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## **Effect of a Group Leader Training Program on the Group Counseling Skills of Psychological Counselor Candidates**

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### **Abstract**

It is important to encourage psychological counselor candidates to do practice, as well as provide the theoretical basis for the counseling in a group within the psychological counseling education. Otherwise, they may be reluctant to manage a psychological counseling group. The aim of this study was to examine the effect of a training program on the group counseling skills of counselor candidates. The experimental group of the research consisted of 37 group leader candidates (18 males and 19 females). Quantitative data were obtained using the Skilled Group Counseling Scale. Qualitative data were obtained from evaluation reports of the candidates at the end of the training and analyzed using the content analysis method. Quantitative findings of the research showed that, at the end of the training, all of the total and subscales scores of the Group Counseling Skills Scale of the candidates significantly meaningfully increased. Qualitative findings were grouped under 3 themes, as achievements (group counseling skills, group leader self-efficacy, and professional awareness), boosters, and difficulties.

**Keywords:** Group Counseling, Group Leader, Psychological Counselor Candidates, Psychological Counselor Training

### **1. Introduction**

The most important aims of psychological counselor training are to make psychological counselor candidates gain basic skills in the practices of group counseling and counseling of an individual by forming a theoretical basis. Even though it is essential to use similar skills to manage the processes of these practices, the process of managing group counseling additionally makes it necessary to acquire different skills. To be able to gain these skills, first, the group leader candidates must be carefully educated about the group dynamics, only then will they be able to put the theoretical knowledge into practice in a group environment (Smaby et al., 1999; Corey, 2000).

The group dynamics consist of a sense of belonging to the group, the group members and leader, and readiness, the norms of the group, feedback, the therapeutic relationship, and interpersonal tensions and expectations. A group leader who affects and is affected by the group dynamics in all of the steps of the psychological counseling process is the most important therapeutic strength (Pamukçu & Kağnıcı, 2017a). Due to this therapeutic strength, the group members can realize the

change they desire (Voltan-Acar, 1991). How effectively the leader can use this power is directly related to his/her personal characteristics, as well as his/her competence in managing a psychological counseling group (Gladding, 1994; Corey, 2000). In other words, the more competent the group leader is in managing the group, the more successful the counseling group will be. In a well-functioning group, members feel that they are accepted by the group, can see what they want more clearly, develop a sense of belonging, and most importantly, they feel safe in the group environment. If these conditions are not met, group members may have tendencies such as hostility, introversion, and indifference. The group leader should be able to monitor these possible situations well and make the necessary interventions if they arise (Ahmad et al., 2017). Therefore, leaders should have the ability to respond in a timely and effective manner, as well as the knowledge of how groups should function best. In order to reach the mentioned level of competence and acquire the skills mentioned above, the preparation process to become a group leader requires effective group leadership training (Corey, 2000). Various principles and standards have been determined by the Association for Specialist in Group Work (ASGW, 2000), American Group Psychotherapy Association (AGPA, 2007), and Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) in group leadership education in the USA (Demir & Koydemir, 2016). According to these standards, group leader candidates should be qualified in 3 basic areas: knowledge, skills, and practice (Aladağ et al., 2011). Based on these standards, various group leader training programs have emerged.

Experiential group leadership training models enable group leader candidates to gain experience in group processes and skills while working on their own personal topics through group life. In this way, the leader candidates see how the group process is perceived through the eyes of the group members (Pamukçu & Kağnıcı, 2017b). In addition, they can observe how the group leader uses group counseling skills. It is necessary to be involved in group life in order to develop effective group leadership skills (Furr & Barret, 2000; Fall & Levitov, 2002; Yalom, 2002).

Skill-based group counseling training programs cover the 18 basic and advanced skills that must be acquired during the discovery, insight, and action stages in the group process, and places more emphasis on the acquisition of these skills (Smaby et al. 1999; Corey, 2000; Masson et al., 2014). In the discovery phase, the skills include making eye contact, body language, verbal follow-up, asking questions, reflecting content, and summarizing. In the insight phase, there are skills such as emotion reflection, self-disclosure, demanding concrete and specific expressions, being instant, identifying and confronting the general condition, and behavior and emotions of the individual. Finally, the skills that are aimed to be gained by the group leader candidates during the action phase include decision making, selection, conclusions, agreement on action, setting deadlines for performing actions, and reviewing goals and actions to determine the outcome (Smaby et al., 1999; Pamukçu & Kağnıcı, 2017a). During the training process, these skills are taught theoretically in the classroom environment and then the theoretical knowledge acquired through small group experiences is applied. Candidates who are leaders during applications receive supervision. Some group leader trainings extend the scope of the training by adding skills, as well as joining the process as a group member and managing their group as a leader or co-leader under supervision (Stockton & Toth, 1996; ASGW, 2000; Furr & Barret, 2000; CACREP, 2009; Pamukçu & Kağnıcı, 2017a).

In Turkey, a group counseling course is sustained for only one semester at the undergraduate level and it is generally theoretical. The course covers topics such as group theory and dynamics, types of group leadership, ethical standards, and psychological counseling approaches with different types of groups (Voltan-Acar, 1991). Although psychological counseling practices with individuals have been initiated from the undergraduate level, group counseling practices are performed predominantly in the postgraduate period, and in different ways at each university (Büyükgöze-Kavas, 2011; Demir & Koydemir, 2016). As a result, those who do not attain a master's degree will graduate without gaining psychological counseling skills within a group.

Thus, it is not clear how the theoretically acquired knowledge can be transformed into skills as a group leader or whether the necessary skills have been acquired (Voltan-Acar, 1991). Therefore, many psychological counselors do not give the necessary value to the psychological group counseling process or hesitate to manage the counseling group (Yalom, 2002; Pamuk & Yıldırım, 2016). However, many studies have shown that group therapy/group counseling is as effective as individual counseling (Corey, 2000; Yalom, 2002; Burlingame et al., 2003). At the same time, group counseling is a powerful method that allows the group leader to reach more individuals in a shorter time and allows individuals to realize that others experience problems similar to their own. Consequently, there is a need to develop or adapt effective training programs that will enable undergraduate level psychological counselor candidates to gain group leader qualifications and skills (Pamukçu & Kağnıcı, 2017a; Pamukçu & Kağnıcı, 2017b).

The aim of this study was to examine the effect of a group leader training program on the psychological counseling skills of a group leader training program, which included theoretical information at the undergraduate level, rehearsing, involvement in the group psychological counseling process as a group member, and managing a psychological counseling group under supervision.

## **2. Method**

### **2.1. Research Model**

This research was a mixed-pattern study (Fully mixed concurrent equal status design) , in which semi-experimental and quantitative and qualitative methods were conducted equally together, and the effect of a group leader training program on the psychological counseling skills of Guidance and Psychological Counseling undergraduate students was examined. The main purpose in using this pattern was to learn more about the various aspects of the phenomenon under investigation and provide a more holistic perspective (Johnson & Onwuegbuzie, 2004). A single group of pretest-posttest patterns was used for the quantitative section. In this pattern, the measurements of the subjects related to the dependent variable were obtained using the same working group and the same measurement tool as the pre-test and post-test before and after application (Büyüköztürk et al., 2016). Qualitative data were obtained from the assessment reports the students wrote at the end of the semester for the group psychological counseling training course. These data were analyzed using the content analysis method. In order to ensure internal validity, it has been paid attention that the candidates who will participate in the group leader training are selected from the students who are willing to lead a group and do not worry about course grade.

### **2.2. The Sample Group**

The study group of the research consisted of 37 undergraduate students (18 males 19 females) who took the group psychological counseling optional course in the 4th year of the Guidance and Psychological Counseling Department of a public university.

### **2.3. Data Collection Tool**

#### **2.3.1. The Skilled Group Counseling Scale**

A measurement tool that demonstrates how group counseling skills are classified and how often they are used by group leader candidates was developed by Smaby et al. (1999). The scale consists of 18 skills used in the group counseling process (discovery, insight, and action). The Turkish adaptation of the scale was conducted by Pamukçu & Kağnıcı (2017). Within the scope of the reliability study, Kappa coefficients showing the consistency between the referees for the psychological counseling session section, with 4 groups evaluated by 3 referees, were obtained as 0.74, 0.72, and 0.72, respectively.

#### **2.3.2. Group Psychological Counseling Course Evaluation Report**



In the last session of the group psychological counseling training program, the evaluation reports were taken from the participants as a group leader candidate, where they shared their feelings and thoughts about the training process.

#### **2.4. Data Analysis**

Before starting the analysis, it was determined whether the data showed normal distribution or not. For this, the Shapiro-Wilk test was used because the size of the group was smaller than 50 (Büyüköztürk, 2016). It was determined that the data did not show normal distribution. Accordingly, in order to determine whether there was a significant difference in the pre-test and post-test scores of the participants, the Wilcoxon signed rank test, one of the nonparametric statistics, was conducted. This test also determined the direction and quantities of the difference between the scores of the 2 associated sets of measurements (Büyüköztürk, 2016). The qualitative data of the research were obtained from the evaluation reports obtained from the students after the psychological counseling training with the group.

#### **2.5. Group Leader Training Program**

Psychological counseling training for the group leader candidates lasted 14 weeks, for 3 hr each week. In the first 2 weeks, the entire course was conducted theoretically. In these theoretical courses, the nature and structure of the group, logical framework of psychological counseling groups, group types, and group psychological counseling and ethics were covered. During the 3rd and 4th weeks, for the first 1.5 hr of the lesson, the theoretical lesson was conducted (planning and establishing the group and the initial stage in psychological counseling groups), while in the remaining 1.5 hr of the lesson, role-playing activities related to the counseling process were conducted. In this study, the group leader candidates formed 2 groups. The individuals took the role of group members and group leaders in the classroom using the book "Exercises and Experiments in Psychological Counseling with the Group" written by Voltan-Acar (1991), and portrayed sample group sessions that they rehearsed before class. The non-animated group became an observer. After the role play, the group leader and group members who took the role, and the observers, shared their thoughts and feelings about the role-playing processes in the context of the theoretical issues they acquired and asked the lecturer questions about technical issues. In the 6th, 7th, and 8th weeks, the first part of the course continued theoretically (transition stage, action stage, termination stage, and leadership skills in psychological counseling groups) and in the remaining part, the internal and external group studies were continued.

