http://www.ejess.eu

EJESS

European Journal of Educational & Social Sciences

"... an interdisciplinary perspective"

ISSN: 2564-6621

Volume 4(1)
May 2019

EJESS
European Journal of Educational & Social Sciences
"... an interdisciplinary perspective"

About

- European Journal of Educational & Social Sciences (EJESS) is a peer-reviewed international journal published biannually, in October and May, which accepts papers written in Turkish and English languages.
- Opinions by the authors of articles in the journal are solely those of the author, and do not necessarily reflect those of the journal, its editor, assistant editors, or advisory board members.
- Articles published by the journal may not be reproduced totally or in part without following the appropriate reference to the manuscripts.
- All papers in PDF format can be retrieved on our web site: http://www.ejess.eu/

Abstracting & Indexing

EJESS
European Journal of
Educational & Social Sciences
"... an interdisciplinary perspective"

ADVISORY BOARD

EDITORIAL

Dear researchers,

It is very exciting to present a new issue of our e-journal, entitled EJESS [*European Journal of Educational & Social Sciences*], [Vol. 4 (1), May 2019], to the interdisciplinary literature. Every issue provides new ambitions and motivation for us to reach a better journal, thanks to your fruitful and motivational support, collaboration and encouragement.

EJESS aims to present original research on educational and social sciences in an interdisciplinary perspective covering sociology, education, psychology, politics, theology, anthropology, law, literature, linguistics, philosophy, history, human geography etc. The journal also seeks for opportunities to broaden its partners, reviewers and organizations. EJESS now supports Eurasian Conference on Language and Social Sciences (ECLSS2019), as a trigger to reach enlarged context. Papers utilizing and/or following interdisciplinary perspectives are highly welcomed and encouraged. It is of interest and open to all researchers, academics, and those people concerned with mediating research findings to practitioners.

Scholarly work requires a great deal of effort, ambition and motivation since it encompasses a broad range of various disciplines, perspectives, methodologies and criteria. Within its natural context, we, as EJESS, sometimes include papers from international conferences in different countries so that we can feel proud to provide open platform for diverse researchers all around the world.

Within this perspective and vision, this issue presents you six research papers from diverse methodological perspectives and cultures.

Peter Oluwaseun Oyewale, in his paper titled '*A Historical Re-Assessment of Yoruba Women in Cocoa Production in Nigeria: A Case of Tonkere Farm Settlement in Osun State'* discusses and highlights the role of African women in cocoa production. Sadete PLLANA and Albulena PLLANA BREZNICA focus on word formation characteristics in Albanian and English Languages. The authors make a list of some specific prefixes and/or suffixes for the terminology in Economics, in their paper titled '*Overview of the Most Productive Prefixes and Suffixes in the Terminology of Economy in Accordance (Compared) with the English Language*'. Omar Gonzales LAMINA provides data and findings from the Philippinese context in his study entitled *'Potential Link between Several Learner Characteristics and Second Quarter Achievement in Science (Physics) of Grade VIII Students'.* In *'Overview of the Appeal and Development of Technical Terminology in the Albanian Areal'*, Gani PLLANA and Sadete PLLANA examine terminology and compare Albanian and English. Ogunlusi Temitope CLEMENT, in the paper entitled 'John 2: 13-17 and its Implications for Church Commercialisation in Nigeria' reviews Bible and highlights the implications for church commercialization. The author emphasizes "…greed, excessive love of money and material riches will always lead to commercialization of religion…" and that would be a barrier for a humble service. Nguyen Anh TRU, *The Relationship between Education, Economic Growth and Unemployment: Evidence in Eastern Europe*, presents data and figures regarding the expenditure on different sectors in Eastern Europe and concludes that economic growth negatively affects government expenditure on education. However, there is no co-integration among variables in the long run.

We hope that the issues of our journal shall contribute to the field of interdisciplinary research literature. We thank to the journal editors, authors, reviewers and all the others who have contributed to the preparation process of this issue. EJESS will be one of the supporting journals of upcoming 7th Eurasian Conference on Language and Social Sciences (ECLSS2019c, Daugavpils, Latvia), and 8th Eurasian Conference on Language and Social Sciences (ECLSS2019d, Antalya, Turkey). Participants for these organizations are welcomed to submit their proceedings to EJESS database.

Hope to meet you in next issues.

Mani Man Singh RAJBHANDARI

University of Johannesburg, SOUTH AFRICA

Guest Editor

EJESS
European Journal of
Educational & Social Sciences
"... an interdisciplinary perspective"

CONTENTS

Page

Articles

EJESS
European Journal of Educational & Social Sciences
"... an interdisciplinary perspective"

REVIEWERS for THIS ISSUE

Volume 4 Issue 1

Anna Frąckowiak (Assoc.Prof. Dr.)	Kujawy and Pomorze University in Bydgoszcz, POLAND
Elsabé Keyser, Ph.D.	North-West University, SOUTH AFRICA
Zaharah Hussin, Assoc. Prof. Dr.	University of Malaya, MALAYSIA
Mani Man Singh Rajbhandari, Ph.D.	University of Johannesburg, Republic of SOUTH AFRICA
Marta R. Jabłońska, Ph.D.	University of Lodz, Lodz, POLAND
Shahsidhar Belbase (Asst. Prof. Dr.)	Zayed University, Dubai, UAE
Terida Mehilli, Ph.D.	University College "Pavaresia" Vlore, ALBANIA
Penelope Frantzi, Ph.D.	University of Patras, GREECE
Cosmin Tudor Ciocan, Ph.D.	Ovidius University Constanta, ROMANIA
Osman Tayyar ÇELIK, PhD.	Pamukkale University, TURKEY
Johnson Aremu, Ph.D.	Ekiti State University, NIGERIA
Salah Hadi Al-Haideri, Ph.D.	University of Soran, IRAQ

European Journal of
Educational & Social Sciences
Volume 4 Issue 1
May 2019
ISSN: 2654-6621

Article

A Historical Re-Assessment of Yoruba Women in Cocoa Production in Nigeria: A Case of Tonkere Farm Settlement in Osun State

Peter Oluwaseun Oyewale[1]

Manuscript information:

Received: September 28, 2018
Revised: January 15, 2019
Accepted: April 22, 2019

Abstract

This paper focuses on the changing role of women in cocoa production in Tonkere farm settlement in Osun State, Nigeria. Cocoa was and still a valuable and important cash crop among the people of Tonkere and Southwest Nigeria at large. Prior to Nigerian independence, cocoa industry was dominated by men while women only assisted their husbands during planting and harvesting periods. The post-independence and new land tenure system that gave equal right to both men and women to own landed properties brought a new development in the agricultural sector. This development led to the emergence of women cocoa farmers in Tonkere and other Yoruba communities in southwest Nigeria. The participation and contribution of Yoruba women in cocoa production are hardly documented and acknowledged. This paper therefore examines the changing role of Yoruba women in cocoa production in Tonkere, explaining the factors inhabiting their performance in cocoa production. This paper will benefit extensively on the oral interview with the major participant in cocoa production in Tonkere most extensively women cocoa farmers.

Keywords: Women, Cocoa, Production, Tonkere, Performance, Harvesting

Author 1
Department of History and International Studies, Ekiti State University, Ado-Ekiti, Ekiti State Nigeria.
E-mail :
oluwaseun.oyewale@eksu.edu.ng

Cite as:
Oyewale, P. O. (2019). A Historical Re-Assessment of Yoruba Women in Cocoa Production in Nigeria: A Case of Tonkere Farm Settlement in Osun State. *European Journal of Educational and Social Sciences, 4 (1)*, 1 – 13.

INTRODUCTION

Cocoa remains the main and major cash crop of the people of Tonkere. Tonkere, just like any other Yoruba farm settlements, is the conglomeration of different Yoruba groups coming together and settled for the purpose of economic survival. Tonkere being a farm settlement became popular in Osun State as a result of civil unrest of 19th and 20th centuries in Yorubaland which led to the dispersal of people to different Yoruba communities, Tonkere inclusive. Basically the Oyo-Yoruba refugees who were dislodged by the Fulani wars of 19th century could be regarded as co-founder of the settlement. The settlement also became populated by the outcome of the disentanglement between Ife and Modakeke from 1835 to 1910, due largely to the problem of resource control. This made the settlement to become permanent home of individuals who ran away from political and economic problems that confronted them in their original home countries[1].

It is interesting to note that different Yoruba migrants migrated to Tonkere and settled in different locations under the different names but Tonkere Oluwatedo as the central. There exists sub farm settlement groups occupied by different Yoruba groups but still under Tonkere Oluwatedo. For instance, Tonkere Orile is occupied by Edunabon, Ayetoro is occupied by Ede and Sekona people, Tonkere Eleso is occupied by the first set of refugees from Modakeke during the first Ife-Modakeke crisis while Tonkere Oluwatedo could be regarded as the hearth of Tonkere as the place has eventually moved from the status of farm settlement to town[2].

LAND, PEOPLE AND GEOGRAPHICAL LOCATION OF TONKERE

The land of Tonkere, just like any other Yoruba farm settlement, is good for farming because farming is the primary occupation of people of the town. The weather and climatic condition of the town is good for agriculture and other business activities, such as trading, mat weaving and gold smithing. Basically, the people of Tonkere are Yoruba group who migrated to the town as a result of the fall and dispersal from old Oyo. Their arrival could be dated back to the second decade of the 19th century[3]. Although; there were the presence of other non-Yoruba groups in the town who came from place like middle belt, north and places like Togo and Cotonu. They came to the town, settled and worked as labourers in cocoa farms, these categories of people are known as *onise odun.* The progenitors of the town, as discussed, migrated from different parts of Yorubaland to farm in the forested belt and settled in their various farm steads[4]. They migrated from places like Ile-Ife, Modakeke, Ede, Ekiti, Ondo, Ijebu, Ibadan Ogbomoso, Osogbo, Ikire e.t.c to the area. The various farm settlements converged at Tonkere Oluwatedo for security and social life.[5] The present location of Tonkere Oluwatedo was initially known as Tonkere *oja* which serves as the melting point for all sub farm settlements before mid 20th century. Oral interview reveals that each of the sub-settlements agreed to relocate in the 1936 to their present location, i.e. Tonkere Oluwatedo (meaning where God lives)[6].

Geographically, Tonkere is located at the centre of major towns and cities in Osun state. It is about 25 kilometers to Osogbo and around 20 kilometers to Ile-Ife while it is less than 6 kilometers Ede- Akoda junction. Tonkere is surrounded by a big river known as river Shasaha. The town is under the new demographic structure in Ayedaade Local Government Area of Osun state, Tonkere is bordered by Osogbo in the north, Ede in the west while Ile-ife in the east. Because of the fertility of the soil of the town, various agricultural products like Yam, Banana, Palm oil, cassava, maize kolanut, cocoa and other agricultural products7prospered in the town.

It is worthy of note that, because of the geographical location of Tonkere, it makes the town very accessible to other neghouring cities and communities in the state and its environs. Presently, there four major roads that lead to the town. (see Fig. 1 for details). The first is the road linking Tonkere with Ile-Ife on the western side, second to Edunabon in the eastern part, Adoda toward Ede and Osogbo and Osu to Ilesa.

ECONOMIC STRUCTURE OF TONKERE

Agriculture remains the mainstay of the economic structure of the people of Tonkere. One cannot say exactly when people of Tonkere took to farming but it should be recalled that the history of agriculture is as old as man himself. Tonkere, just like any other Yoruba city-states in southwestern Nigeria, depends mainly on the produce from agriculture for their economic survival[8]. Agriculture and agro-allied production in Yoruba societies, Tonkere inclusive, depend largely on the quality of available land for cultivation[9]. Agriculture provides and assures steady supply of food, it also stimulates a high degree of urbanization and specialization and encourages an increase in production.

It is interesting to note that, the production of food crops was crucial among the people of Tonkere. In such case, farming was localized[10]. Agriculture which is the oldest occupation in Tonkere is practiced on the local experimentation and local tradition adapted to the soil[11]. The production of both foods and cash crops are of great important in Tonkere. Both men and women play major roles in cocoa production in the area.

Fig 1. Family labour during cocoa season

It is equally interesting to note that the system of land tenure and land use in Tonkere generally ensured that a great majority of men had land to engage themselves as peasant farmers[12]. Apart from food crops, farmers together with their wives engaged in palm oil production for local consumption and commercial purposes. The processing of palm oil is one of the major gender industries in Tonkere. Palm oil is refined and processed into oil by women while males engage in the harvesting of palm fruits. The contributions of women to the economic development of Tonkere are numerous. They are important in the development of market for farm produce and other trading activities.

Fig 2. Road direction from Tonkere –Oluwatedo town centre

There are other important economic activities in the town apart from agriculture in which both men and women are actively involved. Other important economic activities closely related to farming in Tonkere are hunting, gathering and trade. Gathering and hunting were regarded as economic activities because at a stage of development some people substituted on them13. Men were known to be hunters while women engage in gathering of edible fruits for local consumption and commercial purposes. Various craft works are noticeable in Tonkere, ranging from indigenous black soap making, leather work, pottery, mat weaving, locust beans making and blacksmithing. These indigenous craft works are practiced mostly by both sexes in which many of them still engage in farming activities[13]. Because of the nature of occupation of people of Tonkere, blacksmithing work popularly known as *agbede* is very prominent in the town.

Fig. 3. A Blacksmith working at his workshop

Fig. 4. A workshop where cutlasses and hoes are made

Different types of cutlasses and hoes are made by blacksmithing for agricultural purposes, including local guns for hunters.

AGRICULTURAL PRACTICE IN TONKERE

Due to the nature and climatic condition of the town, agriculture remains the main and major occupation of the people of the town. Cassava, yam, vegetable, maize and cocoyam remain the major food crops produced in the town while cocoa production is prominent and prospered in the area. Tonkere is one of the major producers of cocoa in large quantity in the present Osun state[14]. The earlier settlers of the town lived in small huts popularly called *aba* which is naturally close to the farm. This may be true because of proper monitoring and supervision of the farm[15]. It is interesting to note that both men and women are actively involved in farming activities. Although, there other crops that are meant to be produced by men while their wives only assist during planting and harvesting seasons[16]. There are definite planting and harvesting periods for various agricultural crops dictated largely by rainfall pattern during which shifting cultivation, mixed farming, rotational farming e.t.c are practiced[17]. Apart from cocoa, palm oil and kolanut also flourish in the town. A large percentage of women involved in farming but never been regarded as farmers.

Traditionally, the role of women in cocoa production and other agricultural activities was predominantly a supporting role, although, while comparing the work women do in the farm, they are more active than men in some cases. Women make essential contribution in the development of agriculture in Tonkere. They were not only active in the production of food crops but also in the production of cocoa. They have contributed in the planting, weeding, harvesting and marketing of cocoa. In respect to development, they place significant roles, this is because development in Tonkere is related to increase in agricultural production which is the main occupation of the town[18].

Fig. 5. A Cocoa woman working in her cocoa farm

Fig 6. A Cocoa woman farmer during the harvesting season

It has been explained earlier that agriculture was the and still the chief occupation and therefore the source of wealth of the people before and after colonial rule. It was the principal activity in Tonkere as it was in other pre-industrial societies[19]. Prior to the advent of colonialism, the farmers in Tonkere engaged in food crop production combine with palm oil processing[20]. It is worthy of note that the indigenous method of cultivation was a widespread system common to all agricultural communities in Yorubaland in which Tonkere is not an exception. Their tools had always remained the traditional short handled hoes and cutlasses which farmers still use up till today[21]. Prior to the middle of 19th century, agricultural production in Tonkere was mainly for subsistence, but by 1900, the local economy was gradually being sucked into metropolitan and western economy through the exportation of cocoa and other agricultural products from Tonkere.

At the inception of cocoa into Tonkere's economy, most farmers, especially, those with smaller holding, still concentrate on the production of food crops because they were not fully aware of the economic importance of cocoa in the area being an alien crop[22]. Adoption and planting of cocoa was initially slow, but by the first decade of the 20th century, cocoa had become an important export crop in Tonkere. However, as people realized the economic importance of cocoa and heard about the prosperity it had brought to other Yoruba communities, it spread quickly in the region. Cocoa being an alien crop in Tonkere had gender specialization, but the involvement of women at the initial stage of its introduction was mere a supporting role. Men were known to be cocoa farmers while women are regarded as wives of cocoa farmers[23]. But today, the position of women in cocoa production and cultivation as gone beyond being a farmers' wives, women are more active in cocoa business to the extent that many of them own cocoa farm of their own independently.

Fig. 7. A Cocoa woman farmer harvesting cocoa

WOMEN AND COCOA PRODUCTION IN TONKERE

Cocoa cultivation in Tonkere appears to have started around early 20th century by some Christian Missionaries and refugees from Oyo who settled in places and like Modakeke, Ilesha, Ondo, Ibadan e.t.c. Many of them later moved to Tonkere for their farming activities, they moved because of the available fertile land for the production of cocoa and other related cash crops. Some of the farmers had become Christians and belonged to CMS missions established by Saro (Sierra Leone) and Yoruba Christians who developed in their own way of concept "the Bible and the plough". By 1930s, Tonkere farmers had been known as major producers of cocoa in the region in which women take active role in the production[24]. The advent of colonialism with their massive demand for cocoa and other cash crops made cultivation more attractive in the region. Also, profit made from cocoa and the status it conferred on the cultivators encouraged more people to take to it. The change of attitude of farmers in Tonkere toward cocoa was partly a response to the introduction of British currency and profit it was expected to generate[25].

It should be noted that cocoa production in Tonkere was distinctly gendered. Men initiated cultivation and took responsibility for bush burning, tree felling, bush cleaning and heaping and because of their labour obligations to their fathers and husband, women participated in their usual role of weeding, harvesting, transporting, and processing from the very beginning[26]. The planting of cocoa rested heavily on the labour of women and their children. Although, the entire family take part in planting of cocoa seedlings but in most cases men leave the actual planting to their wives and children. This may be true because oral interview with Pa J.A Oyewale reveals that cocoa seedlings planted by women germinated well compare with their male counterparts[27].

Fig. 8. A woman assisting her husband during harvesting season

The contribution of women during the planting season is more than helping or assisting their husbands, they take active role in the whole process. This assertion could be affirmed through the oral interview with Mr. Akintunde, a seasoned cocoa farmer in Tonkere who posited that his wife is more involved in the area of planting and harvesting of cocoa. He further stated that, through the influence of his wife, he is able to have large farm in Tonkere[28].

More importantly, the cocoa boom of 1950s and 1960s gave a new hope to cocoa farmers in Tonkere. This development led to an increase in farm land and full participation of women in the production. Husbands were compelled to ask their wives to increase the amount of time spent on cocoa- related duties[29]. Apart from direct involvement of women on the farm, women also supplied labour through betrothal of daughters to prospective hardworking husbands. Since girls were often betrothed while they are still young, their fiancé were obliged to labour for many years. At times, to impress the parent-in-laws, prospective husband normally employed the service of his age grade to work on the cocoa farm of his prospective in-law. This is to increase the farmland of the in-law.

At this point, one needs to understand the fact that the expansion of cocoa farm in Tonkere coincided with the economic depression of the early 1930s. This made women to work longer in cocoa farms because their husbands could no longer afford the service of migrant labourers, and at that period, migrant labourers were relatively costly for those who could afford them[30]. Therefore, it could be clearly understood that women in Tonkere took a leading role in the development of cocoa. The service they rendered has gone beyond mere farmer's wives but women cocoa farmers.

THE CHANGING ROLE OF WOMEN IN COCOA PRODUCTION IN TONKERE

Cocoa has become a major cash crop in Tonkere that attracted many people into the town. At the early period of its introduction, women were passive. Men were made to be the owners of the farms while women only support their husbands when the need arises[31]. The active participation of women in cocoa cultivation in Tonkere in the post independence remains a subject of discourse among economic historians. Although, one can argue the involvement of women in cocoa cultivation as the aftermath of the economic depression cum scarcity of labour that changed the attitudes of women in Tonkere toward cultivation of cocoa and other cash crops. With this situation, some women rebelled against their husbands' assertion to the traditional prerogative of labour obligation[32]. Meanwhile, some women, especially elderly wives asserted their traditional authority over younger wives and left them with the responsibility in the farm. The transfer of duties by the elderly wives to the younger enables the elder wives to begin to export cocoa products to other neghouring communities and villages[33].

