

Journal of Regional & Socio-Economic Issues
Volume 7, Issue 3, September 2017
ISSN 2049-1409

Table of Contents

Tourism and Economic Growth in Spain (by Charalambos N. Louca)

Population changes in the peri-urban areas of Greek cities, between 1991 and 2011: The picture in the six biggest cities (by Anagnostou Spyros and Efstratios Papanis)

Sociological approaches to school bullying: Views of Greek Primary School teachers (by Giavrimis Panagiotis)

External Factors in Supporting of Adult Students with Dyslexia in Greece (by Drossinou, Korea Maria, Kalamari Artemis, Kaldi Panagiota and Romana Ilianna)

The ecclesiological and pastoral characteristics of the theological thought of saint Cassian the Roman (by Sokratis Andreou)

Book Review

Call for Papers

Instructions to Authors

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index

The journal is catalogued in the following catalogues: ROAD: Directory of Open Access Scholarly Resources, OCLC WorldCat, EconBiz - ECONIS, CITEFACTOR, OpenAccess

JOURNAL OF REGIONAL SOCIO- ECONOMIC ISSUES (JRSEI)

Volume 7, Issue 3, September 2017

Journal of Regional & Socio-Economic Issues (Print) ISSN 2049-1395

Journal of Regional & Socio-Economic Issues (Online) ISSN 2049-1409

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index

The journal is catalogued in the following catalogues: ROAD: Directory of Open Access Scholarly Resources, OCLC WorldCat, EconBiz - ECONIS, CITEFACTOR, OpenAccess

JOURNAL OF REGIONAL SOCIO-ECONOMIC ISSUES (JRSEI)

ISSN No. 2049-1409

Aims of the Journal: Journal of Regional Socio-Economic Issues (JRSEI) is an international multidisciplinary refereed journal the purpose of which is to present papers manuscripts linked to all aspects of regional socio-economic and business and related issues. The views expressed in this journal are the personal views of the authors and do not necessarily reflect the views of JRSEI journal. The journal invites contributions from both academic and industry scholars. Electronic submissions are highly encouraged (mail to: gkorres@geo.aegean.gr).

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index International Institute of Organized Research (I2OR) database

The journal is catalogued in the following catalogues: ROAD: Directory of Open Access Scholarly Resources, OCLC WorldCat, EconBiz - ECONIS, CITEFACTOR, OpenAccess

Chief-Editor

- Prof. Dr. George M. Korres: **Professor University of the Aegean, School of Social Sciences, Department of Geography, gkorres@geo.aegean.gr**

Editorial Board (alphabetical order)

- **Assoc. Prof. Dr. Zacharoula S. Andreopoulou**, Aristotle University of Thessaloniki, Faculty of Forestry and Natural Environment, School of Agriculture, Forestry & Natural Environment, randreop@for.auth.gr
- **Dr. Stilianos Alexiadis**, Ministry of Reconstruction of Production, Environment & Energy Department of Strategic Planning, Rural Development, Evaluation & & Statistics, salexiadis7@aim.com; salexiad@hotmail.com
- **Assoc. Prof. Dr. Maria Athina Artavani**, Department of Military Science, Hellenic Military Academy, Greece, artmar000@yahoo.gr
- **Prof. Dr. Elias G. Carayannis**: School of Business, George Washington University, USA, caraye@otenet.gr; caraye@gwu.edu
- **Prof. Dr. Christos Frangos**, Technological Institute of Athens, cfragos@teiath.gr
- **Prof. Dr. Andreas Demetriou**, Department of Military Science, Hellenic Military Academy, Greece, andrewd@otenet.gr
- **Ass. Professor Dr Vicky Delitheou**, Department of Economics and Regional Development, Panteion University of Social and Political Sciences of Athens, Email: vdelith@hua.gr
- **Prof. Dr. Hanna Dudek**: Warsaw University of Life Sciences, hanna_dudek@sggw.pl
- **Prof. Dr. George Gkantzas**: Hellenic Open University, ggantzas@yahoo.gr
- **Prof. Dr. George Halkos**, Department of Economics, University of Thessaly, halkos@uth.gr
- **Prof. Dr. Richard Harris**: Durham University, r.i.d.harris@durham.ac.uk
- **Ass. Prof. Dr. Olga-Ioanna Kalantzi**, Department of Environment, University of the Aegean, Email: kalantzi@aegean.gr
- **Assoc. Prof. Dr. Stephanos Karagiannis**, Panteion University, stephanoskar@yahoo.gr
- **Ass. Prof. Dr. Marina-Selini Katsaiti**, Department of Economics & Finance, College of Business & Economics, United Arab Emirates University, UAE, Selini.katsaiti@uaeu.ac.ae

- **Prof. Dr. Christos Kitsos**, Technological Institute of Athens, xkitsos@teiath.gr
- **Dr. Aikaterini Kokkinou**, Department of Military Science, Hellenic Military Academy, Greece, aikaterinikokkinou@gmail.com
- **Prof. Dr. Elias A. Kourliouros**, Department of Economics, University of Patras, e.kourliouros@aegean.gr; e.kourliouros@gmail.com
- **Ass. Prof. Dr. Christos Ladias**, Panteion University, Greece caladias@otenet.gr
- **Prof. Dr. Dimitrios Lagos**, Department of Business Administration, University of the Aegean, d.lagos@aegean.gr
- **Assoc. Prof. Dr. Charalambos Louca**: Head of Business Department, Director of Research Department, charalambos.louca@ac.ac.cy
- **Assoc. Prof. Dr. Evangelos Manolas**, Department of Forestry & Management of the Environment & Natural Resources, School of Agricultural & Forestry Sciences, Democritus University of Thrace. E-mail: emanolas@fmenr.duth.gr
- **Prof. Dr. Emmanuel Marmaras**: Technical University of Crete, em.marmaras@gmail.com; em.marmaras@arch.tuc.gr
- **Prof. Dr. Ioannis Th. Mazis**, National and Kapodistrian University of Athens, Faculty of Turkish Studies and Modern Asian Studies, School of Economics and Political Sciences, yianmazis@turkmas.uoa.gr; mazis@her.forthnet.gr;
- **Prof. Dr. Maria Michailidis**: Dean, Department of Management & MIS, University of Nicosia, michailidis.m@unic.ac.cy
- **Prof. Dr. Photis Nanopoulos**, Former Director of Eurostat, pnh@otenet.gr
- **Prof. Dr. Nikitas Nikitakos**, Department of Shipping Trade and Transport, University of the Aegean, Email: nnik@aegean.gr
- **Dr. Pablo Ruiz-Nápoles**, Faculty of Economics, Universidad Nacional Autonoma de Mexico, ruizna@servidor.unam.mx
- **Assistant Professor Dr. Efstratios Papanis**, Department of Sociology, University of the Aegean, papanis@papanis.com
- **Assoc. Prof. Gerasimos Pavlogeorgatos (PhD)**, Department of Cultural Technology and Communication, University of the Aegean, gpav@aegean.gr
- **Prof. Dr. George Polychronopoulos**, Technological Institute of Athens, gpolyc@teiath.gr
- **Prof. Dr. Kiran Prasad**, Professor Sri Padmavati Mahila University kiranrn_prasad@hotmail.com; kiranrn.prasad@gmail.com;
- **Dr. Efthymia Sarantakou**, Architect Engineer, adjunct lecturer at the Hellenic Open University and at the Technological Educational Institute of Athens, esarad@otenet.gr
- **Associate Professor Dr. Anastasia Stratigea**, National Technical University of Athens, School of Rural and Surveying Engineering, Department of Geography and Regional Planning, stratige@central.ntua.gr
- **Prof. Paris Tsartas**, Harokopio University, Athens, Greece, ptsar@aegean.gr
- **Prof. Dr. George O. Tsobanoglou**, University of the Aegean, Department of Sociology, g.tsobanoglou@soc.aegean.gr
- **Assoc. Professor Dr. George Tsourvakas**, School of Economic and Political Studies, Department of Journalism and Mass Communications, Aristotle University of Thessaloniki, Email: gtsourv@jour.auth.gr
- **Prof. Dr. George Zestos**, Christopher Newport University, gzeustos@cnu.edu

Table of Contents

Editorial Board	3
Table of Contents	5
Paper 1: Tourism and Economic Growth in Spain (by Charalambos N. Louca)	6
Paper 2: Population changes in the peri-urban areas of Greek cities, between 1991 and 2011: The picture in the six biggest cities (by Anagnostou Spyros and Efstratios Papanis)	24
Paper 3: Sociological approaches to school bullying: Views of Greek Primary School teachers (by Giavrimis Panagiotis)	32
Paper 4: External Factors in Supporting of Adult Students with Dyslexia in Greece (by Drossinou, Korea Maria, Kalamari Artemis, Kaldi Panagiota and Romana Ilianna)	42
Paper 5: The ecclesiological and pastoral characteristics of the theological thought of saint Cassian the Roman (by Sokratis Andreou)	52
Book Review	59
Call for Papers	60
Instructions to Authors	61

Tourism and Economic Growth in Spain

Abstract:

This study empirically examines the existence and nature of long-run relationships between, on the one hand, tourist arrivals, tourism income and economic growth in Spain, and, on the other hand the supply side expenditure, Capital Investments in the tourism industry. It also examines the long-run relationships between, on the one hand, tourism income, and, on the other hand economic growth in Spain. The time series data for the study covers the period 1995 – 2012. The results suggest the existence of positive long-run relationships between the tourism income and economic growth in Spain with unidirectional causality pattern. We may conclude that both the government and the private tourism sector in Spain must aim at attaining sustainable tourism and economic growth.

