business. Another of the subjective factors is the inertness of young people in terms of the trend of going abroad during the studies and after the completion of studies.

This is confirmed by the result of the conducted survey. When asked about how many the young entrepreneurs in Serbia are informed about entrepreneurship, the majority (55% of them) stated that they were sufficiently informed, as opposed to 45% of those who think that they are not sufficiently informed. Youth education in terms of entrepreneurship is not adequate. The results of the survey showed that only 6% of young entrepreneurs had the opportunity to learn about the establishment and running of business in the formal education system, 31% acquire their knowledge by following the global trends, 30% through friends/acquaintances who have already entered the private business, 14% by reading business literature and 19% by examining appropriate seminars (http://www.pks.rs). Adequate information awareness is a precondition for the development of entrepreneurship. The combination of educational, experiential and global information is the best basis for getting enough information to make the right decision about the moment and manner of entering entrepreneurial waters.

ENTREPRENEURIAL

From idea to realization there are only a few steps. For individuals, these steps are small, while for the majority they represent enormous obstacles that they do not even try to cross. A survey by the World Bank shows that 46% of respondents in Serbia want to be entrepreneurs, but that only 8% are really ready to engage in this, because as many as 85% of respondents consider entrepreneurship a risk, and state as the main obstacle the unstimulative business environment. Unemployment of young people in Serbia is a systemic problem the resolution of which implies the involvement of all social actors. Research has shown that 44% of young entrepreneurs have a business idea, but that they have not taken concrete steps, 22% are educated and visited seminars dedicated to

entrepreneurship and prepare a business plan, 16% of respondents started the business less than 12 months ago, while 13% respondents have already started business (http://www.pks.rs). It is these data that confirm that few people are ready to cope with all the challenges and obstacles on the way to realizing a certain entrepreneurial idea. Individuals do not have enough knowledge, others do not have the courage, and the third are pessimists regarding the outcome. Most often, the idea of starting your own business is created from a field rather than from the inside. By observing others and listening to the experiences of other entrepreneurs, individuals get an idea, usually of a plagiaristic character. The line of lesser resistance is attractive to anyone who would like to try entrepreneurship. Individuals seeing entrepreneurial activity as an island of salvation often become instigated by the existential problem and necessity. They are forced to open their own company and provide themselves and their family with existential conditions. This type of forced motivation is often represented in post-socialist societies in which the loss of employment and unemployment are massive. Individuals who have started their own business with this motive have a higher risk of failure than those who enter into entrepreneurial waters from a completely different starting position. This group of entrepreneurs can hardly be expected to be significant market players (Ćeranić, 2013:32).

There are few individuals who are willing to acquire an educational basis and through thorough market research and the possibility of obtaining funding sources, establish the path of their entrepreneurial development in the long run. There is only a small percentage of persons who possess specific applicable knowledge that can be transferred to entrepreneurial activity. The reason for this lies in the wrongly established education system, whose focus was based on the acquisition of theoretical knowledge rather than on the connection of theory and practice.

GROWTH TREND OF ENTREPRENEURSHIP

In spite of procedural obstacles that represent a real obstacle on the way of founding entrepreneurial activity, there is a positive trend in the growth of registered entrepreneurial activities in Serbia. The reason for such a trend can be found in the fact that a significant number of employees who, as a technological surplus, have opted for redundancy and have directed their energy towards launching entrepreneurial activity.

The positive trend of registering business entities continues in early 2018. In the first four months, 11,318 entrepreneurial shops were established, which is 10% more than in the same period of 2016. In this period, 7,647 entrepreneurs were deleted from the Register of Companies, which is 12% more than in the same period of 2016. Based on these data, one can notice that there is turbulence in terms of the performance of individuals within the entrepreneurial activity (http://www.pks.rs).

Graph 2. Newly-established entrepreneurs

Newly-founded entrepreneurs
I quarter of 2018

Source: http://www.pks.rs
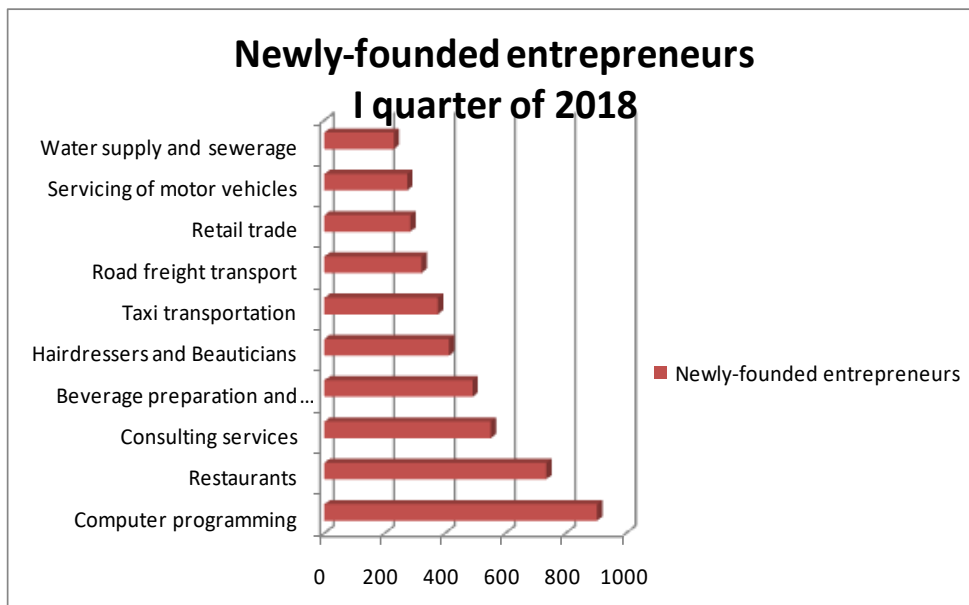
It is a pleasing data that the biggest leap in terms of newly established enterprising firms is recorded in the field of computer programming. This is also logical if account is taken of the fact that the starting capital is considerably smaller in programming than in other activities, especially if the price of a product (service) is included in the calculation. In the second place are restaurants followed by consulting services. The least entrepreneurial novices have been registered in the field of plumbing and sewage services, as well as in the field of motor vehicle service. A major imbalance in terms of labor costs in developed countries of Western Europe and Serbia is the reason for a growing number of working-age populations with skills that enable them to have a better standard. The second reason is the problem of payment of services in all areas, as well as in the field of construction and services. The owners of utility services in the field of electrical services, plumbing and sewage services, masonry services and other service companies of various crafts, went to developed countries with higher prices of working hours and developed business culture.

In addition to the positive trend with regard to the number of registered entrepreneurs in relation to the same period of the previous year, the number of entrepreneurs that were deleted from the business register is obviously increasing. These data point to a turbulent market, where entrepreneurs with different ambitions, experience, knowledge, skills, etc. emerged as competitors. Consequently, it is also possible to expect in the forthcoming period the

dynamism in terms of the trends of starting and cancelling entrepreneurial shops and all on the principles of market filtration. Among the wiped out entrepreneurs, mostly registered are for providing these activities: restaurants and mobile catering facilities (523), retail sale in non-specialized stores, mainly food, beverages and tobacco (437), beverage serving and serving (421), hairdressing and cosmetic salons (323), taxi transportation (323), road freight transport (239), consultancy activities related to business and other management (220), maintenance and repair of motor vehicles (201), retail sale of clothing in specialized stores (193) , other retail stores in non-specialized stores (171). The largest fluctuation is noticeable in the area of restaurants and catering, as well as retail trade in non-specialized stores. It is noticeable that a large number of hairdressing and beauty salons are closed, with an average number of newly opened salons of the same type. These data indicate that a large number of entrepreneurs are determined to start entrepreneurial activities that do not have large start up investments relying on the trend of treating hair, skin and nails. In that mass, the opportunity was sought by numerous entrepreneurs.

In 2017, 34,651 entrepreneurs were registered, i.e. 3.33% more than in 2016.

Table 6. Number of established, by years

Year	Entrepreneurs
2017	34.651
2016	33.615

Source: http://www.pks.rs

In 2017, 21,732 entrepreneurs were deleted from the register, which is 0.24% more than in 2016.

Table 7. Number of deleted, according to years

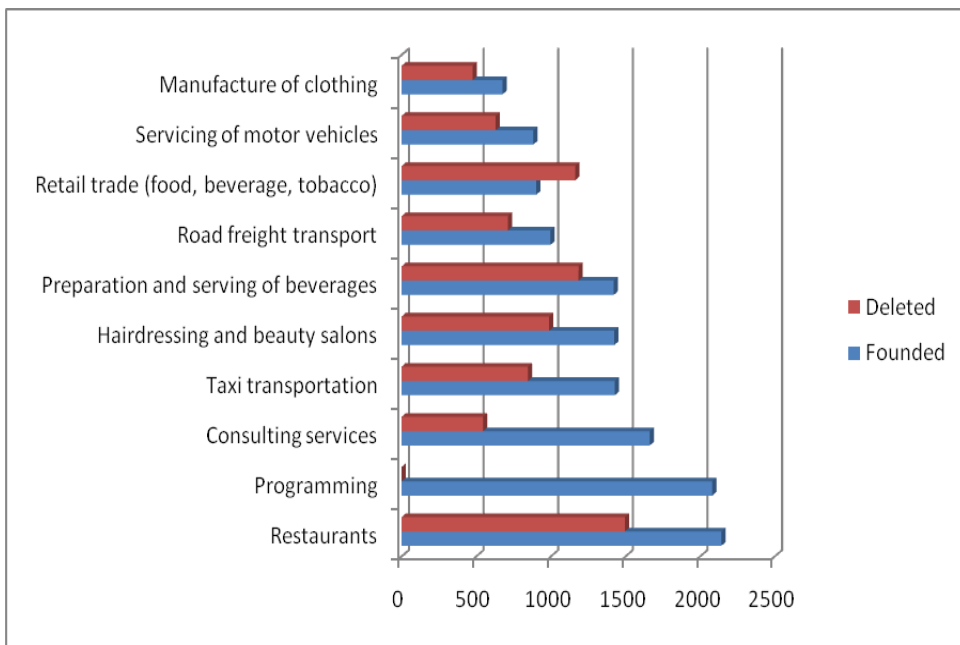| Year	Entrepreneurs
2017	21.732
2016	22.270

Source: http://www.pks.rs

Due to the correct conclusion and a real idea about the situation on the market, it is necessary to simultaneously observe both the newly established companies and the companies that are closed. Every year, a large number of individuals decide to experience their knowledge and happiness through entrepreneurial activity, while at the same time a certain number of individuals decide to leave the entrepreneurial activity. The reasons for the abandonment are different and they can be found somewhat in the problems most often mentioned by entrepreneurs as the main obstacles to entrepreneurial activity.

Based on the results presented in the table, which refer to the period 2016-2017, it can be concluded that there is a positive score in favor of the newly established ones in relation to closed entrepreneurial enterprises (+11340 in 2016, +12919 in 2017).

The following table presents 10 occupations for which entrepreneurs most often opted in 2017, as well as the top 10 occupations in which the most entrepreneurial firms were extinguished.

Graph 3. Top 10 activities with entrepreneurs established/extinguished in 2017.

Source: http://www.pks.rs

The graph clearly shows that in the field of programming, consulting services, taxi transport and restaurants, there is a much larger number of companies based on shut down entrepreneurial companies. In the field of programming, the number of established firms is at the very top, while the

number of extinguished is not in top 10. This data confirms that programming is the interest of the present and the future. The largest number of established companies in this field, high service prices and small start-up investments guarantee a positive trend in the coming years. In the field of retail trade, there is a negative ratio (a larger number of extinguished companies than the established ones). A rather bad situation is also in the area of garment production, preparation and servicing of beverages and motor vehicles servicing.

INITIAL CAPITAL

Securing the initial capital is one of the most important steps in the entrepreneurial venture. The initial capital represents the first obstacle on the way of starting your own business. The results of the survey show that young entrepreneurs in the largest percentage think that it is necessary to rely on their own resources. The obtained results show that 71% of young entrepreneurs consider that in starting their own business, in terms of providing initial capital, an entrepreneur should rely on his own funds (if any), while 18% think that he should rely on private investments. We note that in relation to the given question of the least trust young entrepreneurs have in the state (8%) and banks (3%) (http://www.pks.rs/sadrzaj/files/analiza).

Entrepreneurs beginners have the opportunity to provide initial capital for their interesting and innovative ideas through "Venture Funds" or "Business Angels".

There are huge benefits from financing start-up businesses with the help of business angels. The following table presents the key differences between financing a start-up business using venture capital and business angels (Kastratović, Marinković, 2007:44).

Table 8. Key Differences between "Business Angels" and "Venture Funds"

Key differences	Business angels	Venture financing
Personal characteristics	Entrepreneurs	Financial managers
Investment funds	Own money	Money of the investment fund
Investments	High potential start-up at an early stage	Companies that grow from medium to large
Capital valuation (Due diligence)	Experience based on reduced costs	More formal, more expensive
Geographical position	Important	Less important
Form of contract	A simpler structure	Complex and demanding
Monitoring after investment	Active	Strategic
Involvement in management	Important	Less important
Output line	Less important	Highly important
Return on investment	Important, but less addressing	Highly important

*Source: Kastratović, Marinković, 2007:44*

Although there are significant differences between these two methods of financing entrepreneurial ideas, the significance of both methods is very high for all young entrepreneurs, whose main obstacle is the provision of initial capital for their entrepreneurial idea.

FEARS OF YOUNG ENTREPRENEURS

Young entrepreneurs have many dilemmas and fears when engaging in entrepreneurial business. These dilemmas and fears are due to insufficient information, inadequate expertise, market ignorance, and so on. What is more unknown to an entrepreneur, the greater is the possibility of his giving up from starting a business. In the case of uninformed and uneducated entrepreneurs, the initial costs are considerably higher. They have to pay the services of market research agencies, consulting agencies in terms of defining a business plan, etc. Although these costs may at first glance have only a limiting effect, they also play a positive role in obtaining quality research information and advice in terms of market events, opportunities, and hazards. Young entrepreneurs also face the fear of impossibility of collecting their products and services.

Based on the analysis of the results of the research on the needs of young entrepreneurs in the Republic of Serbia, performed on a sample of 739 respondents aged 15-35, the biggest fears of young entrepreneurs are also the key problems to be solved:

Graph 3. Young entrepreners' fears

Source: (http://www.pks.rs/sadrzaj/files/analiza/ankete/pregled.pdf).
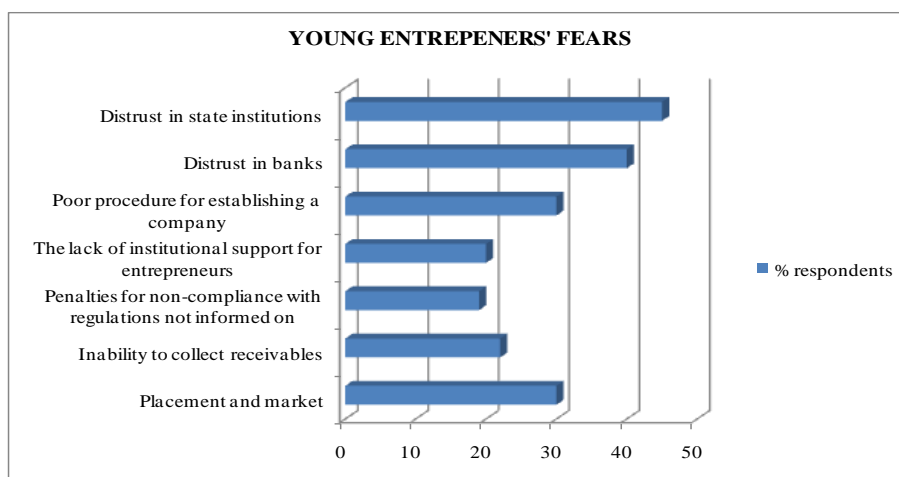
The results of the survey shown on the chart indicate the existence of expressed mistrust in state institutions and banks. This mistrust is the result of frequent manipulations and fraud that the citizens of Serbia felt in the past. There have been so many cases of embezzlement of citizens' funds by banks and funds, as well as corruption in state institutions. These are the main reasons for citizens' distrust today.

Entrepreneurs also have a fear of the problem of collecting receivables. This problem is very pronounced and represents a significant obstacle to the normal development of entrepreneurship. The problem of collecting receivables have both small entrepreneurs (beginners) and large companies. The problem is bigger for small entrepreneurs, since blocking their working capital is at the same time an absolute blockade of the functioning of the company. This problem is fundamentally related to the problem of market disorder and the implementation of penalty measures at the legal level. This problem is fundamentally related to the problem of market disorder and the implementation of criminal measures at the legal level. Long collection periods with short deadlines for settlement of liabilities represent one of the most common financial problems of the business. This is particularly true for small businesses and entrepreneurs. More than half (53%) of entrepreneurs are settling their obligations towards suppliers within a period of shorter than 30 days, with only 32% succeed in collecting their receivables within 30 days (Research NARR, 2012:3).

DISCUSSION

The results of the survey show the presence of objective fears that young entrepreneurs face in the way of realizing their entrepreneurial ideas. Fears represent a real obstacle resulting from lack of information, incompetence, mistrust, inexperience, unprotectedness, and the like. If it wants to actively help the development of entrepreneurship, the state must provide an adequate business and cultural environment in which business will be based on principles of legality and market balanced conditions. It is necessary to strengthen activities aimed at informing young people about the importance of entrepreneurship for their existence and their development. Adequate information is also needed for entrepreneurs who have long been doing business in order to adapt and accept new trends in entrepreneurship.

By analyzing the statistical results that describe trends in the percentage of the unemployed, it can be noticed that all the transition countries face this problem. The transition period has passed, but the consequences of inadequate preparation for the transformation of the political-economic model are obvious. Statistics showing the trend of founding and extinguishing entrepreneurial firms in Serbia point to a marked turbulence. Only by analyzing the relationship

between newly established and extinguished enterprising companies can an adequate conclusion about the business environment and market opportunities in this region be made.

The results presented in the paper indicate that the highest percentage of self-employment in the Republic of Serbia in agricultural activity, forestry, fishing and related occupations. The fertile soil and excellent climatic conditions represent an excellent precondition for the development of entrepreneurship in these areas. The problem faced by entrepreneurs in these areas is poor subsidy measures and poor protection of domestic products. Importing low-cost and low-quality products from Asian countries is a direct blow to domestic producers. Significant results in terms of self-employment were also observed in service and trade. The circumstances and trends of the consumer culture conditioned such significant results in the field of services and trade.

Comparing the results of the survey on the percentage of the unemployed, it can be concluded that in all countries, except in Romania, there is a trend of growth in the percentage of the unemployed in the observed period 2008-2012 / 2013. The Republic of Serbia faced this problem as all the other countries observed. The starting economic position of the Republic of Serbia in terms of economic development and the level of standards was considerably less favorable than in other countries.

Based on the results presented, it can be concluded that there is a significant dependence between the problems that the Republic of Serbia faces. Poverty and unemployment rates are directly responsible for a low level of economic activity, resulting in a low standard of living, a negative birth rate and a huge challenge in defining self-employment. The enchanted circle of young people in the Republic of Serbia is a huge problem. Solving the problem is possible only with significant legal changes regarding the protection of domestic production, the development of the business environment and the business culture, as well as the continuous stimulation of self-employment.

CONCLUSION

Development of entrepreneurship is a priority of the Republic of Serbia. The development strategy is defined on the principles of promoting and encouraging young entrepreneurs, whereby education of young people in terms of entrepreneurial abilities is left to the individual plans and programs of all schools and faculties that encompass that area. The entrepreneurship development strategy must rely on youth education in this direction. Entrepreneurship must take its place in all secondary schools, even in the final grades of primary school. The basic knowledge gained through practical lessons, simulation

exercises and development workshops is a condition of positive entrepreneurial thinking and a positive attitude towards self-employment.

There is only a small percentage of persons who possess specific applicable knowledge that can be transferred to entrepreneurial activity. The reason for this lies in the wrongly established education system, whose focus was based on the acquisition of theoretical knowledge rather than on the connection of theory and practice. Entrepreneurship must be part of secondary school, and even part of teaching material in higher grades of elementary school education. A model of teaching that would involve practical exercises, case studies, creative games and tasks, as well as practical teaching in successful entrepreneurial firms, should be the basis of an educational process that would complement all other theoretical material and general education. Expertise in the true sense of the word must have a direct connection with the initiation of an entrepreneurial idea.

The development of entrepreneurship can be encouraged by subsidized measures in the direction of assisting the development of family businesses within which all members of the family would be employed. This would also indirectly affect the resolution of demographic problems in smaller towns and villages. The development of agricultural entrepreneurial farms and rural tourism on the principles of family business, all with institutional support, would significantly affect the survival of young people, and even somewhat the return to the village.

This research performed a comparison of results in the field of self-employment. Also, a comparison of economic and existential problems was made according to the age criteria, number of members, as well as geographical and national affiliation. The above comparisons contributed to a clearer definition of the problems that the Republic of Serbia faces and which present a significant obstacle on the road to development.

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INFLUENCE OF THE INDUSTRY ON THE STRATEGIC ORIENTATIONS AND PRACTICES IN HRM

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ABSTRACT

This research paper analyses one of the key aspects of each organization – its human resources management practices and strategic orientations. The focus is put on some theoretical concepts as well as their practical implications. The sample of the research consists of 359 participants with different demographic characteristics, working in companies from different sectors in Bulgaria. Strategic orientations in HRM follow the model of David Guest (1987) for personnel and human resource management. The results show that the long-term perspective in HRM, creating trust between the employees and the organizations, building a flexible structure and providing options for training and development are the key strategic orientations that bring success and high performance. Analysing the HRM practices is based on four aspects. "Work characteristics" have the highest mean value of M=3,78, SD=0,81, followed by "Managerial styles and values" with M=3,40, SD=0,86, "Remuneration and social benefits" with M=3,39, SD=1,00 and the lowest is the perception of the "Recruitment systems and performance appraisal" - M=3,11, SD=0,91. Another very important factor that is explored is the industry of the organizations. The results show significant differences in organizational structure, the way remuneration is formed, building trust between the employees and the company, the function and the role of the HR specialist. In regards with the HRM practices, only remuneration and social benefits are influenced by the industry. As a whole, we may say that the leading sectors like IT, Finance, Sales, HR have employees that are more sensitive to strict hierarchy rules and structure, open communication, individual efforts and team work in meeting the goals set, the formal and bureaucratic role of the HR specialist in the organization.

Key words: *strategic orientations, HRM practices, industry*

JEL Classification: *O15, M12, J24*

INTRODUCTION

Human resources management is a very dynamic and constantly developing sphere of scientific and practical interest. Every day the understanding of the

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human capital in the organizations is changing. New models and techniques occur and different subareas emerge. The planning, recruiting, managing, developing, coaching, training, etc. of the employees become crucial for the retention and the motivation of the workforce. Identifying and analysing the key strategic orientations that define the positive perception, involvement and commitment of the employees is the predictor of high performance and gaining a competitive advantage on the market. The successful HRM practices embody as well the strong and influential figure of the leaders in the organizations, the basic values and concepts, the fair appraising process and job characteristics that contribute for the fulfilment of the desired goals.

Something very important is the sector specific trends that influence the implementation, management and successful implementation of those strategic orientations and HRM practices. A research about the engagement of the employees by industry shows that IT specialists have the highest results for 2017 (71%), followed by the pharmaceutical branch (70%), transportation and logistics (66%), production (58%), finance and banking (53%), etc. Other statistical data points out that for the last 10 years the employment in the IT sector has doubled and now it brings to the economics more than 1.9 billion euros per year. Banking industry has also evolved a lot. Digitalization, virtual branches, personal online advisors are only some of the new trends in the process of managing your finances. Taking care for the customers is the leading moto of every organization that is striving to be preferred partner on the market. Sales are no more money – product/service exchange. They bring added value, real satisfaction from the communication process and long-term partnership. Human resources as a sector expand their scope and become very important part of the operational management. They combine theory and practice and create highly effective companies that have productive and happy employees.