Toward the end of colonial rule in Nigeria, the interest of women farmers in Tonkere began to increase on the production and cultivation of cocoa not because of it economic benefits but some women, especially the elder ones had the fear of their husbands marrying more wives which eventually could lead to their neglect. Meanwhile, some of them ended up having their own cocoa farms. On the other hand, the land tenure system that gave women equal right to own land also boosted the morale of women farmers in Tonkere. This development arose the interest of women to have full commitment on their agricultural pursuit unlike in the pre-colonial period when women were denied access to landed property. The production of cocoa and other cash crops set in motion the land reform which gave better opportunities for women to own land and cultivate on it[34].

This assertion was corroborated with the view of Madam Rachael, a prominent woman cocoa farmer in Tonkere. She claimed to have begun her farming activities in 1964 on a small portion of land she inherited from her late husband. She claimed to have started as a peasant farmer but when she realized the economic benefit of cocoa, she migrated to cocoa farming and became an astute cocoa farmer in the area. As a widow, she was able to train her children through the proceeds she realized from cocoa business[35]. Her assertion was also supported by the view of Olatunji Ojo in his work, he asserted that most of the earlier Ekiti women who engaged in cash crop farming were widow who after the death of their husbands took over their cocoa farms and manage it with their children.

This development led to the gradual rejection of traditional idea concerning widow's right, particularly among those who converted to western religion (Christianity). Traditionally, wives of the deceased were expected to be inherited by his younger brother with the promise that he will take full responsibility of the deceased children and properties, including his cocoa farm[36]. With the growth of western tradition, some of the widows in Tonkere who had children to cater for could no longer tolerate the unfair treatment meted out to them because some of their brothers-in-law who inherited them had failed to take the responsibility of their children. This led to total taken over of their late husbands' farms and cultivate on it with the assistance of migrant labourers, popularly known as *agatu* to work on their farm with a clear stipulated agreement of the sharing formular[37].

Mrs Idowu Olubunmi, one of the women cocoa farmers in Tonkere also shared her farming experience. Although, she claimed to be under the same roof with her husband but she said that she inherited her cocoa farm from her late father being the only surviving child of her parent and ever since, she has been working on the land through the assistance of migrant labourers[38]. Nearly all the women interviewed had similar experience. Similarly, some of the male cocoa farmers interviewed in Tonkere did not claimed ignorance of this development. They complained about the negative impact of women having their own cocoa farm independently. For instance, Pa Oyewale explained that direct involvement of women in cocoa plantation in Tonkere could be said to have been responsible for scarcity of labour in Tonkere and other cocoa producing communities39.This may be true because women who normally support and assist their husbands on the farms suddenly became planters of cocoa.

Fig. 9. A Cocoa woman farmer during the planting season

This made many of wives to be unwilling to work in their husband's farms since they both compete as farmers. This development led to separation and divorce of many couples40. In a nutshell, this development has led to increase in the production of cocoa in Tonkere and its environs. This is simply because of the direct involvement of women in the production; both men and women now struggle to control the available land for cultivation in Tonkere. It could be rightly said that cocoa cultivation has become a legal occupation for both sexes in Tonkere and other cocoa producing areas in south west Nigeria.

SOCIO-ECONOMIC IMPACT OF WOMEN PARTICIPATION IN COCOA PRODUCTION

The role of women in Cocoa production is immensely noted not just only in the sphere of social development, but majorly in the economic growth and acclimatization of the product. These impacts ranges from growth, maintenance, and marketing phases; and it cut across domestic retribution and nation building.

It has been explained that most farming system display mixed pattern of women's agricultural responsibilities in the production cycle where one sex is primarily for livestock, vegetable and tree crops and care for their dwellings. Women are engaged in a wide variety of economic activities including construction of houses, land cultivation and harvesting and food storage and marketing.

The economic depression and the Land Tenure system gave both men and women equal right to own land and eventually paved ways for women to own cocoa farm. The involvement of women in cocoa farming had great impacts on their socio-economic life of not only the farming family, but the society at large. For instance;

- women were able to own properties and have control over it;
- women were able to attend to financial responsibility of their wards
- Women serve as the link between the cocoa seed and the geminating process, with reference to the visibilities and dynamism of the climatic stimulus
- Women participation in cocoa production gives a wider scope to the production paradigm as well as more marketing viability in the world market.
- Their participation also remodeled the cultural stagnation in the traditional economic system of cocoa production.

CONCLUSION

Conclusively, the production of cocoa in Tonkere has a well clear division of labour between men and women. Men were known to be planter while women were just to assist and support their husband in carrying the harvested cocoa seed to the place of drying. The economic depression of 1930s cum post-independence land reforms changed the status of women from mere farm assistant to cocoa planters. The land reform in post-colonial period gave women equal right to own landed properties to the extent that some wealthy women bought land for the purpose of farming while some acquired it through inheritance.

ENDNOTES

1. Oral Interview with Pa. J.A Oyewale (JP) at his farm in Tonkere, Odeomu Osun State Odeomu on 23/08/2017 age 80years.
2. Ibid
3. S. Johnson. *History of the yorubas*, C.M.S 1982.
4. K. Onipede. Blessed to Bless: *A biography of Mathew and Christina Osunade, Life and Time. Working* Paper, 2017.
5. Oral Interview with Oba Akintoye Mathew, the first crown Oba of Tonkere on 22/08/2017 age 70 years.
6. Ibid.
7. Ibid.
8. Oral Interview with Chief Opejin at his residentrce in Odeomu, Osun States on 10/08/2017 age 82
9. A.T Ajayi. *Essays on the Economic History of West Africa. 1500-1800*, Christak Ventures, Lagos, 2010.
10. Ibid
11. P.O Oyekan. *Traditional Agriculture in Ibadan* in G.O Ogunremi(ed) Historical and socio-economic study of African city, 1998.
12. R.O Adegboye. *An Analysis of Land Tenure Structure in some selected areas in Nigeria*, Nigerian Journal of Economic and social Studies, Vol Viii, No2, 1966.
13. A.T Ajayi. *Essays on the Economic History of West Africa. 1500-1800*, Christak Ventures, Lagos, 2010
14. Oral interview with Hon Adeleye (JP) at his residence in Osunaro's compound Odeomu, on 04/09/2017, age 84.
15. Oral Interview with Oba Akintoye Mathew, the first crown Oba of Tonkere on 22/08/2017 age 70 years
16. Ibid
17. P.O Oyewale. *A History of Cocoa Production in Southwest Nigeria*: 1890-1980, A Ph.D Thesis submitted to the Department of History and International Studies, Ekiti State University, Ado-Ekiti. 2017.
18. Ibid
19. Oral interview with Mr. Akinola a cocoa farmer at his farm in Tonkere on 20/08/2017, age 55years.

20 O. Olorunfemi, " *Effects of War-Time, Trade control on Nigeria cocoa Traders and Producers, 1939-1945.* A case study of the Hazards of a Dependent Economy. The International Journal of African Historical Studies, Vol.13 No.4 1980.

21 R.O Adegboye. *An Analysis of Land Tenure Structure in some selected areas in Nigeria*, Nigerian Journal of Economic and social Studies, Vol Viii, No2, 1966.

22 O. Olorunfemi, *" Effects of War-Time, Trade control on Nigeria cocoa Traders and Producers, 1939-1945* .Op cit.

23 G. Okurome, *The Food crop Economy in Nigeria Agricultural Policy*, Wast Lansing, Michigan, CSNRD Report, 1969.

24 Oral interview with Prof. G.I Olomola in his office at Ekiti State University, Ado Ekiti on 11/04/15 age 70+

25 S. Berry. Cocoa Custom and socio-economic change in rural western Nigeria, Oxford: Clarendon press, 1978.

26 Ibid

27 O. Olatunji. *Yoruba Women, Cash crop production and colonial states*, C 1920-1957, Paper presented at the conference on " Atlantic Crossing: Women's stories from the Caribbean and Nigeria Hinterland" Dartmouth college, 2001.

28 Oral Interview with Pa. J.A Oyewale (JP) at his farm in Tonkere, Odeomu Osun State Odeomu on 23/08/2017 age 80years

29 Oral interview with Mr Akintunde Kolawole a cocoa farmer at his residence in Tonkere on 23/08/2017.

30 Ibid

31 O. Olatunji. *Yoruba Women, Cash crop production and colonial states*, C 1920-1957, Paper presented at the conference on " Atlantic Crossing: Women's stories from the Caribbean and Nigeria Hinterland" Dartmouth college, 2001.

32 Ibid

33 NAICSO, 26/1/11874, Vol. 9: Annual Report, Ondo Province 1931, by Aveling, 664.

34 Ibid

35 Oral interview with Madam Reacheal at her residence in Jojo's compound Tonkere on 24/08/2017, age 71.

36 O. Olatunji. *More than Farmer's Wivies, Yoruba Women and cash crop production, in the transformation of Nigeria*: Essay in honor of Toyin Falola(ed) Adebayo Oyebode. African World press inc. 2002.

37 S.O Babalola and Dennis, " *Returns to women's labour in cash crop production: Tobacco in Igboho Oyo state* in Jean Davision(ed) Agriculture, women, and Land. The African experience (Boulder, Colo: west view press Inc. 1988.

38 Oral interview with Mrs. Idowu Olubunmi a cocoa women farmer at her residence in Alagbaa compound, Tonkere on 24/08/2017, age 62.

39 F. Mackenzi *Gender and Land rights in Murang's districts, Kenya*, Journal of peasant Studies, Vol. 17. 1990.

40 Oral Interview with Pa. J.A Oyewale (JP) at his farm in Tonkere, Odeomu Osun State Odeomu on 23/08/2017 age 80years

41 A. Amarech: *Research on Gender and Development*. Hswassa 2004 Unpublished

European Journal of
Educational & Social Sciences
Volume 4 Issue 1
May 2019
ISSN: 2654-6621

Article

Overview of the Most Productive Prefixes and Suffixes in the Terminology of Economy in Accordance (Compared) with the English Language[1]

Sadete PLLANA[1]　　**Albulena PLLANA BREZNICA**[2]

Manuscript information:

Received: April 29, 2019
Revised: May 15, 2019
Accepted: May 22, 2019

Abstract

Today's Albanian lexicon is significantly getting richer. Also, the terminology of economy in the Albanian language has come a long way in the past two decades. Word-formation is based on the inherited elements that have served as a model, but the internal development of language has become enriched with new tools. The Albanian language during its development has created quite a few prefixes and suffixes from its dough, and borrowed some others from the languages with which it had contacts. Perpetually, the most productive forms and types of word-formation were used in today's Albanian language. Thus, the suffixes: **-ësi, -im, -je, -or, -shëm, -tor etc**., which, in today's Albanian language are very productive and active are used to a considerable extent, as well as the prefixes**: bashkë-, mbi, mos, nën-, para-, për-, ri-** etc, for word-formation even for the terminology of the economy. This paper will look at the most productive pre- and suffixes in the terminology of economy in compared the English language terminology of economics

Keywords: prefixes, suffixes, terminology of economy, Albanian language, English language.

Author 1
Asst. Prof. Dr., University of Prishtina "Hasan Prishtina"
Faculty of Economy
Republic of Kosova
E-mail:
sadete.pllana@uni-pr.edu

Author 2
MA., Technical High School "Lutfi Musiqi" Vushtrri,
Republic of Kosova
E-mail:
aalbulena.p@gmail.com

Cite as:
Pllana, S. & Breznica, A. P. (2019). Overview of the most productive prefixes and suffixes in the terminology of economy in accordance (compared) with the English Language. *European Journal of Educational and Social Sciences, 4 (1)*, 14 – 22.

[1] This study was presented during Eurasian Conference on Language & Social Sciences,24-27 June 2018, Riga, Latvia.

Zusammenfassung

Der heutige albanische Wortschatz wird bedeutend reicher. Auch die Wirtschaftsterminologie in albanischer Sprache ist in den letzten zwei Jahrzehnten weit fortgeschritten. Die Wortbildung basiert auf den vererbten Elementen, die als Modell gedient haben, aber die interne Entwicklung der Sprache wurde durch neue Mittel bereichert. Die albanische Sprache hat während ihrer Entwicklung viele Präfixe und Suffixe aus ihrer Komposition geschaffen und einige andere von den Sprachen übernommen, mit denen sie Kontakte hatte. In der heutigen albanischen Sprache wurden ständig die produktivsten Formen und Wortbildungsarten verwendet. Daher werden die Suffixe: **-ësi, -im, -je, -or, -shëm, -tor** usw., die in der heutigen albanischen Sprache sehr produktiv und aktiv sind, in erheblichem Maße zur Wortbildung, und auch für die Wirtschaftsterminologie verwendet, ebenso wie die Präfixe: **bashkë -, mbi-, mos-, nën-, para-, për-, ri-** usw. In diesem Beitrag werden die produktivsten Prä- und Suffixe der Wirtschaftsterminologie im Vergleich zur englischen Wirtschaftsterminologie betrachtet

Schlüsselwörter: Präfixe, Suffixe, Wirtschaftsterminologie, Albanisch, Englisch.

INTRODUCTION

The Albanian language creates new words by means of: the roots of words, the affixes (that can be placed before or behind the root) and the preceded articles. There is no word without root, but they frequently relate to the affixes in order of creating new words.

New words are also created by duplicating the root and by taking a prefix. Another way of creating new words are calques. They are created according to foreign models, but with texture of local language.

Prefixes

During its internal development, the Albanian has created many *prefixe*s from various lexical-grammatical categories, which, being used before a word, have received the attributes of the prefixes losing their lexical meaning. Such prefixes may have the source mainly from prepositions, for example, with preposition ***mbi***: ***mbi****ngarkesë-overcharge,* ***mbi****prodhim-overproduction,* **mbi***shpenzim-overexpenditure;* ***nën****:* ***nën****filial-fellow subsidiary,* ***nën****qiramarrës-subllesee,* ***nën****shtrim-subordination;* ***për****:* ***për****caktues-deterministic,* ***për****fitim-benefit (gain),* ***për****fundim-conclusion;* ***para****:* ***para****dhënie-advance,* ***para****kusht-prerequisite,* ***para****ndalim-prevention,* ***para****pagim-prepayment* etc. The borrowed prefixes are few in number, they are of small productivity and of narrow dialectal spread.

Find below presented of a number of the most productive *prefixes* in the terminology of the economy:

bashkë*-:* ***bashkë****autorësi-joint authorship,*
bashkë*banim-cohabitation,*
bashkë*debitorë-joint debitors,*
bashkë*detyrim-co-obligation,*
bashkë*detyrues-co-obligator,*
bashkë*financim-co financing,*
bashkë*kontraktues-co-contracting,*
bashkë*kreditor-jont creditor,*
bashkë*partner-co-partner,*
bashkë*pjesëtar-joint partaker,*
bashkë*posedim-joint possession,*
bashkë*prodhim-coproduction,*
bashkë*pronar-co-proprietor,*
bashkë*pronësi-co-ownership,*
bashkë*punëtor-associates,*
bashkë*qiramarrje-joint tenancy,*
bashkë*renditje-coordination* etc.

kundër*-:* ***kundër****kërkesë-counterclaim,*

shpër*-:* ***shpër****llogari-contra account,*
shpër*ofertë-counter-offer,*
shpër*veprim-retaliation,*
shpër*vlerë-counter value* etc.

mbi*-:* ***mbi****çmim-appresiation,*
mbi*fitim-extra profit,*
mbi*kqyrës-supervisory,*
mbi*ngarkesë-overcharge,*
mbi*ngarkim-overloading,*
mbi*popullim-overpopulation,*
mbi*prodhim-overproduction,*
mbi*shpenzim-overexpenditure,*

***mbi**sigurim-pver-insurance*,
***mbi**taksë-surcharge*,
***mbi**tatim-overtax*,
***mbi**tërheqje-overdraft*,
***mbi**vlerë-surplus value*,
***mbi**votim-otvoting* etc.

***mos**-*: ***mos**intervenim-non-intervention*,
***mos**livrim-non-delivery*,
***mos**njohje-derecognition*,
***mos**pagim-non-payment*,
***mos**pajtim-disagreement*,
***mos**përputhje-mismatch*,
***mos**pranim-non-acceptance* etc.

***nën**-: **nën**filial-fellow subsidiary*,
***nën**shtrim-subordination*,
***nën**vlerësim-underestimate*,
***nën**direktorium-subdirectory*,
***nën**ngarkesë-underloading*,
***nën**grup-subgroup*,
***nën**hua-subloan*,
***nën**komision-subcommission*,
***nën**ndarje-subdivision*,
***nën**qiradhënës-sublessor*,
***nën**qiramarrës-subllesee*,
***nën**shkrues-signer* etc.

***para**-*: ***para**dhënie-advance*,
***para**gjykim-prejudice*,
***para**kusht-prerequisite*,
***para**lajmërim-warning*,
***para**llogaris-forecast*,
***para**meter-parametër (soze)*,
***para**shkrim-prescription* etc.
***para**ndalim-prevention*,
***para**ndalues-preventive (precautionary)*,
***para**pagim-prepayment*,
***para**pëlqim-preference*,
***para**shikim-forecast*,

***për**-: **për**fitim-benefit (gain)*,
***për**fitues-beneficiary*,
***për**forcim-reinforcement*,
***për**fudnim-conclusion*,
***për**hap-diffuse* etc.

***ri**-*: ***ri**atdhesim-repatriate*,
***ri**bashkim-reunion*,
***ri**blerje-buy-back*,
***ri**ciklim-recycling*,
***ri**dërgim(malli)-re-forwarding*,
***ri**eksport-reexport*,
***ri**emërim-reappointment*,
***ri**financim-refinancing*,
***ri**fitim-regain*,
***ri**grupim-regroupimg*,
***ri**hap-reopen*,
***ri**importim-re-importation*,
***ri**investim-reinvestment*,
***ri**konfirmim-reconfirmation*,
***ri**llogaritje-recalculation*,
***ri**matje-remeasurement*,
***ri**mbursim-reimbursement*,
***ri**organizim-reorganization*,
***ri**orientim-realignment*,
***ri**parim-repair*,
***ri**prodhim-reproduction*,
***ri**shitje-resale*,
***ri**shpërndarje-redistribution*,
***ri**strukturim-restructuring*,
***ri**vlerësim-reassessment* etc.

***makro**-: **makro**ekonomikë-macroeconomics*,

***për**mjedis-macro evenement*,
***për**tregtim-macromrketing etc.*

***mikro**-: **mikro**ekonomi-microeconomics*,
***mikro**mjedis-microenvironment*,
***mikro**procesor-microprocesor* etc.

shpër-: ***shpër****ndarje-distribution*, ***shpër****ndarje (e detyrës)-task distribution*, ***shpër****ndarje(e fitimit)-distribution ofincome*, ***shpër****ndarje (e tatimeve)-tax allocation* etc.

vetë-: vetë*financim-self-financing*, ***vetë****punësuar-self-eemployed*, ***vetë****shërbim-self-service*, ***vetë****sigurim-self insurance* etc.

Suffixes

Albanian suffixes are more numerous than prefixes and are more productive than them. Some of them entered through foreign languages, with which they had the same shape and meaning. Suffixes are the most productive element of Albanian language nowadays. The Albanian language has also borrowed some suffixes from the languages with which has been in contacts during its history. Those have entered with the words as loans and later became productive by joining the Albanian words. The borrowed suffixes have mainly come from Latin and Slavic, and less from Italian, Greek and Turkish.