Keywords: Tourism income; tourist arrivals; capital expenditure; economic growth, causality patterns; Spain.

Dr. Charalambos N. Louca¹

¹ Corresponding-Address: Dr. Charalambos N. Louca, Head of Business Department, Director of Research Department, American College, P. O. Box 22425, 1521 Nicosia, Cyprus. Email: charalambos.louca@ac.ac.cy;

1. Introduction

1.1. Tourism and the economy

Tourism is for many countries a major source of economic growth, employment, income and inflow of foreign currency (Vaugeois, 2000; Basu, 2003). In many developing countries is considered to be the main source for economic development and growth (Hodur, Leistril and Wolfe, 2005; Haller, 2012).

In spite of the above mentioned, there are conflicting views whether tourism causes long-term economic growth or not. Some studies strongly reveal that tourism contributes to economic growth, (Zortuk, 2009). Some other studies support the view that tourism can promote economic growth (Oh, 2005 and Kasimati, 2011).

A number of studies have shown that the tourism sector can stimulate the economic growth of other sectors such as the agricultural, industrial and service sectors (Yamakawa, 2007). The tourism sector is effective when the capital expenditure in the tourism industry, contributes to its expansion (Louca, 2006). Chao et al. (2006) points out that tourism expansion increases the relative price of nontrade goods, improves the tertiary terms of trade and yields higher revenues. Lee and Chang (2008) and Holzner (2011) have found that different countries experience different causality directions between tourism expenditures and economic growth. Indeed there is a plethora of literature resources on the causality between tourism and economic growth (Balaguer and Cantavella-Jordá, 2002; Cortes-jimenez, 2006; Chen and Chiou-Weib, 2009; Brida, Lanzilotta, Lionetti and Risso, 2010; Fayissa, Nsiah and Tadesse, 2009; Ekanayake and Long, 2012; Antonakakis, Fillis, and Dragouni, 2013; Ridderstaat, Croes and Nijkamp, 2013; Balcilar, Eyden, Inglesi-Lotz and Gupta, 2013). Empirical studies on the relationship between tourism and economic growth have shown that results cannot be generalized. These opposing views motivate us to examine whether the tourism industry of a specific country contributes to its economic growth or not. Thus, this paper examines the case of Spain and whether the tourism industry in Spain contributes to its economic growth.

1.2. The Tourism Industry in Spain

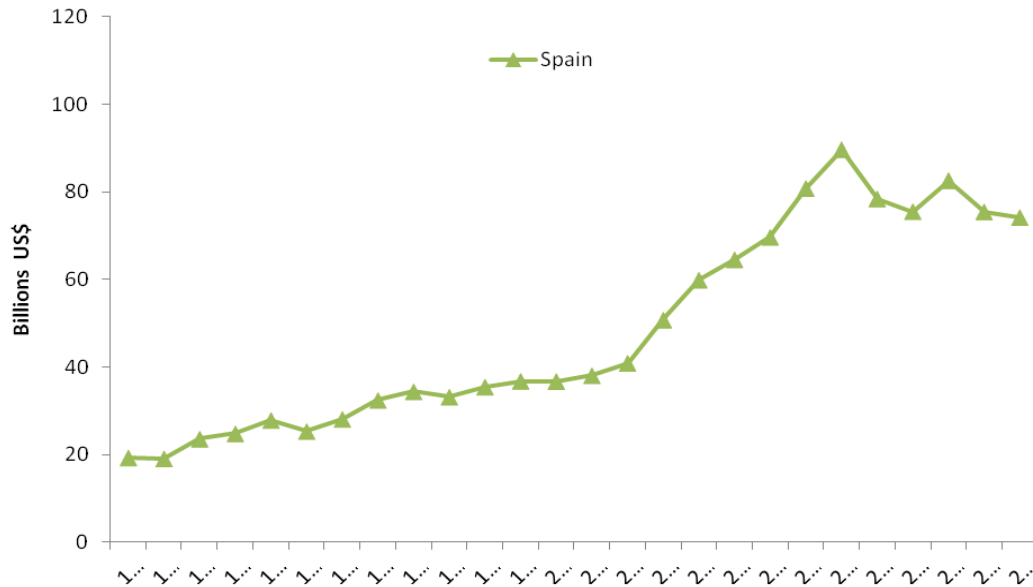
Spain is the second largest tourism earner worldwide and the first in Europe with US\$56 billion. The tourism sector is considered to be the most important economic sector in Spain, both in turnover and in the number of workers employed in the sector. Especially today, as Spain experiences the results of the financial crisis, tourism is a major contributor to its national income contributing 15.2% (EUR 160 billion) of its GDP in 2012. Spain is a popular destination for summer holidays, mostly for the British, Portuguese, French, Central Europeans and the Scandinavians. There are plenty of places in Spain which keep attracting more and more visitors each year including Cathedrals, Palaces, Castles, Moorish baths, Mosques, Renaissance buildings and Modernist architecture. Spain is one of the countries with a strong tradition in the so-called social tourism particularly focused on seniors².

As shown in figure 1, the direct contribution of travel and tourism to GDP was EUR57.1 billion, in Spain, which is 5.4% of total GDP in 2012 and it had directly created 894,000 jobs, which represents the 5.2% of total employment. The total contribution of Travel and Tourism (T&T) to employment, including jobs indirectly created by the industry, was 15.5% of total employment (2,691,000 jobs) in 2012. As well T&T had generated EUR47.3 billion from visitor exports, which is 13.8% of total exports in 2012 (WTTC). Furthermore, Spain is amongst the top 10 countries that experienced most improvement in 2013. Also, Spain continues to lead in cultural resources ranking in first place.

² Country study by Ricardo Rodríguez in 2010, "CALYPSO STUDY ON SOCIAL TOURISM".

However, due to the fact that the tourism industry in Spain is seasonal and focuses mainly on the so-called “sun and beach” tourism, more than 30% of the jobs are lost by the end of the summer period, especially on the coast, creating seasonal unemployment.

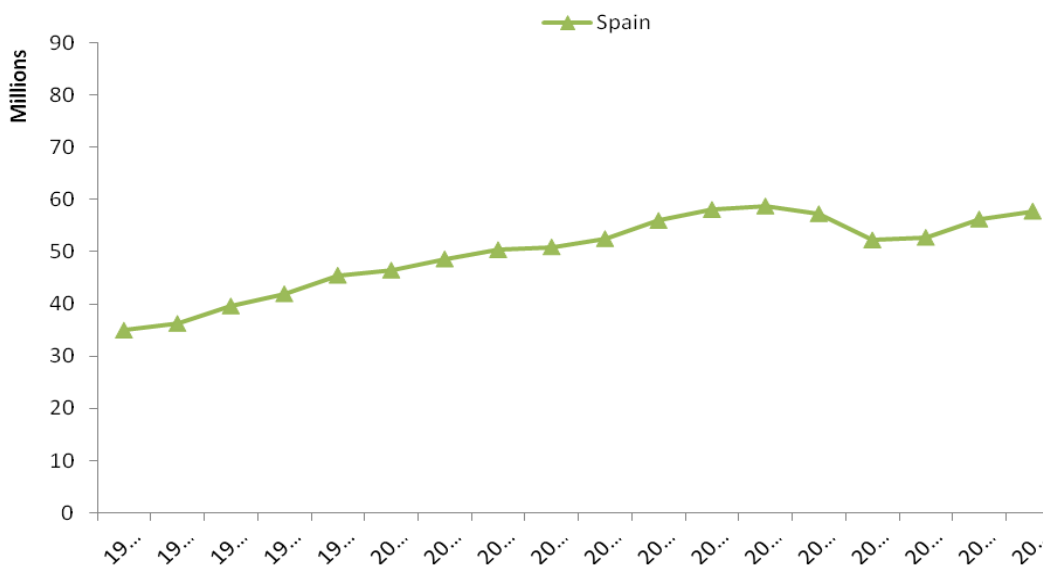
Figure 1: Travel and Tourism Direct Contribution to GDP (US\$ billions)



Source: Developed by the author.