All that is to show that strategic orientations and HRM practices are significantly influenced by many factors but one of the most distinctive one is the industry of the organization. This should be taken into consideration in the holistic process of establishing the mission and vision of the companies. Setting the core values and having the influential figures to transfer those is the basis of the successful business run.

STRATEGIC ORIENTATIONS AND PRACTICES IN HRM

HRM is a very popular term with many definitions. It is used on a daily basis with various connotations. Human resources management can be defined as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations (Armstrong & Taylor, 2014). It was defined by Boxall and Purcell (2003, p.1) as "all those activities associated with the management of employment relationships in the firm". This includes: personnel selection, recruitment, on-boarding, training, development, compensations and benefits, retention, definition of employment needs, competency mapping, appraisals, career paths, performance management,

turnover, health and safety, motivation and many others. As a whole, HRM is a broad scientific field and every scholar is analysing it from his/her own perspective. It also has some main goals (Armstrong & Taylor, 2014) related to support the organization in achieving its objectives by developing and implementing human resource (HR) strategies that are integrated with the business strategy (strategic HRM). HRM also actively contributes to the development of a high-performance culture and ensures that the organization has the talented, skilled and engaged people it needs. Those practices create a positive employment relationship between the company and the employees and a climate of mutual trust which encourages the application of an ethical approach to people management.

The idea of human resource management is relatively new, compared to other spheres of business, economics and psychology. Frederick Taylor's "scientific management" develops the idea of work specialization and educating the workforce in very specific skills which leads to the establishment of the so called "assembly lines" (Henderson, 2011). However, the human factor is neglected and people start losing motivation and interest in their work. Later, in the 1930s, Elton Meyo conducts the well-known Hawthorne studies. It turned out that performance is interrelated not with the work itself (only) but with motivation, satisfaction, personal needs of the employees (Armstrong & Taylor, 2014). This put an accent on the behavioural aspects of the human resources management and the key factor for successful management – the human one.

The concept for HRM changed over time and was shifted from personnel to human resource management. The main differentiation is in the understanding of those aspects as administrative and bureaucratically vs. strategically oriented. They are related to the nature of the human resources approach – either short-term or long-term; psychological contract (based on compliance or willing commitment); job design; hierarchical or flexible organizational structure; remuneration; recruitment; training and development opportunities; trust in employee relations; acceptance of the HR function and criteria for effectiveness of it, etc. (Table 1) (Guest, 1987; Henderson, 2011; Alexandrova, 2016; Ilieva & Alexandrova, 2017a,b). Linda Reidy (2015) also makes a parallel between personnel and human resource management on the basis of 4 factors – integration, strategy, employees-managers relations and organizational design. The workforce becomes more flexible and multi-functional. The recruitment process focuses on the professional and educational background but together with that – on the adaptability and fit to the existing teams (DukeII & Udono, 2012; Francis & Keegan, 2006). So the main goal of the HR experts is to meet the best company with the best employees. The Society for Human Resource Management (SHRM) and its affiliated Certification Institute have identified six broad functional areas of human resource management (Steward & Brown, 2011): strategic management, workforce planning and employment, human resource development, total rewards and risk management.

Table 1. Personnel Management and Human Resource Management

Characteristics	Personnel management (PM)	Human resource management (HRM)
Strategic nature	Predominantly dealing with day-to-day issues Ad-hoc and reactive in nature: a short-term perspective rather than strategic	Dealing with day-to-day issues; but proactive in nature and integrated with other management functions A deliberately long-term, strategic view of human resources
Psychological contract	Based on compliance on the part of the employee	Based on seeking willing commitment of the employee
Job design	Typically Taylorist/Fordist	Typically team-based
Organisational structure	Hierarchical Tendency to vertical integration	Flexible with core of key employees surrounded by peripheral shells High degree of outsourcing
Remuneration	Collective base rates 'Pay by position' Any additional bonuses linked to Taylorist work systems	Market-based Individual and/or team performance 'Pay for contribution'
Recruitment	Sophisticated recruitment practices for senior staff only Strong reliance on external local labour market for most recruitment	Sophisticated recruitment for all employees Strong internal labour market for core employees. Greater reliance on external labour market for non-core
Training/ development	Limited and usually restricted to training non-managerial employees. Narrowly job-related. Management development limited to top executives and fast-track candidates	Transformed into a learning and development philosophy transcending job-related training. An ongoing developmental role for all core employees including non-management. Strong emphasis on management and leadership development A learning organisation culture
Employee relations perspective	Pluralist: collectivist; low trust	Unitarist: individualistic; high trust
Organisation of the function	Specialist/professional Separated from line management Bureaucratic and centralised	Largely integrated into line management for day-to-day HR issues Specialist HR group to advise and create HR policy
Welfare role	Residual expectations	No explicit welfare role
Criteria for success of the function	Minimising cost of human resources	Control of HR costs, but also maximum utilisation of human resources over the long term

1   Source: Henderson, 2011, Guest, 1987

Another very popular classification of the HRM models is the one of the "hard" and the "soft". This differentiation is quite popular in the business but it also has quite a solid theoretical background. Usually, the hard models treat the

human resource as equal to all the other resources in the company. The focus is on the organization itself, its goals and functional needs. The soft models, on the other side, are built on the personality traits, emotions and behaviours of the employees. This somehow reflects the "X and Y" theories of McGregor where the first emphasis the production processes and the final result and the second one – people's satisfaction and personal value for reaching the goals (Truss, et al., 1997; Reidy, 2015; Armstrong, 2006).

A new perspective in the human resource management starts to develop in the 1980s and 1990s when the organization is treated as a key competitive advantage that should be managed and developed effectively. Strategic planning becomes crucial management element (Reidy, 2015). The Chartered Institute of Personnel and Development (CIPD, http://www.cipd.co.uk/) has even developed a holistic concept that includes terms like „strategic", „added value", „client advantage" and the idea for „cheaper, faster, easier" production of goods and services (Francis & Keegan, 2006). The market economics and the „spirit of capitalism" define the temps and direction of the development of the organizations. The human resource management is part of the whole strategic policy of the company and human capital is the main production force and source of customer satisfaction and profitability. Selection, recruitment, talent acquisition, management and retention are the basics of outstanding results of the business process. Those, who know how to manage this talent and workforce, are actually the one leading the company to success.

The well-known "7-s model" of the McKinsey Consulting Group also speaks about the "hard" and the "soft" in the HR. The hard part includes the structure, systems and strategy and the soft one – style (of the management), staff, skills and shared values. This somehow is a continuation of what was previously said. When the focus is on the personnel management, the important thing is to understand the organization as a structure that functions due to different systems and long-term strategy. Employees are valued as a means for reaching the goals. When you want satisfied, motivated and involved people, you choose inspiring leaders that appreciate and develop skilled and talented professionals, share values and everyone is involved in the strategic planning and forecasting. This is actually the next step to strategic HRM where the human resource management is part of the whole organizational strategy (Wright & McMahan, 1992).

EMPIRICAL RESEARCH ON STRATEGIC ORIENTATIONS AND HRM PRACTICES

Research Methodology and Sample

HRM practices are measured by two different questionnaires. The first one is based on the model of David Guest for personnel and human resource management (Guest, 1987; Henderson, 2011). Using the 11 dimensions of comparison between the 2 models, 11 double items were created (Alexandrova, 2016). The participants should pick one of them. Each item is taken into consideration individually and they are not grouped in 2 subscales as every item reflects different perspective. The internal consistency of the whole questionnaire is α=0,67, which is a good statistical value.

The second questionnaire examines the HRM practices. It contains 38 items measured by 5-degree Likert scale from 1 – Fully disagree to 5 – Fully agree. Participants should have in mind their current organization. After the principal components factorial analysis with Varimax rotation, 4 scales have been created: "Managerial styles and values" (18 items, α=0,95), "Recruitment systems and performance appraisal" (11 items, α=0,92), "Work characteristics" (6 items, α=0,82), "Remuneration and social benefits" (3 items, α=0,72). The internal consistency of the whole questionnaire is 0,97, which is very high statistical result.

359 participants took part in this study – all of them employed in companies from different sectors in Bulgaria. Out of those who responded 49,58% are men and 50,42% – women. Based on age, most of the people are between 26 and 35 years old (51,27% of those who have given an answer), followed by those between 36 and 45 years (29,18%), 46-55 years (10,48%), under 25 years (5,67%) and over 55 years (3,4%). 80 % of the respondents have university degree. Total work experience is divided in 5 groups: 26,63% of the participants who responded to that positional characteristics have total work experience between 11 and 15 years, followed by those between 6 and 10 years (26,35%), up to 5 years (20,4%), over 20 years (14,16%) and people with total work experience of 16-20 years (12,46%). The work experience within the current organization varies between 0 and 35 years with a mean value of M=4,64. Based on the industry, most represented are the professionals from "Information Technology" – 29%, followed by "Construction, Architecture and Installing Activities" (17,8%), "Human Resources" (11,4%), "Financial, Banking and Insurance Institutions" (8,4%), etc. Hierarchy level as a demographic factor is applied to 295 respondents (except for those from "Construction, Architecture and Installing Activities" sector): "Senior Specialists" (25,1%), "Specialists" (22,8%), mid-level management (12,8%), "Senior Management" and "Junior Specialists" (both 7,2%), and "Team Leaders" (7%).

295 of the participants completed all of the questionnaires. The representatives of "Construction, Architecture and Installing Activities" sector did not fill in the Guest model questionnaire.

Strategic orientations and HRM Practices

Strategic orientations in managing human resources vary due to many factors – employee perceptions, organizational politics, social and economic environment, etc. The results show that some of them (those that are related with the long or short-term perspective for human resources development; reasons for "psychological contract" signing; organizational structure; training and development opportunities; success factors for HR specialists activities) have greater difference between the 2 aspects while others are almost balanced (recruitment and work processes; trust between employees and organization, etc.).

Employees of today's organizations want to see the perspective for their professional growth. The long-term orientation (72,88% of the people prefer it) creates the feeling of stable present work environment and security to have that vision for the future. Together with that, working in a dynamic, fast changing and adaptive organization, provokes the employees to be more oriented towards others, more cooperative and supporting which leads to citizenship behaviors. That is supported by the fact that people accept the work processes as more team-oriented (57,97% of the people) than just focused on completing the tasks. Even if the position occupied is more related to personal efforts and inputs it is part of a bigger entity. In order to have smooth operational run high trust in the relations with the organization is needed (52,88% of the people). Another strategic orientation is the way remuneration is formed. Based on the results, it is defined on the basis of a combination of the standards and ranges for the role together with the personal input by the employee. There is no clear differentiation and preferences shown. Recruitment channels go in parallel internally (referrals, promotions, transfers, etc.) and externally (through vendors, outsourcing, etc.) and this is provoked from the specific workforce needs.

The perception of the organizational structure more like a hierarchical (64,41% of the people) than flexible one shows that employees need clear and understandable work models and straightforward management styles. No matter how dynamic the business and the environment are, strict guidance is necessary to keep the focus in the right direction. This somehow is reinforced by the perception of the role of the HR specialist to be more an administrative one and quite separate from the one of the line manager. It's not clearly defined how and whether (maybe not) this affects the employees' well-being (which is a wrong understanding of the role). Together with that, people need more and various trainings, not only related to their specific job role. The positive thing is that the HR activities are not only measured by cost reductions but with maximizing benefits for the company as a whole (78,31% of the people). This change in the view is important for developing organizational maturity and strategic approach in designing and running highly effective organizations. The full potential of the HR specialists should be used and turned into a very strong weapon for developing the greatest talents and top performers.

Out of the HRM practices "Work characteristics" have the highest mean value of M=3,78, SD=0,81, followed by "Managerial styles and values" with M=3,40, SD=0,86, "Remuneration and social benefits" with M=3,39, SD=1,00 and the lowest is the perception of the "Recruitment systems and performance appraisal" - M=3,11, SD=0,91.

Workforce is rapidly changing. Key motivators and retention instruments vary. People become pickier and the working values are rethought. A key criteria for accepting a certain job offer is much more related to having a flexible working time, easily accessible office, interesting and challenging work. Remuneration loses its priority and the focus is transferred from basic salary to the additional benefits. Employees have become much more sensitive to being accessed as well. Performance appraisals turn into a tactical dialogue of giving and receiving knowledge, feedback, chances for promotions and bonus payments. It is not about just putting a grade. It is about a career path consultancy. Employees become more ambitious not only to climb the hierarchy ladder but to expand the scope of their knowledge.

Another basic element of the HRM systems is recruitment. It is not only about the professional expertise but fitting into the team spirit as well. All those HR related practices are complex interactions that require involvement from all parties – employees, managers, HRs. It is a mutual transactional process that should be performed thoroughly and with dedication. The CV, diplomas, references step back and the technical, soft skills and creative thinking tests become the most indicative recruitment instruments. Much more important is what you can really do, how do you act under stress and unstructured situations, how fast you can take the right decisions. And all that is learned by the practice.

Out of all HRM practices, the most influential one is related to the managerial styles and values. Organizational culture remains the basis that creates the mission and the vision of the company. Having the inspiring managers to lead and transform what is said in what is really done motivates people. Having aligned the personal and organizational values means a symbiosis in thinking and functioning that dramatically increases performance. This is crucial for the realization of the whole ideology of the organization.

The influence of the industry on the strategic orientations and practices in HRM

Strategic orientations in HRM are influenced by different factors – demographic, situational, positional ones. However, in the recent years, the market demands define the trends that are to be followed by the companies. This therefore leads to specific HRM approaches that will develop the successful organization. And those are defined by the sector specific characteristics. For example, specialists from one of the most presented sectors view the

organizational structure more like a hierarchical than a flexible one: information technologies (IT) (56% vs. 44%), financial, banking and insurance institutions (87% vs. 13%), sales (63% vs. 37%), educational institutions (75% vs. 25%). Only within the human resources (HR) sphere the perception of the organizational structure is oriented to flexibility (54% vs. 46%).

As a whole, those results reconfirm the idea of the so called "rigid sectors" where there is a clear structure and strict hierarchy, many levels and slow career development – the banking and the educational ones. This is not so strange, having in mind that those are one of the oldest industries in Bulgaria. These systems change very hard. They rely on the methods that are used for years and have always brought the desired results. Dealing with millions, investing, crediting, etc., should be planned in a very detailed way. Taking that responsibility is stressful and somehow stability should be ensured. The same is with the education of the young generations. No matter that new techniques of teaching occur, virtualization of the classroom is trendy, the alphabet hasn't changed, neither the simple mathematics. Teachers cannot afford to entirely skip the onsite interaction with the students. They need some points to be followed in the educational process and not just to jump from one topic to another. Flexibility is good, having friendly attitude and close relationships – as well, but teachers should be respected as well. And discipline is needed for this.

In more dynamic sectors like IT and sales, the focus remains on following the rules and politics and setting a detailed criteria for performance. Having a more hierarchical organization of the work is not so bad. The more creative are the employees (with their own personality and manner of doing the tasks), the harder is to coordinate the team work. That's why a frame should be put. Variations are possible but within certain constraints.

Human resources as an industry seem to be the most flexible. They emphasize on the employees' needs, adapting to the environment and creating a positive climate. This allows those professionals to work more through the consulting approach. One of the industries with the most so called freelancers is exactly the HR. This is also typical for the IT, for example, but there the technical specifications of the products and services are more complex. In HRM you can provide just a single consulting service – like coaching, personnel administration, stress management, motivation, and career consulting and thus providing a full service. In IT you cannot just write the code for a website. You need a graphic designer, you need a test-user, etc.

Another HRM aspect is the remuneration. We have sectors where traditionally the main focus is on meeting the targets, team effectiveness, bonus-related results: IT (65% against 35%), HR (59% vs. 41%), sales (69% vs. 31%). Basic salary is perceived as something obligatory from the labor contract. More important is what you can really do and how you do it. Those sectors are very dynamic and if you just stay static and you do not follow the trends you will lose your leading positions on the market. That's why the most popular trainings are

related with customer communication and satisfaction, how to sell your ideas and products/services, how to persuade and influence others.

In other spheres there are specifically designated salary ranges for every role and those are strictly followed. Education is such an example. Every level in the hierarchy corresponds to certain compensation package (like for example what a professor is paid is different from what an assistant takes, based on the experience, the prestige, etc.) and this is not subjected to negotiation. In the financial sector for example, there is a balance in the perception of the remuneration formation (50% vs. 50%). In those industries the employees are more static. They get used to the established models and do not want to change them. They are not fully satisfied but they are not unsatisfied as well. The perception is that things just happen and the system is just like this.

Trust came out to be crucial for the effective strategic orientations in human resource management. This is a factor that influences to a great extent the relationships between the employee and the organization. It is most valued by the specialists within the IT (63% vs. 37% respondents), has moderate values for the HR professionals (56% vs. 44%) and sales (56% vs.44%) and is balanced in the educational sphere (50%/50%). Open communication is the key for mutual and beneficial cooperation. Competitors should respect each other and demonstrate fair play because the public image can be easily destroyed. The clearly set expectations in the beginning of the working process define the straightforward way of meeting the targets. That is why trust is one of the most valued aspects of business relationships.

In other sectors the perception is a little bit different. The "finance guys" miss the trust in their relations which might be explained by the closed market and great competitiveness. Usually, it is really difficult to cover any kind of information and know-how. Sharing good practices and work models is limited and confidential. Those specialists spy on the competitors but are really cautious in sharing.

Other strategic orientations focus on the perception of the HR. It is hard to define what the function of the HR specialist is as a whole because it is a complex and multi-dimensional one. The HR professionals may see the whole spectrum of HR services, the pitfalls, the challenges. That's why they see the function more like a consultancy oriented (71% vs. 29%). This is applicable for the sales people as well. They are one of those who are constantly enrolled in different soft skills trainings – how to communicate, how to present, how to sell better, etc. They have a close interaction with the HR consultants and may benefit from it. The focus is shifted within the IT (57% vs. 43%) and financial, banking and insurance institutions (60% vs. 40%). Those sectors accept the HR function as an administrative one. They put stress on recruiting, hiring, personnel administration, etc. The talent identification, development and motivation is more related to the line managers' activities. There is a balance in those perceptions within the educational institutions (50%/50%).

Table 2. Differences in strategic orientations in HRM based on the industry, N=295

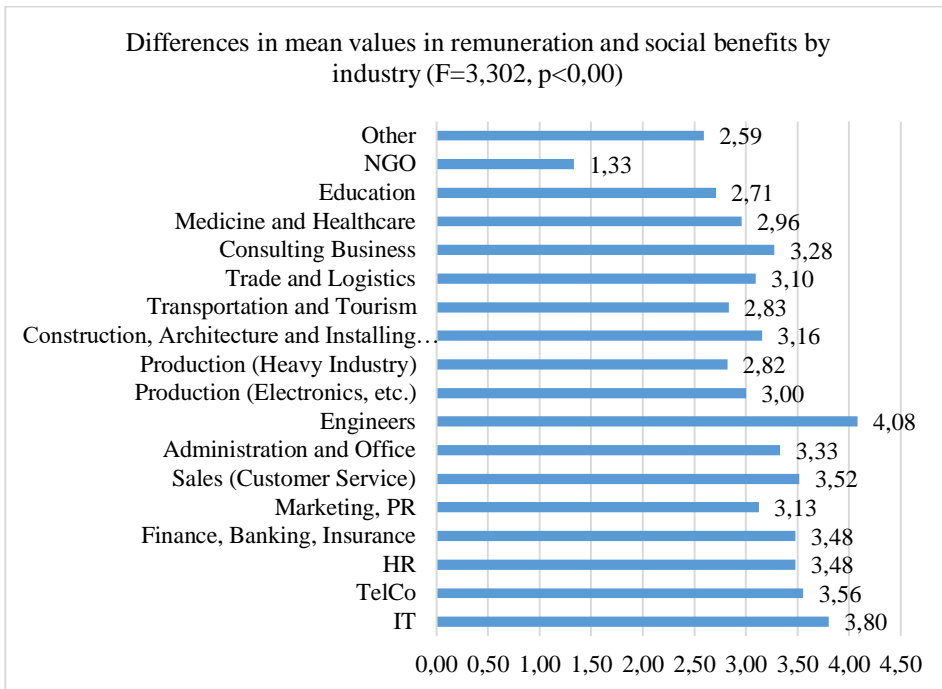| Total: 295		Organizational structure is: (p<0,01, χ2=32,870)		Remuneration is based on: (p<0,00, χ2=44,243)		In relations between the company and the employee there is: (p<0,01, χ2=34,915)		HR Specialist function is: (p<0,05, χ2=29,507)		HR Specialist role is related with the employees wellbeing: (p<0,01, χ2=36,039)	
		Hierarchy	Flexible	Position	Individual input	Low trust	High trust	Bureaucratic	Consulting	Yes - Wrong expectations	Not related
IT	104	56%	44%	35%	65%	37%	63%	57%	43%	37%	63%
TelCo	12	75%	25%	58%	42%	33%	67%	33%	67%	33%	67%
HR	41	46%	54%	41%	59%	44%	56%	29%	71%	73%	27%
Finance, Banking, Insurance	30	87%	13%	50%	50%	70%	30%	60%	40%	50%	50%
Marketing, PR	8	75%	25%	12%	88%	63%	37%	50%	50%	12%	88%
Sales (Customer Service)	16	63%	37%	31%	69%	44%	56%	44%	56%	44%	56%
Administration and Office	12	75%	25%	58%	42%	58%	42%	67%	33%	42%	58%
Engineers	4	50%	50%	0%	100%	50%	50%	50%	50%	25%	75%
Production (Electronics, etc.)	4	50%	50%	75%	25%	75%	25%	75%	25%	0%	100%
Production (Heavy Industry)	13	92%	8%	62%	38%	100%	0%	92%	8%	46%	54%
Transportation and Tourism	4	50%	50%	50%	50%	25%	75%	0%	100%	50%	50%
Trade and Logistics	7	43%	57%	29%	71%	29%	71%	29%	71%	29%	71%
Consulting Business	6	50%	50%	0%	100%	17%	83%	50%	50%	67%	33%
Medicine and Healthcare	8	100%	0%	63%	37%	63%	37%	50%	50%	37%	63%
Education	16	75%	25%	88%	12%	50%	50%	50%	50%	6%	94%
NGO	1	100%	0%	100%	0%	0%	100%	100%	0%	0%	100%
Other	9	89%	11%	89%	11%	33%	67%	56%	44%	44%	56%

Source:Author

As a whole this strategic HRM orientation is actively modifying itself. Even managers realize the need of a real HR approach in working with people. Being a team-leader brings many new responsibilities out of the basic for the role

operational ones. This creates more workload, stress, lack of time. Some of the employee related tasks need to be delegated to the HR guys. They will support, train and coordinate those activities and will promote an environment of mutual learning and development. Here a question that rises up is then how the role of the HR is related to the well-being of the employees. Is this a main responsibility (which is a wrong view) or is it a bypass effect? Specialists from the IT (63% vs. 37%), educational institutions (94% vs. 6%) and sales (56% vs. 44%) clearly define those differences. They focus on their own performance and responsibility how they feel at their workplace. The finance sector cannot certainly state what the situations is (50%/50%). Maybe the reason is that they do not focus so much on the HR activities. However, the HR specialists themselves believe that they are responsible to make their employees happy (88% vs. 12% that do not think so). They are always responsive, supportive, and available at any time and therefore it is hard for them to define their main responsibilities and to minimize any additional actions that may create wrong expectations. At a certain point this may become a problem due to the fact that the basic HR related tasks remain unprocessed and the perception of what exactly they are doing becomes ambivalent.