Find below presented of a number of the most productive *prefixes* in the terminology of the economy:

-im*: akredit****im****-accreditation,*
*aktbet****im****-affidavit,*
*akumul****im****-accumulation,*
*amortiz****im****-amortisation,*
*aplik****im****-application,*
*arkët****im****-cashing,*
*audit****im****-audit,*
*bashkëfinanc****im****-co financing,*
*bashkëpun****im****-collaboration,*
*bllok****im****-blckage,*
*çm****im****-price,*
*çregjistr****im****-striking off,*
*decentraliz****im****-decentralization,*
*detyr****im****-obligation,*
*denacionaiz****im****-denationalisation,*
*dogan****im****-impostion of customs duties,*
*dhur****im****-donation,*
*eksport****im****-exporting,*
*evidenc****im****-record keeping,*
*fatur****im****-invoicing,*
*financ****im****-financing,*
*fit****im****-profit,*
*import****im****-importation,*
*industrializ****im****-industrialization,*
*inspekt****im****-inspection,*
*kapitaliz****im****-capitalization,*
*këmb****im****-exchange,*
*keqbes****im****-bad faith,*
*kërk****im****-research,*
*klasifik****im****-clasification,*
*kod****im****-coding,*
*kompens****im****-compensation,*
*kontroll****im****-controlling,*
*liberaliz****im****-liberazation,*
*magazin****im****-warehousing,*
*mbishpenz****im****-overexpenditure,*
*mbitat****im****-super tax(super tax),*
*menaxh****im****-management,*
*ndërmjetës****im****-mediation,*
*organiz****im****-organization,*
*përfit****im****-benefit (gain),*
*planifik****im****-planing,*
*prodh****im****-production,*
*racionaliz****im****-rationalization,*
*regjistr****im****-registration,*
*reklam****im****-complaint,*
*revaloriz****im****-revalorization,*
*rifinanc****im****-refinancing,*
*rifit****im****-regain,*
*riinvest****im****-reinvestement,*
*ristruktur****im****-restructuring,*
*rivlerës****im****-reassessment,*

*sekuestr**im**-sequestration,*
*sigur**im**-insurance,*
*skad**im**-expiration,*
*skont**im**-discounting,*
*subvencion**im**-subsidy,*
*shpenz**im**-spending,*
*shpronës**im**-expropriation,*
*tat**im**-tax,*
*transport**im**-transportation,*
*verifik**im**-verification (check-up),*
*vetëfinanc**im**-elf-financing,*
*zot**im**-engagement,*
*zhvill**im**-development,*
*zhvleftës**im**-devaluation,*
*zhvlerës**im** (amortizim)-depreciation* etc.

***-tor:** administra**tor** -administrator,*
*buxhe**tor** -budgetary,*
*debi**tor**-debtor,*
*fak**tor**-factor,*
*inspek**tor**-inspector,*
*konsuma**tor**-consumer,*
*kredi**tor**-creditor,*
*mutiplika**tor**-multiplier,*
*organiza**tor**-organizer,*
*punë**tor**-worker,*
*terri**tor**-territory,*
*vje**tor**-annual* etc.

***-je**: bart**je**-carriage (conveyance),*
*bler**je**-buying (purchase, purchasing),*
*humb**je**-loss,*
*llogarit**je**-calculation,*
*ndërmarr**je**-company,*
*shit**je**-sale (selling, vending),*
*vendimmarr**je**-decisionmaking,*
*zbrit**je**-allowance* etc.

***-ues**: audit**ues**-auditor,*
*bashkëdetyr**ues**-co-obligor,*
*depozit**ues**-depositor,*
*dërg**ues**-dispatcher (sender),*
*drejt**ues**-manager,*
*financ**ues**-financer,*
*furniz**ues**-supplier,*
*import**ues**-importer,*
*likuid**ues**-liquidator,*
*tatimpag**ues**-taxpayer,*
*transport**ues** (spedicioner)-shipper,*
*uzurp**ues**-usurper,*
*verifik**ues**-verifier,*
*vetadministr**ues**-selfmanaging,*
*vlerës**ues**-valuator*
*zhvill**ues**-developer* etc.

***-shëm:** i këmbye**shëm**-exchangeable (convertible),*
*i kundërhtue**shëm**-objectionable,*
*i mohue**shëm**-deniable,*
*i ndryshue**shëm**-variable,*
*i pagu**shëm**-payable,*
*i pakontestue**shëm**-unquestionable,*
*i parëndësi**shëm**-negligible,*
*i pavlef**shëm**-null (void),*
*i pjesëtue**shëm**-divisible,*
*i qëndrue**shëm**-consistent,*
*i tatue**shëm**-taxable,*
*i trashëgue**shëm**-inheritable,*
*i tregtue**shëm**-marketable,*
*i zbatue**shëm**-applicable,*
*i zbrit**shëm**-deductible,*
*i zëvendësue**shëm**-substitive*

***-i, -si, -ri**: aftës**i**-ability,*
*dëshm**i**-testimonial,*
*kompan**i**-company,*
*lloga**ri** (konto)-account,*
*paaftë**si**-inaptitude,*
*pronë**si**-ownership,*
*sas**i**-quantity,*
*ser**i**-series,*
*shoqë**ri** (financiare)-finance (company),*
*qëndrueshmë**ri**-tability, trgt**i**-trade,*
*veprimtar**i**-activity*

CONCLUSION

Prefixes and suffixes serve to form new words, but in some languages they can also perform morpheme-formation functions, i.e. provide different grammatical forms to the same word.

Based on the foregoing outline, it turns out that the suffix ***-im*** is very productive for the creation of a considerable number of terms of the economics, which mainly is added to the active verbal nouns giving them opposite meaning: *akredit**im**-accreditation, audit**im**-audit, dogan**im**-impostion prodh**im**-production, tat**im**-tax* etc.

Specifically, the suffixes and the prefixes have in common the same word-formation function, otherwise there is a list of differences amongst them. The prefix is easier to distinguish from the integral part it belongs, and the remaining part from it has a function of a meaningful word. Such as: ***bashkë**autorësi-autorësi-joint authorship, **bashkë**financim-financim-co financing, **mbi**fitim-fitim-extra* etc. It's totally different story when it comes to the suffixes: the part of the word that remains after the removal of the suffix usually does not stand as a meaningful word, such as: *menaxh**im**-"menaxh-"-management, shpenz**im**-"shpenz-"-spending* etc. In addition, suffixes, as a rule, change not only the lexical meaning of the word, but also its relevance as part of speech, whereas the prefixes generally do not affect the relevance of the word to a particular class. Some suffixes give to the nouns different sense and expressive attribute.

While performing a task of substituting foreign terms with Albanian words, a principle to be followed include translation into Albanian language only those terms of the economy that comes from specific languages or from a group of related languages, and which in both cases do not have an international character.

REFERENCES

[1] Demiraj, Sh.: *"Ndihmesa e Sami Frashërit në lëvrimin e gjuhës shqipe"* në GJUHA SHQIPE Probleme dhe disa figura të shquara të saj, Tiranë, 2003.

[2] Duro, A.: *"Studime gjuhësore (terminologji, gjuhësi kompjuterike, kritikë-bibliografi)"*, QSA IGJL, Tiranë,2012.

[3] Duro, A.: *"Terminologjia si sistem",* "Panteon", Tiranë 2001.

[4] Duro, A; Pllana, G.: *"Marrëdhëniet logjike ndërmjet shenjave njëfjalëshe e togfjalëshe në terminologji"* në KONFERENCA SHKENCORE JAVA E ALBANOLOGJISË IAP 6/2015, 15-19 qershor 2015, Prishtinë, 2015.

[5] Dhrimo, A.; Memushaj, R.: *"Fjalor drejtshkrimor i gjuhës shqipe",* INFBOTUES, Tiranë, 2011.

[6] Felber, H.:*"Terminology manual",* UNESCO and Infoterm, Paris, 1984.

[7] Kostallari, A.: *”Gjuha letrare kombëtare shqipe dhe epoka jonë”,* në “Sf”, nr.4, Tiranë,1984.

[8] Lafe, E.: *“Leksiku terminolologjik si problem gjuhësor dhe kombëtar”* në “GJENDJA DHE ZHVILLIMI I TERMINOLOGJISË SHQIPE PROBLEME DHE DETYRA” KONFERENCËSHKENCORE, ASHSH & ASHAK, Tiranë, 2009.

[9] Leka, F.: *“Terminologjia tekniko-shkencore dhe gjuha e sotme letrare shqipe”* në STUDIME MBI LEKSIKUN DHE MBI FORMIMIN E FJALËVE NË GJUHËN SHQIPE III, ASHSH, Tiranë, 1989.

[10] Memisha, V.: *“Fjalor i termave themelorë të mekanikës”* në “GJUHA JONË” nr.3-4, Tiranë, 2002.

[11] Pasho, H.: *“Leksiku terminologjik në veprën mësimore-didaktike të Naim Frashërit”* në “Sf” , nr.2., Tiranë, 1991.

[12] Pllana, G.: *“Standardizimi i terminologjisë së inxhinierisë mekanike në gjuhën shqipe nevojë e kohës”,* në ALBANOLOGJIA International Journal of Albanology, Vol.1, No:1-2/2014, UDK:81, USHT Tetovë, 2014.

[13] Pllana, G.: *“The study of mechanics terminology in Albanian language (In comprehensive terminology and in a special subfield)”*në SLATE 2015 The Asian Conference on Second Language Acquisition and Teacher Education August 2-4, 2015, Hiroshima, 2015.

[14] Pllana, G.: *”The study of mechanics terminology in Albanian language (On the level of general terminology and a comprehensive special subfield)“,*SLATE 2015 Proceedings The Asian Conference on Second Language Acquisition and Teacher Education, August 2-4, 2015, Hiroshima, Japoni.

[15] Pllana, G.: *“FORMIMI I TERMINOLOGJIVE TEKNIKE SHQIPE MBI BAZËN E LEKSIKUT TË PËRGJITHSHËM-Procese të krijimit, të pasqyrimit në gjuhë dhe të standardizimit”,* QSA IGJL, Botimet Albanologjike, Tiranë, 2017.

[16] Pllana, S.: “*Terminologjia bazë e mekanikës në gjuhët shqipe dhe angleze”,* QSA IGJL, Botimet Albanologjike, Tiranë, 2014.

[17] Pllana, G.: Pllana, S.: “*GROUP WORD TERMS IN THE TERMINOLOGY OF THE THEORY OF MECHANICS IN ALBANIAN AND ENGLISH”,* The Journal of Education Culture and Society, Issue 2 semiannual, no.2_2013, Wrocław, Poland, 2013.

[18] Qesku, P.: *”English-Albanian Dictionary”,* Tiranë, 2002.

[19] Qesku, P.: *”Fjalor shqip-anglisht” (”Albanian – English Dictionary”),* Tiranë, 1999.

[20] Stefanllari, I.: *“Fjalor anglisht-shqip”*, (ribotim), Prishtinë, 1983.

[21] Shehu, H.: *”Rreth fjalëve angleze ose me prejardhje nga anglishtja në gjuhën e sotme shqipe”* në ”SEMINARI NDËRKOMBËTAR PËR GJUHËN, LETËRSINË DHE KULTURËN SHQIPTARE”,Prishtinë, 2001.

[22] Thomai, J.: *“Ligjërata pasuniversiatre (leksikologji, semantikë, leksikografi)”,* UNIVERSITETI “FAN S.NOLI”, Korçë, 2015.

[23] Xhuvani, A.: *"Vepra I",* Tiranë, 1991.

[24] Xhuvani, A; Çabej, E.:*"Prapashtesat e gjuhës shqipe",* VEPRA I, Tiranë, 1980.

European Journal of
Educational & Social Sciences
Volume 4 Issue 1
May 2019
ISSN: 2654-6621

Article

Potential Link Between Several Learner Characteristics and Second Quarter Achievement in Science (Physics) of Grade VIII Students

Omar Gonzales LAMINA[1]

Manuscript information:

Received: August 10, 2019
Accepted: October 02, 2019

Author 1
Department of Education,
Division of Rizal, PHILIPPINES
E-mail: laminaomar@yahoo.com

Abstract

The primary objective of this study is to the determine and analyze the potential link between several learner characteristics (brain dominance, self-esteem and study skills) and their achievement for the second quarter in Grade VIII Science of selected students of Casimiro A. Ynares Sr. Memorial National High School. This study employed three adapted research tools in a questionnaire check list form as main tool in gathering the needed data. One hundred students served as respondents of the study. Results showed that there is no significant difference among the achievement of learners with varied brain dominance and that the achievement of the students does not favour in any particular learner groups based on brain dominance. Furthermore, there is also no significant difference among the achievement of learners with varied self-esteem this implies that that a high, low or moderate self-esteem does not affect the learner's achievement in Science. On the other hand, there is significant difference among the achievement of learners with varied study skills. This suggests that a strong study habit or skills have a great effect on the learners' achievement in Science for the second quarter. The results also revealed a low and no significant correlation exist between self-esteem and achievement, the relationship is not significant because of the low achievement of learners reflected through the second quarter grade with varied self-esteem. On the other hand, there is a high significant correlation that exist between study skills and the achievement of learners. The results imply the importance of a study habit or skills to be able to achieve a high academic achievement in Science. Lastly, a moderate significant correlation exists between self-esteem and study skills as also revealed on the table. In the light of the findings it is recommended that teachers should understand and know their students deeply.

Keywords: *achievement, brain dominance, learner characteristics, self-esteem, study skills*

Cite as:
Lamina O. G. (2019). Potential link between several learner characteristics and second quarter achievement in Science (Physics) of Grade VIII students. *European Journal of Educational and Social Sciences, 4 (1),* 23 – 37.

INTRODUCTION

Over the recent years, teachers have engaged into many academic researches that have increased the understanding of human cognition, provided greater insight into how knowledge is organized, how experience shapes understanding, how people monitor their own understanding, how learners differ from one another, and how people acquire expertise and knowledge. From these emerging bodies of research, educators and others have been able to synthesize a number of underlying principles of human learning. This growing understanding of how people learn has the potential to influence significantly the nature of education and its outcomes because in schools, teachers manage and have great significant effects on students' learning. However, learning is enhanced if students can manage it themselves; moreover, once they leave school, people have to manage most of their own learning. To do this, they need to establish their goals, persevere, monitor their learning progress, and adjust their learning strategies as necessary and to overcome difficulties in learning. Students who leave school with the autonomy to set their own learning goals and with a sense that they can reach those goals are better equipped to learn throughout their lives.

A genuine interest in school subjects is important as well. Students with an interest in a subject like mathematics and science are likely to be more motivated to manage their own learning and develop the requisite skills to become effective learners of those subjects. Hence, interest in mathematics and science are relevant when considering the development of effective learning strategies in learning the subjects. In contrast, anxiety and learning difficulty can act as a barrier to effective learning. Students who feel anxious about their ability to cope in learning situations may avoid them and thus lose important career and life opportunities. Moreover, majority of students' learning time is spent in school and as such the climate of the school is important for the creation of effective learning environments. If a student feels alienated and disengaged from the learning contexts in school, his or her potential to master fundamental skills and concepts and develop effective learning skills is likely to be reduced. A comprehensive assessment of how well a country is performing in education must therefore look at these cognitive, affective and attitudinal aspects in addition to academic performance. Education is crucial to the success of an individual in their future life as an adult, and the best way to start an individual off on the right path is by providing the most superior education that the parents, schools and state can provide. While many public schools get a bad reputation for huge classes, lack of facilities, number of shifts and little attention to some details of the academic subjects, continuous improvements efforts have been exerted by many school administrators to be able address those issues. Meeting the individual needs of each student can be a monumental task for teachers. But doing so is very important for preparing these students to become active, effective learners for life. This is a big leap away from the near factory style "teaching to the test" that has been used for years. Moving toward a more personal approach can help ease stress on both teacher and student in the classroom, especially in small class sizes. In identifying each student's individual learning needs, that student becomes a kind of partner in their teaching. They can feel a sense of personal, active engagement with the material, rather than a passive, just show up kind of class. This active engagement leads to a more adaptive learning that can better prepare students for future learning and careers. It also shifts the focus from just the test material, broadening the scope of classroom material. In short, shifting to a more personalized learning paradigm leads to more actively engaged students, and allows for each student's individual talents to develop. The classroom becomes a place of effective study, and less of a bore to some students, less stress for others. The struggling student can get more help, and the advanced student can be more engaged and challenged at the same time as the average student is enabled to advance further in their understanding of the material. All of these students will also have the necessary skills to move on in their education, or to adapt to the constant changes of any career later on. Understanding students is very important to teaching. In order to plan how to teach your students or ways to present a subject in an interesting manner a teacher needs to know what motivates and how the students learn, what background the students are bringing to the classroom, as well as the student's interests. A growing individual are changing cognitively, socially, and physically which all affect their learning. Students are also impact and affected by their culture, neighbourhood, peers and certain characteristics. Knowing much of their background helps teacher understand students and in turn can answer question, such as: 'How can I help this student learn better?' or 'What in the student's life can I relate this topic to so it is interesting?' Anyone can stand up and teach a class about any topic, but understanding the students completes a teacher. While students themselves are the most responsible for their own learning, good teachers should also accept responsibility for the learning of their students. High School students cannot focus solely on the delivery of content while assigning all responsibility for learning to the students. Teachers can do much to encourage and enhance learning both in classrooms and laboratories and outside of them. Teachers who continually try to understand their audiences and to address student interests, deficiencies, and misconceptions will be the most successful in helping students to meet their own responsibilities to learn.

METHODOLOGY

Research Design

The study was exploratory in nature. A descriptive survey was adapted using the correlational-comparative research design. Information on learner characteristics such as brain dominance, self esteem and study skills as well as the subsequent achievement in Grade VIII Science were gathered in a natural classroom setting. This design is the most appropriate design for the study considering the objective of the research is to describe the characteristics and compare their achievement in terms of quarterly grade.

The Population/Research Sample

The samples that participated in this study are 100 Grade VIII students of Casimiro A. Ynares Sr. Memorial National High School, a public junior high school located in the municipality of Taytay in the province of Rizal. Non probability sampling technique was used in selecting the respondents of the research study from the existing school population, samples were selected because of their availability during the conduct of the study. Subjects came on a voluntary basis, this technique is considered easiest, cheapest and less time consuming.

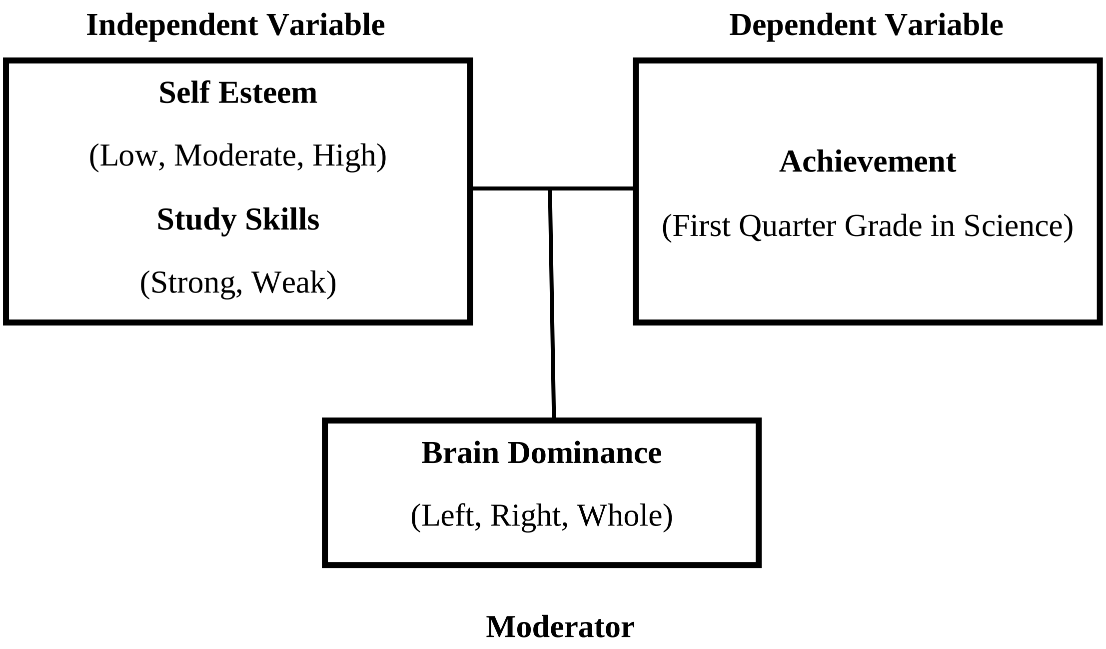


Figure 1. The Conceptual Paradigm of the Study

The Brain Dominance Questionnaire developed by while leading management education at [General Electric]'s Crotonville facility was adapted to be able to classify the respondents based on brain dominance. As shown below 67% are left brain dominant, 19% are right brain dominant and 14% are whole brain learners.