Note: Data for 1988 – 2013 were obtained from WTTC.

Figure 2: Tourist Arrivals (millions)

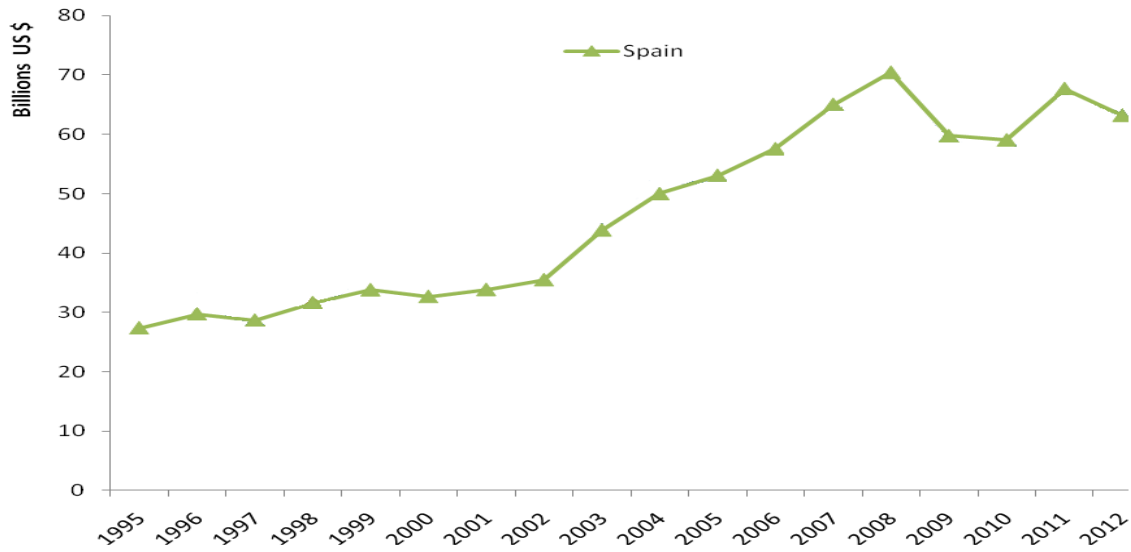


Source: Developed by the author.

Note: Data for 1995 – 2012 were obtained from the World Bank World Development Indicators (WDI).

Figure 2 shows the number of tourist arrivals for the period 1995 to 2012. The number of tourist arrivals shows a rising trend until the mid-2007 and then a downturn up to 2010. In 2007, Spain reached its peak of nearly 59 million visitors.

Figure 3: Income from International Tourism (US \$ billions)

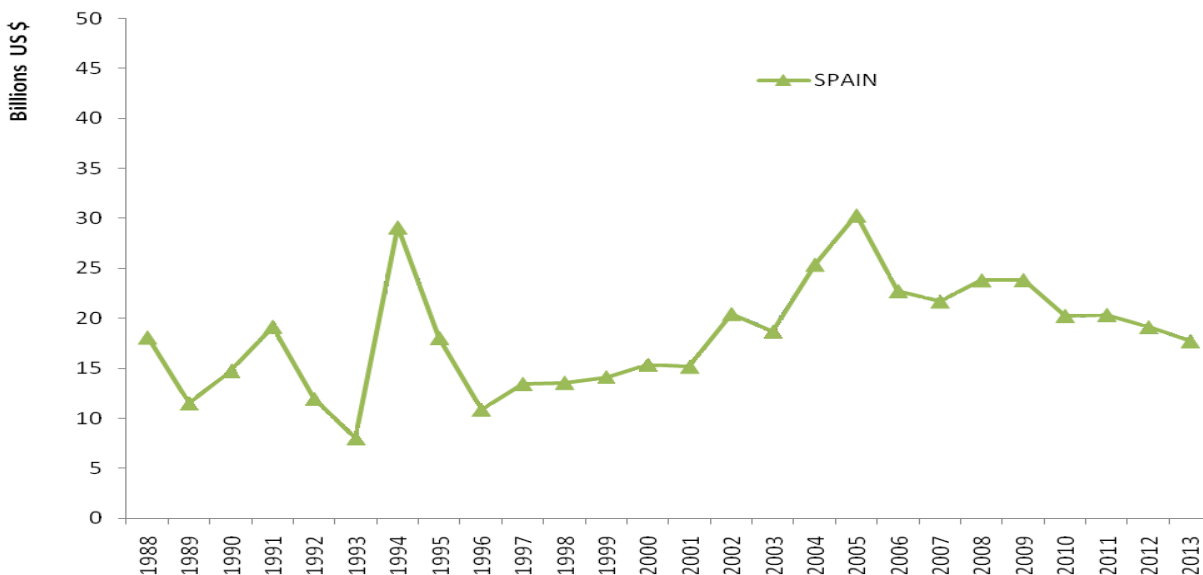


Source: Developed by the author.

Note: Data for 1995 – 2012 were obtained from the World Bank.

Figure 3 shows the income derived from the tourism industry in Spain for the period 1995 to 2012. Different trends can be seen during the period 1995 to 1999. Then, over the next 10 years and till 2008, there has been a steady increase in the tourism income. In 2008, Spain reached the peak ever with around 70 billion dollars. Over the next 3 years, tourism income rapidly declined until 2011 when it stopped falling. Though, again in 2012 it shows a slight decline of tourist receipts.

Figure 4: Tourism Expenditures (US \$ in billions)



Source: Developed by the author.

Note: Data for 1988 – 2013 were obtained from the WTTC.

Figure 4, shows tourism expenditures in Spain for the period of 1988 to 2013. Tourism expenditures or capital investments represent the investments by all sectors directly involved

the Travel and Tourism industry. This also constitutes investment spending by other industries on specific tourism assets such as new visitor accommodation, passenger transportation equipment as well as restaurants and leisure facilities in the tourism industry. It can be seen that the investments in the industry do not follow any specific pattern and there is no any upturn of downturn that lasts for more than three years.

1.3. Objectives of the study.

This study aims to identify the existence and nature of causal relationships among income derived from the tourism industry, tourist arrivals, tourism expenditures and economic growth in Italy. Specifically, this study aims to identify,

- If there is causality pattern between tourism income and economic growth in Spain and the direction of causality;
- If there is causality pattern between tourism income and tourist arrivals;
- If there is causality pattern between tourism industry's income and tourism expenditure as well as its direction; and
- If there is causality pattern between tourism expenditure and tourist arrivals.

The rest of the paper is organized as follows: In the next paragraph the literature review is outlined, followed by the methodology. The findings are then presented. Finally, the paper concludes, giving some directions to policy makers for further improvements. Suggestions for further research are given as well.

2. Literature Review

The role of the tourism industry in the economic development of a country has attracted considerable attention by many researchers who have come to different and sometimes conflicting results.

Empirical findings show the existence of four main hypotheses (Antonakakis, Fillis and Dragouni, 2013). The first two hypotheses support the unidirectional causality between the two variables, either from tourism development to economic growth (tourism-led economic growth hypothesis), or from economic growth to tourism development (economic growth-driven tourism development hypothesis). The third hypothesis supports the existence of bi-directional causality between two variables, tourism and economic growth (bi-directional causality hypothesis). Finally, as the fourth hypothesis (no causality hypothesis) supports that there is no relationship neither from tourism to economic growth or vice versa.

Regarding the potential effect of the tourism industry in promoting growth, Balaguer and Cantavella-Jorda (2002), Lanza, Temple, and Urga (2003), Dritsakis (2004), Johannesson and Huijbens (2010), Kreishan (2011), Jayathilake (2013) and Balcilar, Eyden, Inglesi-Lotz and Gupta (2013) find evidence supporting the TLEG hypothesis. While, Oh (2005), Tang and Jang (2009), Li-hua He and Xun-gang Zheng (2011), discovered an Economy Driven Tourism Growth (EDTG) for Korea and the U.S.A.

Oh (2005), analyzes the dynamics between tourism growth and economic expansion in the Korean economy. There were two major results from the Engle and Granger two-stage approach and the bivariate VAR approach. Firstly, the results of cointegration tests indicate that there is no long-run equilibrium relation between two series. Secondly, the outcomes of Granger causality tests proved the unidirectional relationship of Economic Driven Tourism Growth (EDTG).