This time, an interaction group was held, where the lecturer was the group leader, the inner group was a group member, and the outer group was an observer. In this process, group leader candidates had the opportunity to have the experience of being a group member. On the other hand, they had the chance to observe the creation of group rules and norms, and what skills they could use as a group leader. The last 10 min of the lessons were reserved for sharing and technical questions. While these studies were continuing within the scope of the lesson, group leader candidates began to prepare their consent forms and personal information forms, which they gave to the group members for their promotional activities (posters, brochures, information meetings, etc.). Candidates received supervision support from the lecturer during and outside of the course through channels such as face-to-face personal interviews and telephone conversations. The criteria for selection of university students who had developmental problems in the selection of group members, whose age was close to the age of the group leader candidate, and who did not have any severe psychiatric problems were taken into consideration. Within the scope of the course, candidates accepted that the process might be extended if the group needed it, even though 6 sessions were requested from the group leader candidates. The group leader candidates started to manage their own psychological counseling groups at the 9th week, under the supervision of the instructor of the course. Candidates ran the psychological counseling groups, 2 of whom comprised 1 leader and 1 co-leader. On the other hand, the candidates received group supervision during class hours, and they received individual supervision from the instructor of the course

outside of the class. While the supervision was being conducted, subjects such as coping with coercive group members, use of activities in psychological counseling groups, and theoretical approaches in group counseling were discussed in the theoretical part of the course. As the final assignment, the group leader candidates were asked to submit a file about the group they managed. Candidates were specifically instructed about the lack of identity information of the group members in the files. The scope of the file included group rules and norms, consent forms, deciphering 3 of the 6 sessions, 3 other comprehensive session reports, and termination reports. On the other hand, the supervision process continued for the group leader candidates whose psychological counseling sessions had not ended.

### 3.2. Quantitative Findings

The pre-test and post-test, mean and standard deviation scores of the total and subscale scores of the candidates attending the group leader training with the group's psychological counseling skills are given in Table 1.

**Table 1: Mean and Standard Deviations of the Pre-Test and Post-Test Scores of the Group Counseling Skills**

Items	Pre-test		Post-test	
	M	S	M	S
ATTENTION				
1. Eye Contact	19.32	4.73	22.97	3.49
2. Body Language				
3. Verbal Tracking				
QUESTIONING AND REFLECTION				
1. Asking a Question	18.48	4.50	22.72	3.16
2. Mirroring Content				
3. Summarizing				
BASIC LEVEL EMPATHY				
1. Reflection of Emotion	18.10	3.96	22.94	2.46
2. Self-Opening				
3. Requesting Concrete and Specific Expressions				
ADVANCED EMPATHY				
1. Being Instant				
2. Identifying the General Problem Status and Behavior of the Individual	17.16	3.66	20.91	3.51
3. Confrontation				
DECISION MAKING				
1. Decision Making	16.24	3.90	20.51	3.18
2. Making a Choice				
3. Results				
MAKING AGREEMENT				
1. Consensus on Actions				
2. Setting Deadlines for Taking Action	17.35	3.34	20.75	3.62
3. Reviewing Goals and Actions to Determine the Result				
PSYCHOLOGICAL COUNSELING SKILLS WITH GROUP TOTAL SCORE	106.67	130.83	18.58	14.42

**Table 2: Comparison of Pre-test and Post-test Scores of the Group Leaders of the Group Counseling Skills Candidates Wilcoxon Signed Rank Test Results**

Variables		n	Rank Average	Rank Total	Z	p
Post-test Paying Attention	Negative Rank	4	15.50	62	3.78*	0.00
Pre-test Paying Attention	Positive Rank	28	16.64	466		

	Equal	5				
Post-test Asking Question and Reflection	Negative Rank	5	13.10	65.50	3.97*	0.00
Pre-test Asking Question and Reflection	Positive Rank	29	18.26	529.50		
	Equal	3				
Post-test Basic Level Empathy	Negative Rank	1	2	2	5.14*	0.00
Pre-test Basic Level Empathy	Positive Rank	34	18.47	628		
	Equal	2				
Post-test Advanced Empathy	Negative Rank	5	7.20	36.559	4.48*	0.00
Pre-test Advanced Empathy	Positive Rank	29	19.28			
	Equal	3				
Post-test Making a Deal	Negative Rank	6	10.50	63.532	4.01*	0.00
Pre-test Making a Deal	Positive Rank	28	19			
	Equal	3				
Post-test Total	Negative Rank	3	3.83	11.50	5.13*	0.00
Pre-test Total	Positive Rank	34	20.34	691.50		
	Equal	0				

As seen in Table 2, the analysis results showed that there was a significant difference between the psychological counseling skill subdimensions and the total pre-test and post-test scores of the group leader candidates.

### 3.2. Qualitative Findings

The qualitative findings of the research were obtained through the content analysis method of the evaluation reports requested from the participants after the psychological counseling training with the group lasting 14 weeks. In the analysis process, common points obtained from the reports were found and codes were created from these common points. Based on common codes, themes were formed. In direct quotations, the information about the candidate of the group leader was shown by adding the participant number next to the O (observation). As a result of the analysis, 3 main themes were identified: Achievements (group counseling skills, group leader self-efficacy, professional awareness), Supporters, and Difficulties.

#### 3.2.1. Main Theme: Achievements (Sub-themes: Group Counseling Skills, Group Leader Self-Efficacy, Professional Awareness)

The 1st theme obtained from the evaluation reports written by the group leader candidates after 14 weeks of training was determined as Achievements. Three subthemes were formed under the main theme of achievements, comprising group counseling skills, group leader self-efficacy, and professional awareness. Reflecting at the right time within the scope of the group counseling skills (n = 5); using warm-up and group games (n = 2); using listening skills (n = 2); using self-disclosure (n = 5); using the minimum number of incentive skills (n = 3); having more frequent eye contact with group members (n = 1); establishing good relationships and bonds with group members (n = 4); and resolving conflicts within the group and the ability to solve problems (n = 2) were determined. A group leader candidate expressed the benefits of psychological counseling skills with the group as follows:

*“When the process started, some of the 1–2 session members resisted, but they started to open up in the next sessions. It was also effective for me to open up as a group leader in reducing their resistance. Although there was a conflict between the members in the group process, the other group leader and I managed this conflict well. We used the skills to get the members to open up,*

*address their problems, and reflect content using minimum incentives and self-disclosure. In general, I can say that psychological counseling was positive with the group". (O 13)*

As part of the group leader self-efficacy sub-theme, relaxation and increased self-confidence as a leader as the group fuses and builds trust (n = 18); a group leader candidate who had been determined to be bolder and use group counseling in his professional life (n = 4) shared the following on this subject:

*"I think I can use group counseling without hesitation in my professional life." (O 36)*

On the professional awareness sub-theme, more awareness of the psychological counselor identity (n = 9); realizing the importance of group counseling skills (n = 5); self-monitoring as a group leader and noticing the shortcomings (n = 2); and noticing the healing power of the group (n = 9) were determined. A group leader candidate expressed this awareness as follows:

*"I can say that this was the best experience of my undergraduate life. The sentence of "touching people's lives" that we mentioned in theoretical lessons became a reality with this experience. The group provided good energy for everyone. I've experienced everything I've learned so far in this 6-session process. And for the first time, I found answers for myself about the question of how to become a psychological counselor" (O 8)*

### **3.2.2. Main Theme: Supporters**

The 2nd theme obtained from the evaluation reports written by the group leader candidates after 14 weeks of training were determined as Supporters. Within the scope of this theme, subjects such as positive feedback (n = 4) received from the group members; supportiveness of working with the co-leader (n = 2); and contributions of being a group member (n = 2) were determined. The opinion of a group leader candidate associated with this theme is as follows:

*"We were very nervous at first. Towards the end of the process, the members warmed up and stated that they had achieved the purpose of participating in the sessions. This statement showed that the process was effective for them and that we, as leaders, could use techniques and interventions effectively, but not fully, and we were relieved gradually." (O 12)*

### **3.2.3. Main Theme: Difficulties**

The 3rd theme obtained from the evaluation reports written by the group leader candidates after 14 weeks of training was determined as Difficulties. Difficulty in forming the group under this theme (n = 5); feeling anxious, nervous, and inadequate at the initial stage (n = 23); coping with difficult group members (n = 5); difficulty in determining the time of the sessions (n = 3); difficulty in maintaining the continuity of the group (n = 2); individual psychological counseling of the group titles of being more difficult than counseling (n = 4); difficulty in finding space (n = 1); and difficulty in dealing with emotions (members and leader) (n = 2). The opinion of a group leader candidate was as follows:

*"Before I started consulting with the group, I wondered how I could talk about and reflect content? How long would they listen to me? Would they take me seriously? I was concerned, and frankly, I was very scared." (O 21)*

## **4. Discussion and Conclusion**

The quantitative findings of the study showed that the 14-week training program significantly increased the group counseling skills of the group leader candidates. Some studies have shown that candidates who were involved in the skilled group counseling training model had increased body language skills and could develop positive attitudes towards being a group leader, and

transfer their skills to the group that they lead (Smaby et al., 1999; Urbani et al., 2002; Pamukçu & Kağnıcı, 2017a). In the study of Büyükgöze-Kavas (2011), it was determined that managing a psychological counseling group under supervision increased the group leadership skills of the candidates by 44%. On the other hand, being a member of an experiential training group allowed candidates to gain awareness about their interpersonal relationships, develop a clear perspective on the world of their client, and improve their psychological counseling skills (Furr & Barret, 2000). In the research of Aladağ et al. (2011) and Pamukçu & Kağnıcı (2017b), it was stated that being in an experiential group was very beneficial for the group leader candidates in terms of seeing how the group life was experienced through the eyes of the group members. According to Yalom (2002), being a member of the life group is the most important part of group leader training. As part of the training provided within the scope of this research, inclusion of the candidates in an experimental group as a group member, and managing their own groups under supervision, may have contributed to the significant increase in the group counseling skills of the group leader candidates.

In this research, the evaluations of the group leader candidates about the education that they received were also examined and it was seen that the opinions of the candidates were gathered under 2 main themes as Achievements and Difficulties. When the achievements theme was examined, it was seen that the candidates expressed that they felt more adequate in their group counseling skills. This qualitative finding was consistent with the quantitative findings of the research stated above.