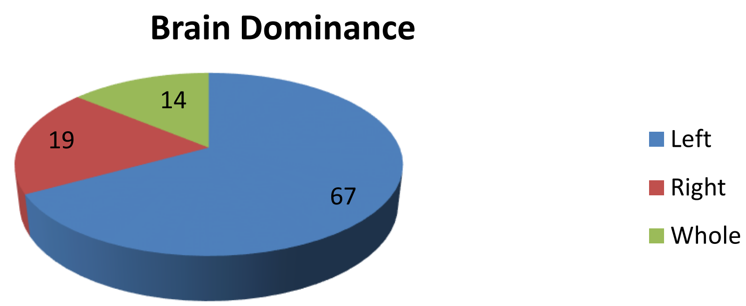


Figure 2. The Brain Dominance of the Research Respondents

Based on the Rosenberg Self Esteem Scale (RSES), developed by sociologist Dr. Morris Rosenberg, 78% of the research respondents have moderate self esteem, 18% are high and 4% have low self esteem. The distribution is presented on the figure below:

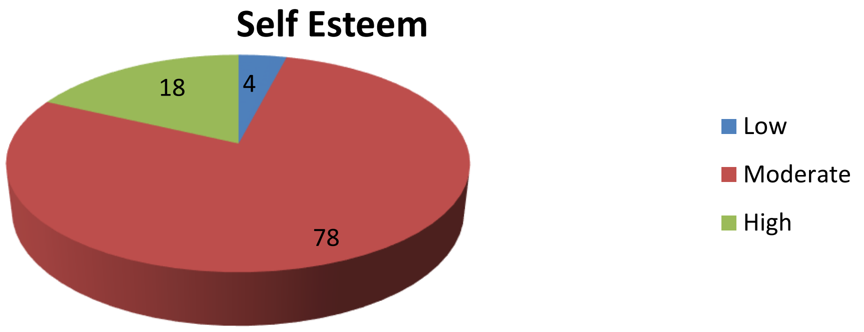


Figure 3. The Level of Self Esteem of the Research Respondents

Figure 3 below shows the study skills of students based on the tool adapted from the University of Central Florida's Student Academic Resource Centre. Sixty percent of the research respondents have strong study habits or skills while 40% have weak study skills.

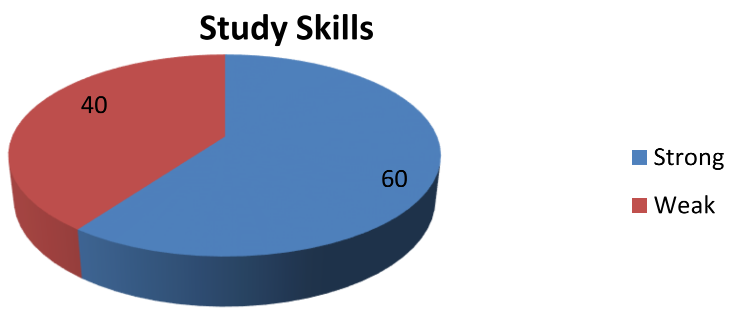


Figure 4. The Level of Study Skills of the Research Respondents

Based on the questionnaire, there are six critical study skills students need to consistently develop to be able to achieve better school performance: text book reading, note taking, memory, test preparation, studying, and time management. As reflected in the graphical representation below, test preparation and reading books are most common study habits of the learners participated in the study, while note taking is the least among the six styles of studying.

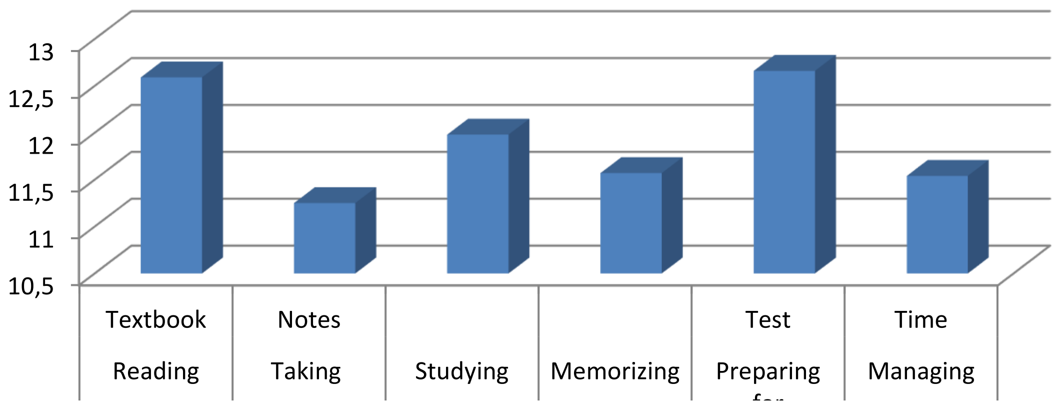


Figure 5. The Graphical Representation of the Study Styles of the Research Respondents

Research Instrument

Three research instruments were used in gathering the needed data for the study. The adapted tools were: Hermann Brain Dominance Instrument, Rosenberg Self Esteem Test and the Study Skills Tool. The instruments were outsourced from the internet and have been used by other researchers from different countries.

Hermann Brain Dominance Instrument

The Herrmann Brain Dominance Instrument (HBDI) is a system to measure and describe thinking preferences in people, developed by William "Ned" Herrmann while leading management education at General Electric's Crotonville facility. It is a type of cognitive style measurement and model, and is often compared to psychological assessments such as the Myers-Briggs Type Indicator, Learning Orientation Questionnaire, DISC assessment, and others. The format of the instrument is a 120-question test, which claims to determine which of the model's four styles of thinking (analytical thinking, sequential thinking, interpersonal thinking, imaginative thinking is a dominant preference. For the purpose of this study only fifteen questions were taken from the original questionnaire for the convenience and consideration of the high school students that served as respondents.

Rosenberg Self Esteem Test

The Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg, is a self-esteem measure widely used in social-science research. It is a widely used self-report instrument for evaluating individual self esteem, it is composed of a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Study Skills Tool

The tool content was adapted from the University of Central Florida’s Student Academic Resource Centre. The tool is composed of 30 self evaluation questions. Based on the questionnaire, there are six critical study skills students need to consistently develop to be able to achieve better school performance: text book reading, note taking, memory, test preparation, studying, and time management. At the conclusion of the inventory, each of the skills will be assessed based on the manner in which the questions were answered.

Research Procedure

The conduct of the study was divided into three phases, it started with the preparation which involved the sourcing, pilot testing, revision and validation of the research instruments, seeking of approval to conduct the study from the parents of the involved learners and the school principal and other persons concerned, and the selection of research respondents. The second phase is the administering of the research instruments to the research respondents and computing the second quarter grade in Science Grade VIII. Presented in Table 1 is the time table followed in doing the study.

Data Analysis

Presented here are the data processing and the subsequent analyses made to the gathered data to enable the researcher answer the questions posed in the first part of the study pertaining to the students' brain dominance, self esteem and study skills.

Brain Dominance Test

The format of the instrument is a 120 question test, which claims to determine which of the model's style of thinking (left brain, right brain and whole brain dominance). For the purpose of this study only fifteen questions were taken from the original questionnaire for the convenience and consideration of the high school students that served as respondents. The questionnaire was redesigned so that the respondents could be able to answer the questions by placing a mark or by choosing the letter of the answer that best describes their characteristics. In the determining the brain dominance based on the answer of the respondents, the frequency of the "A" and "B" answers were added. All "C" answers were not considered in the computation of the brain dominance. A negative (- minus) sign was placed on the "A" score and a positive (+ plus) sign was denoted in front of the "B" score. The algebraic sum of the "A" and "B" scores were taken. A positive sum indicates the presence of the right brain dominance and a negative sum denotes the left brain dominance of the respondents. An algebraic sum of zero "0" means that the learner has a functional whole brain in learning.

Self Esteem Inventory

The questionnaire is composed of a 10-item scale that measures self-worth by measuring both positive and negative feelings about the self. All items were answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The algebraic sum of the scores was taken for the interpretation of responses. A summative score between10-20 indicates a low self esteem, scores between 21-30 means a moderate self esteem on the other hand a score between 31-40 shows a high self esteem. For questions expressed in the negative form, the students' response was rated with the following scores:

1- Agree
2- Strongly Agree
3- Disagree
4- Strongly Disagree
5-

Study Skills Questionnaire

The tool is composed of 30 self evaluation questions intended to measure the critical study skills students need to consistently develop to be able to achieve better school performance: text book reading, note taking, memory, test preparation, studying, and time management. Every respondent was rated on the basis of their response with a corresponding score. The scores were used are as follows:

4- Always

3- Often

2- Sometimes

1-Seldom

0- Never

Summative score between1-10 indicate a weak study skills or habit and a score between11-20 means a strong study skill of the respondents.

Statistical Treatment

The gathered data were grouped, tabled and carefully organized and interpreted by the researcher for the drawing of conclusions. Frequency, percentage and ranking are all reflected in tabular and graphical forms. Gathered raw data were statistically processed and analyzed using MS EXCEL software. Descriptive and inferential statistics were used to treat the data for the basis of interpretation. The t-test for independent samples was applied to compare the achievement in science and study skill. The Analysis of Variance (ANOVA) was used to compare students' science achievement across brain dominance and self esteem. The Pearson Product Correlation Coefficient (Pearson r) was computed to determine if the students' science achievement is related self esteem and study skills. All test of relationships and differences were evaluated at 0.05 level of confidence.

RESULTS

3.1. Figures and Tables

Students' Second Quarter Achievement in Grade VIII Science

The students' second quarter achievement in Grade VIII Science with respect to certain characteristics is presented in three sub-sections. The first sub-section is the achievement profile of students based on brain dominance (left, right and whole brain dominant), the second sub-section is the student's achievement relative to self esteem (low, moderate and high) and the third sub-section is the student's achievement across of study skills (weak and strong).

Science Achievement of Students and Brain Dominance

Table 1 presents the frequency counts of the students based on brain dominance, the highest and lowest second quarter grade and some descriptive statistics. As shown in the table majority or 67 out of the 100 research respondents are left brain dominant, 19 are right brain dominant and 14 are whole brain dominant. Overall mean and standard deviation based on descriptive statistics are 81.07 and 5.42 respectively.

Table 1. Second Quarter Achievement in Science and with Respect to Brain Dominance

Brain Dominance	N	Achievement		Mean	Standard Deviation
		Minimum	Maximum		
Left	67	75	93	81.24	5.35
Right	19	75	88	79.95	4.88
Whole	14	75	91	81.78	6.55
Overall	100	75	93	81.07	5.42

Table 2 shows the summary of statistics for the one-way analysis of variance to determine if there is significant difference across brain dominance and achievement for the second quarter in Grade VIII Science. As shown in table 3, the computed f-value is 0.5570 with a probability of 3.090 which is less than the F-critical of *a* = 0.05. This indicated that there is no significant difference among the achievement of learners with varied brain dominance. This implies that the achievement of the students does not favour in any particular learner groups.

Table 2. Analysis of Variance of Students' Achievement across Brain Dominance

ANOVA

Source of Variation	*Sum of Square*	*Df*	*Mean Square*	$F_{computed}$	*P-value*	*a = 0.05 F crit*
Between Groups	33.0263	2	16.513	0.5570	0.5747	3.0901
Within Groups	2875.48	97	29.644			
Total	2908.51	99				

Science Achievement of Students and Self Esteem

Table 3 presents the frequency counts of the students based on self-esteem, the highest and lowest second quarter grade and some descriptive statistics. As shown in the table majority or 78 out of the 100 research respondents have moderate self-esteem, 18 are high and 4 have low self-esteem. Overall mean and standard deviation based on descriptive statistics are 81.02 and 5.42 respectively.

Table 3 Second Quarter Achievement in Science and with Respect to Self Esteem

Self Esteem	N	Achievement		Mean	Standard Deviation
		Minimum	Maximum		
Low	4	75	87	78.00	6.00
Moderate	78	75	90	81.03	5.20
High	18	75	93	81.94	6.25
Overall	100	75	93	81.02	5.42

Table 4 shows the summary of statistics for the one-way analysis of variance to determine if there is significant difference across self-esteem and achievement for the second quarter in Grade VIII Science. As shown in table 5, the computed f-value is 0.8763 with a probability of 3.090 which is less than the F-critical of *a* = 0.05. This indicated that there is no significant difference among the achievement of learners with varied self esteem. This implies that a high, low or moderate self esteem does not affect the learner's achievement in Science.

Table 4. Analysis of Variance of Students' Achievement with Respect to Self Esteem

Source of Variation	***Sum of Square***	***df***	***Mean Square***	$F_{computed}$	***P-value***	***a= 0.05 F crit***
Between Groups	516.168	2	25.808	0.8763	0.4196	30.901
Within Groups	2856.89	97	29.452			
Total	2908.51	99				

Science Achievement of Students and Study Skills

Table 5 presents the frequency counts of the students based on self-esteem, the highest and lowest second quarter grade and some descriptive statistics. As shown in the table majority or 60 out of the 100 research respondents have strong study skills and 40 have weak study skills. Overall mean and standard deviation based on descriptive statistics are 81.07 and 5.42 respectively.

Table 5. Second Quarter Achievement in Science and with Respect to Study Skills

Study Skills	**N**	**Achievement**		**Mean**	**Standard Deviation**
		Minimum	**Maximum**		
Strong	60	75	93	82.08	5.47
Weak	40	75	91	79.55	5.04
Overall	100	75	93	81.07	5.42

Table 6. t-Test: Two-Sample Assuming Unequal Variance in Study Skills

Group	**N**	**Mean**	**Difference**	**T-stat**	**P(T<=t) two-tail**	**T Critical 2-tail**	**Interpretation**
Strong Weak	60 40	82.08 79.55	2.55	2.38	0.019	1.98	Significant

Table 6 shows the summary of statistics for the t-Test of two samples assuming unequal variance to determine if there is a significant difference across study skills and achievement for the second quarter in Grade VIII Science. As shown in table the value of computed P(T<=t) two-tail which is 0.019 is less than the p value of 0.05 this indicates that there is significant difference among the achievement of learners with varied study skills. This implies that a strong study habit or skills have a great effect on the learner's achievement in Science for the second quarter.

Correlation between Students Achievement and Certain Learner Characteristics

Table 7 presents the computed correlation between self esteem, study skills and second grading achievement in Grade VIII Science. The table shows the value of the computed Pearson r correlation on different variable pairs like self esteem and achievement (0.202), study skills and achievement (0.405) and study skills and self esteem (0.240).

Table 7. Correlation between Certain Learner Characteristics and Achievement in Science

	Self Esteem	**Study Skills**	**Achievement**
Self Esteem	1		
Study Skills	0.24040825	1	
Achievement	0.20236554	0.4053356	1

Results reveal on Table 8 the computed Pearson r correlation coefficients and interpretation between the students' achievement and learner characteristics.

Table 8. Significance of Pearson r Correlation

Variable Pair	***R***	***P***	***Interpretation***
Self Esteem vs. Achievement	0.202	0.159	+, low, NS
Study Skills vs. Achievement	0.405	0.001	+, moderate, HS
Self Esteem vs. Study Skills	0.240	0.016	+, moderate, S

The results reveal a low and no significant correlation exist between self esteem and achievement as revealed by the value of r which is 0.202 and a computed p which is higher than 0.05. The relationship is not significant because the low achievement of learners reflected through the second quarter grade with varied self esteem. This implies that a high, low or moderate self esteem does not affect the learner's achievement in Science. On the other hand, there, high significant correlation that exist between study skills and the achievement of learners as shown in the table, the value of r which is 0.405 and the computed p value is lower than 0.05.

The results imply the importance of a study habit or skills to be able to achieve a high academic achievement in Science. Lastly, a moderate significant correlation exists between self esteem and study skills as also revealed on the table.

CONCLUSION

1. Brain dominance has no effect on the student's achievement in Science that learners do have different personalities and have unique strengths and weaknesses in how they process information and personalities and abilities of learners are not determined by favoring one hemisphere over the other, but both hemispheres are used by learners in thinking processes. This implies that the achievement of the students does not favour in any particular learner groups based on brain dominance.
2. Self esteem is a critical component of students' psychological structure and it supports how a person deals with daily activities. That when students receive good grades, they may automatically feel better about themselves, thereby increasing their self-worth and automatically increasing their self-esteem. However, based on the results of this study, whether high, low or moderate self esteem does not affect the learner's achievement in Science.
3. Strengthen study habits and study skills of students can play an important role in the improvement of their academic performance, furthermore weakness in study habits and study skill and deficit in planning and time management, concentration and note taking skill resulted to poor performance of students. This implies that a strong study habit or skills have a great effect on the learner's achievement in Science for the second quarter.

3.3. Recommendations

1. Learners should be aware of their own neurological strengths and weaknesses and should help themselves strengthen the weaker parts of their brain. Learners should understand how their brain processes information to help themselves learn fast and efficiently. They should consider that no matter which hemispheric dominance they have, they need to learn to adapt to varied learning strategies that will lead them to academic success.
2. Teachers may facilitate the learning of the brain dominance of learners by promoting balancing hemispheric interaction. They should understand the processes at work in the learners' brain to help their learners explore their individual preferences. Teachers should consider teaching strategies of more balanced approach that will equally address the needs of their learners. They must recognize the right-brain, left-brain and whole brain characteristics in their learners for them to plan instructional classroom activities that will stimulate the use of learners' both hemispheres to attain the expected learning outcomes.
3. School authorities, specially guidance counsellors, class advisers and subject teachers should be aware of the importance of developing the self esteem of students in overcoming challenges in life whether it has link or effects to the students' performance

in school. When students understand that their failures are a result of efforts rather than abilities, they will probably exhibit a greater persistence to overcome their failures rather than developing attitude helplessness.

4. New conception of teaching and learning in school should be considered by deepening and increasing the knowledge of teachers in understanding of students' individual differences in cognitive characteristics and behavioural strategies in the way they perceive information and learning things.
5. Developing and improving one's study skills can help in many ways like: make more efficient use of study time - get more work done in less time, making learning easier, and help retain what an individual have learned for longer, feeling the work and effort involved is worthwhile.
6. Additional research needs to be conducted to confirm the findings of this study. Other learner characteristics should be included aside from those included in this study.

REFERENCES

Abell, Lederman (2007). Handbook of Research on Science Education. L.E Associates Press: New Jersey

Anderson, A. (1999). Study Skills and Learning Strategies. Center for the Study of Reading, University of Illinois, Illinois, United States of America

Bautista, V. A. (1998). Research and Public Management. UP Open University Publishing: Quezon City

Boyd, A. (2012). Brain Hemisphere Dominance: Building the Whole-Brain Singer. Florida State University

Branden, N. (2001). The Psychology of Self-Esteem. Nash Publishing, United States of America.