Cortes-Jimenez, Nowak and Sahli (2011) also find a unidirectional causality from economic growth to tourism development in Tunisia by applying Vector Error Correction model using the Johansen technique and the multivariate Granger causality test. Though tourism exports have significantly contributed to financing the country's imports of capital goods, they have not been the principle engine of long-term growth.

Fayissa, Nsiah and Tadesse (2009), show that receipts from the tourism industry positively contribute to the GDP and to the economic growth of 17 Latin American countries. In 2010, Ghartey applied the Johansen Tests to show that tourist arrivals, real exchange rate and economic growth are co-integrated. His study reveals that both short-run and long-run increases in tourist arrivals cause expansion in economic growth.

Freytag and Vietze (2013), support the thesis that sustainable tourism promotes economic growth in developing countries.

Srinivasan, Kumar, and Ganesh, (2012) examine the impact of tourism on economic growth in Sri Lanka through the Autoregressive distributed lag bounds testing for the period between 1969 and 2009. Findings reveal that tourism has a positive impact on economic growth in Sri Lanka.

Liangju, Huihui, and Wanlian (2012), proved that there are long-term and stable equilibrium relationships between the development of China's domestic tourism and economic growth. Georgantopoulos (2012), confirm results in favour of the bidirectional causality pattern between economic growth and tourism receipts in the long-run, which is in line with Dritsakis (2004), for the case of Greece.

Finally, another possible comparability issue is the multiple country study. Caclayan et al. (2012) investigate the causal relationship between tourism income and GDP using a three stage Panel Granger analysis for 135 countries for the time period between 1995 and 2008. Their findings showed a unidirectional causality from tourism revenues to GDP in East Asia, South Asia and Oceania, supporting the TLEG hypothesis. In the case of America, the Latin America and the Caribbean the reverse direction of causality was found; from GDP to tourism income. No causal relationship was found in Asia, Middle East, North Africa, Central Asia and Sub Saharan Africa. Furthermore, Chou (2013) by examining causal relationships between tourism spending and economic growth in 10 transition countries to the EU, during the time period 1988 - 2011, identifies that different countries experience different causality directions between tourism spending and economic growth. The TLEG hypothesis is applied in 3 out of the 10 transition countries in the EU: Cyprus, Latvia and Slovakia; while Poland and the Czech Republic experience EDTG. In the case of Estonia and Hungary the tourism industry and the overall economy affect each other. No causal relationships are experienced in Bulgaria, Romania and Slovenia. Using VAR-based spillover index, Antonakakis et al. (2013), investigated the time varying relationship between tourism and economic growth in selected European countries. TLEG hypothesis is evident only for Italy and the Netherlands, while EDTG is observed in Cyprus, Germany and Greece; whereas for Cyprus the results are contradictory to the results of Chou (2013). Dritsakis (2004) identified TLEG for Cyprus, and bidirectional causality for Greece. Additionally, there is evidence for bidirectional causality in the cases of Austria, Portugal and Spain. No, causality is found for Sweden and the United Kingdom.

These studies confirm that the relationship between tourism and economic growth differs from country to country. When researches use different time periods and different methodologies, it is more likely to show different results. Another issue that can be raised, is that the tourism policies that policy makers in different countries apply differ from country to country. This can be an issue for further research. That is to study the impact of different tourism policies on the economic growth of different countries.

3. Methodology

This study aims to examine the existence and nature of long-run relationship between tourism and economic growth in Spain. The study investigates the existence of long run relationships between economic growth, tourist arrivals, tourism expenditure and income derived from tourism industry. The study is carried out in two phases. Firstly, it investigates the long-run

relationship between economic growth and the tourism industry in Spain. For achieving the objectives of the study, quarterly observations covering the period 1995 – 2013 are employed.

In this phase, data of international tourist arrivals that represent the tourism industry is used. A number of empirical studies, such as (Balaguer and Cantavella-Jorda, 2002; Samimi, Sadeghi and Sadeghi, 2011; Kasimati, 2011; Dritsakis, 2012; Georgantopoulos, 2012; Jayathilake, 2013), have used tourist arrivals for studying tourism industry. This is the first variable of the study. Real Gross Domestic Product is the second variable and represents the overall economic growth.

All data series are transformed into a logarithmic functional form (\ln) in order to reduce heteroskedasticity. In this study the Engle-Granger approach is used (Engle and Granger, 1987). Firstly, the existence of a long-run relationship between the logarithms of all the variables is investigated. We start by investigating the stationary properties of all the variables by applying the Augmented Dickey-Fuller (1979) unit root tests and then proceeded by applying Johansen's (1988) cointegration methodology.

Finally, the VECM is used for the Granger causality testing, where the lags in the error correction model can be jointly tested for significance, thereby determining any short-run causality from the explanatory variables to the dependent variable. Also, Granger causality tests are performed to find the direction of causality.

The paper investigates also the causal links between economic growth, tourism expenditure, tourist arrivals and income derived from tourism industry in Spain. Real GDP is used for assessing economic growth, Capital Investment (CI) for tourism expenditure, Visitor Exports (VE) for tourism income. Tourist arrivals (TA), indicate the number of total tourist arrivals in Spain. The model for capital investments and tourism income covers the period 1988 to 2013. The tests are performed in pairs similar to Louca (2006) for the case of Cyprus.

An important preliminary analysis of the models is to test for the order of integration of the variables entering into the models, and to check clearly whether they have a unit root. Therefore, firstly, the ADF unit root test is used to investigate the time series characteristics of the data and the consistency in the subsequent econometric modeling. It investigates the null hypothesis of non-stationarity against the alternative of stationary. Once the order of integration is determined, the time series has to be examined for cointegration. Cointegration analysis helps to identify long-run relationships between two or more variables. Johansen (1988 and 1991) cointegration test is applied to identify the co-integrating relationship among the variables. If cointegration has been ascertained between the variables, then there exists a long-run equilibrium relationship between them. Therefore, VECM is applied to evaluate the short-run properties of the co-integrated series. On the other hand, in case of no cointegration, VECM is not required and we proceed directly to the Granger Causality Test to identify causal relationships between the variables under study. Finally, in order to identify the direction of the causality pattern, the Granger causality test is used on a VECM environment.

4. Findings and Discussion

4.1. Results of unit Root Tests.

As mentioned earlier in the methodology, before testing the co-integration and causality, the first step is to test the variables for stationarity. According to Granger and Newbold (1974), the regression results may be spurious if the variables are non-stationary. Therefore, it is very important to test the existence of unit root and to examine the order of integration for each variable, so that to avoid the spurious correlation problems. Augment Dickey-Fuller unit root test has been conducted to test the variables for non-stationarity. In practice, the Dickey-Fuller test has been applied in three forms; the most general model with an intercept and time trend is estimated first and with an intercept and without either intercept or trend, are then estimated

respectively. Tests for unit root have been carried out on Eviews 7.1. Following table 1 present the results from the unit root tests for Spain. The lag lengths of the models are auto selected by Schwarz Information Criterion (SIC). Unit root test for each variable is performed for first differences and second differences, respectively. When considering two variables: lnGDP and lnTA, it can be seen that the null hypothesis of non-stationarity cannot be rejected at the 5% level for the levels of all the variables (Table1). However, when first differences are taken, the null hypothesis of non-stationarity is rejected for all the variables. Therefore, it is concluded that all the variables lnGDP and lnTA for Spain are integrated of order one I(1).

Table 1: Augmented Dickey-Fuller test results

ADF Test Results						
Level						
Variables	Statistics test	1% CV	5% CV	10%CV	P-value	O.I.
lnGDP	0.035849	-4.094550	-3.475305	-3.165046	0.9960	-
lnITA	-3.210836	-4.103098	-3.479367	-3.167404	0.0912	-
First Difference						
lnGDP	-3.805076	-4.094550	-3.475305	-3.165046	0.0220*	I(1)
lnITA	-3.716385	-4.110440	-3.482763	-3.169372	0.0284*	I(1)

Source: Developed by the Author.

4.2. Cointegration test results

Given that all the variables are integrated of the same order, the next step is to find out whether or not there is a long-run relationship among the variables. The Johansen-Juselious (1990), maximum likelihood approach is employed to test for cointegration. The Johansen maximum likelihood procedure produces a set of results which can be used to determine the number of cointegrating vectors present. Johansen technique applies two tests statistics to assess the number of cointegrating vectors (the cointegrating rank r). The first test is a trace test (λ_{Trace}), which tests the null hypothesis that there are at most r cointegrating vectors. The second test is the maximum eigenvalue test (λ_{Max}). The null is that there are r cointegrating vectors, against the alternative hypothesis of $r+1$ cointegrating vectors. In Table 2 below, are the results of the Johansen cointegration analysis between lnGDP and lnITA for Spain.