In relation to the HRM practices, only remuneration and social benefits are statistically significantly influenced by the industry of the organizations (F=3,302, p<0,00). The highest mean values are within the dynamic and fast expanding sectors like IT (M=3,80), telecommunications (TelCo) (M=3,56), sales (M=3,52), HR and the financial sector (with the same mean value of M=3,48). Those spheres are the most competitive ones and one of the key factors for talents acquisition are the social benefits they offer. That is why those specialists are quite sensitive and picky when it comes to looking for their new job. On the other side, the employers become more and more innovative in being attractive for the job seekers. They create new ways of stimulating employees by implementing new kind of services like exotic excursions, an option to hire the partner (wife/husband) within the organization, taking care of the kids by creating kindergartens within the office space, etc. This will help and ease the work-life balance and will make the employees more relaxed, focused, and engaged in the working processes. After all people need to secure their basic needs and to create a good standard of life.

Picture 1. Differences in mean values in remuneration and social benefits by industry,N=295

Differences in mean values in remuneration and social benefits by industry (F=3,302, p<0,00)

Category	Value
Other	2,59
NGO	1,33
Education	2,71
Medicine and Healthcare	2,96
Consulting Business	3,28
Trade and Logistics	3,10
Transportation and Tourism	2,83
Construction, Architecture and Installing…	3,16
Production (Heavy Industry)	2,82
Production (Electronics, etc.)	3,00
Engineers	4,08
Administration and Office	3,33
Sales (Customer Service)	3,52
Marketing, PR	3,13
Finance, Banking, Insurance	3,48
HR	3,48
TelCo	3,56
IT	3,80

On the other hand, we have sectors where traditionally people are not satisfied with what they earn – medicine/healthcare (M=2,96), transport and tourism (M=2,83), production (M=2,82), education (M=2,71). These results are not strange and they depict the socio-economic situation in Bulgaria in the last few years. However this might be a potential strive for a change. Those are one of the basic spheres of the social life. A possible action might be the cross-training between professionals from different industries. By expanding the knowledge and skills scope people become more competitive. Learning from the best and getting help to adapt faster and easier to the new technologies will level up the service quality and satisfaction. Interesting practical note is that no matter that the specialists from medicine, education, tourism and similar sectors are not so happy with their salaries they do not change their jobs. It might be because of the narrow specialization but it is also because of being stuck and very emotionally attached to having a "social mission" to cure, to educate, to make people relax and have fun. The work of different kind of specialists and institutions may examine thoroughly the reasons for those attitudes, propose some major reforms if needed and create programs that will increase satisfaction and productivity of the employees within those sectors.

CONCLUSION

Current trends in all industries say that strategic thinking is the right way of doing successful business. This is even more valid when it comes to the workforce in the organizations. Professionals in all sectors become more and more educated, creative and open to experiment. They are ambitious and competitive to be the best of the best. As a key performance driver the human capital defines the whole organizational strategy. Employees need clear view of the future actions and development in the operational process. They stand for solid and meaningful values and goals and a real example leaders (the ones to inspire and to be followed). Open communication and trustworthy relations create positive working environment where both the individual strengths and the team spirit are the way to the desired results.

Together with that everything should be well planned and structured. Clear duties, opportunities to learn and develop, specific job-related trainings but options to expand your scope as well, good work-life balance are desired job characteristics. People need to be respected and valued, fairly recruited and evaluated, appraised as deserved. There is a strong social justice attitude and the constant will to compare with others. This somehow should be overcome as not everything is under our control. The adaptation process is mutual – between the individuals, the organizations, and the environment. Together with that the sector specific characteristics should be taken into consideration. Some industries like IT, Sales, HR are more dynamic, open to change, very competitive. Others (like health and care, education, finance, etc.) are more rigid, slowly developing and closed for innovation. This of course predisposes and influences the way people are managed and what techniques and approaches are used in the whole HRM process.

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SIMILARITIES AND DIFFERENCES IN WORK MOTIVES OF BULGARIAN EMPLOYEES

Ergyul Tair[19]

ABSTRACT

The paper traced out the results from survey on work motives, counting different intrinsic and extrinsic factors. Sample included 1307 persons aged 16 to 66, where 55% were women and 684 people identified themselves as Bulgarians, 288 as Roma and 335 people as Turks. The results presented both similarities and differences in work motives of the employees. Although, salary and interesting work were most motivating factors for all studied employees, also significant age, gender, education and ethnic-based differences were established. Ethnic-based differences reveal Bulgarians as more intrinsic motived (e.g. work as source of pleasure, applying skills and knowledge, career development), Roma as more extrinsic motived (salary, work condition, co-worker relationships), and Turks as presenting both intrinsic and extrinsic motives. The differences in work motives depending on education quite close to ethnic-based, as employees with higher education preferred intrinsic motives, while those with lower education focused more on extrinsic motives. However, the interesting result reveal on motive to learn new things or knowledge at work, that was more favoured both from employees with higher and lower education. Similarities in preference to good salary, safe work conditions, etc. were reveal, as well as significant age-based differences in other work motives were established. In details, motives as enjoyable work and career development were more favoured from younger employees, while older focus on applying skills, transferring knowledge, and co-worker relationships. Finally, similarities between males in females in motives as salary, career development, etc. were discovered, but some gender differences highlighted males as more oriented to extrinsic motives (e.g. work conditions and co-worker relationships), while females emphasis on intrinsic motive or on work satisfaction. In addition, beside universal motivation factors as salary, secure working conditions, interesting work, the results suggested the need from specific age, educational, and ethnic-based employees' motivational programs.

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INTRODUCTION

Motivation is a component of most human activity, one of the essential and vast studied topic, especially in educational, work and organizational psychology. It is complex in that it involves multiple processes and multiple behaviors. It is personal; different people have different needs and different things that they think are important (Mitchell & Daniels, 2003). People vary not only in level of motivation (i.e., how much motivation), but also in the orientation of that motivation (i.e., what type of motivation). One of the most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. In addition, thay advocated that over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons. Furthermore, different theories explaining motivation suggested, but there is no agreed-upon integrative theory, and most of them in the work and organizational psychology have been developed in USA, and probably not fit very well in different cultural context or in globalizing world.

Therefore, based on different motivation theories and research we completed a list consisted of most common or most studied individual motivation factors through which gathering an information about work motives of large Bulgarian sample, representative for three main ethnic groups - Bulgarians, Roma and Turks. The factors we studied included salary, working conditions, co-workers relationships, promotion or career development, the work itself or enjoyment from work, etc. The aim was to cover different motivational factors, as well as intrinsic, which refers to doing something enjoyable, and extrinsic, which refers to something rewarded to establish what employees mostly appreciated in their work. In addition, hypothesis on age, gender, education and ethnic-based differences was explored.

LITERATURE REVIEW

First, have to point out that motivation varies across and within individuals. In addition, it seems to combine with ability to produce behavior and performance, and often we view motivation as discretionary of something that one chooses to expend (Mitchell & Daniels, 2003). Second, there a lots of definitions for motivation. Some of them are more general and focus on desire, for example "motivation means an inner desire to make an effort" (Dowling and Sayles, 1978, p.16), other, in work are, put attention on energy, as "the energy a person expends in relation to work" (Pinder, 1998, p.1). Further, some was more

sophisticated "motivation is the term used to describe the instinctual and rational process through which individuals seek to satisfy their basic desires, their personal needs and wants, which ignite the human behavior" (Cole, 1995, p.191) or "the process that takes into account an individual's intensity, direction and persistence of effort involved in attaining an objective" (Robbins & Judge, 2014, p.97). In addition, the theories explaining or describing motivation varies depending of theoretical background or the time and psychological area in which was offered.

Motivation: Theories in organizational behavior literature

Because there is no agreed-upon integrative theory of motivation (although some have been suggested; e.g., Locke, 1997) and very few middle-range theories (Mitchell & Daniels, 2003), we prefer to present only few of the various approaches to motivation, mostly close to our research interest or useful for our empirical study. For example, some of theoretical approaches to motivation are internal to the individual (e.g. dispositional approaches), whereas others are clearly more external (e.g. task design). Some theoretical approaches are more cognitive in nature (e.g. expectancy theory), whereas others have very little to do with cognitions (e.g. genetic disposition). Some are more distant from the immediate causes of action and reflect one's accumulated history (e.g., needs), others are more directly associated with behavior (e.g., goals). The first contrast can be made between internally and externally focused motivational theories. Internally focused theories can be broken down into those that are cognitive (including goals, self-efficacy, and expectancy) and those that are not controlled at a cognitive level. The external theories of motivation focus on aspects of the situation that influence the amount of effort that one is likely to put forth. The external theoretical approaches can be separated into those that are focused on the task itself (job design theories) and those that are focused on the social aspects of the situation (e.g. culture and norms of the group). Motivational theory can be divided in other two categories: content and process theories, as first emphasize what motivates individual, while second seek to offer an answer to how is an individual motivated towards developing a certain behavior (Isac, 2016). Furthermore, internal theories included some of the content theories, as some of the process theories.

The most need theorists and researchers agree that needs are some category of "wants" internal to the person, which creates a tension when the need is not being met. People try to reduce or eliminate this tension through some action. Because this tension directs attention, effort, and persistence, needs are thought to be motivating (Mitchell & Daniels, 2003). One of the most prominent need theories is Maslow's need hierarchy, which posits five categories of human needs arranged in hierarchical order. While Maslow's theory is quite possibly

the most well-known theory of motivation in popular culture today, it is garnering little research attention. Another early need-theory approach to human motivation was McClelland's (1961) proposed that at any given time, individuals possessed multiple, often competing needs that motivated behaviour when initiated. McClelland's achievement theory posited individual differences in the extent to which people were motivated by the needs for achievement, affiliation and power. Individuals with strong needs for achievement were motivated by challenging tasks and those tasks over which they had some control, whereas individuals for whom achievement needs were less salient preferred less challenging tasks and those tasks that had a high probability of success. Individuals with strong needs for affiliation were motivated by tasks in which they could work with and help other people, whereas individuals with strong needs for power were motivated by the desire to influence others rather than being successful. Achievement motivation take the attention in research and emphasizes the need to achieve success and avoid failure. Those with a high need for achievement have an approach-oriented tendency to select tasks with an intermediate level of difficulty-those on which they are likely to succeed about 50% of the time. On the other hand, those with a high fear of failure are characterized by having avoidance-oriented tendencies (Mitchell & Daniels, 2003).

Other theory proposed by F. Herzberg and related to the job description itself (intrinsic factors) have a motivational character and leads towards work related satisfaction, while a second groups of factors related to the job's context (extrinsic or hygiene factors) have no bearing on work satisfaction and do not motivate towards attaining performance (Isac, 2016). The Herzberg's Motivation-Hygiene Theory (sometimes known as Herzberg's Two Factor Theory), published in his famous article "One More Time: How do You Motivate Employees" (1987) is extraordinarily influential, and still form the bedrock of good motivational practice nearly half a century later. The motivation factors were proposed to be an intrinsic aspect of the work performed such as achievement, recognition, nature of the work (challenging), responsibility, and opportunity for advancement. When these motivation factors were present in a job, individuals' basic needs were satisfied leading to positive feelings and improved performance. On the other hand, the hygiene factors were related to the work environment such as organizational policy, administrative practices, supervision, interpersonal relations (essentially with the supervisor), physical working conditions, benefits, job security, and salary. When these hygiene factors were appropriately addressed, job dissatisfaction was removed and performance improved. However, performance improved only to a certain extent and the hygiene factors could not be relied upon to realize highest work potential or generate positive feelings (Miner, 2005). Herzberg (1987) pointed out that extrinsic incentives may stimulate people to put their noses to the grindstone but they'll likely perform only as long as it takes to get that next raise or

promotion. And added: "most of us are motivated by intrinsic rewards: interesting, challenging work, and the opportunity to achieve and grow into greater responsibility". Of course, you have to provide some extrinsic incentives. After all, few of us can afford to work for no salary (p.1).

Therefore, we put in our study extrinsic factors as salary, work conditions, relationships with others, as well as intrinsic as enjoyable work, exploring new thinks, etc. However, let us explain more deeply this basic distinction between intrinsic and extrinsic motivation, which give answer to why of actions.

Intrinsic and extrinsic motivation

In Self-Determination Theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000) supposed different types of motivation based on the different reasons or goals that give rise to an action. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards (Ryan & Deci, 2000). Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the satisfactions a person gains from intrinsically motivated task engagement. Ryan and Deci (2000) focuses primarily on psychological needs namely, the innate needs for competence, autonomy, and relatedness, as satisfied by intrinsically motivated behaviors, but they recognize that basic need satisfaction accrues in part from engaging in interesting activities. Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome or mostly for its instrumental value. The primary difference between SDT and most other work motivation theories is that the focus of SDT is on the relative strength of autonomous versus controlled motivation, rather than on the total amount of motivation (Gagné & Deci, 2005).

Many studies indicate that autonomous motivation (i.e., intrinsic motivation and integrated extrinsic motivation) maximizes heuristic performance, citizenship, trust, commitment, satisfaction, and wellbeing. Intrinsic motivation has long been emphasized in the organizational literature. However, research suggests that autonomous work motivation is facilitated by environments in which jobs are interesting, challenging, and allow choice and in which the work climate is autonomy supportive, as well as by employees being high on the autonomous causality orientation. Furthermore, SDT has detailed the processes through which extrinsic motivation can become autonomous, and research

suggests that intrinsic motivation (based in interest) and autonomous extrinsic motivation (based in importance) are both related to performance, satisfaction, trust, and well-being in the workplace (Gagné & Deci, 2005).

Therefore, in our study some of the factors we explore can be seen as intrinsic motive as enjoyable work, exploring new thinks, or using a new skill or competence, while other factors have extrinsic or instrumental value as salary, work conditions, etc. However, some factors as relationships with others as intrinsic motivated, based on Ryan and Deci relatedness needs, as well as it is extrinsic factor from Herzberg's hygiene theory (co-worker and supervisor relationship).

Motivation research results

In the base of different motivation theories a large body of research were conducted as some authors, as O'Reilly (1991) for instance decades ago, point out that motivation is the "most frequently researched topic in micro organization behavior" (p. 431). However, we can only present few of them, but in general research established that motivation imposes employee outcomes for instance performance and productivity (e.g. Grant, 2008). Further, motivated employees are highly engaged and involved in their work and jobs and are more willing to take responsibilities (e.g. Kuvaas & Dysvik, 2009). In regards to presented earlier theories, for example Kanfer and Heggestad (1997) surrounding McClelland's theory, showed support for the idea that ideally motivated employees have high-achievement and low-anxiety traits. Although most current research on individual differences does not directly assess needs as Maslow, McClelland, and others originally conceptualized them, some new trends indicate that need-theory concepts are being examined in other theoretical contexts (Mitchell & Daniels, 2003).

With respect to organizations, intrinsic and extrinsic motivation was studied and research provides support. For example, in a study conducted in Bulgaria and the United States, Deci and associates (2001) assessed satisfaction of employees' needs for competence, autonomy, and relatedness at work and found direct positive relations in both countries between the degree of need satisfaction and both work engagement and well-being on the job. Baard, Deci, and Ryan (2004) found relations between satisfaction of these needs and employees' performance evaluations. Taken together, studies in organizations have provided support for the propositions that autonomy supportive (rather than controlling) work environments promote basic need satisfaction, intrinsic motivation, and full internalization of extrinsic motivation, and that these in turn lead to persistence, effective performance, job satisfaction, positive work attitudes, organizational commitment, and psychological well-being (Gagné & Deci, 2005).

Age, gender and education differences in motivation research

While a growing body of research has examined age differences in ability, very few studies have focused on age differences in personality traits and particularly motives (Inceoglu, Segers, & Bartram, 2012), despite of workforce aging in many European and developing counties (e.g. Taylor, 2006). Kanfer and Ackerman (2004) point out that research on career stages "suggests that age-related changes in motivational variables, rather than chronological age or cognitive abilities per se, play a key role in successful work outcomes for middle-aged and older workers" (p. 440). Inceoglu and colleagues (2012) pointed out that very few empirical studies, especially with larger samples, investigating the direction in which older and younger employees are either less or more motivated (e.g. Kooij et al., 2011; Warr, 2001). Further, change with age are obvious and different studies support this. For instance, Warr and Fay (2001) found that older adults were less likely to engage in education initiatives, which the authors attribute to potentially greater anxiety about learning difficulties. The often observed decline in learning activities in older employees can also be accounted for by lower self-confidence (self-efficacy) in learning (e.g. Guerrero & Sire, 2001; Maurer, 2001). Education can, however, moderate the relationship between age and continuing education, as adults with higher levels of education are more likely to pursue self-development (Inceoglu, Segers, & Bartram, 2012).

Research on life-span development suggests that although relatively stable, an individual's motives can change over the life cycle in terms of rank ordering, absolute levels, and motive strength as changes in life-goals and self-concept occur (e.g., Fleeson & Heckhausen, 1997). Inceoglu and colleagues (2012) summarized that older age, emotion regulation improves: positive emotionality increases while negative emotionality decreases, also emotional stability, levels of agreeableness, positive relations with others, autonomy and self-acceptance, and work attitudes are on average higher in older adults. An unpleasant work environment and low job security are linked to worry and negative affect and older employees indicate that they find it more difficult to find employment (Näswall & De Witte, 2003).

A meta-analysis of work-related motives and values in relation to age (Kooij et al., 2011) concluded that age was positively related to intrinsic motives and negatively related with strength of growth motives (valuing opportunities for advancement and continuous learning) and extrinsic motives. In their study with two large samples (N1=9,388 and N2=2,512) statistically significant relationships between motivation and age were found, explaining up to 12% of the variance in specific scales (Inceoglu, Segers, & Bartram, 2012).When controlling for demographic variables, such as gender, managerial experience, and university education, the pattern of results generally support propositions

that older employees were less motivated by extrinsically but more by intrinsically rewarding job features.

The extent to which job features are perceived as motivating can also vary by gender (Inceoglu, Segers, & Bartram, 2012). For example, men place more importance on achievement (e.g., Kanfer & Ackerman, 2000; Warr, 2008), power (Page & Baron, 1995), the opportunity to use initiative, a responsible job, and good chances of promotion, while women value more pleasant people to work with, good hours, and meeting people (Warr, 2008). Researchers continue to find that gender roles, while having deviated slightly from previous decades, remain intact to varying degrees (e.g., O'Neill & O'Reilly, 2010). Indeed, statistics from the OECD Gender Initiative (2011) indicate that females are employed predominantly in service industries; also, they are more likely than men to engage in unpaid work. Further, research among employees suggests that women are more satisfied with work although their working conditions are worse than that of men (Sousa-Poza & Sousa-Poza, 2000).

In addition, the role of gender in shaping achievement motivation has a long history in psychological research (Meece et al., 2006). In the last decades, unprecedented changes in women's level of educational participations and occupational status have been observed. In results, some authors from 1970s come to conclusion about fear of success, as psychological barrier to women's achievement (Meece et al., 2006). Further, expectancy-value theories has been used to examine gender differences in motive and achievement behavior. Eccles and colleagues (1983) introduced social cognitive model that include a socialization component focus on the role of culture, parents, teachers in shaping achievement-related beliefs, as well as identity development processes. The model highlights the importance of expectancy and value beliefs. The results from competency beliefs, for instance follow gender norms and stereotypes with boys holding more positive competence beliefs for sport, science and mathematics than girls and girls holding more positive competence beliefs for instrumental music, art and language than boys (Eccles et al., 1993). In addition, there has been a recent decline in the gender gap in many achievement domains; it is clear that gender differences in achievement motivation still exist. Large body research grounded in expectancy - value, self-efficacy and achievement goal theories highlight specific areas where there are discrepancy boys' and girls' achievement related beliefs and values (Meece et al., 2006).

Another substantial portion of studies focus on education. Some research suggested that education has been linked to work values (Warr, 2008) and may influence the relationship between age and motives (Inceoglu, Segers, & Bartram, 2012). In addition, human capital theory, which places great emphasis on the relevance of education, skills, experience, and language fluency for access to and advancement in the labour market have some suggestions for influence of education on attitudes of employees (Ng & Feldman, 2010). Research results presented for instance, that highly educated people are less

satisfied with their jobs (e.g., Green & Zhu, 2010). Employees who are highly educated expect more from their careers (Ng & Feldman, 2010).

In study of motivational factor of wood company' employees in Slovakia some significant age and educational differences was established (Hitka & Balažova, 2015). In details, for employees under 50 the most important motivation factor was basic salary, followed by further financial reward and fair appraisal system. For the employees with the age over 50, the most important motivation factor was basic salary followed by job security.

In line with this results, Bulgarian study on young and higher educated people's motivation factors presented that they mostly appreciated the need for autonomy, followed from need for achievement. On the third place, they prefer need for power, and finally need for relatedness (Ilieva, 2009). With regard to what they want from their work, it is found that a significant part of young people (43.5%) puts on first place interesting and challenging work, while on the second is the salary and the additional bonuses (30.4% on first, and 26% on second place). Opportunities for growth are a priority for 17.4% of young people, while 21.7% put it on second place (Ilieva, 2009, pp.246-247). Therefore, significant age, gender and education-based differences in work motives can be expected.

Cultural differences in work motivation

Following differences in work motivation due to age, gender, educational level etc., should be noted that some of these differences can be culturally determined because they are associated with values and traditions. Adler (2008) noted that there is a circular relationship between behavior and culture. The research presents that needs, as need for self-fulfillment and need for competence are universal in character, although there are specific factors that determine these motives from culture to culture (Isac, 2016). Further, while the need for control seemed to have a universal character, personal control is critical in individualist culture and collective control is more important in collectivist culture (Yamaguchi et al., 2005). Studies on cross-cultural comparisons of need for achievement proposed by McClelland have found some differences between individualistic and collectivist societies. Sagie, Elizur, and Yamauchi (1996) examined the need for achievement in samples from five countries (United States, the Netherlands, Israel, Hungary, and Japan) and revealed that achievement tendencies were highest for the United States sample (individualistic) and lowest for the Japanese and Hungarian samples (mostly collectivist).

In regards to Herzberg's theory, what is considered as a hygiene factor in a certain culture can be seen as a motivational in another and vice versa (Aycan et al., 2014). The relative importance of intrinsic and extrinsic factors in

determining motivation is different from one culture to another. Furnham and colleagues (1994) has identified transcultural variations in 42 countries investigated between factors determining intrinsic and extrinsic motivation. Participants from Americas (Argentina, Chile, US, Mexico) conferred a high level of importance to knowledge, hard work and savings, while participants from Asia and the East (Israel, China, India, Bangladesh) valued competiveness and money. However, empirical investigations of Herzberg's theory have found mixed results. For example, Basset-Jones and Lloyd (2005) surveyed 3,200 participants and found that the theory was still valid almost 50 years after it had been developed. Conversely, Usugami and Park (2006) while studying Korean and Japanese executives' motivation found that praise for job performance (recognition) was a hygiene factor for Korean executives contrary to Herzberg's proposition, but a motivational factor for Japanese executives congruent with Herzberg' suggestion. Similarly, Smerek and Peterson's (2007) study found no clear delineation between the motivational and hygiene factors. Dash et al. (2008) studied organization in India and found some of the hygiene factors such as interpersonal relations and organizational policy were considered motivational factors for the respondents.

In regards to before mentioned Deci and associates (2001) tested the relevance of the self-determination theory to the workplace in a cross-cultural context, where a sample of Bulgarian employees (collectivistic) was compared to a sample of employees in the US (individualistic). The results of the study revealed that the degree to which the work environment was supportive of autonomy was predictive of satisfaction of the three basic psychological needs and the satisfaction of needs in turn were found to predict task engagement and well-being. Based on the results of the study, Deci and colleagues concluded that the three basic psychological needs of autonomy, relatedness and competence were universally valid. Other cross-cultural studies have found support for the self-determination theory as well. For example, Artelt (2005) in a 26-country study comprising of 15 year olds found that the constructs of intrinsic and extrinsic motivation were similarly interpreted across all countries. Besides several cross-cultural studies supporting the validity of the self-determination theory, the theory has been found to be valid in various domains such as the workplace (Deci et al., 2001), educational practice (Niemiec & Ryan, 2009), and relationships (Patrick, Knee, Canevello, & Lonsbary, 2007). In another study, preferred to analyze cultural differences regarding work motivation considering 14 work related objectives (as opposed to need), Ronen (1986) observed that employees group objectives such as work space, work time, extra income and workplace security in one cluster, while relationship to colleagues and managers generally appear in a different one; work related challenges and opportunities to use their ability form a third cluster.