Another achievement stated by the candidates was group leader self-efficacy. Candidates who attended the training stated that they were initially anxious while managing the group, but as the group became more connected and the sharing increased over time, they felt more confident as the group leader. This was consistent with the findings of Urbani et al. (2002), Aladağ et al. (2011), Lüleci (2015), Pamukçu & Kağnıcı (2017a), and Pamukçu & Kağnıcı (2017b). Self-efficacy, as defined by Bandura, is not a personality trait but a concept associated with a particular role (Zimmerman, 2000). Professional self-efficacy is defined as the belief that a person can perform well in professional roles (Cherniss, 1993). Accordingly, counseling self-efficacy comprises the beliefs and judgments of the individual about their ability to provide effective counseling assistance to clients in the near future (Larson et al., 1992). It has been determined that conducting psychological counseling under supervision and participating experiential experiences increases the self-efficacy of psychological counselor candidates (Cashwell & Dooley, 2001). Psychological counselor training should aim to improve the self-efficacy of the candidates in counseling with the individual, as well as self-efficacy within group counseling (Springer, 2016).

The psychological counselor candidates who attended the training stated that at the end of the process, they realized their psychological counseling identities, the importance of group counseling skills, their strengths and weaknesses in using these skills, as well as the healing power of the group process. These statements were collected under the theme of professional awareness. In the study of Pamukçu & Kağnıcı (2017a), the candidates stated that they developed positive attitudes, such as believing in the effectiveness of the group counseling process and willingness to be the group leader, at the end of the training that they attended. When the process of group counseling is explained only theoretically, students may not be able to adequately grasp the effectiveness of the group experience. In this study, the experiences of the candidates as a psychological counseling member and group leader may have contributed to their understanding of the power and importance of group counseling, and helped them to realize the place and importance of this experience in the guidance and psychological counseling profession.

Group leader candidates stated that they faced some difficulties in the training process. The most expressed challenge was the intense anxiety of the candidates regarding group management as a



leader at the beginning of the group process. Similar concerns have been reported in the studies of Aladağ et al. (2011), Büyükgöze-Kavas (2011), and Pamukçu & Kağnıcı (2017a). It is a common and developmental situation that group leader candidates experience anxiety about managing a group under supervision. This anxiety should be perceived as part of the process of learning and development (Christensen & Kline, 2001). The supportive and encouraging approach of the supervisor has been shown to be effective in reducing these anxieties over time (Christensen & Kline, 2001; Aladağ et al., 2011; Büyükgöze-Kavas, 2011; Pamukçu & Kağnıcı, 2017b). Similarly, in this study, the candidates stated that their anxiety at the beginning of the process decreased over time. Other challenges expressed by the candidates included coping with difficult group members, difficulty in maintaining the continuity of the group, additional skills required by group counseling leadership, and difficulty in dealing with emotions (members and leader) related to termination. As these situations require advanced skills, these difficulties are expected at the undergraduate level (Corey, 2000). It is believed that candidates will develop their skills if there are more opportunities to manage more groups in supervision in the future. Other difficulties mentioned were difficulties in determining the time of the sessions and finding the place to hold the sessions. Similar difficulties were expressed in the research of Büyükgöze-Kavas (2011); Pamukçu & Kağnıcı (2017a), and Pamukçu & Kağnıcı (2017b). These situations were thought to be due to the lack of a standard for group counseling courses, a suitable environment for group counseling at some universities, and practice at the undergraduate level. It is estimated that the mentioned difficulties will be overcome by completing these deficiencies.

As a result, in this research, a 14-week training program was applied to students within the scope of a group counseling elective course. At the end of the training, there was an increase in the group counseling skills of the group leader candidates. However, individual and group counseling skills are gained over time and with experience (Demir & Koydemir, 2016). It was surprising that after 14 weeks of training, there was an increase in all of the skills. The fact that the supervisor was the lecturer of the course, which is, an evaluative role, may have caused this situation. In other words, the group leader candidates may not realistically express the skills that they think they have achieved if they experience exam score anxiety. Indeed, in the literature, it has been suggested that the supervisor and the lecturer who teaches the course should be different people (Furr & Barret, 2000). On the other hand, it is not known whether this increase in skills was based on the applied training, since the students took the individual counseling practice course during the same semester. The 2 cases mentioned are considered as the limitations of this research.

In order to make group leadership education effective, candidates are required to provide theoretical information about the group process, to give them the opportunity to observe a group process, the candidates must go through a process in which they can become a group member and manage a group under supervision (ASGW, 2000). However, it is important that these training programs are structured in accordance with the culture and educational environment that they will be implemented in.

In order to obtain more evidence of the effectiveness of the training program implemented within the scope of this research, it is recommended to repeat the research with different sample groups and use the control group pattern in these studies. In addition, there is a need for research on developing different group leader training programs and comparing the effectiveness of these programs. It is recommended to take into account that supervision is not given by the lecturer of the course in the training programs. It is thought that the introduction of these studies into the literature will lead to the spread of standardized group leader training programs suitable for Turkish culture from the undergraduate level in the future. Thus, the necessary skills of group leader candidates will develop from the undergraduate level. As a result, they will be able to incorporate group counseling practices in their professional lives.

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## **Influence of Performance Appraisals on Promotion of Teachers in Kabwe-Zambia**

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### **Abstract**

While many studies on performance appraisal focus on its effect on the motivation and commitment of employees, there is hardly any focus in the literature on the resultant effect in relation to promotion. Further, many developing countries are under-researched, making generalisability of prior research conclusions limiting. Thus, the purpose of this study was to assess the effectiveness of performance appraisals with regard to promotion of teachers in the Ministry of Education (MOE), Kabwe District of Zambia. Specifically, it examines what performance appraisal factor(s) is mostly used in determining promotion of teachers in Kabwe District. There have been some complaints that underserving teachers are the ones that get promoted at the expense of hardworking ones. Based on a quantitative approach, survey data were collected from 123 respondents who included head-teachers, deputy-teachers and teachers and analysed using regression technique. The findings indicate that there is an association between employee ability and promotion and between role perception and promotion and that there is no association between employee effort and promotion and between employee performance and promotion. The study shows that effort and performance, which should be critical in the assessment of employee eligibility for promotion are not being considered. The perception of teachers, therefore, is that the performance appraisal system is not very effective. Hence, administrators, policy makers, and teachers should work together so as to come up with an effective and transparent system.

**Keywords:** Performance Appraisal, Promotion, Effort, Ability, Performance, Role perception

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### **1. Introduction**

Promotion is one of the sensitive issues in every employee's life. Through promotion, an employee gets recognition of his or her performance and is motivated to continue in that way. Promotion policies may affect employees' hopes for advancement and the productivity of the organization. Among many other purposes of promotion, it stimulates self-development and creates interest in the job (Yoder & Dale, 1972). There are however two main basis of promotion. These are the merit basis which is taken to denote an individual employee's skills, knowledge,

ability, efficiency and aptitude as measured from educational training and past employment record. Secondly, promotion is done on seniority basis which refers to relative length of service in the same job and in the same organization (Rodgers, 1986).

Employees cannot think of being promoted without performance appraisals. The promotion of an employee is entirely dependent upon his or her performance appraisal outcome. Performance appraisals provide employees with recognition for their work efforts. Performance appraisals can be an effective tool if they are used to reward employee performance in a constructive and motivating manner. An employee's performance appraisal is a process that often combines both written and oral elements. Management then evaluates and provides feedback on employee job performance, including steps to improve or redirect activities as needed. An organization can undertake performance appraisal in two ways formally and informally (Mathis & Jackson, 2003).

Anecdotal evidence shows that there is growing concern of how employees are rewarded by way of promotions in the Ministry of Education (MOE) in Kabwe District of Zambia. Some teachers complain that, undeserving teachers are the ones that get promoted at the expense of other hardworking teachers. This has led many to say that the performance appraisal system which is supposed to serve a lot of benefits in an employee's life does not avail much to the teachers in Kabwe District.

This paper therefore focuses on assessing the influence of performance appraisal on the promotion of teachers with regard to employee effort, ability, performance, and role perception in the Ministry of Education (MOE), Kabwe District, Zambia. Zambia is a country in Sub-Sahara Africa and Kabwe is one of the cities within the central part of Zambia. The paper is divided into seven parts: the first part is the brief introduction, second part contains a literature review on performance appraisal and promotion, the third part presents the theoretical and conceptual framework, fourth is research methodology used, fifth is data analysis, sixth is the discussions of research findings and the seventh part is conclusions and recommendations.

## **2. Literature Review**

### **2.1. Performance Appraisal and Promotion**

Promotion refers to the assignment of an employee to a higher position with greater duties, challenges, responsibilities, and more authority (Noe et al., 2011). Promotions benefit both the organization and employees. Promotions appear to be the most important form of pay for performance in most organizations, especially in hierarchical, white-collar firms. They are the primary means by which workers can increase their long-run compensation (McCue, 1992; Lazear, 1992). They are usually given to the best performers (Medoff & Abraham, 1980, 1981; Gibbs, 1993) therefore, generating substantial motivation in many settings. Moreover, there often does not seem to be strong pay for performance within jobs, which only increases the apparent importance of promotions for organizational incentives (Hedström, 1987).

Bohlander (2004) asserts that promotions involve change of the assignment to that of a higher level in the organization. The new job normally provides an increase in pay and status and demands more skills and carries more responsibilities. Promotion enables an organization to utilize the skills and abilities of its personnel more effectively hence good performance realized. The three principle criteria for determining promotions are merit, seniority, and potential.

Promotion is also used as a reward for better work performance and organizationally approved form of behavior. People will work harder if they feel what they are doing will lead to promotion. Thus it provides satisfaction to personnel who enhance their morale, productivity, and loyalty to the organization. Hence, it provides avenues for continuous learning and development of personnel. Thus, this process increases individual effectiveness and, consequently, organizational

effectiveness (Prasad, 2012). Therefore, in developing an appraisal system for organizations, management needs to think through pay increases and promotions (Moulder, 2001).

According to Encarta Dictionary (2009) the word effort states activities undertaken by an individual or group of people so as to achieve a particular goal. Thus, it is an attempt to do something especially that which involves a considerable amount of exertion or determination while ability is a natural tendency to do something successfully or well. It can be seen as a gift in doing something well (Encarta dictionary, 2009).