Table 2: Johansen Cointegration Test Results

Cointegration Analysis : lnGDP and lnITA					
Trace Test (λ_{Trace})					
Null Hypothesis	Alternative Hypothesis	Eigen Value	Trace Statistic	5% CV	P-value
$r=0$	$r \geq 0$	0.259370	30.24188	29.79707	0.0444*
$r \leq 1$	$r \geq 1$	0.102303	8.623626	15.49471	0.4013
$r \leq 2$	$r \geq 2$	0.011781	0.853232	3.841466	0.3556
Maximum Eigen value test (λ_{Max})					
Null Hypothesis	Alternative Hypothesis	Eigenvalue	Max-Eigen Statistic	5% CV	P-value
$r=0$	$r=1$	0.259370	21.61825	21.13162	0.0427*
$r=1$	$r=2$	0.102303	7.770394	14.26460	0.4025
$r=2$	$r=3$	0.011781	0.853232	3.841466	0.3556

Source: Developed by the Author.

Note: * Rejects the null hypothesis at the 5% level. “ r ” denotes the rank of the long-run matrix.

In Table 2, Johansen cointegration test results supports the long run relationship between variables, since both trace and maximum eigenvalue tests reject the hypothesis of no cointegration at the 5% significance level according to the critical value estimates. This suggests causality in at least one direction.

4.3. Granger Causality Results under VECM Approach

The existence of cointegration between real gross domestic product and tourist arrivals suggests that there must be Granger causality at least in one direction for Spain. Though cointegration implies the existence of at least unidirectional causality between the variables, it does not provide the direction of causality. Engel and Granger (1987) have proposed the Error Correction Model (ECM) as a more comprehensive method to use for causality tests when the variables are cointegrated. Further, according to Granger (1988), if the series are found to be cointegrated, the inclusion of error correction term in testing causal relationship among variables is very important, since, it provides an extra channel through which causality may be observed. Otherwise, the standard Granger test may lead to invalid causal results. Thus, error correction model can be applied to test for Granger causality among $\ln\text{GDP}$ and $\ln\text{ITA}$. Table 3 presents the results of Granger causality tests based on the VECM Granger causality approach.

Table 3: Granger Causality results based on VECM

VEC pairwise Granger causality for Spain : $\ln\text{GDP}$, $\ln\text{ITA}$ and $\ln\text{RER}$				
Dependent variable	Exclude	Chi-square	Df	Probability
D ($\ln\text{GDP}$)	D ($\ln\text{ITA}$)	5.275028	3	0.1527
D ($\ln\text{ITA}$)	D ($\ln\text{GDP}$)	25.95095	3	0.0000

Source: Developed by the author.

The VEC Pairwise Granger causality (Table 3) shows that there is a two-way causality pattern between economic growth and tourist arrivals.

4.4. Results of unit Root Tests

One of the major objectives of this study is to identify the causality between economic growth, tourism expenditure, tourist arrivals and income derived from tourism industry. Therefore, real gross domestic product (GDP), capital investment (CI), tourist arrivals (TA) and visitor export (VE) are used as the proxy of the analysis. All the variables have been transformed into their natural logarithmic form; $\ln\text{GDP}$, $\ln\text{CI}$, $\ln\text{TA}$ and $\ln\text{VE}$. As the first step, ADF unit root test has been conducted to investigate for non-stationarity of the variables. Table 4 presents the results of the Augmented Dickey-Fuller unit root tests for Spain. Results indicate that $\ln\text{GDP}$, $\ln\text{CE}$, $\ln\text{TA}$ and $\ln\text{VE}$ all four variables are non-stationary in their levels because the absolute statistic test value does not exceed the critical value at the significant level of 0.05 percent. However, when first differences are taken, the null hypothesis of non-stationarity is rejected for all the variables. Which shows that their first-order differences are stationary; thus, $\ln\text{GDP}$, $\ln\text{CI}$, $\ln\text{TA}$ and $\ln\text{VE}$ are integrated of order one. Hence it is concluded that the four variables of Spain are integrated of order one $I(1)$.

Since all the variables have been integrated of the same order, Johansen's cointegration based on Trace and Maximum Eigen value test was applied test the long-run relationship between the study variables. The results of the cointegration analysis between economic growth, tourism expenditure, tourist arrivals and tourism income are shown in Tables 5 to 8.

Table 4: Augmented Dickey-Fuller test results

ADF Test Results						
Level						
Variables	Statistics test	1% CV	5% CV	10%CV	P-value	O.I.
lnGDP	0.834888	-2.669359	-1.956406	-1.608495	0.8847	-
lnCI	-1.719728	-4.416345	-3.622033	-3.248592	0.7094	-
lnTA	-0.046948	-4.992279	-3.875302	-3.388330	0.9904	-
lnVE	-2.291513	-4.394309	-3.612199	-3.243079	0.4223	-
First Difference						
lnGDP	-1.752480	-2.669359	-1.956406	-1.608495	0.0757**	I(1)
lnCI	-3.969832	-4.440739	-3.632896	-3.254671	0.0260*	I(1)
lnTA	-4.435234	-4.992279	-3.875302	-3.388330	0.0222*	I(1)
lnVE	-40.20019	-4.800080	-3.791172	-3.342253	0.0001*	I(1)

Source: Developed by the Author.

Note: * Rejects the null hypothesis at the 5% level. ** Rejects the null hypothesis at 10%.

4.5. Cointegration test results

Table 5: Johansen Cointegration Test Results

Cointegration analysis: CI and TA					
Null Hypothesis	Eigen Value	Trace Statistic	5% CV (P-value)	Max-Eigen Statistic	5% CV (P-value)
None	0.488347	15.32442	15.49471 (0.0530)**	10.05163	14.26460 (0.2086)
At most 1	0.296382	5.272788	3.841466 (0.0217)*	5.272788	3.841466 (0.0217)*

Source: Developed by the Author.

Note: * Rejects the null hypothesis at the 5% level. ** Rejects the null hypothesis at 10% level. The figures within parenthesis are P-values.

Table 6: Cointegration analysis: TA and VE

Cointegration analysis: TA and VE (Spain).					
Null Hypothesis	Eigen Value	Trace Statistic	5% CV (P-value)	Max-Eigen Statistic	5% CV (P-value)
None	0.565591	19.43339	15.49471 (0.0121)*	12.50653	14.26460 (0.0931)**
At most 1	0.369846	6.926854	3.841466 (0.0085)*	6.926854	3.841466 (0.0085)*

Source: Author's own computation

Note: * Rejects the null hypothesis at the 5% level. ** Rejects the null hypothesis at 10% level. The figures within parenthesis are P-values.

Table 7: Cointegration analysis: CI and VE

Cointegration analysis: CI and VE (Spain).					
Null Hypothesis	Eigen Value	Trace Statistic	5% CV (P-value)	Max-Eigen Statistic	5% CV (P-value)
None	0.545289	20.11751	15.49471 (0.0093)*	18.91426	14.26460 (0.0086)*
At most 1	0.048899	1.203243	3.841466 (0.2727)	1.203243	3.841466 (0.2727)

Source: Developed by the Author

Note: * Rejects the null hypothesis at the 5% level. The figures within parenthesis are P-values.

Table 8: Cointegration analysis: GDP and VE

Cointegration analysis: GDP and VE (Spain).					
Null Hypothesis	Eigen Value	Trace Statistic	5% CV (P-value)	Max-Eigen Statistic	5% CV (P-value)
None	0.709294	30.51677	25.87211 (0.0123)*	25.38704	19.38704 (0.0048)*
At most 1	0.195662	4.572440	12.51798 (0.6585)	4.572440	12.51798 (0.6585)

Source: Developed by the Author

Note: * Rejects the null hypothesis at the 5% level. The figures within parenthesis are P-values.

Tables 5 to 8 provide the results of Johansen cointegration analysis for the variables of GDP, CI, TA and VE in Spain. In the Table 5, it can be seen that the Trace statistic indicates the existence of one cointegrating relationship while, the maximum Eigen value shows that the null hypothesis of no cointegration is rejected at the 0.10 percent level. In the case of CI and VE (Table 7), both Trace and max-Eigen value tests reject the hypothesis of no cointegration at the 0.05 percent significance level. Therefore, the results reveal that there is at least one cointegrating vector among CI and VE as well as between TA and VE (Table 6). Economic growth and income derived from tourism industry in Spain (Table 8) indicate that there is a long-run relationship between the variables.