Therefore, our survey on different motives in Bulgarian employees predict general mean differences depending on age, gender and education, as well as culture or in our case depending on ethnic-based differences. Thus, we have to

present current situation on Bulgarian labor market and the differences (social, educational, etc.) between three main ethnic groups.

Ethnic minorities in Bulgaria

Traditionally, Bulgarian society is culturally diverse and according the data from last Census 84.8% of population identified themselves as Bulgarian. The second ethnic group is the Turkish minority representing 8.8% of the population. The Roma remains the third largest ethnic group in Bulgaria, with a relative share of 4.9% of population (NSI, 2011). However, these results are obtained via voluntary determining of the ethnical origin and according to many researchers working with the problems of Roma people, the real number of people who are of Roma origin in the country is more likely twice as bigger as the one established, or about 10% of the total population. One possible explanation for the discrepancy between data from Census 2011 and survey data is the fact that significant part of the Roma people in Bulgaria, be it due to the negative prejudices to them, in order to avoid discrimination or for other reasons, determine themselves as Bulgarians or members of Turkish minority.

There are significant social inequalities between the majority and ethnic minorities in Bulgaria (e.g. Tomova, 2000) often associated with discriminatory attitudes in different areas of life (Vassilev, 2004), including the access and professional realization on the labor market. The National Statistical Institute data from the period of our survey reveals persistently significant differences in the economic activeness of the large ethnic groups in the country. In details, half of Bulgarians or 53.5% are economically active, compared to 45.4% of the Bulgarian Turks and only 38.8% of the Roma people (NSI, 2015). Observations show that the improvement of the educational status of the Roma community has slowed down during the last 20 years. The educational level of the three groups – Bulgarians, Turks and Roma - is being raised, but this change is notably weakest with the Roma community. Roma with higher education is lower than 1% (0.5%) compere with Turks – 4.9% and 25.6% in Bulgarian group. Similarly, Roma with secondary education – 9%, Turks – 29.7% and Bulgarians – 52.3%. Also, we have to add that Roma people are in a disadvantaged position at the labour market as a result of the structural changes that have taken places in Bulgaria. The changes of the macroeconomic situation in the country have resulted in their exclusion from the labour market and in constantly persisting very high unemployment levels in their community, or employment in only very low-income jobs. They are less competitive in terms of qualification, education, social image of their labour status, and social capital (NRISRB, 2012).

Work attitudes and discrimination on labour market

Recent our survey on discrimination in Bulgarian labour market (perceptions for job rejection) presented significant gender, age and ethnic differences (Tair, 2014, 2015a). First, the leading reason for job rejection is the lack of experience/internship, which is more typical for Bulgarians and Turks. Lack of appropriate education is the leading characteristic for Roma, but it is an important feature for the Turks, too. Therefore, for minority groups (Roma and Turks) unlike majority (Bulgarians) education was perceived as a significant factor for job rejection (Tair, 2014). Then, the results presented men and women differ in terms of the perception of lack of experience as a reason for job rejection. In particular, women more than men believed that they received job rejection due to lack of relevant experience/internship, as men more often than women indicated the lack of appropriate education and age as reasons for job rejection (Tair, 2015a). Second, there are significant gender differences in the perception of factors leading to job rejection depending on ethnic origin. In detail, for the women (mainly Bulgarians and Turks) main reason for job rejection was lack of sufficient experience, while, for the men (mainly Bulgarians and Turks) main reasons for job rejection were lack of appropriate education and age (Tair, 2015a). Third, in the survey was trace out significant age differences in perceptions of reasons for job rejection (Tair, 2014). For young people (up to 25 years) mainly reason for job rejection were lack of experience and lack of skills (mostly Bulgarians). While most adults (persons over 45 years) perceived job rejection as predetermined by their age or lack of proper education. The role of age as a factor for job rejection was typical for adults from all three ethnic groups. For young people (up to 25 years) ethnic origin is perceived as the least important factor for job rejection, while only older Turks (over 45 years) believed they are discriminated in labour market because of their origin and because of lack of proper education. Also, we can concluded that increasing of educational level reduced the perception of discrimination in the labour market related to inappropriate education, age or lack of appropriate skills in both Bulgarians and Turks and somewhat at Roma, especially with regard to the lack of proper education (Tair, 2014).

On the position of above-mentioned picture of the labour market in Bulgaria with different levels of education and employment in various ethnic groups suggested differences in occupation, work mobility attitudes, etc. Our large survey on occupation and work mobility attitudes presented that on Bulgarian labor market was shaping an ethno-specific niches, where minorities members (Turks, Roma) mainly works in areas as Production (Manufacturing), Agriculture & Forestry, and Construction, while majority members (Bulgarians) are in areas as Education, Science & Culture, Health, State and Local Administration (e.g. Tair, 2015c; Tair, 2015d; Tair, 2016). There are outlined significant individual differences in work mobility attitudes of Bulgarian employees, as the lower the education the higher was openness to change profession, whereas higher educated and women were more open to

apprenticeship and enhance education. To find better job Bulgarians were open to enhance education, to change occupation or participate in apprenticeship, whereas Roma ready to apprenticeships and to change residence. Turks declared positive attitude to change profession and negative to internship compared to other two groups (e.g. Tair, 2015d; Tair, 2016).

In addition, Bulgarians, Turks and Roma show preferences for different types of work, different attitude to work and specific attitudes to the results of their work and pay (e.g. Riza, 2010; Tair, Popova, 2015). For instance, for ethnic Turks in Bulgaria work is not just social, but religious values, while for Roma more valuable is the product or what person can ensure through work (Riza, 2010). Further, older employees, higher educated and females, as well as Bulgarian employees shared more positive work attitudes (Tair, Popova, 2015). Based on presented results in occupation, work and mobility attitudes, we can expect not only age, gender and education, but also ethnic-based differences in work motives of employees.

RESEARCH QUESTIONS AND HYPOTHESIS

The main objective of the study is to establish similarities and differences in work motives of Bulgarian employees.

The aim of the study is realized through the following tasks:

- To examine different work motives of Bulgarian employees in general, as well as depending of ethnic origin (Bulgarians, Turks and Roma).
- To establish age, gender and educational differences in work motives of Bulgarian employees.

Based on the presented theoretical assumptions and empirical results from different studies on participation of three ethnic groups on the Bulgarian labor market, existence of the ethno-professional niches and education inequalities we expect significant differences in work motives of employees. In details, we expect Bulgarians, Roma and Turks to have differences in motives, and we supposed Bulgarians as higher educated to prefer mostly inartistic motives related to knowledge, career development, etc. Roma as less educated and mostly working in low-income jobs will appreciate higher the extrinsic motives or the salary, and work condition. In addition, we expect similarities between Bulgarians and Turks, mainly in work motives related to salary and work conditions. In addition, significant age, educational and gender differences is expected as younger and higher educated employees' emphasis on intrinsic motives as enjoyable work, opportunity for career development and to learn something new at work. In regards to gender, we supposed males and females to have similarities in work motives related to applying abilities, salary and career development, as well as we expect some differences in work motives associated with work satisfaction (enjoyable work) and relations with co-workers.

METHOD

The results presented in this paper are part of a larger study of ethnic tolerance in a business environment, which includes attitudes towards work and occupation, ethnic distances and relationships at work etc. (Project "Tolerance in business environment", funded by National Scientific Fund, Bulgarian Ministry of Education, 2011-2012). For the objective of the study, we are present only results related to work motives of Bulgarian employees.

Table 1. Description of the sample by ethnicity, gender and educational level

Groups	Gender		Educational level		
	Female	Male	Higher	Secondary	Primary or less
Bulgarians	417	266	364	300	21
Roma	136	150	16	110	162
Turks	164	170	105	185	42
Total	717	586	485	595	225

Source: Author calculation

Sample: For accomplishment of representative survey was planed and realized fieldwork between May and November 2012. For the survey was used data from Census'2011 in Bulgaria to identify the main characteristics of the sample as ethnicity of the participants, populated location, etc. (NSI, 2011). The sample included 1307 participants aged between 16 and 60, of which 717 were women and 586 men. In terms of ethnicity, 684 persons identified themselves as Bulgarians, 288 persons as Roma and 335 persons as Turks. The gender breakdown in the groups presented relatively equal shares, as differences in education levels are essential. Particularly, in the Roma group, where more than half of the persons were with primary or lower education, which must consider when the results were compared. Detailed description of the sample based on gender and educational level is presented on Table 1.

Measurement: Work motives were measured trough selected most studied and appropriated to our survey motives based on different theoretical assumptions. A list consisting seven motives is created to cover intrinsic or motivational factors. They are: 1) to work something that gives me pleasure/joy/satisfaction; 2) to learn new things at work; 3) to apply my skills/knowledge; as well as extrinsic factors as 4) good salary; 5) work conditions (work place, noise, lighting, heat, etc.); 6) to work with good people/to have good co-worker relationships; and 7) the career development/ to have good promotion that can be considered both as intrinsic and extrinsic factor. Respondents have to range all factors starting from 1 (most important to me) to 7 (less important to me) when considered what they want or expected from work. In addition, they indicate various demographic characteristics such as gender, age, ethnicity, location, etc.

RESULTS AND DISSCUSSION

To achieve the objectives of the study and verification of hypotheses were implemented a frequency analysis and the series of analyses compering differences depending on age, education, gender and ethnic origin. First, we will present the results of the ranking of the seven main work motives in the sample. From Table 2 it is clear that good salary and work as source of a pleasure were preferred from all respondents. In particular, the salary is ranked first by nearly 35% of the surveyed, adding to those who ranked second (22.4%), we can say that slightly more than half of the surveyed persons (57 %) the good salary as the main work motive. Second, work as a source of a pleasure and satisfaction emerges ranked first by 26.2% or about 48% of the respondents put the pleasure work motive on first and second place among studied work motives. There is no clear distinction in the rest five motives, but it can still be assumed that a significant proportion of the persons (34.8%) rank the learning of new things on the third and fourth place. It should also be noted that the application of skills or knowledge as a motive ranks behind, with 20% of those surveyed placing it on fifth place. Also, 18.5% of the people put the work conditions on the fifth place. The promotion motive can be said to be overlooked if we take into account the fact that 35% of surveyed people rank it in the last seventh place. It has to be pointed out that the work with good people as a motive has nearly equal distribution from first to seventh rank.

Table 2. Ranking of work motives of Bulgarian employees (N=1140)

Work motives	Ranking						
	1	2	3	4	5	6	7
to work with good people/ co-workers	14.4% 164	14.6% 167	14.6% 167	14.6% 166	11.9% 136	16.6% 189	13.2% 151
to apply my skills/ knowledge	10.1% 115	11.4% 130	13.7% 156	16.8% 192	**20.0%** 228	17.2% 196	10.8% 123
work conditions (place, noise, lighting, heat)	7.6% 86	12.7% 144	**15.3%** 174	**15.5%** 176	**18.5%** 210	14.8% 168	15.7% 179
to learn new things at work	2.2% 25	7.6% 87	14.1% 160	**20.7%** 235	**18.5%** 210	**21.4%** 243	15.6% 178
good salary	**34.6%** 394	**22.4%** 255	15.4% 175	10.3% 117	8.0% 91	6.1% 70	3.3% 38
to work something that gives me a pleasure/ satisfaction	**26.2%** 299	**21.7%** 247	14.5% 165	11.3% 129	10.3% 117	10.3% 117	5.8% 66
career development/ promotion opportunities	4.7% 45	9.8% 112	13.2% 150	11.0% 125	13.0% 148	13.3% 152	**35%** 399

Source: Author calculation

Therefore, among the work motives salary and work as a source of a pleasure come to the fore. The result is expected, given that salaries in Bulgaria (in the period of research, and now) are still lower than the average European in a number of sectors. At the same time, although an external factor, salary can often be seen as a key factor in motivation, and we have the Hartzberg's note that, after all, few of us can afford to work for no salary (Herzberg, 1987). In addition, nearly half of the surveyed people put on the second place enjoyable work or internal motive, which, as research shows, is a prerequisite for employees persistence, effective performance, job satisfaction, positive work attitudes, and psychological well-being (e.g. Baard et al., 2004; Deci et al., 2001; Gagné & Deci, 2005). The presence of a uniform distribution of the other five work motives in the study determines our interest in the role of different factors such as age, gender, education and ethnic origin that would highlight the significance of the factors studied for the motivation of different employees.

Table 3. Results for ethnic differences in work motives (N=1127)

Work motives	Groups	M	χ^2/ p	Post hoc test
to work with good people/ co-worker relationships	Bulgarian	4.30	45.57 p=0.000	1/2,3*
	Roma	3.47		
	Turks	3.74		
to apply my skills/ knowledge	Bulgarian	4.09	17.21 p>0.05	1/2*
	Roma	4.42		
	Turks	4.20		
work conditions (place, noise, lighting, heat)	Bulgarian	4.51	39.22 p=0.000	1/2* 2/3*
	Roma	3.78		
	Turks	4.41		
to learn new things at work	Bulgarian	4.78	11.85 p>0.05	=======
	Roma	4.59		
	Turks	4.70		
good salary	Bulgarian	2.81	25.15 p=0.014	1/2* 2/3*
	Roma	2.26		
	Turks	2.71		
to work something that gives me a pleasure/ satisfaction	Bulgarian	2.77	90.16 p=0.000	1/2,3* 2/3*
	Roma	4.02		
	Turks	3.22		
career development/ promotion opportunities	Bulgarian	4.81	29.45 p=0.003	1/2* 2/3*
	Roma	5.46		
	Turks	4.93		

Source: Author calculation (*differences are significant at level p≤0.005)

We begin to consider the factors that influence the motivation of the ethnic background of the surveyed persons, and it should be noted again that the most important rank is 1, and so on up to 7. From the results presented in Table 3, it is clear that according to our expectations there are statistically significant differences in almost all the studied motives depending on the ethnic origin. Only motives related to the learning of new things in the work have no ethnic differences. Again, as well as in the general ranking, the salary is on the first place for the tree ethnic groups studied, but the highest rank is for Roma people as work motive. Bulgarians in the study put on first place the work as a source of a pleasure. In general, the motives that we may rather define as external ones related to salary and work conditions are higher in Roma group compared to Bulgarians and Turks. The result is expected due to the fact that the work done by Roma is rather low-skilled (we have indicated that a significant part of the Roma in the sample have a lower level of education) and propably the salaries and the working conditions are not very good, so it is foreseeable that these factors come to the fore as motivating ones. We also pointed ot the instrumental value of the work for Roma or the fact that for them work is not important but only what can work provides (Riza, 2010). In adition, Roma are the ones who rank higher the relationship or the opportunity to work with good people compared to both Bulgarians and Turks.

In line with our expectations, Bulgarians and Turks do not differ in terms of salary motive and working conditions. Also, Bulgarians appreciate higher the opportunity to apply their knowledge / skills in work compared to the Roma, but not to the Turks. Bulgarians differ from both Roma and Turks in terms of work as a factor of a pleasure and in career development motive. In other words, the factors that we would rather define as intrinsic, as enjoyable work and career development are ranked highest by the Bulgarians, then by the Turks and the lowest by the Roma. Explanations can be sought in the direction of the mainly higher education of the Bulgarians, which is why they have the aspiration to career development and to expect to do satisfiying work, as well as the more instrumental value of the work for the Roma, as we have already pointed out.

Employees with a Turkish background put into the forefront of work motives the salary, work as a pleasure, co-workers, applying knowledge and skills, etc. As we have pointed out, they do not differ significantly from Bulgarians by factors such as salary, working conditions, application of knowledge and skills, and career development. They do not differ from the Roma as regards the motivation to work with good people. Therefore, Turks presented importance both of intrinsic and extrinsic motives.

Table 4. Results for educational differences in work motives (N=1140)

Work motives	Groups	M	χ^2/ p	Post hoc test
to work with good people/ co-worker relationships	Higher	4.33	56.99 p=0.000	1/2,3*
	Secondary	3.83		
	Primary or less	3.54		
to apply my skills/ knowledge	Higher	3.96	24.38 p=0.018	1/2,3*
	Secondary	4.36		
	Primary or less	4.33		
work conditions (place, noise, lighting, heat)	Higher	4.75	49.60 p=0.000	1/2,3* 2/3*
	Secondary	4.15		
	Primary or less	3.79		
to learn new things at work	Higher	4.60	21.43 p=0.044	1/2* 2/3*
	Secondary	4.90		
	Primary or less	4.50		
good salary	Higher	2.10	41.64 p=0.000	1/2,3* 2/3*
	Secondary	2.62		
	Primary or less	2.10		
to work something that gives me a pleasure/ satisfaction	Higher	2.77	64.86 p=0.000	1/2,3* 2/3*
	Secondary	3.13		
	Primary or less	3.88		
career development/ promotion opportunities	Higher	4.60	73.29 p=0.000	1/2,3* 2/3*
	Secondary	4.99		
	Primary or less	5.80		

*Source: Author calculation (*differences are significant at level* p≤0.005)*

Second, we trace out the differences in education, and we can add that they in a large extent replicated or were determined by ethnic origin. Bulgarians are higher educated (almost half of the Bulgarians in the sample have higher education), while Roma are low educated (nearly half have primary or lower education). For Turks, nearly half of the studied have secondary education, and one third have higher education. The results presented on Table 4 shown that there are statistically significant differences in all the studied motives depending on education. The salary as a motive, which, as mentioned above, comes to the fore. However, it has been established that although salary is ranked on a first place, it is significantly more important for people with primary or lower education, compared to those with higher and secondary education. The rank of salary for persons with lower education is almost 2, while for those with higher education is closer to 3. As we already indicated, the Roma are the lowest educated and for them the salary was a more important motive compared with the other two groups.

The motive that was ranked second in the sample or work as a source of a pleasure is favoured by higher educated employees, then from those with a

secondary and significantly lower than from those with primary or lower education. Again we would say that the results found in ethnic groups are repeated. The Bulgarians, then the Turks placed the work as a pleasure compared to the Roma. Similar are the results for the motivation to apply the knowledge and skills that is ranked highest by employees with higher education compared to those with secondary and primary or lower education. The work motives as good relationships or to work with good people and working conditions are more important for people with lower education (mostly Roma). An interesting result is found in relation to the motivation for learning new things or a new knowledge at work. It turns out that it is more typical for people with higher and lower education than those with secondary education. The interest in new knowledge and skills is expected for those with higher education, but it is suprising for those with lower education, who are also looking for new things in their work. Predictably, the promotions motive is related to education, as it is ranked highest amongst employees with higher education, then with secondary and lowest from those with primary or lower education.

In sum, we could indicate the presence of intrinsic or motivating factors as enjoyable work, career development, application of knowledge and skills as characteristics of higher educated employees and the existence of rather extrinsic motives related to salary, working conditions and co-worker relationships for those with lower education. Therefore, age-based differences are expected and were consistent with other studies presenting intrinsic motives in highly educated employees (e.g. Inceoglu, Segers, & Bartram, 2012).

Table 5 presents the results according to the age of the employees surveyed. There were some age-related differences in intrinsic motives (work as a pleasure, career development, and application of skills / knowledge), and co-worker relationships. Quite expectedly, work as source of a pleasure and career development is more appreciate by younger employees (15-24, 25-34, 35-44) who are carriers both the values of the modern workforce characterized by interest in leisure and personal development. In addition, these age groups enter to the labour market and need not only to realize but also to growth. The motivation for applying knowledge and skills is more typical for older (55-64) than younger (15-24 years) employees, which is expected from the point of view of more experienced and the people oriented to transfer the knowledge. Relationships in work are more important for the age group 45-54 compared to 35-44, which may be explain by the interest of the former rather to personal relations, children, etc. The orientation of older people to positive relations with others was established in other research (e.g. Inceoglu et al., 2012).

There are similarities in the motives related to salary, working conditions and the learning of new things in the work. As we have already mentioned, good salary was ranked first amongst the motives, generally for the sample, so we can assumed that regardless of age, pay is an important motivating factor for all employees, while working conditions and learning new knowledge or skills, probably ranging backwards, and matter to some of the people surveyed. We

have already pointed out the importance of work conditions for less qualified workers and the importance of applying knowledge and skills to both those with higher education (for whom learning is generally important) and those with lower education (for whom the learning of knowledge and skills is probably the only possible way to acquire a qualification and, accordingly, an opportunity to find a good job).

Table 5. Results for age differences in work motives (N=1127)

Work motives	Age groups					$\chi^2/$ p	Post hoc test
	1 15-24	2 25-34	3 35-44	4 45-54	5 55-64		
to work with good people/ co-worker relationships	4.11	3.86	4.21	3.74	3.82	66.68 p=0.000	3/4*
to apply my skills/ knowledge	4.31	4.41	4.27	3.98	3.63	30.29 p=0.026	1/5*
work conditions (place, noise, lighting, heat)	4.41	4.50	4.24	4.14	4.00	18.60 p>0.05	====
to learn new things at work	4.78	4.74	4.72	4.60	4.75	26.45 p>0.05	====
good salary	2.79	2.81	2.51	2.47	2.54	20.15 p>0.05	====
to work something that gives me a pleasure/ satisfaction	3.02	3.03	3.04	3.46	3.27	40.29 p<0.05	4,5/ 1,2,3*
1career development/ promotion opportunities	4.60	4.66	4.95	5.56	5.84	77.73 p=0.000	1,2,3/ 4,5*

*Source: Author calculation (*differences are significant at level* p≤0.005)

The results on gender differences in work motives were presented in Table 6. There are similarities between men and women in the motives related to salary, appling skills, learning new things and career development. In addition, there are some significant differences, as women, compared to men, looking for enjoyable or satisfying job, while men significantly more than women emphasize on work conditions and relationships with colleagues. With respect to men, if the first work conditions result is somewhat expected and can be explained by the fact that more often men perform harder work, which is why safety and security of work may be is more important, then the co-worker relationships motive is more surprising. It is usually women who emphasize and high evaluated the positive relationships, but the current results contrary to these traditional expectations. In a particular case, men appreciate the quality of the relationship as a motivational factor with which they would take into account when looking for a job. The result can be explained by a change of traditional perceptions and an emphasis only on the activity that takes place and on the relationships that are important for men as well. Hence, our result does not support others that have higher male preferences for career development or women's interest in working relationships (e.g., Warr, 2008). To a great extent, the results support these studies, which provide greater satisfaction with work and to a lesser extent interest in physical work performance for females (e.g., Sousa-Poza & Sousa-Poza, 2000). Therefore, we can summarized that the results established similarities in the work motives of men and women and some differences related to the extrinsic factors (e.g. working conditions and relationships) for males, and rather intrinsic motive for females, ie. work as a source of a pleasure.

Table 6. Results for gender differences in work motives (N=1135)

Work motives	Gender			
	Males N=487	Females N=648	Mann-Whitney test	p
to work with good people/ co-worker relationships	3.80	4.11	143557.5	0.009
to apply my skills/ knowledge	4.27	4.14	151117.7	0.222
work conditions (place, noise, lighting, heat)	4.18	4.42	144840.0	0.025
to learn new things at work	4.66	4.77	150782.5	0.236
good salary	2.59	2.72	149558.0	0.124
to work something that gives me a pleasure/ satisfaction	3.40	2.90	133401.5	0.000
career development/ promotion opportunities	5.04	4.93	151934.5	0.272

Source: Author calculation

CONCLUSION

The obtained results reveal both similarities and differences in the work motives of the Bulgarian employees. At the forefront of the work motive were the good salary and work as a source of a pleasure for all respondents. At the same time, there are some ethnic, age, education and gender-based differences. First, regarding to ethnic differences, Bulgarians highlight rather motives that we would define as intrinsic or work as a source of a pleasure, application of skills, career development, although the salary is also among the most appreciated factors. In the case of the Roma, we can say that significantly higher than the other groups evaluate the salary, the work conditions, and the co-worker relationships. Therefore, they have entrinsic motives, which rather lead to the instrumental role of the work, and also it can be explained by their low-skilled work, whitout an ability to apply different skills, as well as opportunities for career development. For employees with a Turkish background come into the forefront of the salary, a work as a pleasure, positive relationships with colleagues, application of knowledge and skills, etc. They do not differ significantly from the Bulgarians by motives such as salary, working conditions, application of knowledge and skills and career growth, and by the Roma in terms of the motivation to work with good people. Therefore, Turks favored mixed intrinsic and extrinsic work motives.