Caintic, Cruz (2008). Scientific Research Manual. Quezon City: C & E Publishing, Inc.

de Jagger M. (2009). Left Brain, Right Brain or Whole Brain? Mind Moves Institute, Johannesburg, South Africa

Dehghani GH.A. (2014). Relationship of Study Skills and Exam Preparation Method in Master Students. Bimonthly of Education Strategies in Medical Sciences, Tabriz University of Medical Sciences

Edward E. (2012). Handbook on Qualitative Research in Education. E. Elgar Limited Publishing: Massachusetts

Feldman R. (2005). Understanding Psychology. Mc Graw Hill Publishing: New York

Ferrer F. (2015). Correlation of Learners' Brain Dominance and Mathematics Performance: An Investigation in Educational Setting. International Journal of

Innovation and Scientific Research, University of the City of Manila, Intramuros, Manila, Philippines

Fraenkel, Wallen (2006). How to Design and Evaluate Research in Education. Mc Graw Hill Publishing: New York

Hassanbeigi A. (2011). The Relationship between Study Skills and Academic Performance of University Students. Procedia - Social and Behavioral Sciences, Shahid Sadoughi University of Medical Sciences, Yazd, Iran

Iniama E. (2004). The Relationship between Self Esteem and Academic Performance of Freshman at the University of the Virgin Islands, University of the Virgin Islands

Keat T. et al (2015). The Relationship between Brain Dominance and Academic Performance: A Cross-sectional Study. British Journal of Medicine & Medical Research, Melaka Manipal Medical College, Malaysia.

Mansour E. et al. (2017). Hemispherical Brain Dominance and Academic Achievement among Nursing Students. IOSR Journal of Nursing and Health Science, Tanta University, College of Nursing, Egypt

National Institute of Neurological Disorders and Stroke (2007). Brain basics: Know your brain. Retrieved from http://ninds.nih.gov/disorders/brain_basics/know_your_brain.htm?css=print

Nematollahi A. (2015). The Relationship between Self-Esteem and Students' Academic Achievement and Some Parental Demographic Factor. Scholars Journal of Applied Medical Sciences, University of Medical Sciences, Shiraz, Iran

Nouhi E, (2008). Study habits and skills and Academic Achievement of Students in Kerman University of Medical Sciences. Journal of Medicine Education, Kerman University of Medical Sciences

O’ Donoghue, R. (2006). Study Skills: Managing your Learning. Access Office, NUI Galway National University of Ireland, Galway

Sasikala, V. (2012). Influence of Study Skills and Academic Achievement of B.E. Teacher Trainees. International Journal of Scientific and Research Publications, Faculty of Education, Chennai, India

Singh, P. (2015). Interaction effect of Brain Hemispheric Dominance and Self-Concept on Academic Achievement in Mathematics. Research Inventy:

International Journal of Engineering and Science, Khalsa College, Mahilpur. (Hoshiarpur), Punjab. India

Ulrich, J.K. (2010). The Relationship between Self-esteem and Academic Achievement A Research Paper, Adler Graduate School

European Journal of
Educational & Social Sciences
Volume 4 Issue 1
May 2019
ISSN: 2654-6621

Article

Overview of the Appeal and Development of Technical Terminology in the Albanian Areal[a]

Gani PLLANA[1] **Sadete PLLANA[1]**

Manuscript information:

Received: April 29, 2019
Accepted: May 29, 2019

Author 1
Dr., University of Prishtina "Hasan Prishtina" Prishtina
Faculty of Mechanical Engineering
Republic of Kosova
E-mail: gani.pllana@uni-pr.edu

Author 2
Asst. Prof. Dr., University of Prishtina "Hasan Prishtina"
Faculty of Economy
Republic of Kosova
E-mail: sadete.pllana@uni-pr.edu

Abstract

The history of appearance and development of technical terminologies in the Albanian area sheds light on the relationships they have entered into with social factors indicating what kinds of factors have prevailed in their appearance and development. Thus, for instance, at the end of the 19th century, a number of knowledge fields were stipulated by political factors, cultural and linguistic factors that are inextricably linked to our nation's efforts to arouse national consciousness through the growth of educational and cultural level of the people. Some sciences, through their fundamental special fields probably would be one of those factors that would accomplish this objective. Other factors were the opening of schools and the drafting of relevant textbooks thereby their accomplishment is to be achieved by means of written language. Therefore the first fundamental knowledge fields were embodied with them, such as mathematics, linguistics, geography. So the conceptual systems of the knowledge fields in their genesis arose on the basis of concepts, created directly and particularly for these areas. In the fields to come, other areas are appeared and developed, one part on the basis of the existing fields from their differentiation such as mathematics: algebra-geometry-stereometry, from physics: mechanics-electricity-optics, another part on the basis of human practical activity fields such as agronomy, veterinarian, forestry etc.

Keywords: Albanian language, Albanian area, technical terminology, standardization.

Cite as:
Pllana, G. & Pllana, S.. (2019). Overview of the Appeal and Development of Technical Terminology in the Albanian Areal. *European Journal of Educational and Social Sciences, 4 (1),* 38 – 46.

[a] This study was presented during Eurasian Conference on Language & Social Sciences,24-27 June 2018, Riga, Latvia.

Zusammenfassung

Ein Überblick über die Entstehung und Entwicklung der Fachterminologie im albanischen Raum

Die Geschichte der Entstehung und Entwicklung technischer Terminologien im albanischen Raum wirft ein Licht auf die Beziehungen, die sie mit sozialen Faktoren eingegangen sind, woaus hervorgeht, welche Arten von Faktoren in ihrem Auftreten und ihrer Entwicklung vorherrschten. So wurden beispielsweise am Ende des 19. Jahrhunderts eine Reihe von Wissensfeldern durch politische, kulturelle und sprachliche Faktoren festgelegt, die untrennbar mit den Bemühungen unserer Nation verbunden sind, das nationale Bewusstsein der Menschen durch das Wachstum des Bildungs- und kulturellen Niveaus zu wecken. Einige Wissenschaften waren wahrscheinlich einer der Faktoren, die dieses Ziel durch ihre grundlegenden Spezialgebiete erreichen würden. Weitere Faktoren waren die Eröffnung von Schulen und die Ausarbeitung der entsprechenden Lehrbücher, wodurch ihre Leistung durch die schriftliche Sprache erzielt werden sollte. Daher wurden die ersten grundlegenden Wissensfelder wie Mathematik, Linguistik, Geographie mit ihnen verkörpert. So entstanden die begrifflichen Systeme der Wissensfelder in ihrer Genese auf der Grundlage von Konzepten, die direkt und speziell für diese Bereiche erstellt wurden. In den kommenden Feldern erschienen und entwickelten sich andere Bereiche, wobei ein Teil auf der Grundlage der bestehenden Bereiche aus ihrer Differenzierung wie Mathematik: Algebra-Geometrie-Stereometrie, aus der Physik: Mechanik-Elektrizität-Optik, ein anderer Teil auf der Grundlage der menschlichen praktischen Tätigkeitsbereiche wie Agronomie, Tiermedizin, Forstwirtschaft usw.

Schlüsselwörter: albanische Sprache, albanischer Raum, Fachterminologie, Standardisierung.

INTRODUCTION

Starting from the state of research to date, where, as mentioned above, there are no observing studies of the terminology in the realm of the history of their formation, it would be useful to precisely undertake a study on a monographic level for the research and study of this area of terminology. On the other hand, this problem could be linked in a particular way with the formation in the course of the times, of the technical terminology built on the basis of words of the native language, which are raised to the level of terms for the nomination of specialized concepts of this field. Thus, for example, a range of words can be brought forward, which we come across as early as in Buzuk's creation "Meshari'' ("Missal") (1555), which today are used as terms also, not only directly in today's technical fields, like: *fuqi, forcë, bosht, rrotë, rrotullohet (rrotulluem)*, (Engl. power, strength, axle, wheel, spinning (spinned) etc. As is evident, on this basis primarily Albanian terminology formations are created, alongside formations originating from foreign languages, as well as those built on the basis of authentic Albanian and of word formative models and types (term formative) thereof: *boshtor, i rrotullueshëm (Engl.* axial, rotating) etc. (Pllana, 2017:282).

Most of the terms are motivational in their conceptual content, which means that each term has a base from which it originates and just in the way the base is developed, so it developed as well it is content. However, one part of terms derive from *common words* and enter a knowledge field according to the quality of the term, while maintaining the conceptual content, ie. its content as a word or as a term is more or less the same. Here we are dealing with same concepts that pass from a *low conceptual level* (as a word) *to a higher conceptual level* (as a term). Thus, for example, can be considered a number of terms in the field of construction as *derë (door), prag (sill), kat (level), dritare* (window (const.)), *gërmim (excavation), shirje (threshing), korrje (harvesting (agric.))*. It should be noted here that each of them develop further as *dritare* (ndërtese), and *dritare* (fryrjeje), *derë* (ndërtese) dhe *derë* (furre); Engl: *window* (building), and *window* (air-control) *door* (building) and *door* (oven) (Pllana, 2017:283).

The creation of basic areas of knowledge with the conceptual systems of these fields corresponded to the relevant terminology in the form of simple systems, however, the potential abilities for further development under the influence of all extra- linguistic and intra-linguistic factors led to the expansion of the bases of these fields and relevant terminologies as well as on the emergence and development of their fields and terminologies (Duro, 2009:20).

The impact of different extra-linguistic and intra –linguistic factors

The stages the different extra-linguistic and intra-linguistic have passed through in a way have highlighted as well the stages the development of these fields and the relevant terminologies would have passed. As far as cultural factors concern, they were embodied in the three basic stages of the development of educational system of our country, in the low stage, in the middle and in the high stage. These factors stipulated the stages and levels achieved in the stages of the respective fields of knowledge and terminology. Thus, those fields and their respective terminologies have passed through three main stages until they reached their current state and level of their highest development.

1) At the low level stage, which more or less included the end of the XIX century until the proclamation of the independence of the country (in 1912), the emergence and development of basic areas of knowledge with relevant terminology was conditioned by the spreading of low primary Albanian schools in the most part of our country, and later on of the ones up to the seven class, in which the subjects related to basic fields of knowledge were introduced, such as arithmetic, geometry, language, algebra, physics. Certainly, the respective textbooks were also drafted, in which textbooks for the first time in addition to the ordinary lexicon, the first special words were entered, the terms, which constituted the basis of the scientific information of the relevant fields of knowledge. The merit of those who created these special words (terms) was very immense because, first of all, they have been created without having any hereditary basis from the past. However their creators leaned on their own knowledge background, on conceptual systems learnt in main schools abroad through the foreign languages they possessed, utilizing all the potential of the Albanian language to create they commanded, by using all possible potential capacities of Albanian language in order to creating corresponding lexical units that responded to the respective concepts as well as by using the corresponding substance of Albanian language to raise its usual words at the level of special words, those of terms. One part of the special lexicon, built on these two bases, on new creations and on existing language substance, lies in the foundations of the terminology of the main areas of knowledge even today such as: *number, summation, division* (arithmetic); *angle, triangle , sides, circle, radius* (geometry); *noun, adjective, verb* (linguistics); *letter, root, power* (algebra); *force, size* (physics) etc.

2) The middle level stage includes mainly areas of knowledge with relevant terminologies, which were developed in the framework of the creation of secondary education. This stage marks two main phenomena: first, the expansion of conceptual component units of the basic fields, which led to the expansion in quantity and quality of lexical units (terms) and secondly the creation of a range of new knowledge fields on different bases. Thus, new lexical units of basic fields, such as arithmetic, geometry, linguistics, were expanded and enriched with new units; while on the other hand, a range of other core areas were created such as chemistry, psychology, pedagogy, economics, trade, law, anatomy, physiology. The creation of these fields was conditioned by the new political, economic and cultural conditions in the country as well as the need to introduce them to the school as separate teaching disciplines for the preparation of lower and middle level specialists in the branches of education, economy, medicine, agriculture (such as teachers, economists, doctors' assistants, middle agronomists, veterinarians, etc.

At this stage, two large fields of knowledge may be arranged: fields related to theory and fields related to practical activity (technique, technology). Both fields began to be differentiated later in other fields, in which both theoretical (theory) and the practical aspects get closely linked with one another, such as, for example, science and technique (technology) in the fields of chemistry, agronomy, veterinary, etc.

3) High level stage (in the field of science and technique (technology).) It is conditioned by the levels of modern development of society. Economic factors, (admission of new technologies), cultural (higher education, contacts with the world through foreign literature) are of great impact.

Terminology arrangement in the Albanian area

In Albania and Kosovo, arranged work with terminology has begun several decades later (after World War II) comparing other Western European countries, to some extent the ones of Eastern Europe. This work is mainly focused on the drafting of terminology dictionaries, based on the terminology created in different fields of knowledge in Albanian language, under the influence of contacts with the scientific-technical literature of foreign languages (mainly of Russian language), as well as the consequence of introducing modern technologies in Albania in all spheres of human activity, as in any other country of the world (Pllana, 2017:1529).

In Kosovo, the work in the field of Albanian terminology, within the framework of Federation of Yugoslavia, was limited mostly in the reproduction of terminological dictionaries, drafted in Albania, supplemented by terms from the Serbian language (Pllana, 2017:1529).

It should be noted that in the focus of the study, terminologists presented problems mainly of the terminology of the extensive fields within Albanian language framework. It can be asserted that to date no study on Albanian terminology has been undertaken for any particular field of knowledge in the broadly wide-ranging approach with any foreign language. Therefore, it would be necessary to address a narrow field of knowledge, especially of that field, which is of special interest in regard of its problematic point of view, taking into account its level of approach with a foreign language (or with other languages), which serve as a language standardization sample. As it is admitted up to date, the first place among these languages is English language, which language nowadays has gained the right of a language spread widely and internationally all over the world. Undoubtedly in this occasion the likeness terminology of this language with one of Albanian terminologies (or its terminology in general) would shed some light on many problems of Albanian terminology. In particular in the likeness domain with English language could be solved the problems concerning foreign terms and the terms translated so far.

Up to this date in the language literature of Albanian, as far as terminology lexicons problems concern, the terminology of mechanics has become a prime subject of study in monographic work, presented as a topic of dissertation, as well as being elaborated in many scientific articles. In addition, this terminology is elaborated as a lexicon of specific subfields in technical standards and is also presented in separate fragments in technical magazines (Pllana, 2017:1530).

The standardization of Albanian technical terminology

The implementation standard issues of technical terminology should be chosen in relation of two main semantic phenomena, such as synonymy and polysemy (homonymy). Both these semantic phenomena in the field of technical terminology should be considered at in terms of the features of their appearance, unlike the general language. As far as its appearing characteristics as a semantic phenomenon in terminology, the synonyms appear as doublet (pair or series of units that mark the same concept as: *pre-act- oppo*site link - *feedback)*, or as pseudo-synonym (pair or series of units conceptually different but accepted as the same: *density* -

density - *density*), while polysemy as homonym (compare the same units as forms, but conceptually distant: *wing* (crane) → *wing* (airplane).

When compiling technical terminologies, in order to establish a uniform standard, the aim is to be evaded synonyms and refract the homonymy by creating for each homonymous unit, accordingly, a new sign, such as: saw_1 (the tool) and saw_2 (sawing- machine). These processes are prime, especially when working on textbook compilation, compilation of bilingual dictionaries, etc., whilst new creations load the terminology with synonyms (doublet), turning the process of synonyms into a very harmful phenomenon (Thomai, 2009: 63-72). As noted above, the effort to minimize polysemy (homonymy) leads to the creation of as successful as unsuccessful terms, increasing the load of language sign volume, nevertheless, synonymy as well as homonymy sustains selection and re-evaluation of existing terms, to enter the best, the most appropriate terms that correspond to the respective concepts.

CONCLUSION

Given the present state of the Albanian technical terminology, characterized by intensive developments, but unchecked, a focused institutional guidance by a Central Commission appears to be necessary, where the operation with it as a linguistic activity, needs to be on these levels: national, *nationwide* and *international*. Upon this basis issues of the absolute synonymy (binaries) which overload the terminology need to be resolved also, and issues of the relative synonymy (of the quasi-synonyms and pseudo-synonyms), creating confusion in scientific and technical communication and reduce its quality.

The methodological scientific guidance will be performed by linguists, terminologist linguists, terminology specialists and computer scientists specializing in the field of computational linguistics (language engineering).

For the future they should be seen as specific tasks:

- The drafting of some Polytechnic dictionaries, a Foreign Language - Albanian (for major languages, and two-three languages for small countries, mainly Albanian-Greek and Serbian-Albanian).

  a) Polytechnic Dictionary Italian - English (about 80,000 terms),

  b) Polytechnic Dictionary German - English (about 80,000 terms),

  c) Polytechnic Dictionary Greek - English (about 50,000 terms),

  d) Polytechnic Dictionary Serbian - English (about 50,000 terms).

- The drafting of a relatively large Albanian-English Dictionary (and later also in other languages) (On the foundation of the existing English-Albanian Dictionary).
- *The Basic Dictionary of the basic technical fields* for the drafting needs of technical standards, which has served so far as a pilot dictionary (consisting of 7,000 terms), published for the Directorate of Standardization (O. Zarshati, A. Duro) and to expand

further to up to 10,000-15,000 terms. The enterprise of this work will be a great help for the drafting of technical standards and shall serve as a cooperation linking bridge of terminologists (linguists) with specialists.

- *The Technical Dictionary for each technical macro-field* (mech., Agric., Electro., Met., Geol. Etc.), they must be containing 40.000-50.000 terms each. In Albanian language to date, in our country three dictionaries were compiled and published in these fields: Agriculture (20,000 terms), Geology (10,000 terms) Mechanics (8000 terms). A further expansion of some of such dictionaries published until now is set as a task for the future (Mech., Agriculturalists., Geol.), and the drafting of dictionaries of such magnitude for fields made significant like electrical engineering, agriculture etc.
- As a short term mission, which would require coordination of scientific powers of Albania, Kosovo and Macedonia, would be the drafting of a *Technical terminology dictionary* upon the basis of terms already fixed and which have earned the right of use, which could be called *"Basic Dictionary of Science and Technology"* with about 10,000-15,000 fundamental terms of the basic fields of knowledge (perhaps also with systemic type definitions).

Finally, the drafting of a coordinated plan seems necessary, for the technical terminology with the three basic Centers dealing with terminology in Tirana, Pristina and Skopje, as well as International Terminology Centers (Infoterm, Vienna, etc.).

REFERENCES

[1] Bejta, M.: *"Fjalët e huaja dhe mundësitë për zëvendësimin e tyre me terma të shqipes"* në "STUDIME MBI LEKSIKUN DHE MBI FORMIMIN E FJALËVE NË GJUHËN SHQIPE III", ASHSH, Tiranë, 1989.

[2] Berani, Sh: *"Gjendja e terminologjië shqipe në Jugosllavi"* në "GJENDJA E TERMINOLOGJISË SHQIPE NË JUGOSLLAVI"- Punim nga Sesioni shkencor i mbajtur në Prishtinë më 28 dhe 29 janar 1988, Prishtinë, 1988.

[3] Dodbiba, L.: *"Zhvillimi i terminologjisë gjuhësore shqipe nga Rilindja e deri sot"* në

"KONFERENCA E PARË E STUDIMEVE ALBANOLOGJIKE", f. 183-191, Tiranë, 1965.

[4] Duro, A.: *"Termi dhe fjala në gjuhën shqipe (në rrafshin e formës dhe të përmbajtjes)"* QSA IGJL, Tiranë, 2009.

[5] Duro, A.: *"Fjala shqipe në terminologjinë e mekanikës",* në "STUDIME FILOLOGJIKE", nr.4, Tiranë, 1984.

[6] Duro, A.: *"Minimizing the negative effects of homonymy in language for special purposes",* University of Vienna, 1995.

[7] Duro, A.: *"Terminologjia si sistem",* "Panteon", Tiranë 2001.

[8] Duro, A; Pllana, G.: *"Marrëdhëniet logjike ndërmjet shenjave njëfjalëshe e togfjalëshe në terminologji"* në KONFERENCA SHKENCORE JAVA E ALBANOLOGJISË IAP 6/2015, 15-19 qershor 2015, Prishtinë, 2015.

[9] Felber, H.:*"Terminology manual",* UNESCO and Infoterm, Paris, 1984.

[10] *"Fjalor i termave themelorë të mekanikës",* Tiranë, 2002.

[11] Kole, J.: *"Mbi ndërkombëtarizmat në gjuhën shqipe"* në "STUDIME FILOLOGJIKE", nr.3,

Tiranë,1984.

[12] Kostallari, A.:*"Baza popullore e gjuhës shqipe dhe i ashtuquajturi purizëm"* në "STUDIME FILOLOGJIKE", nr.2, Tiranë, 1990.*të gjuhës letrare shqipe të kohës sonë",* në "STUDIME FILOLOGJIKE", nr. 2, Tiranë, 1970.