Encarta Dictionary (2009) further define performance as way or manner in which one does things, that is, the way one does a job which can be judged by one's effectiveness. Perception itself is the way one uses the senses to acquire information about the surrounding environment or situation while a role is a part played by an individual or group (Encarta dictionary, 2009).

Another term, which is deeply related to promotion is, 'performance appraisal'. Employees cannot think of being promoted without performance appraisal. In the organizational setting, performance appraisal is defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed (Moorhead & Griffin, 1992; Sabeen & Mohboob, 2008). Performance appraisals thus provide the basis for making selection and promotion decisions, determining salary increases, and are a vehicle for feedback between supervisors and employees (György, 2004; McCourt & Foon, 2007).

According to Kavanagh et al., (2007) performance appraisal involves measuring job performance which mainly captures an essential element of the performance appraisal process without specifying the actual techniques used for measurement.

As in many other professions, Rabore and Travers (2000) state that promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups which determine upward mobility. Wong and Wong (2010) in their study observe that, teacher promotion is an important issue because pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers.

Archer (1998) argued that an effective performance appraisal can lead to higher job satisfaction and reduced absenteeism and turnover rates. Mohammad and Daisy (2015) found a negative relationship between performance appraisal fairness and nurse quitting intention in Bangladesh. The effectiveness of performance appraisal is often hampered by a number of factors. The fact that performance appraisals are designed to measure people's performance, the human factor is often attributed to their ineffectiveness. According to Shen (2004) performance appraisal is the process of identifying, observing, measuring, and developing human resources in organizations. In order for the appraisal system to be effective, the system needs to be accepted and supported by its employees. At the same time, performance appraisal is a process of judgment and evaluation of the subordinate's performance by the supervisor as well.

Assessments of human potential are difficult, no matter how well designed and appropriate the performance planning and appraisal system is. Longenecker (1999, p. 18), found that there are many reasons why an organization needs a formal performance appraisal system. It is needed to take smart decisions regarding salary increases, promotions, demotions, terminations and transfers. Thus, performance evaluation enables organizations to adjust with a view of improving on its services for the enhancement of its survival and growth. Furthermore, it helps management to ascertain whether their organizations are improving, deteriorating or are stagnant (Boyne et al.,

2003). In performance appraisal, the focus is to identify weaknesses and strengths as well as opportunities for improvement and skills development (Aguinis, 2007).

According to Dessler (2004, p. 242) performance appraisal means comparing your subordinate's actual performance to the standards that have been set. This usually involves some type of rating form. Performance appraisals provide employees with recognition for their work efforts while the appraisal system provides the supervisor with an opportunity to indicate to employees that the organization is interested in their performance and development. Gaster (2001) advances that the local approach, self-evaluation technique puts considerable emphasis on the workforce/organization to measure their work and the opportunity to reflect and learn from it.

The works of others related to the study which include that of Cook and Crossman (2004); Caruth and Humphreys (2008); Prowse and Prowse (2009); Macey et al., (2009) pointed out that employees get motivated to work when they get frequent promotions after appraisal system in their work place. However, when developing an appraisal system, the management of the public sectors needs to consider the connection between the appraisal and pay increases or promotions. Ali and Ahmed (2009) confirm that there is a relationship between reward and recognition, and motivation and satisfaction. The study revealed that if rewards or recognition offered to employees were to be altered, then there would be a corresponding change in work motivation and satisfaction.

Akinyele (2010) stated that private universities cannot measure members of staff performance, hence making it difficult to achieve the intended human resource management objective. Similarly, Egbe, et al., (2009) in a study done on academic staff of Universities in Nigeria on employee performance appraisal showed that employees were not satisfied with the subjective methods used making it unfit hence concluded that performance appraisal systems used in private universities are not effective and that they exist just as a matter of formality.

Performance appraisal as a multifaceted exercise in observation and judgment, is a feedback process, and is an organizational intervention (Bartol & Martin, 1994). It is a measurement as well as an emotional process. Hence we see that performance appraisal has different objectives for management and for the employees at large. Therefore, a spirit of mutuality is essential in an effective performance appraisal system. However, as the emphasis of appraisal has shifted from a personal developmental to a performance focus (Rowland & Hall, 2013), perceived unfairness in both procedures and outcomes threatens to undermine the way promotions are perceived by employees. Mohammad and Daisy (2015) argue that the extent to which employees perceive their organizations conduct appraisals in a fair manner that emphasizes the delivery of their skills and work behaviors can lead employees to be more productive and more expectant of obtaining rewards such as promotions from their employers. Makokha et al., (2014) argue that promotions should be provided to the employees who deserve them to enhance employee satisfaction and as a result promote productivity. Barton (2002) suggests that the factor which discriminates companies from others is recognition of their reward system.

This literature reviewed points more to performance appraisal and its related outcomes in different geographical areas. From the information reviewed there seem to be very little information that relate to relationships within variables of employee efforts, ability, performance and role perception in relation to promotion of teachers in Kabwe District, Zambia. This gave the researcher the impetus to undertake the study in this context.

The next section gives a brief explanation on the theories that guided the conceptualization of the study.

### 3. Theoretical and Conceptual Framework

There are two theories adopted in this research which are Expectancy Theory of Motivation and Equity Theory of Motivation. These two theories were chosen because they identify the variables that define motivation. Further, the two theories were chosen because they are process theories that explain how behavior and why behavior (action) is directed to certain choices, which components are involved and how these interact.

Expectancy theory was developed by Victor Vroom (1964) which is based on three elements: effort, performance and rewards. In other words, the more effort an individual put in completing a task, the better the performance will be; resulting in great rewards. Expectancy theory thus focuses on the connections between performance, effort, and rewards (Vroom, 1964). That is, the employee will be motivated to utilize a high level of effort when he or she believes that the effort will lead to good performance, which will lead to rewards. Lazaroiu, (2015, p. 67) explains the expectancy theory as follows:

- i. Individuals enter organizations with requirements concerning their demands, incentives, and previous experiences
- ii. A person's conduct is a consequence of deliberate preference
- iii. Individuals require distinct things from the organization (e.g., high salary, job security, promotion).
- iv. Individuals will select among choices so as to get end results for them personally.

Furthermore Carter (2013, p. 72) explains the operational aspects of expectancy theory as one which operates on the principle of a rewarder engaging in a particular behavior or performance. When the reward is valued by the employee, he or she will be motivated to perform. With reward-driven motivation, the things that get rewarded are the things that get done. Thus, according to Lunenburg (2011) there are three elements of the expectancy theory, expectancy, instrumentality and valence.

The equity theory was proposed by John Stacey Adams in 1963 (Adams, 1963). The Equity Theory of Motivation deals with the way people compare the value of themselves to others in similar work situations based on their inputs and outputs. Inputs are what you bring to the situation, like your skills, time and education. Outputs are everything you get in return, like your salary, bonus, raises and promotions. The theory assumes that people's motivation in an organization is based on the desire to be treated equally and fairly. When the output- input ratio is viewed as equivalent then equity is perceived as attained, there is not much motivation to change the situation. When inputs are less but the output of pay is higher, there is a perceived inequity in the situation. Inequities occur when the output- input ratio is not equivalent to the comparison person. Inequities motivate the employee to try to achieve equality.

According to Bell and Martin (2012), feelings of inequity lead employees to adjust how they work. For example, when an employee perceives to be earning less than he should, he will adjust his work output to what he perceives is equal to his pay. The other option may be to negotiate with the employer in order to match work output with reward, or as a last resort leave employment altogether. Interestingly, Bell and Martin (2012) point out that many organizational leaders have little idea on how to communicate with employees undergoing feelings of inequity. According to Hofmans (2012), equity theory considers reward in comparison to others.

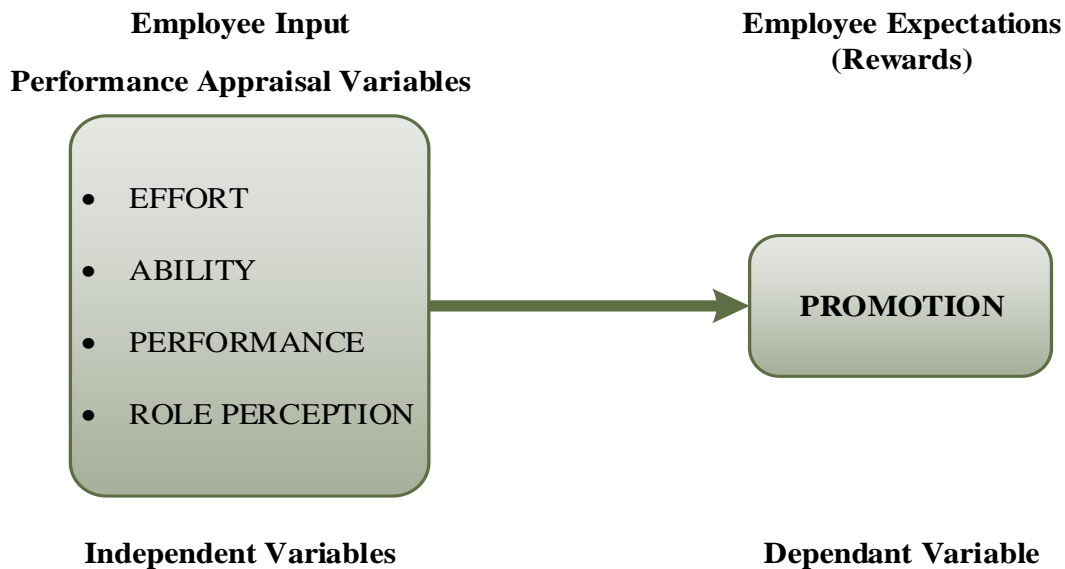


Figure 1: Conceptual Model

Consequent to the review of Expectancy Theory of Motivation and Equity Theory of Motivation Figure 1 provides a framework relating the variables in the research. Figure 1 above shows the variables that are involved in this research. There is a dependent variable and four independent variables. The dependent variable is promotion and the independent variables are effort, ability, performance and role perception (performance appraisal variables). These variables under research have been represented diagrammatically to show the relationship between them by illustrating the influence of the independent variables on the dependent variable in order to give coherence to this report.

Hypotheses of the research:

- H1: There is an association between employee effort and promotion.
- H2: There is an association between employee ability and promotion.
- H3: There is an association between employee performance and promotion.
- H4: There is an association between role perception and promotion.