Second, differences depending on respondent's educational level substantially repeat those related to ethnic origin. Employees with higher education (mainly Bulgarians and Turks) bring forward work-related motives as an enjoybal work, application of knowledge and skills, career development, while those with primary and lower education (mostly Roma) have the main motives as salary, working conditions and positive co-worker relationships. An interesting result is found in relation to the motivation for learning new things or a new knowledge at work. It turns out that it is more typical for people with higher and lower education than those with secondary education. Consequently, the results would represent rather intrinsic, motivational factors in the persons with higher education and rather extrinsic or hygienic factors in the persons with lower education.

Third, there are differences and similarities in work motives depending on age. Regarding the motives related to salary, working conditions and learning something new, we find similarities and lack of age differences. Age is a significant factor for enjoyable work and career development that is more characteristic of the younger employees, while the motivation to apply knowledge and skills is more distinctive for older employees. Positive relationships in work are more important for the 45-54 age group, compared to 35-44, who probably attach more importance to their personal lives and family. Finally, with regard to gender, similarities are found between males and females in terms of salary, career development, and application of knowledge motives.

There are some differences related to the extrinsic factors (working conditions and relationships) that are more highly rated by males and the orientation towards an intrinsic motives for females or work as a source of a pleasure.

Despite the study limitations, the results obtained highlight the similarities and differences in the motives of the Bulgarian employees, which suggests orientations towards common motivating factors such as higher salaries, safe and secure working conditions, interesting and satisfying work. At the same time, established differences suggest orientation towards specific age, education, and ethnic-based employees' motivational programs.

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THE IMPACT OF ORGANIZATIONAL CULTURE ON RECRUITMENT AND SELECTION PROCESS: A CASE STUDY OF COCA-COLA IN VIETNAM

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ABSTRACT

This paper seeks to identify the impact of organizational culture on recruitment and selection process in Vietnam using a case study of Coca-Cola. Among HR practices, recruitment and selection is seen as a key factor contributing to the growth and success of an organization. However, previously, it had proven difficult to examine the impact the cultural factors and the considerable influences they have on this activity. At Coca-Cola Vietnam, a part of the global Coca-Cola Group, the cultural diversity is prioritized and make cultural factor a key assessment of the hiring procedure. An online survey was utilized to collect data from 132 respondents, who are related to Coca-Cola Vietnam by at least having previously applied for this company. The respondents were asked to rate their level of agreement with four statements measuring the impacts of organizational belief on recruitment and the linkage between organizational value and individuals within the organization, using five-point Likert scale. The results of regression analysis revealed that organizational culture does indeed closely influence the process of recruiting and selecting applicants at Coca-Cola Vietnam. It implies that the initial meeting as well as interaction between the company and the potential employees can be of use as the correct channel to distribute crucial information about the organization to the employment seekers. Moreover, this will improve the attempt to align the personality of the prospective employees with organizational belief and value, which leads to a proper match. An understanding of an organizational culture and stimulating the advancement of human capital within the company, could contribute to the reduction of labor turnover rate.

Key words: *Organizational Culture, Recruitment, Selection, Recruitment and Selection*
JEL klasification*:*

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INTRODUCTION

The issue of recruitment and selection has always been a dominant and significant discussion in any organizations. Recruitment is the process of finding prospective employees, who are the best and most qualified for a job opening, and engaging as well as encouraging them to apply for and join an organization (Armstrong, 2006). Selection is a component of recruitment process, in which the main task is picking the right candidate (Li and Zhang, 2013). In other words, selection can also be defined as the procedure of evaluating the candidates' qualities and qualifications, which are required for a specific position, and deciding the most suitable candidate. Among human resources management practices, recruitment and selection process is seen as a key factor contributing to the growth and success of an organization. The recruited employees will turn into a valuable asset to the organization, which will lead to the assistance of the organization in achieving its objectives. Cancialosi (2016) stated that "hiring the best available talent is the top priority for any organizations, especially the rapidly growing ones".

Effective and efficient recruitment and selection practices can reduce the rates of turnover, which means that less time and money is spent on this activity and training (Armstrong, 2006). However, if recruiting activity is done poorly, it will be much costlier more than the initial expectations. A recent Harvard Business Review study revealed that if a company can successfully avoid a toxic employee, it can save up about $12,500 in turnover costs (Torres, 2015). ERE Media cited in Cancialosi (2016) indicated that the replacement for those toxic workers would cost the organization much more than that. The cost figures for the replacement of entry-level and middle-level employees are about 30-50% and 150% of their annual salary respectively. Poor recruiting and selecting activity also leads to the decrease of the company's profitability as well (Armstrong, 2006). Nowadays, the recruiting game has changed. It no longer just concerns with searching for the applicant with best fit in terms of skills and qualifications for the position (Egan et al., 2004). Business leaders understand clearly that the success of their organization comes from the efforts of the team they have built. Therefore, what those leaders now seek in recruitment process is "finding the best to move their business strategy forward while ensuring that they do so in ways that amplify the company culture rather than derailing it" (Cancialosi, 2016).

Cultural factors, on the other hand, now hold considerable influences on human resources management practices, which recruitment and selection process is a part of (Hofstede and Bond, 1984) according to Bouton (2015), organizational culture is "the glue that holds the organization and employees together". Another way to describe the powerful effect of organizational culture is that it is "the magic that provides the motivation to employees to find ways to overcome challenges and get things done" (Simplicant, 2018). Employees, whose personality is a fit with the existing culture of an organization, tend to get along

well with the team and are likely to feel comfortable in the workplace. People, who show good comfort with their colleagues, have a higher likelihood of making and accepting feedbacks and constructive criticism and are better at adapting to changes (Cancialosi, 2016). Another benefit of hiring an applicant with great cultural fit with the organization is that they are less likely to quit since they love their colleagues and working environment. Thus, cultural matches also contribute to the reduction of turnover rate (Torres, 2015). In comparison with hiring a person for skill, selecting candidates based on the company culture is actually more beneficial in the long run (Simplicant, 2018). On-the-job training can equip candidates with essential skills but being having a fine-tuning personality with the current organizational culture calls for a mindset that is always ready to study, adapt and discover a way to strive in the new workplace (Simplicant, 2018). A 2005 report unveiled that workers, who possess a high degree of fitting with their organizations, colleagues, and managers, have a greater likelihood of staying with their organizations, and delivering excellent work output (Bouton, 2015). Conclusively, in the recruiting process, if cultural fit is a part of the assessment, organizations will employ employees who bloom in their new positions, stimulate long-term development and accomplishment for the organization, and effectively make the hiring procedure cost-effective and less time-consuming (Bouton, 2015).

Coca Cola Vietnam, as a part of the global Coca-Cola Group, has set a major promising goal which is to empower the world of mind, body, and spiritual features, and create inspirations to treasure single optimistic moment and extend the appreciation to enhance individual values (Coca-Cola, 2018). In the role of a multinational entrepreneur, the mission is set to boost the capacity of perceiving, connecting, and co-working in an across-the-culture world. It is critical that the sustainability in the marketplace and workplace is regarded to be important. The cultural diversity in the workplace is prioritized to appeal and to show the resilience and improve the talent with the provision of systematic support for groups from differing backgrounds as well as give a training session to all staffs for skills mastering and achieving sustainable growth (Taylor, 2000). As a result, cultural factor is also a key assessment of the recruitment and selection activity at this company.

LITERATURE REVIEW

Definition of organizational culture

According to Kehinde (2012), organizational culture is a prominent requirement of brand development because the image of organization will contribute to promoting the brand of the business. Corporate culture is the intangible asset of

each company. Cultural factors are formed in parallel with the development of organization. There are several ways to define organizational culture. Organizational culture can be understood as the combination of common beliefs and value that are expressed through regulations and member's behaviors of organizations (Robbins, 2000). Another way to describe organizational culture is by Schein (2010). It is a set of recognized fundamental principles that one group shares, which are used to solve problems arising in organizations when they need to adapt to external changes as well as to create cohesion and integration within the organization. These are the principles that have proven to be effective enough for members to recognize its value. Therefore, it needs to be communicated and trained for new employees so that they perceive, think and act following these principles. As defined by Ravasi and Schultz (2006), organizational culture often appears as common codes of thinking and acting that identifies the way how staff members react in particular cases. By this way, enterprise managers can understand how important establishing and communicating culture is for their organizations. Nevertheless, it must be understood that there is an interrelation between leaderships and organizational culture. While leaders are architects that create an organizational culture, a culture is established through a specific leadership style from the leaders (Schein, 2010).

Thus, the above definitions have the following common characteristics. Firstly, organizational culture is a system of values, beliefs and norms that are shared by members of the organization and guide the behavior of the workers in the organization. Secondly, another common feature is that all concepts emphasize the expressive means through which values in organizational culture are communicated to the workers in the organization. Lastly, organizational culture is the leading determinant of organizational performance (Szczepańska and Kosiorek, 2017). Nowadays, in the era of economic globalization and the multicultural environment, organizational culture is a critical issue for the sustainable development of each organization for restructuring to adapt and develop, based on the promotion of endogenous resources and external resources (Bruns, 2014).

Components of organizational culture

There are some frameworks that define and explain the structure of organizational culture. The personality of the organization is which is called as organizational culture. Considering the characteristics of organizational culture, O'Reilly et al. (1991) pointed out seven aspects of organizational culture by using OCP (Organizational Culture Profile) framework. This tool is considered to be the most suitable for research studies general or organizational culture. According to the OCP, organizational culture is characterized by seven distinct

values: detail-oriented culture, product-oriented culture, outcome-oriented, people-oriented culture, team-oriented culture, aggressive culture, sustainable culture, and innovative culture. The OCP toolkit has received a fair amount of attention from scientists when they study organizational culture. Depending on the context research, study period, field of study, scientists divided the characteristic values of different organizational cultures or add up to seven initial characteristic values (Makhlouk and Shevchuk, 2008). Robbins and Coulter (2010)added some other distinctive values to this OCP toolkit. There are explanations for this model as follows:

- Innovation and risk-taking culture: the levels of employees who are encouraged to innovate and take risks.
- Stable culture: The magnitude of maintaining the status in the decisions and activities of the organization.
- Aggressiveness culture: the level of competition compared with the cooperation of members of the organization.
- Team orientation culture: the level of teamwork compared to individual work and the level of influence in decision making on all members of the organization.
- Outcome orientation: The manager's performance or work product rather than the process of achieving.
- Attention to detail culture: The level of the worker, which it is expected to show the correctness, analysis, and attention to these specific points.

Cameron and Quinn (2006) classified businesses into four main cultural types based on four different criteria: collaborate-clan culture, create-adhocracy culture, control-hierarchy culture, compete-market culture. After then, based on the above cultural types, Cameron and Quinn (2006) have developed the Organizational Culture Assessment Instrument (OCAI). The OCAI Toolkit is designed to evaluate specifically the six components of organizational culture. The six components of organizational culture in the OCAI toolkit include Business Outstanding Characteristics, Leadership Styles, Employee Characteristics, Collaboration Techniques, Development Strategies, and Success Criteria. The purpose of the OCAI is to evaluate six key dimensions of organizational culture. In the guideline of OCAI toolkit, Cameron and Quinn (2006) mentioned that the OCAI consists of six questions and each question has four alternatives. These authors also showed the guideline on how to distribute the 100 points among the previously mentioned four alternatives, which is based on the degree of similarity of each alternative to the organization and grant the higher quantity of points to the alternative that has the highest similarity with the organization.

Another framework of organizational culture was built by Hofstede (1991). His cultural dimensions are the most helpful in understanding the differences of many cultures existing from each people in organization. This framework is named as Dimension of Culture. Whereas some of researchers are trying to

define culture in light of these individual attributes, for example, Triandis (1995), Miroshnik (2002) proved that the more specific approach is gained by comprehending culture in light of a reference group while reviewing the potentiality of importance of other individual personalities. Others have exploited reference group orientations to give wider justifications toward culture, like angles of organizational culture (Hofstede, 2011). Comprising of this concept, Hofstede's model is considered as the favored system to settle the discussion of this study because it assesses culture within the group or indigenous level. Hofstede (1993) gains a considerable understanding of culture through five aspects, namely individualism/ collectivism, power distance, masculinity/ femininity, uncertainty avoidance and long-term/ short-term orientation.

Individualism/ collectivism: The first element is made reference to the degree of which there is a connection among individuals and their society (Mun, 2001). With individual and immediate family concerns, the individualistically cultural members are predominantly aware of; however, those from collectivism show their involvement and interest towards greater societal group (for example, extended family, work-related acquaintances). The basic meaning of this dimension of culture is the power of human relationships in society. High individualism means that each individual's right is respected extremely, while a lowly individualist or collectivist emphasizes cohesion within the group. Everyone appreciates social responsibility and loyalty (Sanduijav, 2008).

Power distance: For the second dimension, it mentions the fact that each individual in an organization faces inequality. In other words, the power gap is spoken by Anastasia (2015) as each person accepting their position in a particular environment. People living in a country with high power distances tend to accept inequalities between people. On the other hand, living in a country with less power distance, everyone is the same, and that is also the common purpose of society (The Articulate CEO, 2011). Everyone has the freedom to speak frankly with people at higher levels without hesitation.

Masculinity/ feminity: When it comes to the third angle, Hofstede (2011) explained that masculinity/ femininity demonstrates the degree of which aggressiveness, determination and combativeness are regarded as to decency and external concerns, in an appropriate way. This cultural dimension refers to the extent to which people accept the traditional strength of the man in society. Hofstede (2011) also showed scores related to this component. A society with higher scores (masculinity) focuses on competition, achievement and success, while a society with low scores (femininity) thinks success is associated with quality of life and care as well.

Uncertainty avoidance: In the fourth dimension, uncertainty avoidance conceptualizes a situation in which members are biased and under the risk of confusing and uncertain circumstances, while also exploring to ignore such cases (Smit, 2016). This cultural feature refers to the extent to which people are willing to take risks or new changes that they have never experienced in life. If a

country scores high, they are not willing to do that. They want to continue the old way they feel safer than to take on new challenges (Smit, 2016).

Long-term/ short-term orientation: Dulaimi and Saila (2011) have proposed that with the regard to be added to Hofstede's previous cultural set of work, long-term/ short-term orientation widens the insight into which values are considered to be future-oriented (perseverance, thrift) rather than past- or present-oriented (tradition). This dimension reflects each person's perspective on their long-term future including work, life and other aspects. According to Tuan (2017), more surprisingly, the significant role of these aspects is re-assessed in the GLOBE research program whereby similar dimensions (for instance, collectivism I & II, power distance, gender egalitarianism, uncertainty avoidance and future orientation) also represented as vital cultural dimensions in that course of work.

Organizational Culture In South East Asia

There are 3 elements of Asia Culture: Family values; Old people and ancestors are respected (hierarchical thinking); And the traditional village community is strong (Thieu, 2014). These elements, especially communication habits and decentralized thinking in Southeast Asia, may be a major barrier to open exchange (Ratanjee and Pyrka, 2015). Based on Hofstede's framework, there are five factors to define organizational culture in Southeast Asia.

First, Southeast Asia culture is collectivism. Donald (1986) said that the Southeast Asian culture is similar to the Chinese culture. In a business environment, a household-level business study shows that Chinese cultural values are clearly expressed in the practice of management and organizational activities such as the delegation of authority, the practice of patriarchal leadership, collectivism and strong teamwork, and family-oriented or "family-centered" (Sheh, 2011, p.78). Due to the agricultural work, the inhabitants concentrate on living in the water source area, creating the characteristics of the village population. Southeast Asian people have the tendency to live on the basis of collective and rarely show up themselves.

Second, power distance is the word for describing how a society behaves with the inequality of power among people in society. A society with a large power gap means that the level of inequality is relatively high and is constantly increasing over time (Hofstede, 1980). In Southeast Asian countries, there is a great gap between the powerful and the weak. Malaysia and Philippines are examples for great power gap (Sweetman, 2012). This gap is also reflected in the daily lives of the Vietnamese, as well as in the workplace. In families, sons and daughters have to obey their parents. In the organization, the relationship between boss and the employee has a class distinction. There is a great distance between the leaders and the people.

Third, masculinity/ femininity is the concept of a social orientation based on the values of masculinity and femininity (Hofstede, 1991). Southeast Asia culture is masculinity and tends to focus on competition, assertiveness, ambition, and femininity. Society is made up of assertive men and women, focused on careers, earning money and almost no interest in other things. An example is Singapore. Thailand is also a country with relatively high masculinity. Vietnamese culture is also masculine and expresses a passion for work, boldness and competition (Work with Vietnamese, 2018). In business, masculinity is expressed in active, confident, dynamic behavior (Anastasia, 2015).

Fourth, uncertainty avoidance represents the extent to which people can take risks and uncertainties in their lives. In a society with high levels of risk aversion, people often set up organizations to minimize risk and ensure financial security. Companies focus on creating stable jobs and setting regulations to regulate employee activities as well as minimize transparency. Leaders take time to make decisions because they must take into account all possible risks (Hofstede, 2011). Southeast Asia culture represents a change in the average level (Donald, 1986)

Fifth, the fifth component describes a society's view as a future direction, or a direct orientation to the past and the present. In a long-term orientation, one will appreciate persistence (or patience, perseverance), preferring to save, arrange relationships in terms of status or social class. In other words, individuals in future-oriented societies are anxious about what is their future (Triandis, 1995). They expect perseverance to succeed in the future. Southeast Asian countries have high score on this factor.

Moreover, there are some culture expressions that were not mentioned in Hofstede' framework. In the report of Doanhnhan.net (2010), there are four fundamental characteristics of organizational culture in South East Asia:

- Respecting human beings as the subject of behavior, the importance of the positive and dynamic nature of human beings in business and considering the promotion of human qualities is the first important condition of business development.
- Focusing on the importance of development strategies and basic objectives of the enterprise to foster corporate culture for all employees.
- Concerning on the importance of the management of the material and spiritual environment of enterprises and creating a good cultural space, foster collective sense and spirit of solidarity in order to devote strength and wisdom to enterprises.
- Appreciating the management role of employees in organization and encouraging the sense of responsibility of all members in the enterprise.

Facts and Details (2018) indicated that there are some ways of expression from Southeast Asia people. About expressing opinions, Asian usually discuss indirectly problems, especially if it is easy to create conflicts. Related to group behavior, they feel more comfortable to be a part of group instead of unique

individual. They always find the advice and the help from their co-workers about personal and business problems. In ordinary emotions, Asians rarely express their feeling outside especially in conversations. Their facial expression always is avoided to show up and they do not like appearing angry in public. To intense emotions, Asians rarely express negative emotions and strive to be polite and controlled even in the face of severe illness. To be pushed beyond the limits, they can become destructive to others. According to Kim et al. (2008), about group behavior, Asians speak loudly and are comfortable to share everything when they stay with friends and colleagues in public places. Noisy sound in crowded groups is common at restaurants and festivals. To relationship, they want to build the friendship in a long time and respect the potential relationship in future. Hogg and Terry (2000) proved that Asian has a strong belief about personal relationship instead of impersonal entities. Hoang (2012) concluded that the core values of Southeast Asia culture are aspects of human and community. Its strength is the full development of the human aspects by nourishing, caring about the soul, emotion, spirit and freedom of each individual, but the weakness is the lack of disciplinary action, specific thinking, intuitive abuse, and subjective experience.

Factors affecting organizational culture in Vietnam

Each organization in Vietnam has different cultures based on many factors. Studies suggest that there are some common factors that affect the organizational culture in Vietnam. These elements work together to create different cultures in different organizations and bring about changes in culture over time (VICC, 2016). Although each enterprise's special blend of elements develops a unique culture, a comparison of many enterprises identifies seven culture shaping factors (Plunkett and Atter, 1994).

Firstly, the organizational culture is created by the strategic leadership of the founder and the top leaders. Founders are particularly important in identifying cultures because the founders deeply express their values and management styles on the organization (Dung, 2016). According to Schein (2010), leaders, who must be a mirror as the example of corporate culture, set the foundation for enterprise and keep the most important ones. Therefore, they must be the example of building a corporate culture. They decide on building a culture of values and must be leaders in achieving the setting goals to motivate members of the company. For example, in the conference at FPT, chairman of FPT Corporation, Truong Gia Binh, shared that he created the culture at this company exactly as what he expected (GDVN, 2010). As a board director, he stated that all leaders and employees in FPT have the right to share ideas, and they can accept different ideas and support those opinions to make them become true based on general benefits. They believe in teamwork and collectivism. Thanks to

this mission, FPT's culture is well-known for its teamwork and solidarity. These are the important culture characteristics that are maintained until now in FPT.

Secondly, there is the role of individuals in the enterprise. Dat (2016) has argued that the corporate culture must be created by the enterprise, the leader plays the leading role in building corporate culture, but this process can only succeed with the positive contribution of all members in the business. Each individual brings their cultural characteristics to the organization. The typical characteristics of all Vietnamese's employees include high level of consciousness, high sense of mind, and respects for order and hierarchy. These things have been expressed in the business that they work for such as building a happy, solid, cohesive colleague, always having the will to work in order to express themselves with family and society, attentive behavior, respects for human beings, remembering the ancestors, roots, and so on. These are the factors that bring the advantages to the Vietnamese business (Quoc, 2005). In Vietnam, the level of organizational culture influenced by individuals is very high (Work with Vietnamese, 2018). Therefore, workers or employees express organizational culture the most clearly. On the other hand, when they work for an organization, their culture values are also expressed by them, especially in Vietnamese state-owned companies (Ha, 2009).

Thirdly, organizational structure also influences organizational culture. It is the way in which owners divide the power and work relationships to create the impact to organizational culture (Dung, 2016). The corporate culture is strong enough to overcome it, but there is no strong leader in the end between government and cultural institutions collapsing, leading to the final failure of the culture (CEO Training Academy, 2017). An example is that in Vietnamese state-owned companies, the centralized structure of power will be unified from the leadership and tends to be conservative in management. Especially, this structure leads to organizational culture that will be affected. Corporate culture becomes a culture of centralized power and all decisions are focused on leaders' viewpoint instead of asking their employees. Employees also rarely express their personal viewpoints to their boss. On the other hand, Zheng (2005) have proposed that the direct impact of culture on the marketing of the enterprise is to influence the behavior of the business owners or the behavior of the market operators. According to Doanhnhan.net (2010), these behaviors will mark the marketing measures that they do. For example, the rules of communication, the behavior of some culture that marketers influence will be carried and used in the process of communication and negotiation with customers. In this case, culture influences directly or indirectly on the fourth type of marketing tool, a mixed promotion tool with the meaning of communication

Finally, Liang et al. (2007) have proposed that an enterprise's external environment consists of forces outside its boundaries that directly and indirectly interact with it. These forces can be suppliers, markets, competitors, managers, organized labor, and other factors outside a business. These forces affect not only the goals, resources and processes of enterprises but also organizational

culture. Obviously, these factors shape the culture of the business in many ways, especially in Vietnam. For example, the Vietnamese government has changed the policy of borrowing money for businesses that have had a great impact on corporate structure and corporate culture. Leaders encourage employees to be creative and dare to carry out the projects they propose. However, the policy of borrowing state capital is difficult leading the decline of source of capital, the fund for new projects will be cut dramatically. Creative culture in organization is discouraged.