[13] Leka, F. "*Udhëzues për përpunimin e terminologjisë tekniko-shkencore",* Tiranë, 1983.

[14] Leka, F.: *"Terminologjia tekniko-shkencore dhe gjuha e sotme letrare shqipe"* në STUDIME MBI LEKSIKUN DHE MBI FORMIMIN E FJALËVE NË GJUHËN SHQIPE III, ASHSH, Tiranë, 1989.

[15] Leka, F.: *"Termat dhe terminologjia shkencore"* në "SHKENCA DHE JETA" nr. 6, Tiranë, 1980.

[16] Pllana, G.: *"Observations on antonyms in the field of thermodynamics"* në 2015 4rd International Conference on Language, Medias and Culture ICLMC 2015, April 09-10, 2015, Kyoto, Japan, 2015.

[17] Pllana, G.: *"The study of mechanics terminology in Albanian language (In comprehensive terminology and in a special subfield)"* në SLATE 2015 The Asian Conference on Second Language Acquisition and Teacher Education August 2-4, 2015, Hiroshima, 2015.

[18] Pllana, G.; Pllana, S.: *"A conceptual connections on a word and term level in the terminology of Theoretical Mechanics (in Albanian and English)"* në '*trans&MOTOAUTO'12 20th* International scientific and technical Conference on transport, road-building, agricultural, hoisting & hauling and military technics and Technologies 27.-29.06.2012, p. 3-4, Bullgari, Varna, 2012.

[19] Pllana, G.; Pllana, S.: "*Group word terms in the terminology of the theory of mechanics in Albanian and English",* Journal of Education Culture and Society, No. 2_2013, Wroclaw, 2013.

[20] Pllana, S.: *"Terminologjia bazë e mekanikës në gjuhët shqipe dhe angleze",* QSA, Tiranë, 2014.

[21] Pllana, G.: *"Formimi i terminologjive teknike mbi bazën e leksikut të përgjithshëm",* QSA, Tiranë, 2017.

[22] Pllana, G.: *"Objectives of the Standardisation of Techical Terminology Nowadays in Albanian",* WASET, June 11-12, 2017, Copenhagen Denmark, 2017.

[23] Sager, J.: *“A practical course in terminology processing”,* Amsterdam, 1990.

[24] Shehu, H.: *”Rreth fjalëve angleze ose me prejardhje nga anglishtja në gjuhën e sotme shqipe”* në “SEMINARI NDËRKOMBËTAR PËR GJUHËN, LETËRSINË DHE KULTURËN SHQIPTARE”, Prishtinë, 2001.

[25] Shumeli, A.: *“Formimi dhe funksionimi i terminologjisë së agromekanikës në shqipe në përqasje me anglishten”, dis.* QSA Tiranë, 2013.

[26] Thomai, J.: ”*Fjala, termi dhe norma gjuhësore”*, në “GJENDJA DHE ZHVILLIMI I TERMINOLOGJISE SHQIPE-PROBLEMEE DETYRA”, Tiranë, 2009.

European Journal of
Educational & Social Sciences
Volume 4 Issue 1
May 2019
ISSN: 2654-6621

Article

John 2: 13-17 and its Implications for Church Commercialisation in Nigeria

Ogunlusi Temitope CLEMENT[1]

Manuscript information:

Received: September 16, 2018
Accepted: February 21, 2019

Author 1
Ph. D., Department of Religious Studies, Ekiti State University, Ado- Ekiti, NIGERIA. E-mail: froctab@gmail.com

Abstract

The study examined Church commercialization with emphasis on John 2: 13-17. Religion to an extent in Nigeria is no more a spiritual thing but a means to an end especially among some so- called religious leaders. Although some spiritual leaders postulated spiritual reasons for their actions but majority of it is found out to be against the ethics of Christianity. Therefore for the purpose of clarity, the methodology adopted by the researcher in this paper was descriptive and empirical methods. The paper noted that, Jesus in John 2: 13-17 was angry with temple authorities that engaged in exploiting the poor and rebuked them for the desecration of the house of God. The paper revealed that in Nigeria, most pastors focused on prosperity preaching's and this have caused loss of interest and lack of trust in spiritual activities among many believers. In other words, majority no longer reference God and things of God as it used to be. It has been pastor's wealth versus member's poverty in Nigeria Church of today. These facts have bashed the reputation of the Church; turned commercialization into an aberration that makes it to look like it is against the tenets of Christianity and thus the church is encouraged to work towards promoting good virtues in the face of this anomaly. The paper, on this note recommended that basic theological education needs to be given to people in order to understand the workings of religion and commerce. Religious leaders too who engaged in religion/church commercialization are advised to yield to the mandate of Jesus that freely one has received and freely one must give. This becomes imperatives in order to boost the image of Church that has been tarnished as a result of these unhealthy business activities. Above all, moderation and Godly contentment should be the attitude of professing Christians.

Keywords: commercialisation, religious leaders, church Christianity, desecration

Cite as:
Clement, O. T. (2019). John 2: 13-17 and its Implications for Church Commercialisation in Nigeria. *European Journal of Educational and Social Sciences, 4 (1),* 47 - 54.

INTRODUCTION

Commercialization of religion is becoming a world- wide phenomenon. For some, it is a cause for worry while for others, it is normal. Nigeria is not exempted from this issue. In fact, Nigeria is one of the most outstanding or if one may say notorious counties in this phenomenon even though she is rated or regarded as one of the most religious countries in the world. This was attested to in the work of Leonard:

> …, they are in the strict and natural sense of the word, a truly and deeply religious people, of whom it could be said that they eat religiously, dress religiously, and bathe religiously. In a few words, the religions of these natives as I have all along endeavored to point out, is their existence and their existence is their religion.
>
> (Leornard, n.d,p. 10)

It may not be fallacious that looking at this rating to say that Nigeria as well tops the category of countries where most commercialization and as well, direct or indirect desecration of the sanctuary is most prominent. There are many clear cases of situations where religious leaders or ministers are taking advantage of religion and their positions to amass wealth. There are many other cases too in which ministers desecrate the sanctuary with jesting and other disdainful behaviors. Most Nigerian ministers in particular is noted for various nefarious acts ranging from embezzlement of church fund, extortion of money from congregation, abuse of positions and offices and worst still, physical and sexual abuse. All these are done in the name of God. There is no doubt that issues such as this call for the attention of well- meaning citizens of the country whether believers or not. This issue spurs the initiatives for this work. Therefore, the paper examines the implications of John 2: 13-17 and its relevance to address the menace of commercialization and desecration of the sanctuary within the Nigerian religious and economic community.

Meaning of Church Commercialization

In a very clear term, church commercialization according to Nwanganga denotes two things, first application of commercial principles in the running of the church or running of it as a business with the aim of making economic gain (Nwanganga 2017, p.30-38). Secondly, Fidelis also says, commercialization of the church is the manipulation of the church, its service (spiritual and emotional) with the implied intentions to exploit members for economic or financial gain (Fidelis 1998 p.23).

Commercialization Discourse in the Old Testament

The Bible which embodies the precepts of Christianity gives series of accounts that depict commercialization of religion. In the Old Testament period, Prophet Amos particularly preached against the evil of desecration of religious practices which includes commercialization of religion, corruption, exploitation and oppression of the poor needy and desecration of the laws of God. (Amos 2: 8:5, 5, 4:1, 5:11, 8: 4:6, 4:4, 5:7, 10 and 6:12). C.O Ogunkunle is of the view that, “the fact that Amaziah and other Priests in Israel had commercialized religion is indicated in his derogatory advice to Amos that he should go to Judah and earn his bread there (Amos 7:12). They believed that religion was for making money. Religious leaders in the Old

Testament were charged of commercialization of religion by serving the people for economic gain. Rather than serving and caring for the people as the shepherds of the nation, these false Prophets were leading people astray (Ogunkunle 2006 p. 30-38). Prophet Ezekiel was also against the false prophets and prophetesses who were into commercialization of religion. He condemned them for turning God’s work into profit making business and the means of extorting innocent people. Ezekiel also preached against the evils of oppression of the poor, widows, and orphans.

Commercialization Discourse in the New Testament

The phenomenon of commercialization of religion may not be very pronounced in the New Testament dispensation as in the Old Testament but beside the John 2: 13-17, one can however point to a particular in the New, even though it was an opposite case of the current phenomena in which case it is the member of the church and not the minister who thinks that God’s gift, faith, or religion could be purchased by money. This is the case of Simon the magician who wanted to purchase the gift of the Holy Spirit with money (Acts 8:18-20).

Interpretation of John: 2: 13-17

The narrative in John 2:13-17 topically called the cleansing of the temple appears in all the synoptic gospels – Mathew 21:12-17, Mark 11: 15-19, Luke 19: 45-48. Every male Jew, from the age of twelve and above was expected to attend the Passover at Jerusalem. The events of John 2:13-17 happened during the feast of Passover which is the holiest of the pilgrimage feast to which Jews come to make sacrifices at the temple. It was during this period that commercialization of religion usually gotten to its peak in Jerusalem. Every Jew had to pay a tax to the temple and this must be paid with designated coins. The interpretation of this is that, the Jews that came from other nations with difference coins had to change their money and they were charge exorbitantly for this. Also, only unblemished animals were also acceptable for sacrifice at the temple and the interpretation of this is that, people coming from around the world to this festival must buy their animals for sacrifice from the temple at a very high price. Meanwhile, the materials for the feast could be bought at a cheaper price outside but the temple inspectors would find these materials unfit and unworthy for sacrifice to God.

The Passover is a feast celebrated to commemorate the deliverance of the people of Israel from Egyptian bondage. All male Jews were expected to attend this festival, even if they lived a long distance from Jerusalem (George Knight 2007, p. 180). According to William, the Passover is celebrated:

> On the tenth of the month Abib or Nisan which corresponds to our march. A male lamb of the first year, without blemish was taken and on the fourteenth day, in the afternoon between three and six o’clock it was killed. The day on which the lamb was killed was followed by the seven-day feast of unleavened bread, celebrated from the fifteenth to the twenty – first of Nisan (William Hendriken 2007,p.121).

During this seven-day feast, a lot of animals were offered as sacrifice to God. Thus, when in John 2:13 we read about oxen and sheep that were sold in the temple court; the conclusion would be that the term Passover here refers to the entire one-week festival (William 2007, p.12). These commercial activities that upset Jesus were being conducted in an outer court of the Jewish temple during the observance of the Passover in Jerusalem. The pilgrims who came for the festival are expected to provide animals for sacrifice on the altar of the temple during the celebration. Merchants were selling animals for this purpose as a convenience so pilgrims would not have to bring them along on their trip to the holy city (George Knight 2007, p.180). The outer court of the temple called the court of the Gentiles would definitely resemble a stockyard or cattle market, full of stench and filth, completed with the bleating and lowing of animals. The worshippers are at the mercy of the merchants; it is not mandatory that the pilgrims buy from the temple dealers, but those judges and priests in charge of the temple treasury would definitely find fault with any animals or transactions not done within the temple.

The dealers in cattle and sheep would definitely be charging exorbitant prices for their animals. They were exploiting the worshippers, for example, 'those who sold pigeons would charge perhaps $4 for a pair of doves worth a nikel.'(George Knight 2007, p.181) The money changers could be likened to our bureau of exchange today. Roman money must be changed into Jewish money to pay the temple tax. These money changers were exchanging the Roman coin for the appropriate coins with which to pay the temple tax (Eldersheim 1897, p.370). The legality of their business was explained by William that, 'it must be borne in mind that only Jewish coins were allowed to be offered in the temple, and every worshipper – women, slaves and minors excepted – had to pay the annual temple tribute of half a shekel (Ex.30:13), (William Hendriksen 1954, p. 122). But the money changers, also 'charge a certain fee for every exchange (William, p.122), and these gave them opportunities for exploitation. Hovey was justified when he said, 'men who desecrate holy things are commonly able to offer some plausible reason for their course' (Alvah Hovey 1988, p.90). Jesus was angry about the crass commercialism of the scene (George Knight 2007, p.180). The temple officials were profiting personally from the buying and selling. In view of these conditions the Holy Temple, intended as a house of prayer for all people, had become a den of robbers. Jesus' reaction in verses 15–16 was not an outburst of temper, but the energy of righteousness against religious leaders to whom religion had become a business (Explanatory notes on the Oxford Annotated with Apocrypha).

The dramatic nature of Jesus chasing out the animals and throwing down the tables of the money changers was more pictographically captured in Mathew 21:12. The word 'all' in John 2:15 has been a subject of debate by scholars whether it was only the animals and birds or it includes their sellers. William was of the opinion that, 'Jesus actually drove out all the wicked traffickers together with the sheep and oxen (William Hendriksen 1954, p. 123). Jesus was angry at the activities of the temple authorities who were exploiting the pilgrims and treating them not as worshippers but as things to be exploited for their own selfish and profit making during this important religious festival. He made a whip of cords and threw all of them out of the temple. He equally rebuked the religious leaders for the desecration of the house of God. According to Ogunkunle, it is obvious that worshippers had lost the sense of the presence of God in the temple as a result of commercial activities which was carried out in full scale. In his word, “Indeed, commercialization of religion is a violation of religious ethics as there is no meaningful prayer and meditation in the context of buying and selling” (Ogunkunle 2006, p.30-38).

EXTENT OF CHURCH COMMERCIALISATION IN NIGERIA

Religion commercialization in Nigeria is as old as history; scholars have argued that the western world adopted Christianity as a camouflage to attract many other societies of the world to commercial enterprises and material well-being. (Abas F. 2017, p.10). However**,** one unfortunate fact is that religion is the only field, where the incompetent is allowed to self-licensed his/her self as whatever and allowed to fool, deceive, lead or mislead the simple or less matured people (Jemiriye 2009, p.10). This proliferation of the field of religion has caused so much damage to the faith and belief of adherents. Many gullible followers just sink in whatever they are been fed by their religious leaders. Many of such leaders simply take advantage of the people’s ignorance through exploitation and amass wealth for themselves. It is not only the poor and desperate people who are hooked and fed by all kinds of things but many rich folks are also being fooled. The issue of commercialization of religion hinges heavily on the religious leaders.

The glamour and flaunting of wealth by some of these leaders in Nigeria have made others among them to become desperate as well as equate success in service to God to mean status and much acquisition of material things. They take advantage of gullible miracle seekers, who will do anything just to have respite from their troubles. The extent some religious leaders go to, in order to satisfy their curious followers and rip them of their monies is dastardly. Mashaba in a report collaborated this;

> In August 2015, media reports exposed several pastors for allegedly feeding people snakes, grass, rats, human hair, pieces of cloth and petrol among other things. Over the months, it emerged that there were church leaders allegedly pouring water over congregants, spraying people with doom, placing them in deep freezers and another supposedly driving a car over them in a demonstration of God’s power.(Sibongile Mashaba 2017, p.10)

All these demonstration of folly is to impress the ignorant crowd, tilt their faith and pass off as a ‘great servant of God’. It is no longer news that many religious leaders sell religious tokens acclaimed to possess powers capable of bringing solutions to the problems of the users. Such items ranges from oil, salt, handkerchiefs, water just to mention a few. Most religious seekers have come to believe that these ‘power carrying tokens’ must always be present, and are therefore ready to go any length in possessing them. Religious leaders, who are greedy for gain, simply catch in on this to exploit their followers. Aside the sales of religious articles, many of the leaders have become fund raisers. Most of the televangelists would not conclude their broadcast without placing calls for viewers to donate generously towards a need with a lot of promises of breakthroughs.

In some churches in Nigeria, tithe payments are used for the promotion of the Pastors, the more money generated through tithe payment means the higher you go in the hierarchy of the church. These prosperity preachers device many ways of passing their information to their unsuspecting followers, they manipulate the gospel, brainwash their followers, they use threat at times, instead of preaching hard work, they have twisted and upturned the concept of miracle and tithe that means 10% of one's income. The congregation is made to believe that once they give 10% their incomes will be double. They emphasize clichés like "he who sows sparingly will reap sparingly" "you cannot sow maize and reap yam" (Olawole, 2018). Charisma, spiritual gifts and number of souls won to the kingdom of God are not all that important in such churches. Also most crusades are organized in order to get money through the offerings and gifts for the pastors. Miracles are also fabricated in order to attract crowds and make money.

Advances in communication and information technology have made many religious bodies tech savvy, they use these new tools for further fund raising and managing the money, assets, records and crowds they are able to generate (https://thewire.in/religion/religion/-commercialization). As income of religious organizations has boomed, so have opportunities for spending by crass commercialization and new technology. As posited in a report, 'how would Yeshua (*variant form of Jesus*) react if he walked into some of our modern churches?

WHAT SHOULD BE DONE

There has been serious clamoring in some quarters in the country for the regulation and licensing of religious practitioners. Such advocators even went further to demand that 'strict laws be put in place to curb the commercialization of religion and abuse of people's belief systems'. But how should Christians react to all of these, since many of those involved in the commercialization of religion claim to do it in the name of God and are largely from the Christian faith?

The bulk of the responsibility begins with the umbrella organizations such as Christian Association of Nigeria, Pentecostal Fellowship (CAN, PFN, and CCN) and so on. These bodies are fully accredited and acknowledged. They are put in place for religious sanctity and right practices among member bodies. They should do more in providing guidance and leadership by speaking and monitoring activities of affiliated bodies and members of their religion. Strict regulations must be put in place to stop these nefarious activities among Christians. Christian leaders should be matured in faith enough to realize that their actions and utterances have far reaching consequences. Denominations should ensure that their leadership selection processes are thorough and sincere, such that only genuinely called leaders are approved. Covetousness and materialism have brought down many Christian leaders. Christians must not be covetous or greedy for materials things. Moderation and Godly contentment should the attitude of professing Christians. As Christians, it should be genuine zeal propelled by righteousness that is pushing members to engage in the work of the gospel. Above all, love for God must be the motive for engaging in the things of God.

CONCLUSION

There is great need for more Christian thinkers and leaders in contemporary society to guide against materialism and greed. In as much as materialism is a tendency to consider material possessing and physical comfort as more than spiritual values, to that extent also it becomes dishonoring to God and incompatible with Christian faith. Any Christian leader who engages in this and more especially at the expense and detriment of his flock is abhorrent to God. No matter what message he preaches or miracles wrought is equally abhorrent before God. The word of God came through Prophet Amos in strong condemnation of such greedy and self-conceited religious leaders:

> *I hate your feast days, and I will not smell in your solemn assemblies. Though you offer me burnt offerings, I will not accept them; neither will I accept the peace offerings of your fat beasts. Take away from me the noise of your songs and the melody of your viols. But let judgment run down like as water and righteousness as a running stream. (Amos 5:21-24)*

Of such leaders, Christ repeated the words of Isaiah and says, "This people honour me with their lips, but their heart are far from me; in vain do they worship me, teaching as doctrines the precept of men" (Matt 15: 8-9). Religious leaders need to be contented with what they have, pursue righteousness, honesty, integrity and love for humanity. They should stop living ostentatious life style at the expense and detriment of their flock. Paul extols contentment in 1Timothy 6:5-10 as follows:

> But godliness with contentment is great gain. For we bought nothing into this world, and we can take nothing out of it. But if we have food and clothing, we will be content with that. People who want to get rich fall into temptation and trap and into many foolish and harmful desires that plunges men into ruin and destruction. For the love of money is a root of all kinds of evil. Some people eager for money, have wondered from the faith and pierced themselves with many grief things.

Greed, Excessive love of money and material riches will always lead to commercialization of religion and this cannot but lead further into desecration of the holy the things as well and the profanation of the sacred name of God. Religious should learn from the apostles who led exemplary life by leaving behind things of the world to live a lives of sacrifice after the fashion of Jesus Christ who called them. The above becomes important so that at the end the religious leaders would be able to say with Paul, "I have fought the good fight of faith, I have finished the race, I have kept the faith…" (1 Tim 4:7) and they shall hear Christ say to them most coveted of all words, "well done, good and faithful servant" (Matt 25:21).