4.6. Granger Causality Results under VECM Approach.

Table 9: Granger Causality results based on VECM for Spain

VECM pairwise Granger causality for Spain: lnCI, lnTA and lnVE				
Dependent variable	Exclude	Chi-square	Df	Probability
D (lnGDP)	D (lnVE)	6.061691	3	0.1086
D (lnVE)	D (lnGDP)	20.75535	3	0.0001
D (lnCI)	D (lnTA)	0.332208	1	0.5644
D (lnTA)	D (lnCI)	3.319647	1	0.0685
D (lnCI)	D (lnVE)	7.993265	1	0.0047
D (lnVE)	D (lnCI)	0.020835	1	0.8852
D (lnTA)	D (lnVE)	0.255466	1	0.6133
D (lnVE)	D (lnTA)	0.206821	1	0.6493

Source: Developed by the Author

Regarding tourist arrivals in Spain (Table 9), the results suggest a two-way causality pattern between GDP and VE. In other words, the results suggest a bidirectional long-run

relationship between economic growth and income derived from tourism industry in Spain. Also, the results show a one-way causality pattern running from tourist arrivals to tourism expenditure (CI) in Spain. It was also found one-way causality pattern running from tourism expenditure to income from tourism industry. There is not a causality pattern between tourist arrivals and tourist income in Spain.

5. Conclusions and Suggestions for Further Research

The main purpose of this paper is to examine the relationship between economic growth and tourism in Spain. Also, this paper investigates further causality patterns between expenditure in the tourism industry at one hand; and income from the tourism industry and tourist arrivals on the other. To assess these relationships two different models were formed for each country separately. In the first phase, it investigates a series of unit root, cointegration and causality test to ascertain whether there is causality between economic growth (GDP) and tourist arrivals (TA) in Spain, using quarterly data covering the period between the first quarter of 1995 and the third quarter of 2013. Prior to testing for causality, the ADF test and Johansen maximum likelihood test were used to examine for unit roots and cointegration. Our results indicate that all the variables are not stationary in their level form but when the first differences are taken non-stationarity is rejected. Given that all the variables are integrated of the same order for all three countries, the Johansen maximum likelihood approach was employed to test for the presence of cointegration. The test results provide evidence of existence of a long-run relationship between the variables. Spain shows one cointegration between GDP and tourist arrivals. In the next stage, the results from Granger causality based on vector error correction mechanism suggest that there is a dynamic interaction of these two variables. The results denote that international tourist arrivals experience a bidirectional causal link between tourist arrivals and GDP for Spain. These results show that the tourism sector can exert a positive impact on the economic performance of this Mediterranean country.

Furthermore, in the second phase this paper examines the long-run relationship between tourism expenditure (CI), international tourist arrivals, income derived from the tourism industry (VE) and economic growth. Similarly to the first phase, for the empirical testing of these variables, firstly the stationarity was tested, secondly the Johansen cointegration tests were carried out and then Granger causality tests based on a vector error correction model were performed. ADF unit root test results, suggest that all the variables; GDP, CI, TA and VE were integrated of order one $I(1)$. The results of the cointegration analysis suggest the existence of cointegration relationship between the four variables. This indicates the presence of common trend or long-run relationships among these variables. The causality test results show that the dynamic interaction of these four variables is complex. The empirical results indicate bidirectional causal links between economic growth and income derived from the tourism industry. Also, the results indicate a unidirectional causality running from tourism expenditure to tourism industry income and from tourist arrivals to tourism expenditure. However, in contrast to Balaguer and Cantavella-Jorda (2002), Cortes-Jimenez (2006), Aslana (2013) and in line to Antonakakis et al. (2013) this study supports the bidirectional causality between economic growth and tourism industry's income in Spain.

These causality results provide governments with useful information to examine their economic development policy and Tourism policy, to adjust priorities regarding economic investment and to boost national economic growth given the limited resources. If the tourism led economy hypothesis is supported, it is important to allocate more resources to the travel and tourism industry, prior to other sectors. Therefore, it is suggested that the policy makers and the government of Spain should be focusing on encouraging and increasing the international tourism demand and thus strengthening the national economy. These results are

particularly important to policy makers for the strategic planning of the tourism sector in Spain. Policymakers should encourage the development of the tourism industry in order to stimulate a long-term economic growth in Spain.

The limitation of this study was lack of data availability for a longer period of study. Although this study uses quarterly data, Hakkio and Rush (1991) argue that increasing the number of observations by using monthly or quarterly data, does not add robustness to the cointegration results, because what matters is the length of the period rather than the number of observations. Therefore, this study could be expanded further in the future with more observations. Although, it is beyond the scope of this paper, future work could further investigate the tourism-economy relationship using a variety of other econometric models such as the VAR-based spillover index of Diebold and Yilmaz (2012) and the asymmetric Autoregressive-Distributed Lag cointegration methodology of Shin, Yu and Greenwood-Nimmo (2014).

This paper contributes to the literature and to the policy makers by providing information about how tourism contributes to long-term economic growth as well as to understand even better the importance of investment-growth relationship in the tourism industry. Also, the method used in this paper could be extended to examine other tourism destinations and even more to make a comparative analysis.

6. References

- Adamou, A. and Clerides, S. (2009). Tourism, Development and Growth: International Evidence and. *Cyprus Economic Policy Review*, 3 (2), pp.3-22.
- Antonakakis, N., Fillis, G. and Dragouni, M. (2013). Time-Varying Interdependencies of Tourism and Economic Growth: Evidence from European Countries. *MPRA Paper*. 128, pp.1-33.
- Arslanturk, Y. and Atan, S. (2012). Dynamic Relation between Economic Growth, Foreign Exchange and Tourism Incomes: An Econometric Perspective on Turkey. *Journal of Business, Economics & Finance*, 1(1), pp.30-37.
- Aslan, A. (2013). Tourism development and economic growth in the Mediterranean countries: evidence from panel Granger causality tests. *Current Issues in Tourism*, pp.1-10.
- Assadzadeh, A. and Nasab, M.I.H. (2012). Investigating the Relationship between Tourism Industry and GDP in the Islamic Republic of Iran. *International Review of Business Research Papers*, 8(2), pp.85-95.
- Balaguer, J. and Cantavella-Jorda, M. (2002). Tourism as a long-run economic growth factor: the Spanish case. *Applied Economic*, 34(7), pp.877-884.
- Balcilar, M., Eyden, R., Inglesi-Lotz, R. and Gupta, R. (2013). Time-Varying Linkages between Tourism Receipts and Economic Growth in South Africa. *Working Papers*, pp.1-27.
- Basu, P. K. (2003). Is sustainable tourism development possible? Broad issues concerning Australia and Papua New Guinea. *Tourism and economic development: case studies from the Indian Ocean Region*, pp.140-149.
- Bichaka, F., Christian, N. and Badassa T. (2008). The Impact of Tourism on Economic Growth and Development in Africa. *Tourism Economics*, 14(4), pp.807-818.
- Brida, J.G., Carrera, E.J.S. and Risso, W.A. (2008). Tourism's Impact on Long-Run Mexican Economic Growth. *Economics Bulletin*, 3(21), p.p. 1-8.
- Brida, J.G., Risso, W.A. and Bonapace, A. (2009). The contribution of tourism to economic growth: an empirical analysis for the case of Chile. *European Journal of Tourism Research*, 2(2), pp.178-185.
- Brida, J.G., Lanzilotta, B., Lionetti, S. and Risso, W.A. (2010). The tourism-led growth hypothesis for Uruguay. *Tourism Economics*, 16(3), pp.765-771.