The relationship between organizational culture and recruitment and selection process

There are some extant researches looking at the effects of organizational culture on recruitment and selection practices. Many studies related to this topic used many methods such as Experimental research (scientific measurements, test hypotheses), Opinion research (questionnaires), and Observational research (case study) (Alvesson and Sveningsson, 2015). Jerome (2013), Cantú et al. (2010) provided another viewpoint on organizational culture and HRM at a Danish company located in Monterrey, Mexico. An exploratory qualitative research has investigated how HRM practices are supported by organizational culture in a multinational environment. The case study was not chosen randomly. The results indicate that recruitment and selection and training are important elements of the business strategy and in particular to build and maintain the firm's culture. It seems that the employees enjoy their jobs and appreciate the organizational culture, which has helped to keep almost a zero turnover rate and absenteeism. Contiu (2010) conducted the research about the influence of organizational culture on human resource management. Using a survey of 198 employees, the study results indicated that organizational culture is the defined factor to evaluate the recruitment and selection practices where the most important aspect for the company is to ensure that the candidate will fix into the organizational culture, and employees will be capable to perform the job.

Murrel`s research on culture (2015) indicate that when functions were outsourced and outsiders were brought in, the employees became resentful of the outsiders and the existing management. This brings us to the concept of "cultural fit" within a recruitment and selection model which is closely related to the topic of this research. Cultural fit in the organization will be easily understood when it is placed in the cultural values of the organization. A potential candidate who is able to demonstrate appropriate cultural criteria within that organization will be given more priority in the selection process. Cultural fit factor is the top criteria and stand on the best performance criteria (Susan, 2018). A study by Tugal and Kilic (2015) on Turkish academicians revealed that cultural fit or organizational

culture is the first factor in determining and evaluating candidates in the recruitment and selection process. A limitation of this study is the research topic. However, this study focused exclusively on cultural fit model instead of organizational culture in general.

In conclusion, based on above listed studies, there are some common results about the link between organizational culture and selection practices as followed:
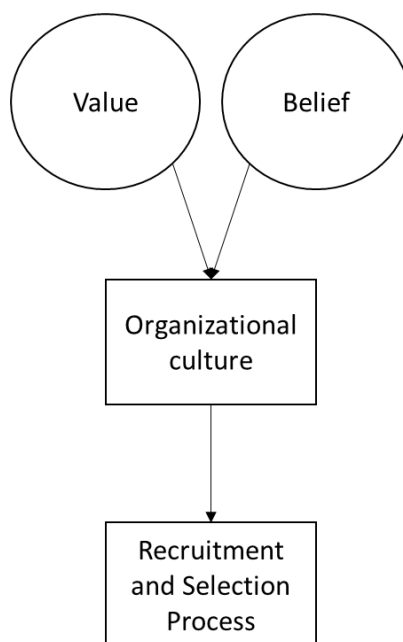
- Organizational culture affects how recruiters evaluate and select candidates. For example, between the selection of two candidates with the same level of education and competency, the employer will prefer the candidates who have many similarities toward their organizational culture.

- In the development strategy of the business, the recruitment and selection of candidates play a very important role. More specifically, this process not only helps company to recruit right person but also functions as the building and maintenance of the corporate culture (Cantú et al., 2010). Because human is the most important asset in a company. Therefore, selecting the right candidate that has not only excellent capabilities but also great chemistry with the company culture will contribute to increasing the value and preserve organizational culture. Moreover, during the hiring process, the people who carry out this process become more aware of what their organizational culture is, and the candidates also witness the corporate culture reflected in each of the recruiters and in their workplace when they come to interview.

- The elements of organizational culture such as beliefs, values and practices are reflected in the recruitment process, and individuals with some similarities to the above factors have many chances to pass hiring rounds. Candidates who have views on beliefs, values and work styles that are similar to organizational cultures will be preferred over others. It is clear that interviewers have sympathy with their first encounter with a candidate when their appearance and working style are similar to theirs.

- Organizational culture is a forecaster of human resources management (HRM) (Jerome, 2013). HRM involves managing the recruitment process and selecting the right candidate. The criteria of cultural factors will determine whether the process of recruitment and selection is consistent with the expectations of other departments and leaders. For instance, based on the corporate culture and what they express outside, applicants can guess if the process and recruitment method of this company is professional or not. In addition, they also predict whether a part of them is appropriate for the organization and people working at that organization.

- The suitable culture in organization is the first priority in the process of recruitment and selection practices (Tugal and Kilic, 2015). The more suitable with the culture the candidates are recruited, the longer organizations can retain. This argument is similar to the selection criteria of many multinational corporations: "We do not choose the best

candidate; we choose the most suitable one". The relevance here is the cultural one. For companies with long years of experience in the market, they usually organize many rounds of interviews, and one of the most important rounds for selecting candidates is the interview with human resource. In this round, candidates will be asked questions related to personnel viewpoint of the realistic situation and the way of their problem solving, whereby recruiters will consider whether the candidates are suitable for organizational culture before considering their capabilities.

METHODOLOGY

The paper would concentrate on studying the influences of organizational culture on recruitment and selection process. Based on a review of relevant literature presented above, the following research model is proposed as the theoretical framework for the study (figure 2).

Figure 1: The research model

Source: Adewale and Anthonia (2013)

As observed in the research model, it is hypothesized that there is a positive association between organizational culture and recruitment and selection process.

Research setting and research participants: Selected case study

The research is surrounding the human resource management practices of a particular company, which is the recruitment and selection practices. The chosen case study is Vietnam Coca-Cola Company. Coca-Cola Group entered Vietnam in 1994 and has been staying here for nearly 25 years. In Vietnam, Coca-Cola has three plants in operation, three distribution centers, and two green-fields in the coming years (Coca-Cola Vietnam, 2018a). They possess international standardized factories with qualified management, food safety system and environmental friendly initiatives. Coca-Cola is leading with Energy and Environmental Design Certificate (LEED) and investment in market development (CO_2 coolers, market equipment) to help small local retailers.

Coca-Cola is considered as one of the best companies to work for in Vietnam. The firm offers about 2,500 direct jobs. During the course of 2015-2016, more than 1,500 training programs were conducted for its employees and about $1,4 million is invested per year in employment and people capability development (Coca Cola Vietnam, 2018d). One of the focus in the strategic direction of Coca Cola is sustainability. In 2016, an investment of $1.51 million was made for CSR activities. Its flagship local CSR chain is the 12 EKOCENTERs as of 2018 (Coca Cola Vietnam, 2018c). In addition, the firm also helps Vietnamese SMEs develop their capabilities and provides entrepreneurship trainings for local provincial women as well as leadership trainings for local provincial middle-level government officials. Coco-Cola claimed that they have a unique culture where people convert their passion into action. The employees represent the brand itself and this organizational culture is shown via their slogan "One Company, One Team, One Passion".

Coca Cola Vietnam consists of eight departments, namely Commercial Department, Sales Department, Supply Chain Department, Finance Department, Purchasing Department, Legal and External Communication Department, HR Department, and IT Department (Coca Cola Vietnam, 2018b).

Data collection and Sampling

An online survey was utilized to collect data. The collection period lasted for two weeks, starting from 23 June 2018 to 07 July 2018. The research participants had to meet the requirement that they had applied to Coca-Cola Vietnam before, or they were or are members of staff in Coca-Cola Vietnam. Participants had to be over 18 years old. The study only involves with a particular group of people which satisfies several predetermined conditions and criteria as previously mentioned in part 3.4, so the population that the researcher targets is classified as "hard-to-reach" (Marpsat and Razafindratsima, 2010, p.30). As a result, a sampling procedure with specific framework and tight control as well as monitoring was essential, so that the recruitment of correct respondents was effective

Characteristics of the sample:

Research participants are human resources experts with high skill, who were recruited via forums specializing in HRM topics, using non-probability sampling technique. All respondents involve with Coca Cola Vietnam in some ways. Online questionnaire was utilized to collect data, created on Google Form, and distributed under advertisements, which were posted on the previously mentioned forums. Regarding data analysis, the statistical methods that were employed includes descriptive statistics, Pearson Correlation, and Regression analysis. Ethical issues, consisting of consent from human participants and confidentiality and protection of personally identifiable data, were discussed in details. Cronbach's Alpha were utilized to test the reliability of the data set, while pilot test were conducted to ensure the validity of the study.

Survey design:

The survey has two sessions.

Session 1: Demographic information - Information about demographic characteristics of the respondents were gathered in session 1 of the survey. The respondents were required to answer questions regarding their gender, age, marital status, educational level, annual income, and how they involve with Coca Cola (previously applied for Coca Cola and went through the recruitment and selection process/ Used to work for Coca Cola/ Currently working for Coca Cola). This session only includes multiple-choice questions.

Session 2: Organizational culture and recruitment and selection process - data that measures the critical variables of the study was collected. This part was used to investigate the relationship between organizational culture and recruitment and selection process in the case of Coca Cola Vietnam. The instrument in this session is developed based on the work of Adewale and Anthonia (2013). The respondents were asked to rate their level of agreement with four statements measuring the impacts of organizational belief on recruitment and the linkage between organizational value and individuals within the organization, using five-point Likert scale (5 = Strongly agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly disagree).

FINDINGS AND DISCUSSIONS:

The number of respondents who took part in the study was 132 participants. The demographic profile of the respondents is shown in the table 1. In general, the sample of the study is made up of 44.7% male respondents and 55.3% female ones. It is an evidence that female opinions have greater dominance than that of the male counterpart. In other words, the study has higher representation of the female. Additionally, in terms of the age category, the respondents of 26 – 45 years of age has the greatest percentage (78.8%). The respondents belonging to the age bracket of 18 – 25 years of age lands in the second place with 15.9%. The group with the lowest percentage in the age category is the group of over 45 years old with 5.3%. It can be considered that the sample has a good balance of

age groups since most of the respondents are aged between 26 and 45, at which people are energetic and active and being the main driver of the economy in any countries. Similarly, the proportion of the participants that were married is 54.5%. It means that they are capable of keeping their marriage in spite of all difficulties and challenges. However, the percentages of divorced and single respondents are fairly considerable (25.8% and 19.7% respectively).

The sample size comprises of fairly experienced respondents since 66.7% have working experiences from six to ten years and 12.1% even have worked for eleven years and above. This dominance of experienced works in the sample may be as a result of the age level, where people are studying institutions such as college, university, and vocational school during a period of between five to ten years. The high rate of turnover may be also an attribute to this composition because it is one of the factors that characterize private sector of any economy.

Furthermore, the 15.9% representing the age category (18 – 25 years old) of the respondents could be as a result of the employment policy that exists in Coca Cola Vietnam, which allows the employment of people with only high school diploma for some labor-intensive divisions or departments such as in the supply chain and the generous internships for students who are just in their second or third year of university study. Additionally, the flexibility of internal transfer policy at Coca Cola Vietnam permits the early applications and admissions of many students between the age 16 and 20 and they continued and progressed with their career at the company. The sample size could be considered as well-paid in comparison with the market earnings within the food and beverage industry as the majority of the respondents were paid from 16 million VND and above (36.4%, 20.5%, and 12.1% for the income category of 16 – 25 million VND, 26 – 36 million VND, and Over 36 million VND respectively). The least in this category is the respondents paid between five to 15 million VND on a monthly basis. This is in line with the working experiences of the participants since most of them have worked for over five years.

Finally, in terms of involvement with Coca Cola Vietnam, the majority of the participants used to work or are currently working for this company (49.2% and 18.2% respectively), which confirms that they have an in-depth understanding of not only its corporate culture in particular but also the whole organization in general. This is beneficial for the study since it makes the conclusions more trustworthy. Though being the least in the category of connection with Coca Cola Vietnam, 32.6% was capable of making fairly reliable responses since they obtained an adequate knowledge of this firm's culture as well as recruitment and selection processes because they had went through all the required stages.

Table 1: Respondent characteristics

	Frequency	Percentage
Gender		
Male	59	44.7%
Female	73	55.3%
Age		
From 18 to 25	21	15.9%
From 25 to 45	104	78.8%
Over 45	7	5.3%
Marital status		
Single	26	19.7%
Married	72	54.5%
Divorced	34	25.8%
Other	0	0%
Working experiences		
0 – 5 years	28	21.2%
6 – 10 years	88	66.7%
Over 10 years	16	12.1%
Educational level		
High school	11	8.3%
Undergraduate	58	43.9%
Postgraduate	49	37.1%
PhD	14	10.6%
Monthly income		
5 – 15 mil VND	27	31.1%
16 – 25 mil VND	41	36.4%
26 – 36 mil VND	48	20.5%
Over 36 mil VND	16	12.1%
Involvement with Coca Cola Vietnam		
Previously applied for Coca Cola Vietnam and went through all recruitment and selection procedures	43	32.6%
Used to work for Coca Cola Vietnam	65	49.2%
Currently working for Coca Cola Vietnam	24	18.2%

Source: Survey (2018)

RELIABILITY TEST

The reliability of the data in the study was checked using Cronbach's alpha. The result from running this statistical test is "an overall alpha coefficient of the whole data set" as well as "individual coefficients of each item in the set" (Jerome et al., 2013). The value of coefficient ranges from 0 to 1. The high score of coefficient indicates high level of reliability. As suggested by Nunnaly (1978) cited in the in Jerome et al. (2013), the data is considered as relatively reliable if it achieves a coefficient score of 0.7 or above. Cronbach's alpha was utilized to

measure the reliability of the scale items, which belongs to the part 2 of the survey about the effects of organizational on recruitment and selection processes.

Table 2: Result of Cronbach Alpha Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
0.884	0.885

Source: Survey (2018)

As can be seen from the table 2, the data set achieved an overall reliability coefficient of 0.885, which is higher than the acceptable score of 0.7 and nearly of 0.9. It indicated that the scale data in this study is highly reliable. In terms of each scale item, their individual alpha coefficients were presented in the table 3:

Table 3: Individual alpha coefficients

Item	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
Organizational belief positively affects recruitment of highly performing individuals	0.708	0.866
Organizational value positively affects individuals' objectives	0.802	0.831
Organizational belief positively affects recruitment process	0.735	0.857
Organizational value positively affects individual values and culture	0.754	0.851

Source: Survey (2018)

In general, no scale items obtained alpha coefficients which are lower than the standard score of 0.7. These individual reliability scores, together with the overall score, showed that the internal consistency of the data in this study is high, indicating a good reliability and contributing to trustworthy conclusions.

RELATIONSHIP BETWEEN VARIABLES ANALYZED

It was note that among the research participants regarding the positive relationship between the components of organizational culture (value and belief) and variables of recruitment and selection procedures (individual objectives, recruitment process, and individual values). The item with the highest agreement mean score of 3.947 is the statement about the link between organizational and the recruitment of highly performing individuals, while the item with the lowest score of 3.795 is the statement regarding organizational values and individual objectives.

Table 4: Descriptive results

Item	Number of respondents	Minimum	Maximum	Mean	Std. Deviation
Organizational culture	132	1	5	3.947	1.181
Individual objectives	132	1	5	3.795	1.171
Recruitment process	132	1	5	3.909	1.122
Individual values	132	1	5	3.811	1.303

Source: Survey (2018)

Next, the associations exist among the studied variables were examined and revealed in the table 5, which presented the correlation matrix of the variables, using bivariate Pearson Correlation. It can be observed from the table that there are associations among the studied variables with a medium level of strength. The r value of recruitment procedure and organizational culture (value and belief) is 0.671, which shows that they are significantly and positively related to each other. Recruitment process is also found to have a positive relationship with individual objective as well (r = 0.683). One contribution to this positive connection is the fact that employees often acquire knowledge about the values and belief of the firm they are aiming for before applying. In other words, prospective job seekers have the tendency to search for information about the culture of the organization. In a similar direction, high association exists between individual value and individual objective (r = 0.775). A possible explanation for this association is that individual objective is actually a reflection of individual value. In other words, individual objective is expected to be in line with his value. Generally speaking, the variables of the study are positively and significantly related. The existence of such positive connections may be because

as a result of the fact that job seekers are inclined to seek positions and companies where their career goals can be obtained. Thus, many efforts are being conducted and put together to make sure that there is alignment between organizational culture and employment seekers' belief and value.

Table 5: Correlation matrix of the variables

Item	Organizational culture	Individual objectives	Recruitment process	Individual values
Organizational culture	1			
Individual objectives	0.683**	1		
Recruitment process	0.671**	0.613**	1	
Individual values	0.549**	0.775**	0.662**	1
** Correlation is significant at the 0.01 level (2-tailed).				

Source: Survey (2018)

The regression analysis was used to measure the link between organizational culture and recruitment and selection process. Regression analysis is a way of mathematically sorting out which of the studied variables does indeed have an impact (Jerome et al., 2013). The following questions are addressed in regression analysis: Which factors hold the most significant position? Which factors can be removed and ignored? What is the interaction pattern among those factors? Most importantly, what is the degree of certainty about these factors? Most importantly, how certain is it about all of these factors? In regression analysis, those factors are called variables. In a regression equation, there is one dependent variable, the main factor that is being put the efforts in to reach an understanding (Creswell, 2002). In this study, the dependent variable recruitment and selection process at Coca Cola Vietnam. Additionally, there exist independent variables, the factors that are suspected to have an impact on the dependent variable (Saunders et al., 2016). The independent variables in this case include the organizational value and belief (organizational culture) of Coca Cola Vietnam.

According to Jerome et al. (2013), the regression equation is shown as below:

$Y = b_0 + b_1X_1 + b_2X_2 + \ldots + b_nX_n$

In which:

Y = The dependent variable

$X_1, X_2, \ldots, X_n$ = The independent variables that are hypothesized to have influences on the dependent variable Y.

b_1, b_2, …, b_n = The estimated regression coefficient (p-value), which determines the level of impact that the corresponding independent variables exercise on the dependent variable. The stronger the influence, the higher the p-value.

In interpreting the result of SPSS regression analysis, there are four key statistical values that hold the most important answer to the question. The first one is the Adjusted R Square in the Model Summary table, which indicates the proportion of variance that can be explained by the variables in the proposed relationship model (Jerome et al., 2013). In other words, it estimates and gives a realistic indication of the predictive power of the model. The other key statistics are included in the Coefficients table, which are b coefficients, sig. (p-) value, and beta coefficients. B coefficients tell researchers how many units in the dependent variable increases for a single unit in each predictor (independent variable) (Saunders et al., 2016). The sign of the coefficient can be positive or negative, which indicates the direction of the association between the dependent variable and the predictor. Sig. or p-value holds the significance levels for the predictors. As a rule of thumb, it is said that a b coefficient is statistically significant if its p-value is smaller than 0.05 (Lyon et al., 2015). Finally, the beta coefficients allow the comparison of the relative strength of the predictors (Jerome et al., 2013).

The results regression analysis conducted to test the research model recruitment and selection and organizational culture is as shown in the table 6 and 7:

Table 6: Result of regression analysis - Model summary

R Square	Adjusted R Square
0.574	0.564

Source: Survey (2018)

As can be observed from the table 6, the Adjusted R Square of the proposed model about the link between organizational culture and recruitment and selection process at Coca Cola Vietnam is 0.564. It means that the model can predict 56.4% recruitment and selection procedures. This is a fairly high correlation, so the predictive power of the model is rather precise. In other words, the model did a great job in predicting recruitment and selection practices.

Table 7: Result of regression analysis - Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.896	0.244		3.667	0
Organizational belief	0.432	0.075	0.455	5.752	0
Organizational value 1	-0.04	0.1	-0.041	-0.395	0.694
Organizational value 2	0.383	0.079	0.444	4.854	0
a. Dependent Variable: Recruitment process					

Source: Survey (2018)

However, when analyzing each predictor in detail by examining the p-value first, only organizational belief and organizational value, which is linked with the individual values, were found to have significant connections with recruitment and selection process. This is indicated by their p-value of 0. The other variable, organizational value concerning with individual objectives, has a high p-value (sig. = 0.694), which means that its impact on recruitment and selection is insignificant. By comparing the beta coefficients, it is observed that both organizational belief and organizational value linked with individual values have positive relationship with the recruitment stage, while organizational value linked with individual objectives negatively impacts recruitment phase of the company. In comparing the contribution of each independent variable, as seen in the table 7, under beta column, organizational belief makes the strongest contribution to explaining the dependent construct (recruitment and selection practices), which is represented with 0.455 beta coefficients. It is followed by organizational value concerning with individual values with 0.444 beta coefficients. The independent variable with the weakest contribution is organizational value linked with individual objectives, marking with -0.041 beta coefficients.

DISCUSSIONS

The analytical results suggest that there is a close relationship between recruitment and selection process and organizational culture in the case of Coca Cola Vietnam in a positive manner. In other words, it has confirmed the applicability of this research hypothesis, in which organizational culture is

assumed to positively affect the recruitment and selection practices. The acceptance of the hypothesis is consistently with all of the previous studies examining this connection, including Izuogu (2015), Adewale and Anthonia (2013), Jerome (2013), Cantú et al. (2010), Contiu (2010), Murrel (2015), and Tugal and Kilic (2015). It is obvious that the firm looks for the candidates with similarities in beliefs and values of the organization. Thus, it makes recruitment and selection process at Coca Cola Vietnam have its organizational culture undertone, in other descriptive display, making recruitment practices align with the cultural dimension of the firm. Furthermore, the research outcomes also imply that the cultural effects do not just come from the side of the organization. Prospective job seekers seem to be aware of the importance of the cultural factor in their career advancement even before the recruitment procedure. As a result, they have the tendency to establish their expectations about the company right from the beginning, starting with their own individual objectives and values, and search for the information about the organization before the application. It is probable to assume that employment seekers are fully aware of their expectations right from the recruitment and selection process, so it is not only the organization but also the candidates have the right to accept or the reject the offers.

Additionally, the research results suggest the highly positive association between recruitment process and organizational culture as well. It means that organizational culture does not drive recruitment and selection practices alone, which the procedures are set up based on a set of cultural criteria formed by the organization itself. It is actually a two-way relationship. Recruitment policy and process also contribute to organizational culture in the forms of employee culture, value culture, authoritarian culture and hierarchy culture. It is evident from the different approach to recruitment process between reputable and normal firms in Vietnam in particular and in Asia in general.

Coca Cola Vietnam, as one of the most famous global food and beverages company, often aim for highly qualified and fitting applicants, so it sets up difficult and long recruitment procedure. For example, one of their well-known recruitment programs, Next Generation Leaders, which is actually a Management Trainee Program aiming at potential future leaders for the firm (Ybox.vn, 2016). It consists of five assessment rounds in total. Applicants are asked to provide their information in an online designated CV format on the website of Coca Cola Vietnam. Being impressive, brief and simple with sufficient details are the main factors which helps the candidate pass this round. In the second round, candidates must complete another online capability test. The test measures the candidates' knowledge as well as logical thinking and assess their personality in order to find out if they fit in some predetermined cultural criteria. If they pass this round, they will be invited to attend the interview with HR. In HR round, the fit between applicants and the organizational is further checked via the evaluation and presentation of the candidates about their strength, weakness, expectations about the program and

the company, individual values, objectives and beliefs. The next round performs a comprehensive assessment of the applicants by using various cases and evaluation methods such as group work, case analysis, focus interview, etc. Passing this round almost guarantees the applicants with an offer with Coca Cola. The final round is mostly a friendly meeting and sharing between the executive managers of the firm and the applications. The interviewers want to have a better understanding of the applications in a friendly and relaxing atmosphere. The Management Trainee Program of Coca Cola was considered to be more difficult than other similar programs in Vietnam (Ybox.vn, 2016). An instance is that the questions in the Application Form of Coca Cola are harder than the benchmarks and questions of the other MNC. For example, some questions in the 2016 program are *"What will you miss in your current work or other potential opportunities if you are selected for the Next Generation Leader Program of Coca-Cola Vietnam?", "If you were appointed as the director of Coca-Cola Beverages Vietnam Limited, what would you do in your first 90 days?", "Imagine a journalist interviews you in 2020, what would you want to share about your life and career's story? Please share in 1-3 PowerPoint Slides in the most creative way as possible",* and so on (Baomoi.com, 2015). Finally, the firm declares the results within one month after the final round finishes. The selected candidates are sent letters of offer. However, many other companies in Vietnam take lower qualified applications. They sometimes advertise and go through personal links of the internal employees to find the candidates. Otherwise, they go for walk-in. Some firms even use only one or two platforms for job advertisements and do not have separate programs for hiring.