#### 4. Research Design and Methodology

The research used a cross-sectional survey design adopting a quantitative approach. The target population of this research was constituted by all the 2700 teachers from 51 schools teachers in Kabwe District (Kabwe DEBS, 2014). This figure included teachers who were teaching in grant-aided as well as government schools.

The sample size of the study was based on the Bartlett et al. (2001) table for determining minimum returned sample size for a given population size for continuous and categorical data using Cochran's (1977) formulas. For the study, with the continuous data (margin of error = .03, alpha = .05, and population size at 2700), the sample size was determined to be 119. However, due to possible non-response with the questionnaire, 255 questionnaires were distributed using the drop and pick method.

Stratified random sampling was used because the number of teachers in each school varies. A list of the teachers at each particular school was obtained from their teaching timetable in the staff room. This was used to randomly select the respondents to avoid bias. Out of the 255 questionnaires distributed 123 valid questionnaires were returned representing a 48% response rate.



Primary data was collected from the field using a self-administered questionnaire as a data collection instrument. The kind of questionnaire used in this research contained structured (open-ended and closed) questions. The justification for using this instrument was that questionnaires are easy to quantify and analyze and the questionnaire allows many respondents to be reached within the little time and with less cost.

The two most important and fundamental characteristics of any measurement procedure are reliability and validity. The questionnaire of the research was tested to see if it was reliable, checking whether the questions designed were measuring the same trait. The questionnaire of the research was tested for validity by the researcher going through it to see whether the questions were measuring what they intended to measure. The researcher also did a pretest of the questionnaire on six respondents so as to meet the set criteria.

However, various kinds of problems may arise from methods which are used to obtain valid and reliable data as Cohen et al., (2007) refers to ethical considerations as being important and therefore to render the research ethical, the rights to self-determination, anonymity, confidentiality and informed consent were observed.

McNamara (1994) identified five ethical concerns to be considered when conducting survey research which the research followed. These guidelines deal with voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose and sponsor, and analysis and reporting. Each guideline was addressed individually with explanations to help eliminate or control any ethical concerns. Respondents' consent was obtained before they completed the questionnaires. The respondents were informed of their rights to voluntarily consent or decline to participate, and to withdraw participation at any time without penalty.

## **5. Data Analysis**

The data collected from the self-administered questionnaire was subjected to coding. Coding is the systematic arrangement of data from string text to nominal or categorical variables in order to facilitate statistical inferences. Data entry and regression analysis was used to analyse the data using the Statistical Package for Social Sciences (SPSS) v23. Data preparation was the initial step to convert the raw data into a structured format that was more appropriate for the analysis. Tasks in this stage included data editing, data coding and data entry, and descriptive analysis of the determinants of staff promotion. To test the significance of the study results, the standard significance level of 5% was used.

### **5.1. Reliability, convergent validity, discriminant validity and collinearity assessment**

Before regression analysis was conducted preliminary assessments were performed on the data. These assessments involved establishing reliability, validity and collinearity of the instrument and the constructs of the study.

#### **5.1.1. Indicator Reliability**

After examining the outer loadings for all latent variables, the 10 indicators (Effort1, Effort3, Ability3, Performance1, Performance2, Performance5, Perception3, Perception5, Promotion3 and Promotion4) were removed because their loadings were smaller than the 0.7 threshold level (Hair et al., 2013). The other indicators were retained because their outer loadings were all 0.7 or greater. The outer loadings of the variables for the respective constructs are displayed in Table 1.

**Table 1: Outer Loadings**

Constructs (Latent Variables)	Outer loadings				
	Effort	Ability	Performance	Perception	Promotion
Effort2	.905				
Effort4	.911				
Ability1		.830			
Ability2		.888			
Performance3			.918		
Performance4			.874		
Perception1				.852	
Perception2				.866	
Perception4				.796	
Promotion1					.978
Promotion2					.890

### 5.1.2. Internal Consistency Reliability

The composite reliability for the constructs Effort, Ability, Performance, Perception and Promotion are shown to be .815, .750, .775, .832 and .836 respectively, indicating satisfactory levels of internal consistency reliability (Nunnally & Bernstein, 1994). Prior research suggests that a threshold level of 0.60 or higher is required to demonstrate a satisfactory composite reliability in exploratory research (Bagozzi & Yi, 1988) but not exceeding the 0.95 level (Hair et al., 2013). All the five constructs have met the threshold of 0.60.

### 5.1.3. Convergent Validity

The Average Variance Extracted (AVE) for the latent construct Effort, Ability, Performance, Perception and Promotion were 0.824, 0.739, 0.803, 0.703 and 0.874 respectively; they were all above the required minimum level of 0.50 (Bagozzi & Yi, 1988). Therefore, all the five reflective constructs did show acceptable levels of convergent validity.

### 5.1.4. Discriminant Validity

Table 2 clearly shows that discriminant validity was met because the square roots of AVE for Effort, Performance, Perception and Ability were much larger than the corresponding latent variable correlations (LVC).

**Table 2: Fornell-Larker Criterion**

	Promotion	Effort	Performance	Perception	Ability
Promotion	<i>0.935</i>				
Effort	0.031	<i>0.908</i>			
Performance	0.102	-0.207	<i>0.896</i>		
Perception	0.434	0.094	0.060	<i>0.838</i>	
Ability	0.372	-0.061	0.060	0.399	<i>.860</i>

Note: The square root of AVE values is shown on the diagonal and printed in italics; non-diagonal elements are the latent variable correlations (LVC).

### 5.1.5. Evaluation of the Regression Model: Collinearity Assessment

Collinearity is a potential issue in the regression model and that variance inflation factor (VIF) value of 5 or above typically indicates such problem (Hair et al., 2013). The collinearity assessment results are summarized in Table 3 below. It can be seen that all VIF values are lower than five, suggesting that there is no indication of collinearity between the predictor variables.



**Table 3: Collinearity Assessment**

Constructs	VIF	Collinearity Problem? (VIF>5?)
Effort	1.117	No
Performance	1.099	No
Perception	1.288	No
Ability	1.253	No

*Dependent variable: Promotion*

## 5.2. Regression analysis

A multiple regression was performed between Promotion as the dependent variable and Effort, Ability, Performance and Perception as independent variables. The analysis was performed using SPSS REGRESSION and SPSS PLOTS for evaluation of assumptions. To control for the effect of Age, Gender and Education, the three variables were entered in the first step and the independent variables were entered in the second step.

### 5.2.1. Coefficient of Determination ( $R^2$ )

A vital aspect of a regression model evaluation is the review of the coefficient of determination ( $R^2$ ). In this model, Promotion is the main construct of interest. The threshold value of 0.25, 0.5 and 0.7 are regularly prescribed to explain a weak, moderate, and strong coefficient of determination (Hair et al., 2013). In the case of this the  $R^2$  (0.244) suggests that the four constructs Effort, Performance, Perception and Ability can jointly explain 24.4% of the variance of the endogenous construct Promotion. This is a weak coefficient of determination.

### 5.2.2. Path Coefficient

From Table 4, it can be observed that two of the four of the structural model relationships are significant, confirming the validity of the hypotheses about the construct relationships. The model results provide evidence to conclude that, Perception has the strongest effect on Promotion (0.311), followed by Ability (0.213), Performance (0.085) and Effort (0.040).

**Table 4: Significance Testing Results**

Path	Path Coefficient	t-statistic	p-value
Effort → Promotion	.040	.461	.646
Performance → Promotion	.085	.895	.373
Perception → Promotion	.311	3.799	.000
Ability → Promotion	.213	2.571	.011

### 5.2.3. Hypotheses testing

A multiple regression analysis was performed with Promotion as the dependent variable and Effort, Ability, Performance and Role Perception as independent variables (Age, Gender and Education as control variables). The results from this analysis in Table 4 above shows that from among the four hypotheses only two hypotheses which stated 'there is an association between role perception and promotion' and 'there is an association between employee ability and promotion' were supported ( $p < 0.05$ ) as shown in Table 5 below. The rest were not supported.

**Table 5: A multiple regression of four independent variables and dependent variable**

Hypotheses	Comment
H1: There is an association between employee effort and promotion.	Not supported
H2: There is an association between employee ability and promotion.	Supported
H3: There is an association between employee performance and promotion.	Not supported
H4: There is an association between role perception and promotion.	Supported

*Source: Authored survey compilation, (2018).*

## **6. Discussion of Research Findings and Implications**

### **6.1. Summary of Hypothesis Testing**

H1: There is an association between employee effort and promotion.

This hypothesis was not supported as shown from the Table 4 above. The results showed that there was no statistical significance in the relationship between Effort and Promotion practices. This result is not consistent with Expectancy theory which states that the more effort an individual put in completing a task, the better the performance will be; resulting in great rewards. Also, Wong and Wong (2010) state that, promotion is linked to enhancement of one's efforts or ability, this study's results are not in support with their findings. The study results also could not agree with Ali and Ahmed (2009) who stated that a relationship exists between reward, recognition and work attitude. Makokha et al., (2014) argue that promotions should be provided to the employees who deserve them to enhance employee satisfaction and as a result promote productivity. This point to the fact that whatever level of performance or effort put up by teachers from Kabwe such was not recognized by the authorities as a promotion tool. This in itself becomes a demotivating factor to teachers which is likely to have a negative impact on productivity levels.

H2: There is an association between employee ability and promotion.

This hypothesis was supported and is in line with the Equity Theory of Motivation which deals with the way people compare the value of themselves to others in similar work situations based on their inputs and outputs. The results are in agreement with Cook and Crossman (2004), Caruth and Humphrey (2008) who state that ability and promotion are linked as they make employees get motivated to work as they frequently get promoted, thus increasing their ability. This result can also be linked to Wong and Wong (2010) who in their study observes that promotion is an important issue to teachers as pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers. We see this bringing an element of increased ability. The result is also in strong agreement with Wong and Wong (2010) who states that, promotion is linked to enhancement of one's ability. This result implies higher increased teacher productivity levels within Kabwe District. The student pass rate will improve too as a result of a motivated work force (teachers). To this effect, teacher's ability can even be more enhanced through short course trainings and inclusive programs such as on strategic or short-term planning. Also other non-monetary rewards can be introduced such as more teacher's efforts recognition through awards at the beginning or end of the year.

H3: There is an association between employee performance and promotion.