BIBLIOGRAPHY

Abas F. (2017). Western View of Islam. *The Monitor*, August 15, 1.

Abogun, S.O. (2009). Church and crusade. The Nigerian Experience. *The Journal of News of the Churches*. 13, no. 4.

Alvah Hovey (Ed.), (1888), an American Commentary on the New Testament (Philadephia: The American Baptist Publication Society).

Edersheim A. (1897), *The Life and Times of Jesus the Messiah*, New York, Essien M. A, (2010). "Proliferation of Churches in Nigeria a Leeway to Commercial of Religion" European Journal of Scientific Research 45, no. 4.

Fidelis, O. (1998). *The Deceit Business in Religion*, Enugu: Optimal Publishers.

Hendriksen William, (1954), *New Testament Commentary; The Gospel Of John* (London: Billing and Sons Limited,)

Jemiriye T.F, (2009). "The Complex Equation of Acceptance Between Man, God-gods and Materials", Being 21st Inaugural Lecture, University of Ado, Ado- Ekiti.

Knight George W, (2007). *Bible Customs and Curiosities* (Ohio: Barbour Publishing)

Leonard M.A. S. *The lower Niger and its Tribes*. (London: Frankass and co. nd).

Nwanganga P.A, (2017). "Church Commercialization in Nigeria: Implication for Public Relation Practice", Journal of Philosophy, Culture and Religion, ISSN 2422-8445, An International Peer reviewed Journal, Vol. 28.

Ogunkunle C.O, (2006) "Commercialization of Religion in Nigeria: The Christian Perspectives" in Issues in the Practice of Religion in Nigeria, (Ibadan: University Press.)

Olawole A.A "Critique of the Pseudo Nigerian Bourgeoisie" assessed June19, 2018, http://www.dawodu.com/olowale2.htm

Sibongile Mashaba, "Strict Laws needed to curb Commercialization of Religion and abuse of people's Belief systems," https://www.timesline.co.za/.../2017.07.11

Waiter Holden Capps (1981). "Religion" in *The World Book Encyclopedia* Q + R 16. (Chicago: World Book Child Craft International)

Rich Gods and Poor People in the Era of commercialized Religion, https://thewire.in/religion/religion-commercialisation

Commercialization of Christianity, https://www.littlewatchman.com/commercializationofchristiannity

globeacademicgroup.com>Pius Oyeniran Abioye, retrieved 7/22/18

https.www.abacityblog.com/2016/03/Pastor-buried-humans- in-church-html.

European Journal of
Educational & Social Sciences
Volume 4 Issue 1
May 2019
ISSN: 2654-6621

Article

The Relationship between Education, Economic Growth and Unemployment: Evidence in Eastern Europe

Nguyen Anh TRU[1]

Manuscript information:

Received: February 15, 2019
Revised: April 23, 2019
Accepted: May 21, 2019

Abstract

The article attempts to examine the causal relationship between government expenditure on education, tertiary enrolment, economic growth and unemployment of six emerging countries in Eastern Europe between 1998 and 2017 using a vector autoregressive model. We found that government expenditure on education has positive relationships with tertiary enrolment and GDP per capita. The increase of tertiary enrolment contributes to reducing unemployment rate. However, the proportion of tertiary enrolment should be effectively controlled and managed because this generates reduction of government expenditure on education and GDP in Eastern Europe. Economic growth negatively affects government expenditure on education. However, there is no co-integration among variables in the long run. Lastly, policies are recommended to achieve a sustainable development in Eastern Europe.

Author 1
Faculty of Accounting and Business Management, Vietnam National University of Agriculture, Viet Nam
E-mail: nguyenanhtru@vnua.edu.vn

Cite as:
Tru, N. A. (2019). The Relationship between Education, Economic Growth and Unemployment: Evidence in Eastern Europe. *European Journal of Educational and Social Sciences, 4 (1), 55- 72.*

INTRODUCTION

Education is an important contributor to economic and social development, which is defined as the most beneficial investment of the government. By 2013, government expenditure on education of 28 countries of the European Union (EU-28) accounted for 5 percent of total gross domestic product (GDP). Expenditure on education of Eastern European countries is lower than that of EU-28, except Poland (Csintalan and Badulescu, 2017). In recent years, the EU has to face issues in socio-economics. For instance, between 2008 and 2013, more than six million jobs were lost in this region and as a consequence, the number of unemployed people increased by more than 26 million and an unemployment rate reached nearly 11 percent in 2013 - the highest level for more than two decades. Further, the proportion of severely materially deprived people grew 9.9 percent by 2012 (Darvas and Wolff, 2014). Currently, Eastern European countries must deal with three obstacles in economic growth related to encouraging and retaining people into the labour force, catching up on innovation and developing financial platforms, and shifting to a green economy which can enhance competitiveness and improve investment opportunities (Djankov, 2016).

There are some existing studies assessing the influence of education on economic growth and unemployment in Eastern Europe in recent years (Shukarov and Maric, 2016; Maitah et al., 2015; Lavrinovicha et al., 2015; and Burja and Burja, 2013). However, none of these uses the vector autoregressive (VAR) model to estimate the causality between education, economic growth and unemployment in Eastern Europe. What is the relationship between education, economic growth and unemployment in Eastern Europe? How do these variables correlate in the short-run and long-run? This research, therefore, is carried out to narrow down the gap of existing studies. Specifically, a VAR model is employed to investigate the relationship between education, economic growth and unemployment in six emerging countries in Eastern Europe for the period 1998–2017. More importantly, policies are recommended to facilitate contributions of education to economic growth and employment in Eastern Europe.

The rest of this paper is organized as follows. Section 2 presents the empirical review. Methods are presented in section 3. Section 4 presents results and discussion. Finally, conclusion and policy implications are summarized in section 5.

EMPIRICAL REVIEW

Some studies assess the relationship between education and economic growth in recent years. Hanif and Arshed (2016) investigated the relationship between school education and economic growth of SAARC countries (Pakistan, India, Bangladesh, Bhutan, Nepal, Sri Lanka, Maldives and Afghanistan) from 1960 to 2013. They found that tertiary education enrolment has the highest effect on growth compared to primary and secondary education enrolment. Likewise, a research by Kotaskova et al. (2018) estimated the influence of education on economic growth of India between 1975 and 2016. Results showed that there is a positive correlation between education levels and economic growth in this country.

Further, some research examine the relationship between education and economic growth in Europe. Shukarov and Maric (2016) evaluated impacts of institution and education on economic growth in Macedonia, Serbia, Bulgaria and Slovenia over the period 2000–2013. They found that the society with higher degree of institutional development is more likely to foster economic growth. In addition, societies in Slovenia and Bulgaria, where have a higher degree of institutional development is higher, can produce well qualified and skilled labour force which are important contributors to economic growth. Similarly, Simionescu et al. (2017) examined determinants of economic growth in Czech Republic, Slovak Republic, Hungary, Poland, and Romania between 2003 and 2016. Results indicated that the expenditure on education generated economic growth only in Czech Republic, while the expenditure on research and development had positive effects in Romania, Hungary and the Czech Republic. A study by Soylu et al. (2018) assessed the relationship between economic growth and unemployment in Eastern European countries from 1992 to 2014. They found that economic growth and unemployment series are stationary at first level and economic growth negatively affects unemployment.

In addition, Burja and Burja (2013) investigated the relationship between education and GDP in Romania between 1980 and 2008. They recommended that human capital value, macroeconomic development and stability should be facilitated in order to foster sustainable development in this country. Likewise, Pegkas (2014) evaluated the correlation between education and economic growth in Greece from 1960 to 2009. Results demonstrated that there is a unidirectional long-run causality running from primary education to growth, bidirectional long-run causality between secondary and growth, long-run and short-run causality running from higher education to economic growth. Lastly, Lavrinovicha et al. (2015) estimated effects of education on unemployment and income of Latvia between 2002 and 2013. They found that differences in the amount of income and in the existence of job are determined by the level of education.

METHODS

Data and sources

A panel dataset for the causality between education, economic growth and unemployment is gathered from the database in World Development Indicators released by the World Bank. Specifically, six emerging countries in Eastern Europe, including Bulgaria, Czech Republic, Hungary, Poland, Romania, and Slovak Republic, are chosen for the study. A panel dataset is collected for the last two decades (1998–2017). Thus, a total of 120 observations are entered for data analysis. The panel data is used for this research because of the following advantages: (1) it benefits in terms of obtaining a large sample, giving more degree of freedom, more information, and less multicollinearity among variables; and (2) it may overcome constraints related to control individual or time heterogeneity faced by the cross-sectional data (Hsiao, 2014).

The vector autoregressive (VAR) model

The VAR model is used to examine the relationship between education, economic growth and unemployment of six emerging countries in Eastern Europe between 1998 and 2017. The VAR model is chosen for this study because it explains the endogenous variables solely by their own history, apart from deterministic regressors and therefore this method incorporates non-statistical a priori information (Pfaff, 2008). Further, the VAR model is a popular method in economics and other sciences since it is a simple and flexible model for multivariate time series data (Suharsono et al., 2017).

The specification of a VAR model can be defined as follows (Pfaff, 2008):

$$Y_t = A_1 Y_{t-1} + \cdots + A_p Y_{t-p} + \varepsilon_t \quad (1)$$

Where: Y_t denotes a set of K endogenous variables (government expenditure on education, tertiary enrolment, GDP per capita, and unemployment rate); A_i represents (K x K) coefficient matrices for i = 1,…, p; and ε_t is a K-dimensional process with $E(\varepsilon_t) = 0$.

An important characteristic of the VAR model is stability and therefore it generates stationary time series with time invariant means, variances and covariance structure, given sufficient starting values. The stability of an empirical VAR model can be analyzed by considering the companion form and computing the eigenvalues of the coefficient matrix. A VAR model may be specified as follows (Pfaff, 2008):

$$\varepsilon_t = A\varepsilon_{t-1} + V_t \quad (2)$$

Where: ε_t denotes the dimension of the stacked vector; A is the dimension of the matrix (K_p x K_p); and V_t represents (KP x 1).

Table 1. Description of covariates in the VAR model

Variable	Unit
Government expenditure on education	% of GDP
Tertiary enrolment	%
GDP per capita	US$
Unemployment rate	%

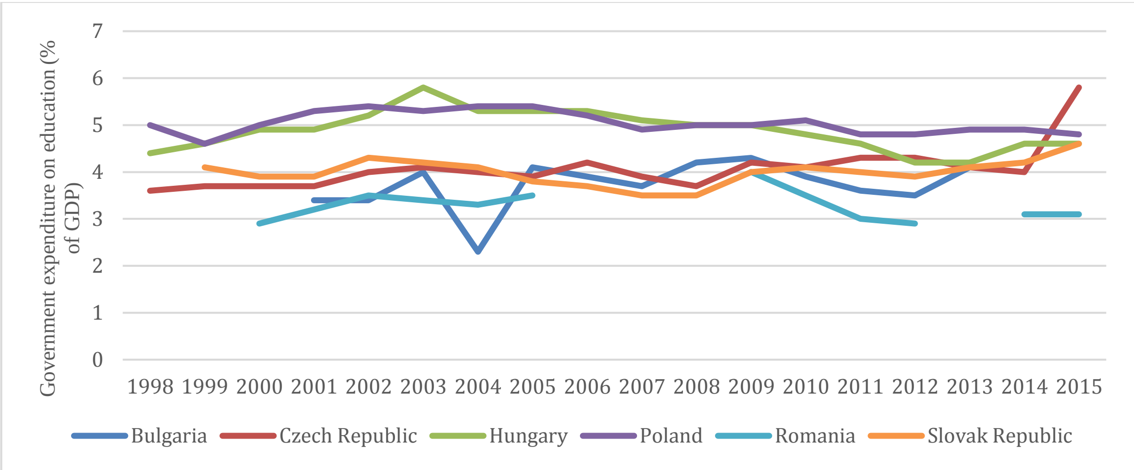
Note: US$ means United States Dollar

In this study, the procedure of a VAR model includes six steps, consisting of (1) performing the unit root test; (2) determining lag length; (3) estimating the VAR model; (4) testing the Granger causality; (5) checking the stability of eigenvalues; and (6) implementing the Johansen test for co-integration. The VAR model is estimated by the Stata MP 14.2 software.

RESULTS AND DISCUSSION

Education, economic growth and unemployment in Eastern Europe: An overview

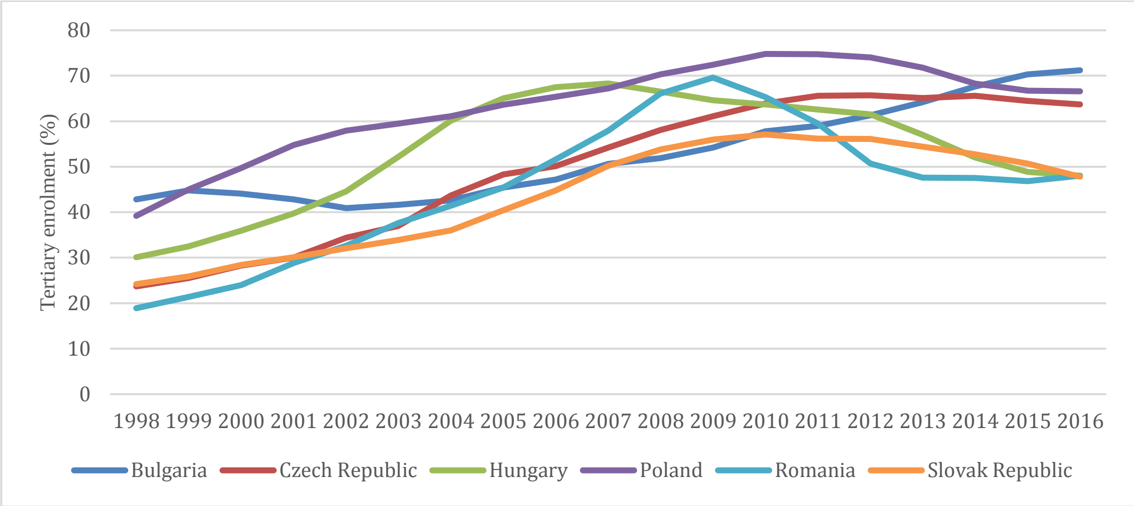
Figure 1. Government expenditure on education of selected countries in Eastern Europe



Source: World Bank, 2019

Poland had the largest government expenditure on education from 1998 to 2015, followed by Hungary, while the government of Romania spent the lowest expenditure on education. However, by 2015, government expenditure on education of Czech Republic had the highest level by 5.8 percent of GDP which was higher than that of Poland by 1 percent, while investment in education of Romania only accounted for more than 3 percent (Figure 1).

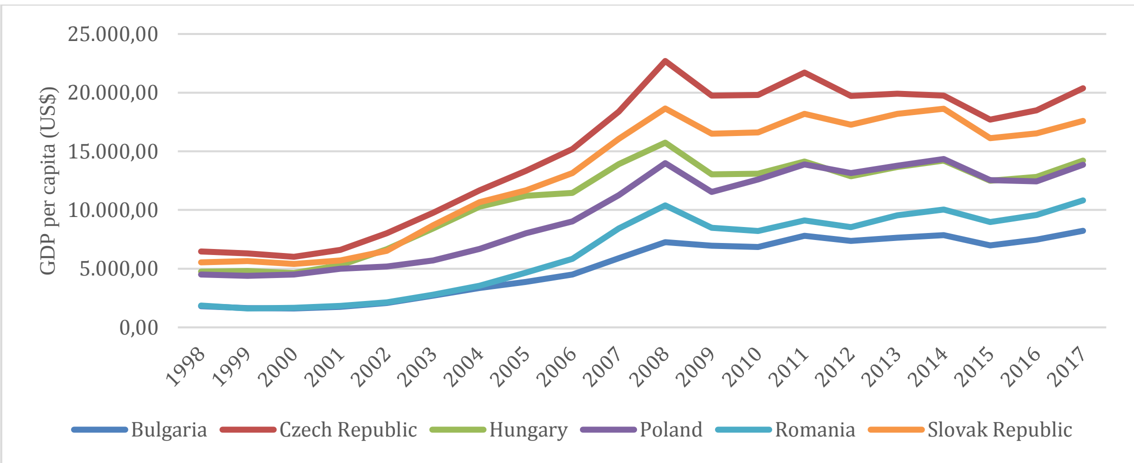
Figure 2. Tertiary enrolment of selected countries in Eastern Europe



Source: World Bank, 2019

From 1998 to 2007, the rate of tertiary enrolment is dominated by Poland and Hungary. The proportion of tertiary enrolment of Bulgaria and Czech Republic significantly increased for 19 years (1998–2016). By 2016, Bulgaria has overcome Poland to become the leading country in tertiary enrolment with more than 71 percent, followed by Poland (66.6 percent), Czech Republic (63.7 percent), while the rate of tertiary enrolment of Romania accounted for only more than 47 percent (Figure 2).

Figure 3. GDP per capita of selected countries in Eastern Europe

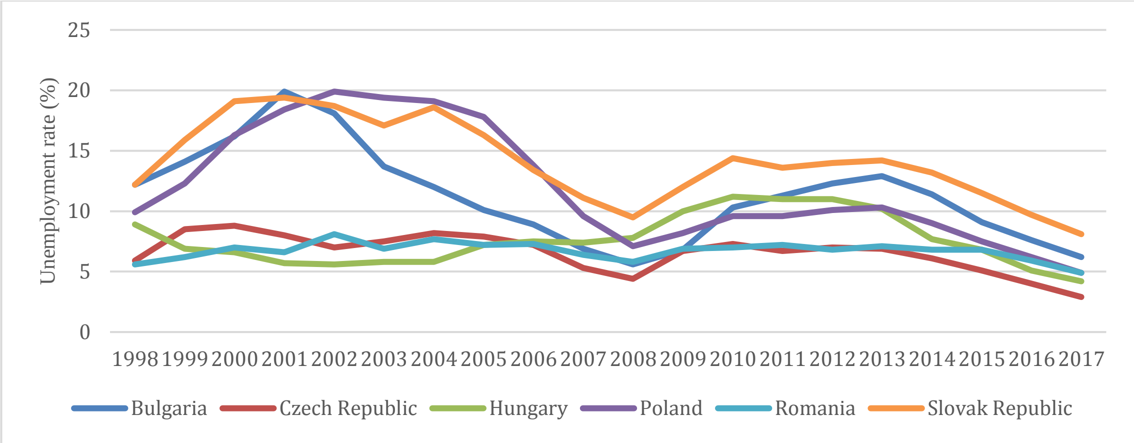


Source: World Bank, 2019

For two decades (1998–2017), Czech Republic had the highest GDP per capita, followed by Slovak Republic, while Bulgaria is ranked at the end of the list. For example, by 2017, the average GDP per capita of Czech Republic reached more than US$20,000, followed by Slovak

Republic (more than US$17,600), while GDP per capita of Bulgaria accounted for only more than US$8,200 (Figure 3).

Figure 4. Unemployment rate of selected countries in Eastern Europe



Source: World Bank, 2019

Unemployment rate of six countries tended to decrease over two decades (1998–2017). By 2017, unemployment rate of Bulgaria reduced by 6 percent compared to this in 1998, followed by Poland by 5 percent, Hungary by 4.7 percent, while Romania by only 0.7 percent (Figure 4).

Table 2. Characteristics of education, economic growth and unemployment of selected countries in Eastern Europe

Variable	**Mean**	**SD**	**Min**	**Max**
Government expenditure on education	3.45	1.76	0	5.8
Tertiary enrolment	48.86	17.70	0	74.8
GDP per capita	10090.34	5443.47	1609.9	22698.9
Unemployment rate	9.70	4.18	2.9	19.9

Source: Author's calculation, 2019

Note: SD denotes standard deviation

The average proportion of government expenditure on education and tertiary enrolment of six Eastern European countries account for 3.45 percent and 48.86 percent, respectively. GDP per capita and unemployment rate of these countries reach more than US$10,000 and 9.7 percent, respectively, on average (Table 2).