It was observed that the check of knowledge and performance assessment are often missing the recruitment process. The whole procedure mostly consists of CV check, HR interview and interview with hiring manager. In the offer letter, term and conditions, package and any other employment related things are not properly clarified. Obviously, organizational culture and recruitment and selection activity mutually impact each other. One supporting opinion for this relationship is the idea of Armstrong (2006). He indicated that if recruitment and selection produce does not align with organizational culture, an organization is not capable of managing to get employees who would make commitment to realizing the ideals of the organization. He argued that employees who are recruited with great fit with the organization have the tendency to be more productive. In other ways, Cantú et al. (2010) remarked that recruitment and selection was a critical part of the construction and maintenance of organizational culture.

Even though it is already identified that a positive relationship between organizational culture and recruitment and selection activity of Coca Cola Vietnam, a closer analysis of the model parameter actually reveals which sub-component of organizational culture have close association with the mentioned activity. In this study, only organizational beliefs and organizational values linking with individual values were found to have significant connection with

recruitment activity. The underlying reason for the insignificant relationship of organizational values concerning with individual objectives may be due to the strong association between individual objectives and individual values as discovered in the Person Correlation analysis. It indicates the harmony between the objectives and values. Normally, objectives can be short-term or long-term, while individual values often reflect the personal core principles and are long-term prospect. When individual objectives are in line with individual values, it means the objectives has imbedded long-term characteristics and come close to the values of the individuals. In this case, individual objectives and values are almost identical in nature. Therefore, it is not strange that the contribution of organizational values linking with individual objectives in explaining recruitment and selection activity is insignificant, while that of organizational values concerning with individual values in predicting the variance of this activity is considerable. In addition, the significant contribution of both organizational beliefs and organizational values to recruitment process has proved that Coca Cola Vietnam has incorporated cultural fit model in its hiring policy particularly in terms of organization fit. It seeks people who have compatibility with the organization's values and mode of operation. It is evident thorough in the recruitment process. For instance, corporate values are described in behavioral terms and behavioral based questions as mentioned previously are used to assess suitability with the company. Capability test is also utilized to identify competencies that align with the firm's core values. In other words, Coca Cola Vietnam has coordinated their recruitment system to ensure that highly performing individuals with mutual culture and similar characteristics are hired for effective interaction and communication within the company itself.

Conclusively, the paper has analyzed the collected data in various aspects to come up with the answer for the research question. Firstly, the demographic profile of the respondents was examined and had proved that the participants possessed high quality characteristics in various aspects such as working experiences, educational level, and involvement with Coca Cola Vietnam to provide trustworthy responses. Secondly, Cronbach's alpha reliability test was carried out to measure the consistency of the data set. The result showed that the gathered information is highly reliable. Thirdly, Pearson Correction and Linear Regression analysis were conducted to check the research hypothesis. The final outcome confirmed the positive relationship between organizational culture and recruitment and selection activity at Coca Cola Vietnam. The result is consistent with the findings of many previous studies and revealed the corporate application of cultural fit model in its recruitment process.

CONCLUSIONS:

The outcome of this study indicated that organizational culture, which are manifested as beliefs and values does indeed closely influence the process of recruiting and selecting applicants. This implies that the initial meeting as well as interaction between the company and the potential employees can be of use as the correct channel to distribute crucial information about the organization to the employment seekers. This will enable the organization to align the personality of the prospective employees with organizational belief and value, which leads to a proper match. By stimulating the advancement of human capital within the company, it contributes to the reduction of labor turnover rate. This applies to not only Coca Cola Vietnam, but also other companies and recruitment agencies.

Key recommendations:

- It is better for each organization to put efforts into constructing its own unparalleled organizational culture than replicating that from another organization. Whereas it is acceptable to get inspirations or ideas from other organizations, culture is not something that can be adopted from another specific organization for temporary use. Preferably, one organization should spend time and efforts on the selection, combination, and adjustments of the correct cultural elements, which suit its unique requirements. Nonetheless, even though there exist different cultures among organizations, one culture of one organization must be shared among its employees and staffs, so that the culture can be harmonized, and common objectives and vision can be achieved in an effective manner. The establishment of the culture often comes from the top management, but it can be as a result of the fundamental shared characteristics among the employees. Thus, the involvement of all staffs and other stakeholders in the construction of culture is compulsory irrespective of formal or informal manner. For instance, organizations can make employees engage in a reflective activity regarding the core values, business procedures and best practices of the organization in several events such as team building sessions, training programs, and company trips.
- In some companies, managers and leaders promote and push a particular culture and they are recognized for such efforts. However, when it is employees' turn of delivering and practice the culture, they do not receive the incentives and recognition that they deserve. The main reason is simply because there is existence of such system in the HRM functions of the company. Organizations should make conscious attempts to link their HRM practices and the key components of their organizational culture for motivating employees to engage and participate in the culture, which has

been boosted by the leaders. One way to achieve this is to customize the current HR system in the marketplace.

- For organizations that already have the mentoring system in place, they should make sure that cultural factors are also included in this activity. The employees should be mentored according to the objectives of the cultural practices, especially the ones that are found to be difficult to understand and value highly. An example of how it can be executed is the inclusion of this direction in all sorts of coaching or mentoring sessions for both new and existing employees.

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MEASURING TEAM EFFECTIVENESS IN SOFTWARE COMPANIES: LITERATURE REVIEW AND EMPIRICAL TEST OF AN INTEGRATED MODEL

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ABSTRACT

The paper describes a model of team effectiveness linking team performance, commitment and shared mental models. The team performance factor consists of two subscales team results and team processes. The literature review aims to find evidence on teamwork and team effectiveness indicators in software companies and software development specialists in particular. Based on the findings from the literature review a scale is created and tested amongst 494 participants from 35 software companies in Bulgaria. The scale has good reliability and validity scores and distinguishes four factors for team effectiveness: team results, processes, commitment and shared mental models. Results indicate that the way teams work is more important than team results for the overall effectiveness. Cooperation, communication, discussions and commitment play important role in software teams. The problematic areas include task distribution, corporate and team criteria for project completion and/or results, unexpected project scope changes, lack of information. The possible solutions consist of improvement of communication, improvement of team development programs and trainings, better management skills and implementation of common standards for project management. Directions for future research and application are also discussed in the article. The Team effectiveness model can be applied in different organizations especially from the high tech industry to measure the team work and effectiveness. The implications from the study are valuable for managers at all levels and team leaders when working with teams and when trying to improve their effectiveness. HR professionals and consultants also can use the scale and take into consideration the results from the study when planning training programs for employees at all levels.

Key words: management, teams, team effectiveness, model, scale, software
JEL Classification: D23, J24, L86, M54

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INTRODUCTION

Modern organizations tend to face different challenges - mergers, acquisitions, rapid organizational change, new job roles, etc. while thriving for effectiveness and flexibility. Work projects become more complex, with less time and bigger scope. All of these factors combined increase the difficulty of one person performing one job. Consequently, in today's workplace, teams are a core unit (De Meuse, 2009). There are different factors that facilitate teams to work better and supportive organizational environment is seen as one of the key elements for team effectiveness. And yet, the answer to the questions "What makes teams to work better?" and "Is there a perfect combination of factors for team effectiveness?" remains unclear and provokes interest in both theory and practice. The questions are even more intriguing for software companies as they face rapid changes and teams are forced to adapt to them but to remain effective and productive at the same time. In order to shed some more light on the problem of team effectiveness in software companies we decided to undertake a literature review of latest findings on the topic and to conduct an empirical research to test a model based on the findings.

THEORETICAL FRAMEWORK

The interconnections between the different teams in the organization are considered an important factor for team effectiveness (Campion et al., 1996, Van Aken & Kleiner, 1997). The aim of the paper is to present the results from an integrated model of Team effectiveness questionnaire. At the same time one of the aims is to analyse and combine different models of team effectiveness in order to be able to derive the common characteristics in the models and to assess which scales to be included in the constructed questionnaire. The models, which are considered in more detail as a historical review and which are used as a basis for the construction of the questionnaire, are those for which a questionnaire has been developed and proven by using it in practice in different companies. The models researched are as follows:

- GRPI of Rubin et al. (1977);
- Input - Process - Output of McGrath (1964);
- Model T7 of Lombardo and Eichinger (1995);
- Model of Hackman (1987; 2002);
- Model of Hoegl and Gemuenden (2001) - applied by other researchers in technology teams;
- Model of Doolen (2003) for Team Effectiveness in Technology Companies;

- Model of Salas (2007) - tested in technology teams;
- DeChurch and Mesmer-Magnus model (2010).

For teams, factors such as time management and communication during work process, and facilitating organizational context become crucial. When studying the topic of effectiveness we have to outline that not only internal but also external factors affect team effectiveness (Ilieva et al., 2000). Researches provide evidence that both organizational context and structure influence team work and team effectiveness (Iversen & Ngwenyama, 2006). Furthermore, communication and conflict management are interconnected and actually can build or destroy one team. Communication plays a key role in conflict management and, if companies want to achieve highly productive work teams, these factors have to be taken into account as well. Managers rely on communication to ensure that every day plans and functions run smoothly. When having effective communication, team members have the potential to interact with each other and to be are aware of each other's strengths and weaknesses and are motivated to achieve the organizational goals. They feel free to share information, to ask for help and to answer questions.

Organizational culture is one of the key aspects that influence teams as they relate to the values, norms and behaviours that are acceptable in an organization (Cameron and Quinn, 2012). The values are crucial for the organizational culture as they are manifested through the norms and the behaviour of the employees. Strong organizational culture means similar values and similar understanding of the way of work of team members and affects the extent to which they have identification with the organization (Ilieva, 2006). The impact of culture on teams has been well studied by different researchers in recent years such as Moonaisur & Parumasur (2012), Serrate-Alfonso and colleagues (2014), Ilieva and Panchelieva (2017). According to Doolen (2003) culture affects the following aspects of team work:

- The extent to which organizational culture supports positive interactions between the teams within the organization, related to communication and cooperation;
- Whether organizational culture encourages the team integration with the rest of the organization;
- Whether organizational culture supports and encourages teams and teamwork.

The good relations and cooperation within the team, as well as the willingness to share information are influenced by the organizational culture and this is supported by the results in a study in banking company (Stancheva & Ilieva, 2014). It is not only the culture but also other organizational aspects that influence teams. Organizational strategy and management processes are also related to the way teams work. For instance, amongst the factors that affect teams are:

- Clear management objectives - the ways the management creates and sets clear objectives and tasks for the team,
- Matching goals - whether and how governance processes and solutions help match between team goals and organizational goals;
- Providing resources - how does management support the team by allocating the necessary resources (Doolen, 2003).

Organizational researchers agree on that the team effectiveness is complex, multidimensional concept. It combines various aspects of the way teams work together. On the one hand, it is related to the effectiveness of the team performance (quality and quantity of team results) and on other, it affects the behaviour of team members (for example commitment and engagement with the team) (Henderson & Lee, 1992; Cohen & Bailey, 1997). Bishop and Scott (2000) define team commitment and engagement as the extent to which the individuals participate in and identify with the reference group (cited by Kang et al., 2006, p. 1693). Actually, the authors invent a scale for measuring team commitment. It is interesting that this scale is adapted by Kang and colleagues (2006) especially for the Information technology industry.

Team performance can be defined as a product or result of team actions that satisfy external customers (Hackman, 1987). However, giving a more detailed definition of the factors that affect performance is kind of a challenge for organizational researchers. According to Kozlovsky and Bell (2013), it is very difficult to develop a common definition of team performance because it varies according to the type of team. Limitations come from the different team contexts and tasks, the various organizational structures, as well as from the different internal and external relationships within organizations. The differences mentioned above imply the existence of different performance dimensions that are relevant to the different types of teams. Thus, the definition and the measurement of team performance should be based on the team context and tasks (Cannon-Bowers et al., 1995). This is why for the purpose of the model that we develop and present in the current paper, we decided to examine carefully in advance and to take into consideration the work context of software companies and teams. A research on organizational structure, type of projects and work processes was made and consultations with specialists working in software companies were conducted. Careful, reliable and valid measurement of team performance is a way to increase team effectiveness (Mathieu et al., 2006) and context research helps to clarify the specifics of context in which teams work. Fleishman and Zaccaro (1992) make a classification of the functions of team performance. They created the classification with the intent to be more precise compared to previous classifications. The functions proposed by the two authors include, above all, competencies that enhance coordination and cooperation (Fleishman & Zaccaro, 1992). The seven main categories of team performance functions are the following:

- guidance – teams that perform well share information on members' knowledge, capacities, resources, strengths, weaknesses and limitations;

- allocation of resources – in high performing teams there is a balanced workload and smooth distribution of tasks among the team members;
- time – team members know the terms, the deadlines and the pace of the tasks they have;
- coordination of response – there is proper timing and coordination of reactions and responses for the different projects within the team;
- motivation – team performance is good when balancing the team orientation with the individual competition, i.e. if there is a competition between the team member, it does not affect the team results. Teamwork is more important than competition;
- system monitoring or observing the whole picture – perfect systems do not exist therefore matching team and individual activities could act as a response to errors and omissions;
- procedure maintenance - observing common procedural activities that affect everyone in the organization.

When it comes to criteria for team performance or effectiveness in software companies or technological companies a few examples can be find. In Norway two scientists - Tore Dybå and Torgeir Dingsøyr conduct series of researches on different software teams (Dingsøyr & Dybå, 2012). They raise the question, "Is there a need to develop specific team effectiveness models in the field of software development?". According to the authors, there are many challenges and opportunities to research software teams, teamwork and team effectiveness, and they focus on five things that are essential to understanding the effectiveness of the software team. These five things should be prioritized in future research. They are the following:

- better measurement;
- strict examples from the IT industry;
- better understanding of dynamic configurations;
- more emphasis on team knowledge (understanding the cognitive processes);
- better understanding of the multicultural context.

Increasingly, software organizations need dynamic capabilities to build, integrate, and reconfigure resources to respond to an extremely complex and unstable environment (Dingsøyr & Dybå, 2012). Only connecting people with technologies through which to cooperate is not enough to ensure the effective team performance. Work is needed to better understand the dynamics of virtual software teams or teams that located in different regions of the world. An

interesting finding in the authors' analysis is that while there is available knowledge for the technical performance of the tasks, much less is known about the complex cognitive tasks and processes that run and are usually performed by software teams. In general, there is a need for better theories and models for teamwork and effectiveness of the software teams to better represent and understand this type of collaboration (Dingsøyr & Dybå, 2012). For both researchers, there is a need to check, expand and update theories from other scientific areas. With the current state of researches on software teams, "we cannot say whether we need our own models for team effectiveness in software area, but we need to improve our understanding of the main features of software development to understand what will work for the effectiveness" (Dingsøyr & Dybå, 2012, p. 29). The authors examine and compare three models - Salas (2007), Hoegl (2001) and Dickinson & McIntyre (cited in Dingsøyr & Dybå, 2012). Although the models use different terminology, there are a number of similarities in the mechanisms involved. Communication is central feature in all models, while the team orientation in two models is related to "effort" (that of Salas and Dickinson & McIntyre, defined with the answer to the question "Do team members make effort to solve the team tasks?" Dingsøyr & Dybå, 2012, p. 28)). A backup option or behavioral security can be found again with mutual support. Hoegl (Dingsøyr & Dybå, 2012, p. 28) puts more emphasis on the motivation for effectiveness by focusing on team cohesion. Motivation is part of team leadership which includes "motivation of team members" in Salas model (2007) and "creation of positive atmosphere".

The Salas model (2007) is the only one that explicitly focuses on trust and shared mental models as requirements for effective teamwork. Salas (2005; 2007) defines them as part of the coordination mechanisms for team effectiveness. The term appears in the book by Johnson-Laird (1983). Essentially, shared mental models (SMM) represent the way knowledge is put in order or is organized into models that are stored in the memory (Johnson-Laird, 1983; Rouse & Morris, 1986). Thinking patterns allow people to develop a sense of their world by building work schemes. In turn, the schemes make it easier for team members to access the information needed to make forecasts, to understand work problems, and to undertake an action (Johnson-Laird, 1983). At the team level, shared mental models represent the overlap or similarity between the members' thoughts about the different aspects of their team and task. The definition of mental models according to Salas is: "a structure of knowledge that organizes the interrelationship between the team task and how the team members will interact" (Moe & Dingsøyr, 2008, p. 14). The behavioral markers of the SMM consist in "presenting and predicting one's needs" (Moe & Dingsøyr, 2008, p. 14), as well as "identifying changes in the team, in the tasks or in other members and implicitly tailoring strategies as needed" (Moe & Dingsøyr, 2008, p. 14). The study of SMM starts from individual cognitive schemes and comes to summarize individual models at team level (Kang et al., 2006). The mental model is an information processing mechanism that supports the description,

explanation and prediction of our environment (Mathieu et al., 2000). Cognitive mechanisms that help understand our environment include "categories", "cognitive maps", "schemes" (Kang et al., 2006, p. 1686).

There are other researches that also pay attention on shared mental models when studying team effectiveness. The Kozlowski and Bell (2013) analysis refers to "team mental models", too. They are presented as shared, organized understanding and mental representation of the knowledge of key elements of the team's working environment among each of the team members (Klimoski & Mohammed, 1994). There are four content areas or categories that underpin the team's shared mental models (Cannon-Bowers, Salas & Converse, 1993): (1) tools model - this means that every person in the team is aware of the knowledge, skills and work tools used by the team; (2) task model - procedures, general instructions and understanding of the work the team has to perform, including its objectives or requirements for work and the problems faced by the team; (3) team members model - sharing roles and responsibilities, way of interaction, awareness of the characteristics of team members, including a clear idea of what the individual team members know and believe, their skills, preferences and habits; and (4) teamwork model - what team members know or believe to be appropriate or effective as processes. The first two categories relate to the task and help to share task-specific knowledge among team members, while the third and fourth categories relate to the team and the distribution of expertise within the team. The four categories of SMM can be summarized in two types - related to the task and related to the team.

The Interest to the can also be noticed when researching software teams that work with Scrum technology (Moe & Dingsøyr, 2008). DeChurch and Mesmer-Magnus (2010) provide evidence of a significant positive link between team SMM and team performance, indicating that this also affects overall team effectiveness. When related to software teams, the application of shared mental models can be traced in developing a new product in the following way - typically teams focus on setting high goals, the product development manager must provide a clear vision to help the process. Each unit involved in the development participates in the planning of the entire process, which takes place as a joint meeting. What needs to be developed is described in product backlogs and sprint or iteration (the process usually depends on company standards). In this way knowledge is shared amongst the team members and a structure of knowledge is provided that organizes the relationship between the individual tasks and the team goal - in this case the development of a new software product or service.

Based on a study on the relationship between team effectiveness and shared mental models (Kang et al., 2006), which reveals that the effectiveness of software teams is more influenced by the cognitive similarities of team members than by other factors (including the demographic ones), this paper also applies and examines how shared mental models are associated with effectiveness in the IT sector in Bulgaria. Shared mental models exist at team level when individual

mental models are shared by team members. In the present study, thinking patterns are understood as a structure of knowledge that involves active task processing or a knowledge structure that is shared by team members when performing team tasks.

On the basis of the literature review, we can say that among the factors that contribute to team effectiveness and through which it can be defined - including in IT companies, stand out the team performance, the clear objectives, the well-defined and understood tasks, the communication and conflict management, organizational context, shared mental models (including sharing knowledge and information, common information sources, common understanding). It is important to have a good distribution and understanding of the team roles, the relationship between the team members and the commitment to the team. In this regard, the following factors are combined in a model (figure 1 represents the idea of the model) and are used to construct a questionnaire for team effectiveness:

- Team performance (including objectives, tasks, result, communication, process),
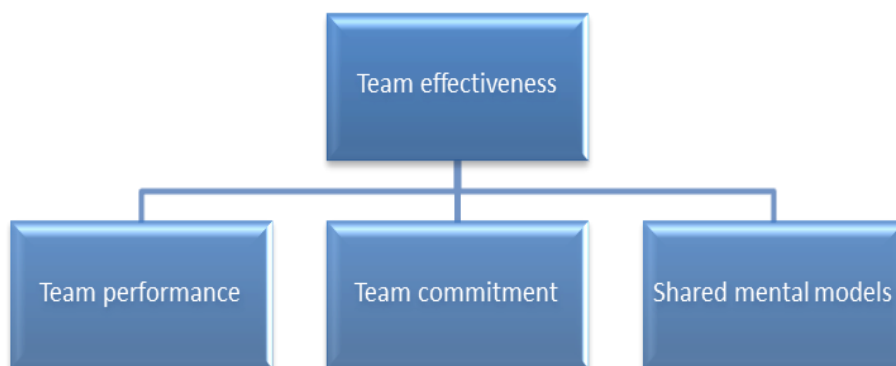- Team commitment and
- Shared mental models.

Figure 1: Team effectiveness model

Source: Author`s analysis

By testing it in a real environment among survey participants, it can be checked whether and to what extent the proposed factors and their distribution meet the criteria of reliability and validity.

METHOD

Based on the literature review and analysis, a quantitative research method is applied to test the model proposed. A scale for Team effectiveness is crated based on the review of different methodologies and based on consultations with specialists in software companies in order to provide items that reflect the work in software teams. Team effectiveness is measured by a questionnaire created for the purposes of the study by the authors of this article. It contains 3 factors and a total of 28 items rated with a 5-degree Likert scale (1=Totally disagree, 5=Totally agree). The preliminary designed subscales in the Team effectiveness questionnaire are as follows:

- Team Performance - at the beginning of our survey and according to the preliminary design of the questionnaire, we have a "Team Performance" scale, which is subject to further examination and analysis in the study with the entire sample. As originally set, the scale contains a total of 15 statements with a 5-degree Liker-type response scale. The team performance scale is based on the literature review (Hall, 1982, Hackman, 1987, Henderson & Lee, 1992, Schein, 1997, Cohen & Bailey, 1997, Kang and colleagues 2006) The content of the items and its wording are composed based on consultations with five experts at different positions (including management) from IT companies to reflect the specifics of work in the software development teams.

- Team commitment - contains three items. The subscale is adapted from Kang and colleagues (2006) and they adapt it from Bishop and Scott (2000).

- Shared mental models – consists of 10 items and is created by Kang and colleagues (2006). It explores the impact of the cognitive characteristics of team members on the performance of their work. The questionnaire distinguishes between two types of mental models - task-oriented type and team-oriented type. In order to create the scale for shared mental models, the authors analyzed and combined the articles developed by Kraiger and Wenzel (1997), Mathieu et al. (2000), Cannon-Bowers and Salas (2001) (cited by Kang and colleagues, 2006, p. 1693). For the purpose of the current study, we conducted content analysis and terminological optimization of the items from the original scale. The optimization was consulted with software development specialists. The total number of questions in the original scale is 11. The SMM questionnaire is developed and tested by IT professionals from Kang and colleagues in 2006. Software teams are examined and the results show that the cognitive characteristics of team members have a strong impact on team performance. The questionnaire shows good psychometric characteristics with Cronbach's alpha 0.908. When

translating into Bulgarian and after consulting five specialists from different positions in the IT sector in Bulgaria, it was decided to exclude one of the items as it causes confusion. In this way, the SMM scale in the current study consists of 10 items.

Table 1 indicates that the data obtained is fully adequate for the application of factor analysis, and the Kaiser-Meyer-Olkin coefficient (0.803) is quite high (Meyer et al., 1977; Muthén & Kaplan, 1985).

The psychometric characteristics of the Team Effectiveness Questionnaire in the current study are tested by factor and item analysis. Exploratory and confirmatory factor analysis with Varimax rotation is used. Based on the exploratory factor analysis, six factors are identified. From the confirmatory factor analysis, two, three and four factors can be distinguished. After content analysis of each item in the scale, it is decided to apply the fours factor distribution (Table 2). The overall dispersion is 53.18%.