- Brooks, C. (2014). *Introductory Econometrics for Finance*. (3rd ed.). United Kingdom: Cambridge University Press.
- Caclayan, E., Sak, N. and Karymshakov, K. (2012). Relationship between Tourism and Economic Growth: A Panel Granger Causality Approach. *Asian Economic and Financial Review*, 2(5), pp.591-602.
- Camelia, S. and Razvan, S.M. (2013). Is the tourism sector supportive of economic growth? Empirical evidence on Romanian tourism. *Tourism Economics*, 19(1), pp.115-132.
- Central Intelligence Agency (2013). *The World Factbook: Europe - Italy*. [ONLINE] Available from: <https://www.cia.gov/library/publications/the-world-factbook/geos/it.html>. [Last Accessed 13 November 2013].
- Chao, C.C., Hazari, B. R., Laffargue, J.P., Sgro, P.M. and Yu, E.S.H. (2006). Tourism, Dutch Disease and Welfare in an Open Dynamic Economy. *The Japanese Economic Review*, 57(4), pp.501-515.
- Chen, C.F. and Chiou-Weib, S.Z. (2009). Tourism expansion, tourism uncertainty and economic growth: New evidence from Taiwan and Korea. *Tourism Management*, 30(6), pp.812-818.
- Chou, M.C. (2013). Does tourism development promote economic growth in transition countries? A panel data analysis. *Economic Modelling*, 33, pp.226-232.
- Cortes-jimenez, I. (2006). Tourism and economic growth at regional level: the cases of Spain and Italy. *European Regional Science Association conference papers*.
- Cortes-jimenez, I., Nowak, J. and Sahli, M. (2011). Mass beach tourism and economic growth: lessons from Tunisia. *Tourism Economics*, 17(3), pp.531-547.
- Demiroz, D. and Ongan, S. (2005). The Contribution of Tourism to the Long-Run Turkish Economic Growth. *Journal of Economics*, 9(1), pp.880-894.
- Dickey, D.A. and Fuller, W.A. (1979). Distribution of the estimators for autoregressive time series with a unit root. *Journal of the American Statistical Association*, 74(366), pp.427-431.
- Diebold, F. X. and Yilmaz, K. (2012). Better to give than to receive: Predictive directional measurement of volatility spillovers. *International Journal of Forecasting*, 28(1), pp. 57-66.
- Dritsakis, N. (2004). Tourism as a long-run economic growth factor: an empirical investigation for Greece using causality analysis. *Tourism Economics*, 10(3), pp.305-316.
- Dritsakis, N. (2012). Tourism development and economic growth in seven Mediterranean countries: a panel data approach. *Tourism Economics*, 18(4), pp. 801-816.
- Dumitrescu, E.I. and Hurlin, C. (2012). Testing of Granger non-causality in heterogeneous panels. *Economic Modelling*, 29(4), pp.1450-1460.
- Dubarry, R. (2004). Tourism and economic growth: the case of Mauritius. *Tourism Economics*, 10(4), pp. 389-401.
- Eeckels, B., Filis, G. and Leon, C. (2012). Tourism income and economic growth in Greece: empirical evidence from their cyclical components. *Tourism Economics*, 18(4), pp.817-834.
- Ekanayake, E.M. and Long, A.E. (2012). Tourism Development and Economic Growth in Developing Countries. *The International Journal of Business and Finance Research*, 6(1), pp. 51-63.
- Engle, R.F. and Granger, C.W.J. (1987). Cointegration and Error Correction: Representation, Estimation, and Testing. *Econometrica*, 55(2), pp.251-276.
- EPP Group in the Committee of the Regions, (2012). *Building Europe 2020 in Partnership: Tourism as a driver for smart, sustainable and inclusive growth*. (3rd ed.). Bruxelles: EPP Group.

- Eugenio-Martin, J.L., Morales, N.M. and Scarpa, R. (2004). Tourism and Economic Growth in Latin American Countries: A Panel Data Approach. *FEEM Working Paper*, 26.
- Fayissa, B., Nsiah, C. and Tadasse, B. (2008). The Impact of Tourism on Economic Growth and Development in Africa. *Tourism Economics*, 14(4), pp. 807-818.
- Fayissa, B., Nsiah, C. and Tadesse, B. (2009). Tourism and Economic Growth in Latin American Countries (LAC): Further Empirical Evidence. *Department of Economics and Finance Working Paper Series*.
- Freytag, A. and Vietze, C. (2013). Can nature promote development? The role of sustainable tourism for economic growth. *Journal of Environmental Economics and Policy*, 2(1), pp. 16-44.
- Georgantopoulos, A.G. (2012). Forecasting Tourism Expenditure and Growth: A VAR/VECM Analysis for Greece at both Aggregated and Disaggregated Levels. *International Research Journal of Finance and Economics*, 96, pp. 155-167.
- Ghartey, E.E. (2010). Tourism, Economic Growth and Monetary Policy in Jamaica. *Conference Papers*, pp. 1-25.
- Ghartey, E.E. (2013). Effects of tourism, economic growth, real exchange rate, structural changes and hurricanes in Jamaica. *Tourism Economics*, 19(4), pp. 919-942.
- Granger, C.W.J. (1969). Investigating Causal Relations by Econometric Models and Cross-spectral Methods. *Econometrica*, 37(3), pp. 424-438.
- Granger, C.W.J. and Newbold, P. (1974). Spurious regressions in econometrics. *Journal of Econometrics*, 2(2), pp.111-120.
- Granger, C.W.J. (1981). Some properties of time series data and their use in econometric specification. *Journal of Econometrics*, 16, pp. 121-130.
- Grullon, S. (2013). Is the Tourism-Led Growth Hypothesis Valid for the Dominican Republic: Results from the Bounds Test for Cointegration and Granger Causality Tests. *European Journal of Business and Management*, 5(25), pp.1-8.
- Gunduz, L. and Hatemi-Jb, A. (2005). Is the tourism-led growth hypothesis valid for Turkey? *Applied Economics Letters*, 12(8), pp. 499-504.
- Hakkio, C.S. and Rush, M. (1991). Cointegration: how short is the long run?. *Journal of International Money and Finance*, 10(4), pp. 571-581.
- Haller, A.P. (2012). Growth and development through tourism in conditions of liberalization. Theories and concepts. *Paper presented at the: 14th International Conference "Romanian rural tourism in the context of sustainable development: present and prospects", Vatra Dornei, Romania*. pp.15-30.
- Hodur, N., Leistriz, F.L. and Wolfe, K. (2005). Assessing the Economic Development of Nature Tourism. *Great Plains Research*, 15(2), pp.279-296.
- Holzner, H. (2011). Tourism and economic development: The beach disease? *Tourism Management*, 32(4), pp. 922-933.
- Hosseini, S.M. (2013). The Role of ICT in Tourism Industry on Economic Growth: Case study Iran . *European Journal of Business and Management*. 5(17), pp.159-165.
- Jayathilake, P.M.B. (2013). Tourism and Economic Growth in Sri Lanka: Evidence from Cointegration and Causality Analysis. *International Journal of Business, Economics and Law*, 2(2), pp. 22-27.
- Johannesson, G.T. and Huijbens, E.H. (2010). Tourism in times of crisis: exploring the discourse of tourism development in Iceland. *Current Issues in Tourism*, 13(5), pp. 419-434.
- Johansen, S. (1988). Statistical Analysis of Cointegration Vectors. *Journal of Economic Dynamics and Control*, 12, pp.231-254.
- Johansen, S. (1991). Estimation and hypothesis testing of cointegration vectors in the presence of linear trend. *Econometrica*, 59, pp. 1551-1580.

- Johansen, S. and Juselius, K. (1992). Testing structural hypotheses in a multivariate cointegration analysis of the PPP and the UIP for the UK. *Journal of Econometrics*, 53, pp. 211-244.
- Kasimati, E. (2011). Economic Impact of Tourism on Greece's Economy: Cointegration and Causality Analysis. *International Research Journal of Finance and Economics*, 79, pp. 79-85
- Katircioglu, S.T. (2009). Revisiting the tourism-led-growth hypothesis for Turkey using the bounds test and Johansen approach for cointegration. *Tourism Management*, 30(1), pp. 17-20.
- Khalil, S., Kakar, M.K. and Waliullah. (2007). Role of Tourism in Economic Growth: Empirical Evidence from Pakistan Economy. *The Pakistan Development Review*, 46(4), pp. 985-995.
- Kibara, N.O., Odhiambo, N.M. and Njuguna, J.M. (2012). Analysis of Causality between Tourism and Economic Growth Based on Computational Econometrics. *International Business & Economics Research Journal*, 11(5), pp. 517-528
- Kim, H.J., Chen, M.H. and Jang S.S. (2006). Tourism expansion and economic development: The case of Taiwan. *Tourism Management*, 27(5), pp. 925-933.
- Kreishan, F.M. (2011). Time-series Evidence for Tourism-led Growth Hypothesis: A Case Study of Jordan. *International Management Review*, 7(1), pp. 89-93.
- Kristen, C., Natalie, S. and Taha, C. (2013). Tourism and economic growth in Australia: an empirical investigation of causal links. *Tourism Economics*, 19(6), pp.1317-1344.
- Kristo, J. (2014). Evaluating the Tourism-Led Economic Growth Hypothesis in a Developing Country: The Case of Albania. *Mediterranean Journal of Social Sciences*, 5(8), pp. 39-51.
- Lanza, A., Temple, P. and Urga, G. (2003). The implications of tourism specialisation in the long run: an econometric analysis for 13 OECD economies. *Tourism Management*, 24(3), pp. 315-321.
- Lashkarizadeh, M., Keshmir, Z., Gashti, H.P. and Shahrivar, R.B. (2012). Evaluation of the Relationship between Tourism Industry and Economic Growth in Iran. *Asian Journal of Business and Management Sciences*, 1(9), pp. 88-97.
- Lean, H.H. and Tang, C.F. (2010). Is the tourism-led growth hypothesis stable for Malaysia? A note. *International Journal of Tourism Research*, 12(4), pp. 375-378.
- Lee, C.C. and Chien, M.S. (2008). Structural breaks, tourism development, and economic growth: Evidence from Taiwan. *Mathematics and Computers in Simulation*, 77(4), pp.358-368.
- Lee, C.C. and Chang, C.P. (2008). Tourism development and economic growth: A closer look at panels. *Tourism Management*, 29(1), pp. 180-192.
- Liangju, W., Huihui, Z. and Wanlian, L. (2012). Analysis of Causality between Tourism and Economic Growth Based on Computational Econometrics. *Journal of Computers*, 7(9), pp. 2152-2159.
- Li-hua, H. and Xun-gang, Z. (2011). Empirical Analysis on the Relationship between Tourism Development and Economic Growth in Sichuan. *Journal of Agricultural Science*, 3(1), pp.212-217.
- Louca, C. (2006). Income and expenditure in the tourism industry: Time series evidence from Cyprus. *Tourism Economics*, 12(4), pp. 603-617.
- Louca, C. (2013). Tourist Arrivals and Economic Growth: Time-Series Evidence from the United Kingdom. *Journal of Regional & Socio-Economic Issues*, 3(2), pp. 49-60.
- Makochekanwa, A. (2013). An analysis of tourism contribution to economic growth in SADC Countries. *BOJE: Botswana Journal of Economics*, 11(15), pp. 42-56.
- Oh, C. (2005). The contribution of tourism development to economic growth in the Korean economy. *Tourism Management*, 26(1), pp. 39-44.