The hypothesis was not supported and is not consistent with the Expectancy Theory – employees expect rewards when they put up a good performance. The results of the study could not agree with Medoff and Abraham (1980) who stated that promotion is given to the best performers. The results are also not in agreement with Wong and Wong (2010) who indicates that promotion based on performance is important. Makokha et al., (2014) argue that promotions should be provided to the employees who deserve them to enhance employee satisfaction and as a result promote productivity. This point to the fact that whatever level of performance or effort put up by teachers from Kabwe such was not recognized by the authorities as a promotion tool. This in itself becomes a demotivating factor to teachers which is likely to have a negative impact on productivity levels.

The results from teachers in Kabwe could not yield expected results as teachers felt that their level of performance was not an issue as regards promotion. Actually, to them non-performing teachers were the ones recognized as long as they fell in the category that pleased the authority. This in itself will reduce teacher's work ability or efforts which can lead to short term and long term implications on output.

H4: There is an association between role perception and promotion.

This hypothesis was supported. This was because most teachers evaluated the system as being un-objective but based only on who gets the favor tendering it to be not effective but discriminatory. The promotion is just based on how the appraiser perceives the role the appraisee does. This is in agreement with Egbe et al., (2009) who in their study on academic staff of Universities in Nigeria over employee performance appraisal showed that employees were not satisfied with the subjective methods used making them not effective and that they exist just as a matter of formality. The result is also consistent with Mohammad and Daisy (2015) who argue that the extent to which employees perceive their organizations conduct appraisals in a fair manner that emphasizes the delivery of their skills and work behaviors can lead employees to be more productive and more expectant of obtaining rewards such as promotions from their employers.

This result is not good as it is likely to lead to lower teacher moral that will eventually affect productivity. This perception is not a pleasant one in as far as performance appraisal is concerned. The MOE in Kabwe can only overcome this constraint by introducing a better and fair appraisal system that will be supported by the teachers and all concerned stakeholders. The issues of unfairness are difficult to overcome so greater efforts must be put in place to correct this anomaly.

## **7. Conclusions and Recommendations**

The research's findings concluded that the two variables of effort and performance were not supported. There was no statistical significance in the relationship between them and promotion practices. This point to the fact that whatever level of performance or effort one puts up, that will not be recognized. On the other hand ability and role perception are positively connected to promotion. This therefore, implies that, in Kabwe District, the teaching fraternity perceived that the performance appraisal system was not very effective. They believe that the performance appraisal which is done is often invalid, unfair, discriminatory, and based on favoritism. Thus, the perception of teachers towards the way promotions are done as being negative can also bring negative impact on teachers' performance in the MOE in Kabwe District. This perception held by many classroom teachers can impede their level of contribution to the appraisal process also. Since the survey findings indicated that, the performance appraisal system is not effective, the government, management, stakeholders, teachers and policy makers should work together so as to come up with an effective and transparent system. There is also need for the Kabwe Department of Education Office to train head-teachers and supervisors through workshops and seminars on the proper process of conducting performance appraisal.

The policy makers should endeavor to establish more concrete policies that encourage open and participatory appraisal practices which emphasize collegial and teamwork. Revisiting, revising and reviewing the current appraisal system to address the needs of teachers in Kabwe District could be beneficial.

The policy makers can consider introducing ICTs (Information and Communication Technology) as this will help the system to be effective and transparent drawing lessons from other countries such as Uganda, Kenya and Tanzania on how to manage promotions through the use of an effective Performance Appraisal system. This will mean having a model based on merit.

The lack of cooperation as most respondents that were approached to participate in the research declined to participate seeing the process not being beneficial limited the response rate. Thus the rate of collecting questionnaires was only 48%. Since the study was based in one district of Zambia, further research needs to be carried out on a larger population and sample size to increase the generalizability of the findings. These future researches could be based on observation approaches or scheduled interviews for more accurate and detailed data of the study. This will bring out a national level understanding on the effectiveness of the performance appraisal with regard to promotion in Zambia.

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## **Racism, Slavery and Personal Views on Today's Political Correctness**

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### **Abstract**

Racism is the belief that humans are subdivided into distinct hereditary groups that are innately different in their social behavior and mental capacities and that can therefore be ranked as superior or inferior. Racist thinking presumes that differences among groups are innate and not subjective to change. Although beliefs in the superiority and inferiority of different groups have been historically persistent in human societies, the belief that such differences are linked to racial types is a relatively new idea, which did not arise forcefully until the eighteenth century in Europe. Slavery in America started in 1619, when a Dutch ship brought 20 African slaves ashore in the British colony of Jamestown, Virginia. Throughout the 17th century, European settlers in North America turned to African slaves as a cheaper, more plentiful labor source than indentured servants, who were mostly poor Europeans. Though the U.S. Congress outlawed the African slave trade in 1808, the domestic trade flourished, and the slave population in the U.S. nearly tripled over the next 50 years. By 1860 it had reached nearly 4 million, with more than half living in the cotton-producing states of the South. Relations between blacks and whites took on a more confrontational and violent tone during the early 1900s than at any previous time. Nowadays we use political correctness as an instrument that disguise "tolerance", an instrument that is no longer "correct", but abusive.

**Keywords:** Racism, Slavery, Political Correctness, Personal views

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### **1. Introduction**

Before we begin, to prevent any accusations of racism from both teachers and my fellow colleagues, it is my duty to clarify the correct appellative for the subject I am about to go into. To do so I am going to quote Trey Ellis, an American novelist and an associate professor at the Graduate School of the Arts at Columbia University:

*"Since we've been here in America, we've had all this different names for ourselves. Either thrust upon us, or ones we chose: from Colored, to Negro, Afro American, Black And African American. There's the problematic words of Spanish and Portuguese colonialism and their slave trade. So the Blacks were called Negros in both languages. So we were called Blacks. So we use the word "Negro". If you use the word "Colored People", that smacks of the '40s. In the late '50s, and early '60s, civil rights activists on the more radical end were starting to say, "We are not Colored People. We are not Negros. We are Black." They wanted to go all the way in the same way saying, "We're not white". So they really planted a really strong flag for the black power movement, Black Panthers, and black arts movements, and the songs. Jesse Jackson proclaimed one day, in the late '80s, "we are now going to call ourselves African American". And a lot of people just*

*thought, “Who are they to decide what we’re going to call ourselves now?” And it felt at first like a step backwards, because “Black” really was a big catch-all. But also so powerful. So it really depends on the context. I think “Black” it is just a fantastic, positive word that everybody should feel free to use. By adding “The” to it and the “S” at the end – “The Blacks”, it just shows how sort of tone deaf they are. It harks back to kind of an old-fashioned non-PC, look at us as some kind of other to be afraid of.”*

Racism is the belief that humans are subdivided into distinct hereditary groups that are innately different in their social behavior and mental capacities and that can therefore be ranked as superior or inferior. The presumed superiority of some groups and inferiority of others is subsequently used to legitimize the unequal distribution of society’s resources, more specifically, various forms of wealth, prestige and power.

Racist thinking presumes that differences among groups are innate and not subjective to change. Intelligence, temperament, and other primary attitudes, beliefs, and behavioral traits are those viewed as not significantly affected by the social environment. The failures of the groups at the bottom of the social hierarchy are interpreted as a natural outcome of an inferior genetic inheritance rather than of social disadvantages that have accumulated for the group over many generations. In the same manner, the achievements of the group at the top of the social hierarchy are seen as a product of innate superiority, not of favorable social opportunities.

As anthropologist Manning Nash has explained in 1962 (Marger, 2014), racist ideologies depend on three logical confusions:

1. The identification of racial differences with cultural and social differences
2. The assumption that cultural achievement is directly, and chiefly, determined by the racial characteristics of a population.
3. The belief that the physical characteristics of a population limit and define the sorts of culture and society they are able to create or participate in.

## **2. The Development of Racism**

Although beliefs in the superiority and inferiority of different groups have been historically persistent in human societies, the belief that such differences are linked to racial types is a relatively new idea, which did not arise forcefully until the eighteenth century in Europe. At that time several political and scientific factors came together that seem to inspire the ideology of racism. The first European peoples began to have contacts with the peoples of America and Africa, whom were not only culturally different but physically distinct as well. During the age of discovery, starting in the fifteenth century, lands were conquered by Spain, Portugal, England, France and Holland, and white Europeans encountered large number of non-white peoples for the first time. At first, the justification for subjecting these groups to enslavement or to colonial repression, lane not so much in their evident physical differences as much as what was seen as their cultural primitiveness, specifically their non-Christian religions.

Eighteenth-century scholars of various disciplines including medicine, archeology, anthropology, had begun to debate the origin of human species, specifically the question of whether the species were one or many. Up to this time most have viewed all human types as subdivisions of a single genus. No resolution of that debate came until the publication in 1859 of Darwin’s Theory of evolution, the origin of species. Darwin was clear in his explanation that differences among humans were superficial and that they are more general similarities nullified any idea of originally distinct species of races. Although he recognized racial differences, it was left to others to vigorously pursue the measurement of these differences and to attach social meaning to them.

### **2.1 African Americans**



Slavery in America started in 1619, when a Dutch ship brought 20 African slaves ashore in the British colony of Jamestown, Virginia. Throughout the 17th century, European settlers in North America turned to African slaves as a cheaper, more plentiful labor source than indentured servants, who were mostly poor Europeans (Marger, 2014).

Though it is impossible to give accurate figures, some historians have estimated that 6 to 7 million black slaves were imported to the New World during the 18th century alone, depriving the African continent of some of its healthiest and best men and women (Marger, 2014). In the 17th and 18th centuries, black slaves worked mainly on the tobacco, rice and indigo plantations of the southern coast, from the Chesapeake Bay colonies of Maryland and Virginia south to Georgia.

But after the Revolutionary War, the new U.S. Constitution tacitly acknowledged the institution of slavery, counting each slave as three-fifths of a person for the purposes of taxation and representation in Congress and guaranteeing the right to *repossess* any “person held to service or labor” (an obvious euphemism for slavery).

The experience of African Americans is unique among African ethnic minorities. No other group entered the society as involuntary immigrants, and no other group subsequently victimized by two centuries of slavery. Numbering 47,411,470 (nearly 14.6% of the total American population of 327.7 Million is Black), African Americans are the largest ethnic minority in the United States. They are also the most visible ethnic group (BlackDemographics, 2019).