Table 1: Measure of sampling adequacy (KMO statistic)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,803
Bartlett's Test of Sphericity	Approx. Chi-Square	757,906
	Df	6
	Sig.	0,000

Source: Authors' analysis of the data in SPSS

Table 2: Factor analysis of the Team Effectiveness Questionnaire

Item number	Subscale			
	Shared mental models **% of Variance: 35**	**Team results** **% of Variance: 8,3**	**Team processes** **% of Variance: 5,4**	**Team commitment** **% of Variance: 4,5**
41	,710			
40	,701			
38	,683		,354	
44	,675			
39	,660		,433	
43	,634			,379
37	,631			
42	,620			,417
45	,584			
46	,538			
28		-,783		
27		-,751		
19		-,649		
21		,581		
22		,534		,307
20		,513		
29		,501	,462	
18		,467	,372	
31	,334	,363		,362
25			,716	
24			,680	,310
30			,658	
26			,474	,465
17		,440	,452	
23	,305		,444	
34			,395	,707
33			,399	,631
32				,616

Source: Authors' analysis of the data in SPSS

The first factor contains 10 items and explains 35% of the variation. It is related with "Shared Mental Models" (SMM), which confirms the proposed items and scale structure by Kang and colleagues (2006).

The second factor contains 9 questions with 8.3% variance explained. The content of the items is related to overall team work and team results. This factor can be titled "Team Results and Work". "Team Results" measures the achievement of team goals and tasks, compliance with organizational standards

when performing tasks, clear task definition, problems with finding resources and project scope.

The third factor contains 6 questions, explaining 5.4% of variations. Items measure aspects as the way the team members interact, how the sub-targets communicated, the task distribution, the processes, the workload and coping with individual tasks. The factor can be titled "Team processes and interaction" or shortly "Team processes".

The fourth factor is directly related to the commitment to the team and contains the items suggested by Kang and colleagues (2006). There are 3 questions in the scale and the variance explained equals 4.5%. The name of the factor is "Team commitment".

The factors "Team Results" and "Team Processes" can be combined into one variable that reflects team performance as a whole, measuring team processes, goals, tasks, communication, and results. The combined factor is called "Team Performance" and contains 15 items. The reliability of the factors has high values, for the 28 items Cronbach's alpha is 0,928. When measured factor by factor, the reliability is also very good (table 3).

Table 3: Reliability of the subscales from the Team Effectiveness Questionnaire

Subscale	Number of items	Cronbach's alpha
Shared mental models	10	0,88
Team results	9	0,85
Team processes	6	0,82
Team commitment	3	0,74

Source: Authors' analysis of the data in SPSS

For the "Team performance" scale (15 items – 9 items from "Team results" subscale and 6 items from "Team processes" subscale) Cronbach's alpha equals to 0,89 and is also with high values which confirms once again the reliability of the scale.

The correlations between the subscales are positive and significant (table 4). The high internal consistency combined with the factor distribution of the subscales of the Team Effectiveness Questionnaire, indicate that the model measures correctly the individual differences in the scores for the effectiveness of the teams.

Table 4: Correlation between the subscales of the Team Effectiveness

Questionnaire

Subscale	Team results	Team processes	Team commitment	Shared mental models
Team results	1	,685**	,528**	,528**
Team processes		1	,605**	,576**
Team commitment			1	,469**
Shared mental models				1

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

Source: Authors' analysis of the data in SPSS

In summary, the factor analysis that is applied for the purposes of the questionnaire is adequate as it has both high correlation coefficients and good measures of sampling adequacy (Kaiser-Meyer-Olkin is > .5 and Bartlett's test of sphericity is significant).

SAMPLE

The study is conducted in software development companies operating in Bulgaria, either Bulgarian or international by origin. A strict requirement is that they provide software products or services. The study is conducted in 2017 and the final sample consists of 494 participants from 35 software companies.

PROFILE OF THE TEAM EFFECTIVENESS IN SOFTWARE COMPANIES

In order to identify the profile from the team effectiveness model in software companies in Bulgaria, a descriptive analysis via SPSS, version 22 for the whole sample is applied. The valid number of participants is N=475 from the overall sample of 494 people.
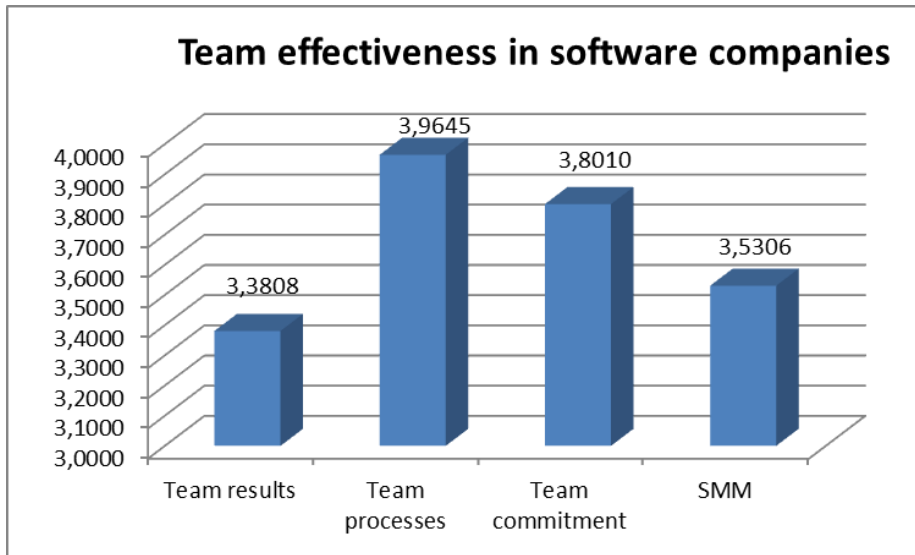
Figure 2: Profile of the team effectiveness in software companies in Bulgaria
Source: Authors' analysis in SPSS

Based on the four subscales from the questionnaire and the descriptive analysis of the model for team effectiveness we can say that the "Team processes" subscale has the highest results ($X = 3,96$), followed by the "Team commitment" ($X = 3,80$) , "Shared mental models" ($X = 3.53$) and "Team results" ($X = 3.38$). The mean values are shown in Figure 2.

It is easy to notice the higher values for "Team processes" and "Team commitment". This means that for the team effectiveness in software companies it is important to have cooperation at work, to discuss issues and to coordinate decisions amongst team members. Good interaction is crucial for projects implementation with creative solutions, when giving complex assignments or simple ones, but with impact on the overall team work. Furthermore, setting of specific tasks, understanding them by each member of the team is also important to team effectiveness. It is interesting to note that the participants generally consider themselves able to cope with challenges and maybe this belief makes them actually cope with them. Given these results, companies can develop various programs for team-building, improvement of communication, open discussion sessions and team decision making sessions.

Team commitment is ranked at a second place as important factor for team effectiveness ($X = 3,80$) for the participants in the study. As a possible explanation, we can assume that a person's desire to continue working with his/her team on different projects, as well as the pride of belonging to a team, seriously affects the overall functioning of the team.

In the software development area it is important to have similar criteria for solving problems related to technologies, tasks and the interrelationship between

them. In support of this understanding, we have the third result for the shared mental models in our sample (X = 3.53). A number of authors focus on shared mental models as a significant factor for team effectiveness, including Klimoski & Mohammed (1994), Kozlowski and Bell (2013), but they also seem to be valuable in the software sphere. In fact, our results are in tune with what has been achieved by other authors researching software companies and demonstrating that shared mental models are a significant factor for team effectiveness. Shared mental models are included in the research on Scrum technology software teams conducted by Moe and Dingsøyr (2008). And in the present study, we can confirm that for the software teams to work well it is important how team members estimate team gaps and mistakes, whether they have similar assessment standards for their tasks. It seems that in order for the teams to work well, a close understanding is needed in two directions - on the one hand on the task and on the other - on the people.

The least scores from the four subscales are for the "Team results". The achievement of tasks and the completion of projects have least impact on the overall team effectiveness in software companies. It seems that the participants do not have a smooth task distribution among the team members who should do what and what they are responsible for. This is surprising score for the subscale because project delivery and results are important for software companies. The availability of accurate and timely information also reflects the results and is likely to be in deficit. Unexpected changes in project scope, changes in team and tasks hamper work and goals achievement. The lower scores of the team processes are in contrast with other authors' findings, such as Doolen, (2001; 2003). In the studies of Doolen, team processes are of particular importance for technology organizations where the interaction between the production and the engineering resources of software developers must be maintained to ensure the production of innovative products that are competitive on the market. However, in the present study, there is a lack of organizational standards for quality assurance standards and project results. Possible explanation is that either the companies themselves have not developed such standards, or the employees are unaware of them, or simply there are no such standards at all because of their technological novelty and /or specificity. In any case, the results from the direct team work are the weakest factor for team effectiveness compared to the other three factors. To verify which factor for team effectiveness has bigger effect on "Team results" a stepwise regression analysis is used. Results show that "Team processes" explains 46% of variations in the variable "Team results", but the overall influence of the three factors combined (Team processes, Team commitment and SMM) explain 50% of the variations in the "Team results" (table 5). The largest and most significant effect was observed in the "Team processes" on the "Team results" ($\beta = 0.685$), followed by "Team commitment" and SMM with equal beta results ($\beta = 0.528$) (table 6). Briefly, the results from the regression analysis indicate that to have outcomes from teamwork team communication and interaction are crucial.

Table 5: Model summary of the regression analysis of the three subscales Team Process, SMM, Team Commitment combined on "Team processes"

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,681[a]	,463	,462	4,32362
2	,700[b]	,490	,488	4,21841
3	,710[c]	,503	,500	4,16730

a. Predictors: (Constant), Team Process.
b. Predictors: (Constant), Team Process, SMM.
c. Predictors: (Constant), Team Process, SMM, Team Commitment

Source: Authors' analysis in SPSS

Table 6: Influence of the three subscales Team Process, SMM, Team Commitment on "Team processes"

Independent variable	Beta	P	R^2	R^2
Team results				
Team processes	0,685	0,000	0,468	
Team commitment	0,528	0,000	0,278	0,500
Shared mental models	0,528	0,000	0,277	

Source: Authors' analysis in SPSS

The results from the descriptive and the regression analysis show that it is important for team leaders to set up adequate tasks, clear objectives, and offer performance criteria. They also need to support team communication. Rules and harsh procedures would not encourage team effectiveness, team results and processes, or team commitment or teamwork coordination mechanisms (via the Shared mental models). In order to increase team performance, it is advisable to encourage the sharing of task-specific knowledge among team members and to have a good distribution of expertise – type of knowledge and level of knowledge among the individual team members. A similar way of thinking in the software companies is to be created by getting to know each other and by interaction between team members. Different programs for introducing of new peers into the team, for mentoring, for informal meetings in the software companies' teams enable the similarities and the interaction.

CONCLUSION

In summary, we can outline that amongst the factors that can improve teamwork and team effectiveness are the processes - clear and organized, not too heavy and administrative, yet available. Systematical order and traceability of the processes are valuable for the software companies in order to ensure better execution of clients' orders. Cohesion and trust are also important for team effectiveness. The combination of good relationship and structured processes has the power to increase team results and improve effectiveness. Of course, to further test and better understand the model proposed in this study, more empirical data is needed from more companies in software field and not only. Further investigations can be done by applying the Team Effectiveness Questionnaire in other industries and companies. Team managers, human resources managers, team members as well as researchers can benefit from the findings from the current empirical study to upgrade team processes and to improve teamwork. It is appropriate to use the results when designing and conducting trainings and team development programs, both in software companies and in other types of companies.

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EXPLORING TURKISH HAPPINESS THEMES ON SOCIAL MEDIA

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ABSTRACT

This research analyses the common experiences of individuals to explore the themes of Turkish happiness on social media while adapting to cultural language variations. In order to cluster happiness we ask participants their happy and unhappy feelings in the last three months. We collect data with daily studies with a total of 85 participants from social media.

Using a qualitative approach, we evaluated the open-ended explanations of 85 individual participants. As a result we present a thematic map of both happiness and unhappiness. In addition to describing the characteristics of two different clusters that define happiness and unhappiness, we have discovered that these two different clusters' sub-themes are expressed in the same groups. In further research, to investigate the relations between these themes, we will obtain interviews with participants. We also will examine the mathematical results of expressions using natural language processing and then text mining. Word vectors and relations between documents will be extracted.

The study is a part of a socio-technical mining research, which will measure online happiness from unstructured to minimize the time and the power of the software designers and the users. In further research we aim to develop a set of normative emotional ratings for the Turkish language to standardize materials for researchers. We will present the distributions of psychological valences, which will show us the happy words. Therefore, the happiness of large masses of data can be measured at real-time for various purposes.

Key words: Happiness, Analyzing social media, Emotional mining

JEL Classification: C80, C89, C83, I39

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INTRODUCTION

Daily traffic of social media platforms is enough to understand the power of them. In addition, we should care about emotions on social media. In order to drive desired behaviors of the crowd, it is important to understand, measure and manage emotions on social media. For instance, in marketing the research shows that customers rely on emotions, rather than information, to make brand decisions (Murray, 2013). Buying behaviours are being influenced by emotional responses on social media.

Ekman (1993) proposed that there are six basic universal emotions: anger, fear, disgust, sadness, surprise and enjoyment. Ortony, Clore and Collins (1988) presented that there are more than six emotions. Russell (1980) among others argued that emotion was best characterized in terms of a small number of latent dimensions, rather than in terms of a small number of discrete emotion categories. He proposed that each of the basic emotions was a bipolar entity as part of the same emotional continuum. The proposed polars are arousal (relaxed vs. aroused) and valence (pleasant vs. unpleasant). Arousal is a feeling state that ranges from sleepiness or boredom to frantic excitement. Valence ranges from unpleasant feelings to pleasant feelings of happiness (Gunes et all, 2008). A consequence of this is that identifying valence and arousal linked to a particular word is likely to be far easier and more reliable than other types of emotion detection (Dhawan et all, 2014).

There are many different interpretations of subjective wellbeing or happiness in the literature. As used in behavioral economics and positive psychology, subjective well-being has two components: (1) emotional experience and (2) life satisfaction (Diner et all, 2009).

In recent years, many researchers investigated emotions in a qualitative inductive approach in different fields. Henricksen and Stephens (2010) aimed to address gaps in the literature and contribute to positive psychology and gerontology fields with a qualitative investigation to identify the happiness enhancing activities that older adults engage in. Baranowska-Rataj et all (2014) used qualitative and quantitative research methods and contribute to the literature on how having children affects the lives of single,non-cohabiting women. Beng et all (2015) used thematic analysis method with qualitative data from participants to explore the experiences of well-being in Malaysia. Erfani et all (2016) aimed to explore and examine how and in what ways the use of social network sites could improve health outcomes, specifically better psychological well-being, for cancer-affected people. Qualitative semi-structured interviews were conducted with participants. They analysed data with thematic analysis. Demirci and Ekşi (2018) used grounded theory from the qualitative research designs in the first study of the research for investigating what the concepts of peace and happiness mean among people, how it is experienced, and what are their

sources. Uyar et all (2018) discovered a better understanding of the brand unhappiness concept by examining the online social media feedback of customers. They used thematic approach.

To measure Turkish happiness on social networks, it is necessary to use a complementary methodology which is fast, transparent, based on online expressions, non-responsive, adaptable, crowd-sourced and measurable against people's self- assessment. It should be able to be integrated into things. In order to develop a set of normative emotional ratings for the Turkish language, in further research we will present the distributions of psychological valences, which will show us the happy words. The happiness index will be designed for Turkish because of the differences in the meaning of happiness due to cultural variations; if not, the translated dictionary's valence values are not adequate to measure Turkish happiness correctly (Kahya-Ozyrmidokuz et all, 2017). As most of the existing measures were developed based on researchers' understandings of the happiness, the aim of the research is to explore the main dimensions associated with online Turkish happiness, to understand the variables, fundamental drivers and consequences of happiness.

In line with previous research (Kahya-Ozyrmidokuz et all, 2017), we aim to investigate lay definitions of the concept of measuring online Turkish happiness. Through an online communication with participants, we asked participants their experiences. Using thematic analysis, we explored the themes of happiness as a first step in filling the gaps in this area of our research.

DATA COLLECTION AND METHODOLOGY

We gathered information from a total of 85 participants, completed the online two open ended question. Participants had to be older than the minimum consent age of 18. All participants were from Turkey. The survey was conducted between January and April 2018. No personal information was collected that could identify the participants and no Internet Protocol (IP) addresses were recorded. Participants were independently attended the survey in order to take a step to the Wisdom of Crowd's (Surowiecki, 2005) principle.

Happiness researchers have been divided into different "camps," some of whom examine happiness in the moment, "emotional happiness" or "experienced wellbeing," and others who look at more general evaluations including larger time frames, "judgmental happiness" or "life satisfaction" (Gilbert, 2006). We try to understand the emotional feelings of participants by asking people their near future experiences what they lived with it as a part of their life. By exploring the view of their valence feelings we can understand how people construct their realities and the meaning they assign to the experiences. We asked open-ended questions throughout an online survey (e.g., What makes you happy?, Can you describe the most happiest thing

happened in last 3 months in your life?) to cluster participants' happy and unhappy feelings in the last three months. The emotional experiences of participants were analysed in the study. The open-ended answers were read in detail and analysed with QSR (2018) Nvivo12 software to analyse data. The answers were labelled with an id number.

An exploratory qualitative method using thematic analysis was adopted throughout the research process. The data was analysed employing a six-stage process depending on the used Braun and Clarke's (2006) inductive thematic approach separately by the two authors separately. An author combined initial codes to form initial themes, and then developed a thematic map.

RESULTS

Two members of the research team independently examined responses to these questions to determine themes to ensure trustworthiness. Firstly, they read the answers and became familiar to answers. Then, the researchers detected problematic responses (e.g., jokes). The participants were excluded to increase the validity of the study. Two participants' answers are deleted from database. In the early stage of the analysis, they coded feelings into two groups at the first level: positive side factors that affect happiness and the negative side factors that affect happiness. The positive alignment of the participants happens when participants feel happy. The negative alignments of participants happen when participants feel unhappy subjectively. Following categories are found for positive side factors; "spending time with family and friends", "a positive event happened in family", "achieving a goal, money-related issues", "having someone's interest", "the basic needs met for pleasure", "having special time with partner", "positive situations which occurs", "situations related with newness". For negative side factors, the categories are given below; "about health", "about death", "negative agenda", "failure", "negative variations", "social relations", and "about pleasure". Table 1 and Table 2 presents some evidences, sub-themes and themes of the happy and unhappy feelings.

In conclusion, the two researchers achieved very similar results. Thematic maps for happiness and unhappiness are extracted. When the final thematic maps were examined, it appeared that only one theme was differently identified. Based on the discussion within the research team, the potential themes and the subthemes were revised critically. The final thematic map was discussed between the authors while checking relations and contents until consensus was reached. Picture 1 illustrates the final thematic map. According to Picture 1, 6 main themes were identified. These themes are described in Table 1.

Table 1. Thematic map with description of codes for positive side factors

Main Themes	Sub-Themes	Description	Examples
About socializing	spending time with family and friends	about emotions about being with family and friends.	"To be together with my brothers"
	a positive event happened in family	related to the feelings that family members have in favor of positive situations.	"I learn that my brother will have a baby"
	having someone's interest	about intimacy and interest from people.	"My son celebrated my birthday"
	having special time with partner	about having someone special in him/her lives.	"To see him when I open my eyes in the morning"
Achieving a goal	achieving a goal	related to success, rewarding and dreams come true	"To win that master degree which is my goal"
	money-related issues	related to material possibilities	"Unlimited series of internet connections and bundles that come free with home movies and documentary channels"
About pleasure	the basic needs met for pleasure	related do somethings for enjoy like drink coffee or sleep	"Sometimes even a coffee can make people happy:)"
Positive agenda	positive situations which occurs	related to the feelings that he/she have in favor of positive situations.	"I've done my financial troubles, I'm engaged, I'm preparing for marriage"
Changes	situations related with newness	related to new beginnings, such as moving into a new home and new friendships.	"I moved to my new home, my dreams came true."

Source: Authors

Table 2. Thematic Map with Description of Codes for Negative Side Factors

Themes	Sub-themes	Description	Examples
Health	about health	Related to the health problems of him/her, a family member or a relative.	"Learning my friend's daughter is leukemia."
Negatif changes	about death	About death of someone near	"Death of a close friend"
	negative agenda	About the political agenda, wars and the death of innocent people.	"3-year-old child is raped and killed"
Pleasure	about pleasure	About the negativities experiences in the pleasures	"the gift which he bought for me"
negative variations	Negative situations which occurs	About the negativity in situations	"the weather is very bad"
Socialize	social relations	Problems in social relations that arise at work, in family or at other social relationships	"my closest friend is not talking with me and I do not know the reason"
Achieving a goal	failure	Related to not being successful in business and private life, not reaching goals or desires.	"I can not get the exam results which I want"

Source: Authors

Table 3. Themes of the thematic model

Themes	Description
Socialize	The codes grouped under socialize main theme represent meanings of having positive/negative valence feelings when he/she is socialized. This theme is related to feelings about being in a community.
Positive/negative situations	This theme refers to an individual's positive/negative valence feelings when he/she comes face to face situation.
Changes	This theme refers to an individual's positive/negative new situation
Success	This theme refers to feeling to be or not to be successful, or about reaching a goal or failure at something
Pleasure	About positive or negative experiences in the pleasures
Health	This theme is related to the health problems. Feeling unhappiness comes with health problems. However, regaining the health makes people happy.

Source: Authors
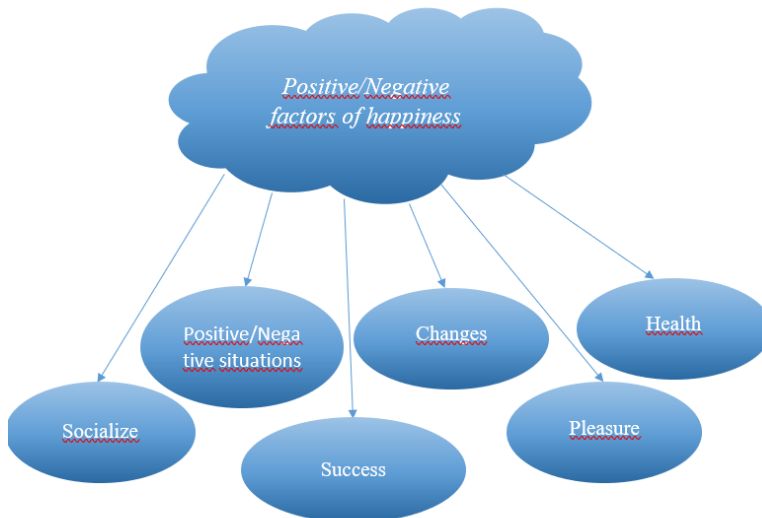
Figure 1. Final Thematic Map

Source: Authors

CONCLUSIONS

The study investigates the common subjective experiences of individuals to understand the clusters of Turkish happiness on social media while adapting the themes to cultural language variations. This qualitative study allows us to gather the knowledge for the infrastructure of a socio-technical mining research which will measure online happiness from unstructured data to minimize the time and the power of the software designers and the users. We found the themes, sub-themes, codes of the valence based feelings. In further research we aim to develop a set of normative emotional ratings for the Turkish language to standardize materials for researchers. We will present the distributions of psychological valences, which will show us the happy words. Therefore, the happiness of large masses of data can be measured at real-time for various purposes.

For this, firstly we will obtain interviews with participants to validate these themes. We also will examine the mathematical results of expressions using natural language processing and then text mining. We will investigate the themes and relations between these themes with a more detailed research. We will incorporate participants and we will enlarge the data collection with real time online interviews within these themes.

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