The relationship between education, economic growth and unemployment in Eastern Europe

Implementation of the unit root test

The unit root test is carried out to check the stationarity or non-stationarity of the time series variables (Adeola and Ikpesu, 2016). In this study, the Augmented Dickey-Fuller (ADF) test is used to examine the stationarity of government expenditure on education, tertiary enrolment, GDP per capita and unemployment rate with the hypothesis as follows:

Null hypothesis (H_0): The variables contain a unit root

Alternative hypothesis (H_a): The variables do not contain a unit root

Table 3. The ADF test for the unit root

Variables	**Level**	**1st difference**	**2nd difference**
LnGovernment expenditure	T-statistic: -5.76	T-statistic: -5.13	T-statistic: -4.87
	P-value: 0.00	P-value: 0.00	P-value: 0.00
	Critical values:	Critical values:	Critical values:
	1% level: -3.50	1% level: -3.50	1% level: -3.50
	5% level: -2.88	5% level: -2.88	5% level: -2.88
	10% level: -2.57	10% level: -2.57	10% level: -2.57
LnTertiary enrolment	T-statistic: -8.39	T-statistic: -5.83	T-statistic: -4.87
	P-value: 0.00	P-value: 0.00	P-value: 0.00
	Critical values:	Critical values:	Critical values:
	1% level: -3.50	1% level: -3.50	1% level: -3.50
	5% level: -2.88	5% level: -2.88	5% level: -2.88
	10% level: -2.57	10% level: -2.57	10% level: -2.57
LnGDP per capita	T-statistic: -2.86	T-statistic: -3.23	T-statistic: -3.52
	P-value: 0.05	P-value: 0.01	P-value: 0.00
	Critical values:	Critical values:	Critical values:
	1% level: -3.50	1% level: -3.50	1% level: -3.50
	5% level: -2.88	5% level: -2.88	5% level: -2.88
	10% level: -2.57	10% level: -2.57	10% level: -2.57
LnUnemployment rate	T-statistic: -3.13	T-statistic: -3.80	T-statistic: -3.94
	P-value: 0.02	P-value: 0.00	P-value: 0.00

	Critical values: 1% level: -3.50 5% level: -2.88 10% level: -2.57	Critical values: 1% level: -3.50 5% level: -2.88 10% level: -2.57	Critical values: 1% level: -3.50 5% level: -2.88 10% level: -2.57

Source: Author's calculation, 2019

Results show that we cannot reject the null hypothesis because P-values of all variables are greater than critical values at 1%, 5%, and 10%, respectively and these imply that variables exhibit a unit root (Table 3).

Determination of the lag length

The objective of this step is to specify the optimal lag for the VAR model. If the lag is used too little, then the residual of the regression will not show the white noise process and as the result, the actual error could not be accurately estimated by the model (Suharsono et al., 2017).

Table 4. Selection of the lag length

Lag	LL	LR	df	p	FPE	AIC	HQIC	SBIC
0	-388.62				0.01	6.76	6.80	6.86
1	-105.78	565.68	16	0.000	0.00	2.16	2.36	2.64*
2	-78.39	54.77*	16	0.000	0.00*	1.97*	2.31*	2.82
3	-71.99	12.79	16	0.688	0.00	2.13	2.63	3.37
4	-61.40	21.19	16	0.171	0.00	2.23	2.88	3.84

Endogenous: LnGovernment expenditure LnTertiary enrolment LnGDP per capita LnUnemployment

Exogenous: Constant

Number of observations = 116

Source: Author's calculation, 2019

Notes: * denotes lag order selected by the criterion; LL means log likelihood values; LR represents sequential modified LR test statistics; FPE denotes final prediction error; AIC means Akaike information criterion; HQIC represents Hannan-Quinn information criterion; and SBIC means Schwarz's Bayesian information criterion.

As seen in Table 4, results suggest that the optimal lag length in this case is the lag 2 (the number of lag is equal to 2) because this value is recommended by FPE, AIC, and HQIC indicators, while lag 1 is recommended by only SBIC. Therefore, lag 2 is chosen to run the VAR model in the next step.

Estimation of the VAR model

We found that government expenditure on education has positive relationships with tertiary enrolment and GDP per capita. In contrast, tertiary enrolment has negative relationships with government expenditure on education, GDP per capita, and unemployment rate. Lastly, GDP per capita and unemployment rate have negative effects on government expenditure on education (see details in Table A1 of the appendix).

Testing the Granger causality

The goal of the Granger causality is to assess the predictive capacity of a single variable on other variables (Musunuru, 2017). In this study, hypotheses need to be tested as follows:

Testing the relationship between government expenditure and other variables:

Null hypothesis (H_0): Government expenditure does not cause tertiary enrolment, GDP and unemployment rate

Alternative hypothesis (H_a): Government expenditure causes tertiary enrolment, GDP and unemployment rate

Testing the relationship between tertiary enrolment and other variables:

Null hypothesis (H_0): Tertiary enrolment does not cause government expenditure, GDP and unemployment rate

Alternative hypothesis (H_a): Tertiary enrolment causes government expenditure, GDP and unemployment rate

Testing the relationship between GDP and other variables:

Null hypothesis (H_0): GDP does not cause government expenditure, tertiary enrolment and unemployment rate

Alternative hypothesis (H_a): GDP causes government expenditure, tertiary enrolment and unemployment rate

Testing the relationship between unemployment rate and other variables:

Null hypothesis (H_0): Unemployment rate does not cause government expenditure, tertiary enrolment and GDP

Alternative hypothesis (H_a): Unemployment rate causes government expenditure, tertiary enrolment and GDP

Table 5. Results of the Granger causality Wald test

Directional relationship	**Probability**	**Conclusion**
Expenditure → Enrolment	0.00 < 0.05	Reject H_0
Expenditure → GDP	0.00 < 0.05	Reject H_0
Expenditure → Unemployment	0.00 < 0.05	Reject H_0
Enrolment → Expenditure	0.00 < 0.05	Reject H_0
Enrolment → GDP	0.66 > 0.05	Accept H_0
Enrolment → Unemployment	0.34 > 0.05	Accept H_0
GDP → Expenditure	0.17 > 0.05	Accept H_0
GDP → Enrolment	0.00 < 0.05	Reject H_0
GDP → Unemployment	0.81 > 0.05	Accept H_0
Unemployment → Expenditure	0.77 > 0.05	Accept H_0
Unemployment → Enrolment	0.00 < 0.05	Reject H_0
Unemployment → GDP	0.26 > 0.05	Accept H_0

Source: Author's calculation, 2019

There is a directional relationship running from government expenditure to tertiary enrolment, GDP and unemployment; from tertiary enrolment to government expenditure; from GDP to tertiary enrolment; and from unemployment to tertiary enrolment (Table 5).

Examination of eigenvalue stability

The purpose of this assignment is to check stability of the eigenvalues in the VAR model. All the eigenvalues lie inside the unit circle and we can conclude that the VAR model satisfies stability condition (Figure 5).

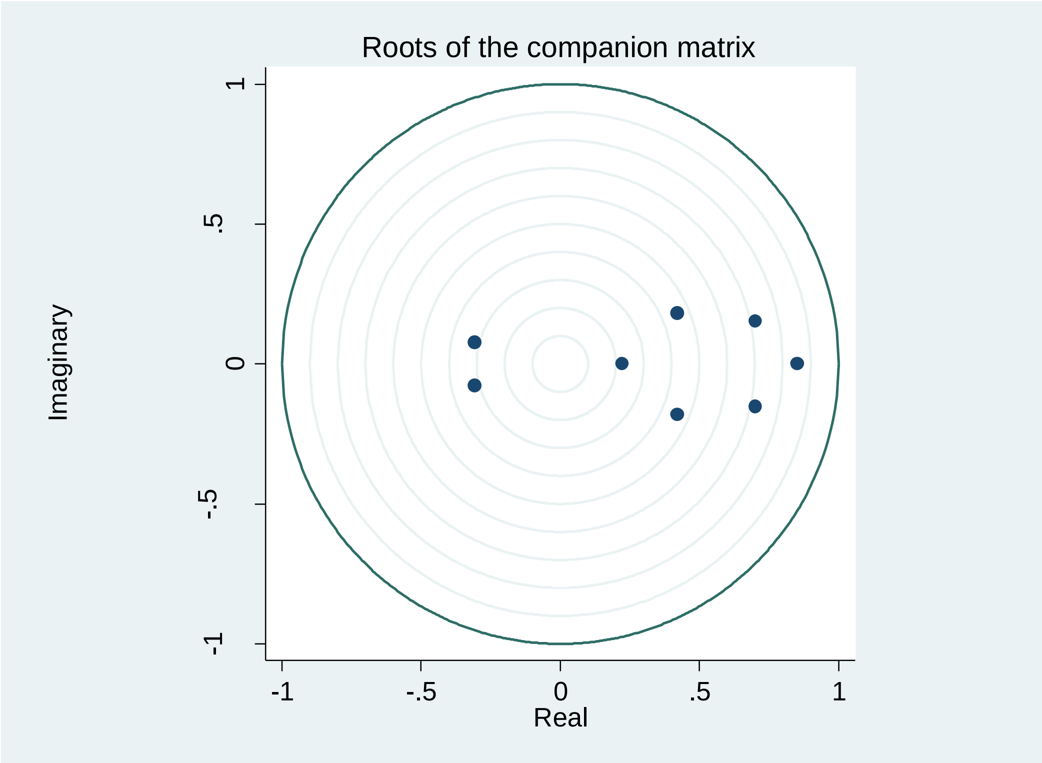


Figure 5. Checking the stability of eigenvalues in the VAR model

Source: Author’s calculation, 2019

Performance of the Johansen co-integration test

The Johansen co-integration test is performed in order to examine the long-run relationship among variables. If variables are co-integrated, it suggests that there is a long term relationship among variables (Musunuru, 2017).

The hypothesis to be tested can be identified as follows:

Null hypothesis (H_0): There is no co-integration among variables

Alternative hypothesis (H_a): There is co-integration among variables

In this study, the Johansen co-integration test is carried out by trace statistic test. Trace test is a likelihood-ratio-type test, which operates under different assumptions in the deterministic part of the data generation process (Lutkepohl et al., 2001).

Table 6. Results of trace statistic in the Johansen co-integration test

Maximum rank	LL	Eigenvalue	Trace statistic	5% critical value	1% critical value
0	-139.10		110.43	47.21	54.46
1	-112.34	0.36	56.91	29.68	35.65
2	-95.86	0.24	23.95	15.41	20.04
3	-87.49	0.13	7.20	3.76	6.65
4	-83.88	0.05			

Source: Author's calculation, 2019

As seen in Table 6, value of trace statistic is greater than the 1% and 5% critical values in all ranks and this suggests that there is no co-integration among variables in the long run.

Discussion

We found that government expenditure on education has positive relationships with tertiary enrolment and GDP per capita. This implies that government expenditure on education has played an important contribution to fostering the rate of tertiary enrolment and boosting economic growth in Eastern European countries. The increase of tertiary enrolment contributes to reducing unemployment rate. However, the proportion of tertiary enrolment should be effectively controlled and managed because this generates reduction of government expenditure and GDP in Eastern Europe. GDP negatively affects government expenditure on education and this reflects that an increase of GDP has been preferred to use for other activities such as army and security, science and technology rather than tertiary education. Further, there is a directional relationship running from government expenditure to tertiary enrolment, GDP and unemployment; from tertiary enrolment to government expenditure; from GDP to tertiary enrolment; and from unemployment to tertiary enrolment. However, there is no co-integration among variable in the long run.

Our results are consistent with Simionescu et al. (2017) and Burja and Burja (2013) who found that government expenditure on education has a positive influence on economic growth in Czech Republic and Romania. However, our study found that there is no relationship between economic growth and unemployment, while Soylu et al. (2018) argued that economic growth negatively affects unemployment in Eastern Europe.

CONCLUSION AND POLICY IMPLICATIONS

The article attempts to investigate the causal relationship between government expenditure on education, tertiary enrolment, economic growth and unemployment of six emerging countries in Eastern Europe between 1998 and 2017. We found that government expenditure on education has positive relationships with tertiary enrolment and GDP per capita. The increase of tertiary enrolment contributes to reducing unemployment rate. However, the proportion of tertiary enrolment should be effectively controlled and managed because this generates reduction of government expenditure and GDP in Eastern Europe. GDP negatively affects government expenditure on education. In addition, there is a directional relationship running from government expenditure to tertiary enrolment, GDP and unemployment; from tertiary enrolment to government expenditure; from GDP to tertiary enrolment; and from unemployment to tertiary enrolment. However, there is no co-integration among variables in the long run.

Clearly, government expenditure on education should be facilitated because it contributes to the rise of tertiary enrolment and economic growth in Eastern European countries. Although tertiary enrolment assists to reduce unemployment rate, this should be effectively controlled and managed because it has been defined as a source of reduction in government expenditure on education and GDP. Finally, economic development should be carried out along with improving the program and quality of education to achieve a sustainable development in Eastern Europe.

REFERENCES

Adeola, O., and Ikpesu, F. (2016). An empirical investigation of the impact of bank lending on agricultural output in Nigeria: A vector autoregressive (VAR) approach. *The Journal of Developing Areas*, *50*(6), 89-103.

Burja, C., and Burja, V. (2013). Education's contribution to sustainable economic growth in Romania. *Procedia-Social and Behavioral Sciences, 81*, 147-151.

Csintalan, C., and Bădulescu, A. (2017). Unemployment, neets and the social role of education in Europe. MPRA Paper No. 82806, 26 May 2017.

Darvas, Z., and Wolff, G. B. (2014). Europe's social problem and its implications for economic growth. Bruegel Policy Brief Issue 2014/03, April 2014.

Djankov, S. (2016). Challenges to Eastern Europe's growth. Background Paper for the Panel on Reinvigorating Growth, Competitiveness and Investment, EBRD Conference, Budapest, 10 October 2016.

Hanif, N., and Arshed, N. (2016). Relationship between school education and economic growth: SAARC countries. *International Journal of Economics and Financial Issues*, *6*(1), 294-300.

Hsiao, C. (2014). *Analysis of Panel Data*. Third Edition, Cambridge University Press, New York.

Kobzev Kotásková, S., Procházka, P., Smutka, L., Maitah, M., Kuzmenko, E., Kopecká, M., and Hönig, V. (2018). The impact of education on economic growth: The case of India. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, *66*(1), 253-262.

Lavrinovicha, I., Lavrinenko, O., and Teivans-Treinovskis, J. (2015). Influence of education on unemployment rate and incomes of residents. *Procedia-Social and Behavioral Sciences*, *174*, 3824-3831.

Lütkepohl, H., Saikkonen, P., and Trenkler, C. (2001). Maximum eigenvalue versus trace tests for the cointegrating rank of a VAR process. *The Econometrics Journal*, *4*(2), 287-310.

Maitah, M., Toth, D., and Kuzmenko, E. (2015). Exploring the relationship between economic growth and employment in the Czech Republic and Belgium. *Review of European Studies*, *7*(11), 115-124.

Musunuru, N. (2017). Causal relationships between grain, meat prices and exchange rates. *International Journal of Food and Agricultural Economics*, *5*(4), 1-10.

Pegkas, P. (2014). The link between educational levels and economic growth: A neoclassical approach for the case of Greece. *International Journal of Applied Economics*, *11*(2), 38-54.

Pfaff, B. (2008). VAR, SVAR and SVEC models: Implementation within R package vars. *Journal of Statistical Software*, *27*(4), 1-32.

Shukarov, M., and Marić, K. (2016). Institutions, education and innovation and their impact on economic growth. *Interdisciplinary Description of Complex Systems*, *14*(2), 157-164.

Simionescu, M., Lazányi, K., Sopková, G., Dobeš, K., and Balcerzak, A. P. (2017). Determinants of economic growth in V4 Countries and Romania. *Journal of Competitiveness*, *9*(1):103-116. DOI: 10.7441/joc.2017.01.07.

Soylu, Ö. B., Çakmak, İ., and Okur, F. (2018). Economic growth and unemployment issue: Panel data analysis in Eastern European countries. *Journal of International Studies*, *11*(1), 93-107.

Suharsono, A., Aziza, A., and Pramesti, W. (2017). Comparison of vector autoregressive (VAR) and vector error correction models (VECM) for index of ASEAN stock price, in *AIP Conference Proceedings* 1913, 1, pp. 020032-1-020032-9. AIP Publishing. Doi: 10.1063/1.5016666. International Conference and Workshop on Mathematical Analysis and its Applications (ICWOMAA 2017).

World Bank (2019). World Development Indicators. Government expenditure on education in Eastern Europe. Retrieved from https://databank.worldbank.org/data/reports.aspx?source=2&series=SE.XPD.TOTL.GD.ZS&country=# on 12 February 2019.

World Bank (2019). World Development Indicators. GDP per capita in Eastern Europe. Retrieved from https://databank.worldbank.org/data/reports.aspx?source=2&series=SE.XPD.TOTL.GD.ZS&country=# on 12 February 2019.

World Bank (2019). World Development Indicators. Tertiary enrolment in Eastern Europe. Retrieved from https://databank.worldbank.org/data/reports.aspx?source=2&series=SE.XPD.TOTL.GD.ZS&country=# on 12 February 2019.

World Bank (2019). World Development Indicators. Unemployment rate in Eastern Europe. Retrieved from https://databank.worldbank.org/data/reports.aspx?source=2&series=SE.XPD.TOTL.GD.ZS&country=# on 12 February 2019.

APPENDICES

Table A1. Estimation of the VAR model

Variables	Coefficient	Standard Error	t	P-value
LnGovernment expenditure				
LnGovernment expenditure				
L1	0.463***	0.09	4.97	0.000
L2	0.181	0.11	1.60	0.113
LnTertiary enrolment				
L1	-0.166**	0.06	-2.56	0.012
L2	-0.147*	0.08	-1.74	0.085
LnGDP per capita				
L1	0.768***	0.26	2.95	0.004
L2	-0.726***	0.23	-3.14	0.002
LnUnemployment rate				
L1	0.918***	2.25	3.61	0.000
L2	-0.850***	2.25	-3.29	0.001
Constant	1.044	0.74	1.40	0.164
LnTertiary enrolment				
LnGovernment expenditure				
L1	1.117***	0.15	7.43	0.000
L2	-0.299	0.18	-1.64	0.105
LnTertiary enrolment				
L1	-0.136	0.10	-1.30	0.195
L2	0.319**	0.13	2.34	0.021
LnGDP per capita				
L1	-0.294	0.42	-0.70	0.484
L2	0.190	0.37	0.51	0.611
LnUnemployment rate				
L1	0.601	0.41	1.46	0.146
L2	-0.532	0.41	-1.28	0.204
Constant	2.854**	1.20	2.37	0.020
LnGDP per capita				
LnGovernment expenditure				
L1	0.006	0.03	0.18	0.859
L2	0.072*	0.04	1.72	0.088
LnTertiary enrolment				
L1	0.245***	0.02	10.30	0.000
L2	-0.112***	0.03	-3.61	0.000
LnGDP per capita				
L1	1.125***	0.09	11.73	0.000
L2	-0.257***	0.08	-3.01	0.003
LnUnemployment rate				
L1	-0.009	0.09	-0.11	0.916
L2	0.035	0.09	0.38	0.707
Constant	0.556**	0.27	2.02	0.045
LnUnemployment rate				
LnGovernment expenditure				
L1	0.023	0.03	0.62	0.534
L2	-0.024	0.04	-0.55	0.587
LnTertiary enrolment				
L1	-0.146***	0.02	-5.67	0.000
L2	0.002	0.03	0.09	0.930
LnGDP per capita				
L1	0.170	0.10	1.65	0.102
L2	-0.145	0.09	-1.58	0.118
LnUnemployment rate				
L1	1.243***	0.10	12.27	0.000
L2	-0.356***	0.10	-3.47	0.001

Constant	0.547*	0.29	1.84	0.068

Source: Author's calculation, 2019

Notes: L1 and L2 mean lag 1 and lag 2; ***, ** and * denote statistical significance at 1%, 5%, and 10%, respectively