Blacks first entered American society when they landed in Virginia in 1619. Their legal status, however, was undetermined for at least 40 years. Until the 1660s, the status of blacks as servants was not essentially different from that of many others, including some whites. Various forms of bondage had been prevalent in all the colonies almost from the founding of the society (Marger, 2014). Perhaps the most common form was voluntary servitude, or indenture, in which a person was bound by contract to serve a master for a certain length of time, usually 4-7 years (Marger, 2014). In exchange, the servant’s passage to the colonies was paid. A great number of people, particularly from Scotland and Ireland, entered the country in this manner.

As historian Winthrop Jordan, in 1969, points out, the religious difference between whites and blacks was of greater importance, at least initially, than the physical distinction (Marger, 2014). As Christians, white indentured servants could not be dealt with as nonhumans. Yet the religious factor is not in itself a sufficient explanation for blacks’ enslavement because the colonists made no distinction between black nonbelievers and those who had been converted to Christianity; both groups qualified as slaves. Jordan concludes that it was an aggregate of qualities, the total of which set blacks sufficiently apart from others, that made them the most likely candidates for slavery.

Their lack of Christianity and unique physical appearance were vital, but other traits that the English interpreted as savage and bestial “where major components in that sense of difference which provided the mental margin absolutely requisite for placing the European on the deck of the slave ship and the Negro in the hold”. The prevalent white images of blacks, explains Jordan, can be traced to the first contacts between the English and Africans in the 16th century. From the first, “Englishmen found blackness in human beings a peculiar and important point of difference”. Black skin became a key visible mark for identifying people who were believed to be defective in religion, savage in their behavior and sexually wanton (Marger, 2014).

The American form of slavery that evolved was unique, having had no precedent in 17th century England (Elkins, 1976). Indeed, it was a system different from any earlier forms of slavery. The Portuguese and Spanish had already enslaved blacks in their colonies and had maintained slaves at home since the early 15th century (Marger, 2014). But the status of slaves in these societies

differed somewhat from that of their American counterparts. In Brazil and other colonies of Portugal and Spain, slaves maintained certain property and family rights and were often freed. In the American form, however, the slave was essentially an object not to be afforded common human privileges.

The total control of the slave's existence by the plantation master was explicitly legitimized by the slave codes of the various slaveholding states. Slaves lacked virtually all legal rights. They could not own or inherit property, testify in court, hire themselves out, or make contracts. Slave laws clearly stated that marriage between slaves held none of the rights of marriage between free people. As a result, families could be broken up in trade with consideration given to keeping husband, wife, and children intact as a single unit. Finally, laws forbade teaching slaves to read and write.

Most slaves lived on large plantations or small farms; many masters owned fewer than 50 slaves. Slave owners sought to make their slaves completely dependent on them, and a system of restrictive codes governed life among slaves. They were usually prohibited from learning to read and write, and their behavior and movement was restricted.

Many masters took sexual liberties with slave women, and rewarded obedient slave behavior with favors, while rebellious slaves were brutally punished. A strict hierarchy among slaves helped keep them divided and less likely to organize against their masters. Slave marriages had no legal basis, but slaves did marry and raise large families; most slave owners encouraged this practice, but nonetheless did not usually hesitate to divide slave families by sale or removal (David, 1984).

Enforcement and interpretation of the slave laws were left almost entirely to the master, not the courts. With such wide discretion, utter cruelty was not uncommon, but it was felt that brutal treatment would be controlled through public opinion, by the master's sense of decency, and above all by economic interest. Slaves, representing a significant financial investment, would not be physically or emotionally abused to the point of incapacity. Historians Robert Fogel and Stanley Engerman explain, for example, that although slave marriages were not legally recognized, masters nonetheless encouraged their slaves to marry and to establish families in order to ensure an atmosphere of stability (Marger, 2014).

In the late 18th century, with the land used to grow tobacco nearly exhausted, the South faced an economic crisis, and the continued growth of slavery in America seemed in doubt.

Around the same time, the mechanization of the textile industry in England led to a huge demand for American cotton, a southern crop whose production was unfortunately limited by the difficulty of removing the seeds from raw cotton fibers by hand. But in 1793, a young Yankee schoolteacher named Eli Whitney invented the cotton gin, a simple mechanized device that efficiently removed the seeds. His device was widely copied, and within a few years the South would transition from the large-scale production of tobacco to that of cotton, a switch that reinforced the region's dependence on slave labor (Marger, 2014).

The slave revolt that most terrified white slaveholders was that led by Nat Turner in Southampton County, Virginia, in August 1831. Turner's group, which eventually numbered around 75 blacks, murdered some 60 whites in two days before armed resistance from local white forces overwhelmed them. Supporters of slavery pointed to Turner's rebellion as evidence that blacks were inherently inferior barbarians requiring an institution such as slavery to discipline them, and fears of similar insurrections led many southern states to further strengthen their slave codes in order to limit the education, movement and assembly of slaves (Breen, 2015).

From the 1830s to the 1860s, the movement to abolish slavery in America gained strength, led by free blacks such as Frederick Douglass and white supporters such as William Lloyd Garrison, founder of the radical newspaper *The Liberator*, and Harriet Beecher Stowe, who published the bestselling antislavery novel *Uncle Tom's Cabin*. While many abolitionists based their activism on the belief that slaveholding was a sin, others were more inclined to the non-religious "free-labor" argument, which held that slaveholding was regressive, inefficient, and made little economic sense. Free blacks and other antislavery northerners had begun helping fugitive slaves escape from southern plantations to the North via a loose network of safe houses as early as the 1780s. This practice, known as the Underground Railroad, gained real momentum in the 1830s and although estimates vary widely, it may have helped anywhere from 40,000 to 100,000 slaves reach freedom (Marger, 2014).

Though the U.S. Congress outlawed the African slave trade in 1808, the domestic trade flourished, and the slave population in the U.S. nearly tripled over the next 50 years. By 1860 it had reached nearly 4 million, with more than half living in the cotton-producing states of the South. Relations between blacks and whites took on a more confrontational and violent tone during the early 1900s than at any previous time. This situation was brought about by demographic and economic changes in the society that placed the two groups in direct competition (Marger, 2014).

Industrial expansion in the North created an increased demand for labor, and with the cutoff of immigration from Europe, black people from the South began to fill these places. If jobs were the key "pull" factor impelling black out-migration from the South, the declining cotton economy and the continued enforcement of Jim Crow were the chief "push" factors. The demographic changes involving the black populace were profound. In 1910, almost 90 percent of blacks were living in the South (Marger, 2014), but eighty years later, little more than half remained there. Streams of black people from the South to the North and West reached epic proportions from 1940 to 1970, with almost 1.5 million leaving in each of these three decades. Moreover, this migration was almost wholly to the cities, making black people an increasingly urbanized population.

From the late 1950s to about 1964, nonviolent protest and civil disobedience were the movement's chief tactics. The basic idea was that individuals had a moral duty to disobey the law when it was clearly unjust. This was a strategy that had been applied many times historically in a variety of social settings, its most notable success occurring in the 1940s in India, where Mahatma Gandhi led the movement for independence from Britain. The technique was to actively oppose the law but in a peaceful fashion. The proponents of nonviolent protest, Martin Luther King, Jr., (Marger, 2014) in particular, emphasized that it was necessary to win over the opposition through friendship and understanding, not through defeat or humiliation.

A pivotal year was 1963 (Marger, 2014), when several key events occurred. Police brutally suppressed black demonstrators in Birmingham, Alabama, a Birmingham church was firebombed, killing four black children, and National Guardsmen were used to carry out the court-ordered desegregation of the University of Alabama. These events were given prominent media attention and galvanized public and governmental support for black civil rights. This supportive mood climaxed with the march on Washington of over 200,000 people in August of that year. One year later, the most comprehensive civil rights measure since the Civil War (1861-1865) was enacted. Prohibiting discrimination in voting, public facilities, schools, courts and employment. And in 1965, the Voting Rights Act was passed, ending the systematic disenfranchisement of southern blacks.

By the early 1970s, the "Second Reconstruction" has ended, and black people began to take stock of their advances and failures of the previous two decades. No longer could state and local

ordinances prevent black people from entrance into hotels, theaters, restaurants, trains, buses, waiting rooms and all other public facilities previously reserved for whites.

## **2.2 The Legacy of Slavery**

The 13th Amendment, adopted on December 18, 1865, officially abolished slavery, but freed blacks' status in the post-war South remained precarious, and significant challenges awaited during the Reconstruction period.

Former slaves received the rights of citizenship and the "equal protection" of the Constitution in the 14th Amendment and the right to vote in the 15th Amendment, but these provisions of the Constitution were often ignored or violated, and it was difficult for former slaves to gain a foothold in the post-war economy thanks to restrictive black codes and regressive contractual arrangements such as sharecropping.

Despite seeing an unprecedented degree of black participation in American political life, Reconstruction was ultimately frustrating for African Americans, and the rebirth of white supremacy—including the rise of racist organizations such as the Ku Klux Klan (KKK)—had triumphed in the South by 1877.

Almost a century later, resistance to the lingering racism and discrimination in America that began during the slavery era would lead to the civil rights movement of the 1960s, which would achieve the greatest political and social gains for blacks since Reconstruction.

## **2.3 Rosa Parks**

On December 1, 1955, a 42-year-old woman named Rosa Parks found a seat on a Montgomery, Alabama bus after work. Segregation laws at the time stated blacks must sit in designated seats at the back of the bus, and Parks had complied. When a white man got on the bus and could not find a seat in the white section at the front of the bus, the bus driver instructed Parks and three other blacks to give up their seats. Parks refused and was arrested.

As word of her arrest sparked outrage and support, Parks unwittingly became the "mother of the modern-day civil rights movement". Black community leaders formed the Montgomery Improvement Association (MIA) led by Baptist minister Martin Luther King Jr., a role which would place him front and center in the fight for civil rights. Parks' courage incited the MIA to stage a boycott of the Montgomery bus system. The boycott lasted 381 days. On November 14, 1956, the Supreme Court ruled segregated seating was unconstitutional (Theoharis, 2015).

## **2.4 Civil Rights Leaders Assassinated**

The civil rights movement had tragic consequences for two of its leaders in the late 1960s. On February 21, 1965, former Nation of Islam leader and Organization of Afro-American Unity founder Malcolm X was assassinated at a rally. On April 4, 1968, civil rights leader and Nobel Peace Prize recipient Martin Luther King, Jr. was assassinated on his hotel room's balcony. Emotionally charged looting and riots followed, putting even more pressure on the Johnson administration to push through additional civil rights laws (Nwagbaraocha, 2019).

## **3. Slavery in Ancient Rome**

Most slaves in ancient Rome were war prisoners, and other ways you could become one were to have been sold by your parents for money; to be an orphan or to be born into a family of slaves. In order to get into the possession of some slaves, all you had to do was buy them. They were naked and exposed to the crowd of buyers. Wealthy people usually owned a lot of slaves who had to fulfill each master's task, and most did not receive money for the jobs they were being subjected to (For a slavish slave, gathering a sum of money could mean buying one's own freedom, we can say that freedom was the Roman dream).

In ancient Rome, slaves became essential, the city and free families would not have been able to survive without their work. In this case we can say that without a lower class there could not be a higher class. The need to have slaves was very high because the free families could not take care of their own needs, they could not feed or dress without their help.

The slaves were considered to be simply objects and nothing more. In such a world you could still survive if you had an education, if you knew how to cook or if you were born with a very pleasant and appealing physical appearance, man or woman. If you had an education and you knew the Greek language, your purchase price rose immediately. The first masters of Roman slaves used their staff as "speaking objects" and relied on their fear of punishments such as whipping and chaining as a sovereign way of causing them to work. The food and the clothes of the slaves, although quantitatively enough, were of the worst quality, the bedrooms were often dug under the ground. Their work, besides being endless, was also monotonous, they had no right to family life, and their chances of redeeming their freedom from "peculium" or pocket money were exceptionally low. Under these circumstances, slaves were increasingly thinking of revolting, and even if Italy managed to avoid a massive slavery war in the 2nd century BC (Bradley, 1994), smaller revolts occurred.

The main weapon of dissatisfied slaves was passive resistance or insubordination. They rebuked the masters by hijacking their property or doing their work in a careless way; as soon as the team leader was not watching them, they slowed the pace of work. It often happens that property managers conspire themselves with their subordinates to reduce the productivity of work to a minimum. In the best case, slave labor was profitable as long as their price remained low.

### ***3.1 Slaves Sexual Abuse in Ancient Rome***

In ancient Rome, there were no different terms for heterosexuality or homosexuality, sexuality being defined by passive or active behavior shown during sexual intercourse. Free citizens, especially the rich, were entitled to dispose of personal sins in any way without being held accountable, the children being considered "delicious" or "puer delicatus", true sexual truffles (Bradley, 1994). Roman citizens could exploit their slaves, regardless of the circumstances in which they had come to the world or their age. A free citizen could rape, torture or abuse his property in any way without being held accountable. The slaves did not have any civil protection or any right over their own body. The body of a slave was at the disposal of the master, and that meant he could use it to satisfy his sexual appetites. There is a law about which little information has been stored, called Lex Scantinia, which, however, protects free citizens from sexual abuse or rape. In particular, sex crimes (stuprum) against a minor male (ingenuus or praetextatus) were penalized (Bradley, 1994).

Also, the law mentions the punishment of men, especially free citizens of good condition, who willingly accepted to play a passive role in sexual intercourse with another man, the law was designed to prevent possible sexual abuse among free citizens. However, the law was not respected. On a case-by-case basis, abuse of a free minor, for example, was not punished by death sentence, but huge grievances were often paid to resolve the matter.

### ***3.2 Antinous, the Beautiful Slave Loved by the Emperor Hadrian***

Sexual slaves were often envied by the other slaves, being well treated as long as they were in the graces of their masters and did everything they were told without the shadow of opposition. Famous is the relationship of Emperor Hadrian with a young slave, the beautiful Antinous, a boy playing the role of a loved one. Antinous died drowning during a walk on the Nile, and historians assume that his killing was, in fact, a sacrifice to the gods. In memory of his beloved slave, Hadrian had founded the city of Antinoopolis in Egypt, and Antinous's name would have been deified, honor, which would normally be reserved for members of the royal family (Bradley, 1994).



#### **4. Greece**

The main sources of slavery are war, birth, piracy, and private law. The first source of slaves is war. Slavery first appears - however paradoxical it may be - as a breakthrough. During the archaic period, primitive Greek tribes did not have slaves. Prisoners taken from tribal wars were killed. Slavery occurs when people prefer to let prisoners alive, not as a sign of human decency, and neither because they have earned it through their work or by selling them for money.

In Greek society, most of the slaves are former prisoners of war. The defeated warrior becomes the slave of victor and remains in his possession if his family cannot pay a proper redemption. Those who cannot redeem themselves are sold. After an assault, people in a conquered city are generally passed through the sword's edge. Women and children are divided between winners and kept or sold as slaves. In this situation are Hecuba, Andromaca, Casandra.

Another source of slavery is piracy, which also procures many slaves. From the barbarian countries, located in the northern Balkans or in southern Russia, there were excellent slaves for sale brought by those involved in piracy. This practice is found even in some Greek lands (in Thessaly, in Etolia, for example), where state and police authority is not so strong to prevent poaching of human hunters. The Athenian historian and general Thucydides concluded: "The Athenians kill all Melians able to carry their weapons and take the women and children into slavery" (Bradley, 1994). The sources of slaves are quite numerous even during peacetime. The child of a slave woman is a slave being the property of her mother's master. But most of the time he is exposed at the roadside and dies. The master believes it is too costly to let this child live, and so it won't feed him until he is able to work.

The proletarian who cannot find work and is hungry can sell himself as a slave to a master who will give him food. Private law is also a source of recruitment for slavery. Let us not forget that in most of the Greek states the insolvent borrower can be sold as a slave and the price obtained from the sale was given to the creditor. Athens is the only Greek city, according to information, which forbade slavery for debt through the laws of Solon. Slavery could also be acquired through other sources. Athenaeus the Greek rhetorician and grammarian writes that a physician, Menecrates of Syracuse, who does not accept taking care of some of the sick that are in a desperate condition, except under one condition: if they were committed to becoming his slaves if they healed (Bradley, 1994).

#### **5. Personal Views on Political Correctness**

I believe in the importance of human interaction and ultimately, I am against all the racism, misogyny, homophobia, xenophobia, bullying and any kind of intolerance towards our brothers and sisters. That is surely something that we all have in common or at least we should have.

I have always kept my opinions to myself during certain debates and I have always tried not to be bothered by people who do not use scientific knowledge in certain domains. But an event that took place a while ago has brought me to the point where I cannot stand hearing anymore people talking about social issues using something that can be described as Post-Truth.

Post-Truth (Oxford, 2016) declared word of the year by Oxford Dictionaries, it is described as: "Relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief." What does it mean? It means that our society prefers emotionally charged speeches over factual ones. I believe that this represents a sort of compromise, a compromise that would not help us in the long run.

Returning to my latest experience, I was called a racist meanwhile trying to explain why political correctness is going way too far with changing white historical personalities with black ones. I

know that this might sound racist to some or to most people nowadays, but I will do my best explaining why it is not offensive in any possible way.

The conversation started with me asking: “Do you find changing white historical personalities with black ones, alright? Given the fact that in a film that describes Mary Queen of Scots (2018), Thomas Randolph was depicted as being black when he was not”. Thomas Randolph (1523–1590) was an English ambassador serving Elizabeth I of England. Most of his professional life he spent in Scotland at the courts of Mary, Queen of Scots, and her son James VI (Michel, 1992).

First, I was told that I did have a problem with black people and then I was called a racist. What came after was a failed counter argument that was supposed to prove how racist I am. My opponent recalled: “There was a movie made by Hollywood in the ‘80s where it was depicted the first black person in a position of a judge”.

I did my homework and after close internet research Marshall was the only production that was close to what my opponent was saying. Marshall is a 2017 American biographical legal drama film where the first African American Supreme Court Justice focuses on one of the first cases of his career, the State of Connecticut v. Joseph Spell.

My accuser was wrong about pretty much everything. The trial of Joseph Spell, State of Connecticut v. Joseph Spell, was a 1940 legal case in which an African American chauffeur was accused of raping the wealthy white woman who was his boss, Eleanor Strubing. As well when I was talking about the way the events were depicted in the film Mary Queen of Scots, he tried to point out that “history is written by the winners”, which is true, and by that “history is relative”.

When we say that something is relative, we are giving the chance to our opponent to point out that everything is relative after all. Although the persona of Thomas Randolph is not something that is relative. He was an ambassador which is described in tens of letters and historical acts. We could simply say that color does not matter and end it all. And it does not matter. The color of your skin does not make you any less valid than you already are. But things do not work this way, history as tragic, racist, violent and as sad as might have been, it simply describes what the times were back then. There were people of color in England during that time. According to the U.K. national archives, Elizabeth I would have employed black servants and musicians, and even had a black chambermaid, though seeing a person of color as high up as Lord Randolph would have been improbable. The director of the movie, Josie Rourke, said:

*“I was really clear, I would not direct an all-white period drama”, Rourke said. “Adrian, who plays, Lord Randolph, grew up 40 miles from the birthplace of William Shakespeare; he is one of our eminent Shakespearean actors. I needed to cast an ambassador who could move between the two courts and help this make sense. I don't understand why you wouldn't cast him.”*

It is my duty to reiterate a previous affirmation of mine. History as tragic, racist, violent and as sad as might’ve been, it simply describes what the times were back then. By doing that we are simply changing history. On the social side, if there would have been a black ambassador in a country such as the United Kingdom, there would have followed other high political positions for black people. Finally, this might have changed the whole history of our humankind and surely most of the negative racial historic events would not have taken place.

What looks as a minor and insignificant change in a movie, it is a wrong portrayal of history of both black peoples and human events. There is also a big difference between the 16<sup>th</sup> and 20<sup>th</sup> century mindset. Including black people in the film industry in the 20<sup>th</sup> century was necessary because most of society was ready to embrace this change, but this could not happen before in history due to the society’s mindset.

In my opinion, political correctness is not the way. Political correctness is very obsessed with being right and forgets about the necessity of effectiveness. And as for slavery, all human beings were slaves at some point. It is common knowledge. It is important how you are treated. Basic human rights are not a direct result of political correctness, what it is really all about is basic human compassion and respect.

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