- Ozturk, I. and Acaravci, A. (2009). On The Causality between Tourism Growth and Economic Growth: Empirical Evidence from Turkey. *Transylvanian Review of Administrative Sciences*, 25, pp. 73-81.
- Pavlic, I., Svilokos, T. and Tolic, M.S. (2014). Tourism, Real Effective Exchange Rate and Economic Growth: Empirical Evidence for Croatia. *International Journal of Tourism Research*, 16(3), pp. 209-312.
- Provence. [ONLINE] Available at: <http://en.wikipedia.org/wiki/Provence>. [Last Accessed 17 November 2014].
- Ridderstaat, J., Croes, R. and Nijkamp, P. (2013). Modelling Tourism Development and Long-run Economic Growth in Aruba. *Tinbergen Institute Discussion Paper*, 13(145/viii), pp.1-22
- Samimi, A.J., Sadeghi, S. and Sadeghi, S. (2011). Tourism and Economic Growth in Developing Countries: P-VAR Approach. *Middle-East Journal of Scientific Research*, 10(1), pp. 28-32.
- Shah, I.A. and Zaman, K. (2014). Exploring the Relationship between Tourism Development, Economic Growth and Exchange Rate in Oman. *South Asian Journal of Tourism and Heritage*, 7(1), pp. 29-51.
- Shin, Y., Yu, B. and Greenwood-Nimmo, M.J. (2014). "Modelling Asymmetric Cointegration and Dynamic Multipliers in a Nonlinear ARDL Framework". In William C. Horrace and Robin C. Sickles (Eds.), *Festschrift in Honour of Peter Schmidt: Econometric Methods and Applications*, pp. 281-314. New York (NY): Springer Science & Business Media.
- Srinivasan, P., Santhosh Kumar, P.K. and Ganesh, L. (2012). Tourism and Economic Growth in Sri Lanka: An ARDL Bounds Testing Approach. *The Romanian Economic Journal*, 45, pp. 211-226.
- Suleiman, N.N. and Albiman, M.M. (2014). Dynamic relationship between tourism, trade, infrastructure and economic growth: Empirical evidence From Malaysia. *Journal of African Studies and Development*, 6(3), pp. 49-55.
- Tang, C. H. H. and Jang, S. S. (2009). The tourism–economy causality in the United States: A subindustry level examination. *Tourism Management*, 30(4), pp. 553-558
- Tang, N.H.M. and Duc, N.H.C. (2013). The Contribution of Tourism to Economic Growth in Thua Thien Hue Province, Vietnam. *Middle East Journal of Business*, 8(1), pp. 70-77.
- Tang, C.F. and Tan, E.C. (2013). How stable is the tourism-led growth hypothesis in Malaysia? Evidence from disaggregated tourism markets. *Tourism Management*, 37, pp. 52-57.
- Tugcu, C.T. (2014). Tourism and economic growth nexus revisited: A panel causality analysis for the case of the Mediterranean Region. *Tourism Management*, 42, pp. 207-212.
- UNESCO. *World Heritage List*. [ONLINE] Available at: <http://whc.unesco.org/en/list/>. [Last Accessed 17 November 2014].
- Vaugeois, N. (2000). Tourism in developing countries: refining a useful tool for economic development. *Proceedings from 6th World Leisure Congress, Bilbao, Spain*.
- Wickremasinghe, B.G. and Ihalanayake, R. (2007). The causal relationship between tourism and economic growth in Sri Lanka: some empirical evidence. *CAUTHE 2007: Tourism - Past Achievements, Future Challenges*, pp. 742-753.
- World Economic Forum, (2013). *The Travel & Tourism Competitiveness Report 2013: Reducing Barriers to Economic Growth and Job Creation*. Geneva: WEF.
- World Tourism Organization, (2012). World Tourism Barometer. *Statistical Annex of the UNWTO World Tourism Barometer*. 10(1), pp. 1-7.
- World Tourism rankings. [ONLINE] Available at: http://en.wikipedia.org/wiki/World_Tourism_rankings.. [Last Accessed 17 November 2014].

- World Travel & Tourism Council, (2013). *The Economic Impact of Travel & Tourism: Italy 2013*. 1st ed. London: WTTC.
- WTTC, (2012). The Comparative Economic Impact of Travel & Tourism. *The Economic Advantages of Travel & Tourism*. pp. 1-44.
- Yamakawa, R. (2007). *Poverty Reduction through Tourism: The experiences in Asia*: UNESCAP. Workshop on expanding the role of tourism in Poverty reduction.
- Yildirim, J. and Ocaz, N. (2004). Tourism and economic growth nexus revisited: A panel causality analysis for the case of the Mediterranean Region. *Ekonomik Yaklasim*, 15(52), pp. 131-141.
- Zortuk, M. (2009). Economic impact of tourism on turkey's economy: Evidence from Cointegration Tests. *International Research Journal of Finance and Economics*, 25, pp. 231-239.

Population changes in the peri-urban areas of Greek cities, between 1991 and 2011: The picture in the six biggest cities

Abstract:

The picture of population developments in the peri-urban areas of the 6 largest Greek cities (over 100,000 inhabitants) during the period 1991-2011, reveals that peri-urbanization has developed in a rapid pace, as a major spatial and demographic phenomenon in the country. The particular dynamics in the peri-urban zone of Thessaloniki and of a number of other large urban centers in the country, is confirming a clear recent trend towards the emergence of stronger regional poles, to the standards of other European countries. However, the official statistical measurement of this, very important, process is absent, as there is no defined spatial framework for its monitoring. Thus, it would be very useful for ELSTAT (the Greek Statistical Agency) to adopt an official definition of the peri-urban zones, based upon commuting criteria, in order to make possible the production of official, pertinent and reliable data on the peri-urban areas and the evolution of their population.

Key Words: Peri-urbanization, Greek Cities, Functional Urban Areas, Larger Urban Zones

Anagnostou Spyros¹ and Efstratios Papanis²

¹ Corresponding-Address: Dr. Anagnostou Spyros, University of the Aegean, Department of Geography, Lesvos, Greece. Email: spanagn@geo.aegean.gr;

² Corresponding-Address: Assistant Professor Dr Efstratios Papanis, University of the Aegean, Department of Sociology, Lesvos, Greece. Email: e.papanis@soc.aegean.gr; Email: efstratios@papanis.me;

1. Introduction

1.1 The process of peri-urbanization

A process that is directly linked to the decongestion of urban activities, but also to the evolution of lifestyle standards, peri-urbanization is undeniably one of the new forms of urbanization, although it concerns a space that is under constant transition through the process of functional, at a first time - but also of morphological - urbanization. Although not a new phenomenon, peri-urbanization, in Europe, has been particularly rampant over the past three decades, as a result of technological, economical and social developments and changes. in the post-industrial era.

Peri-urbanization is in reality a term that describes a new category of space, but without a clear theoretical concept. However, it could be defined as, "any process of transformation of the rural area in the vicinity and under the influence of cities" (Thomsin, 2001). The definition and characteristics of peri-urban space is also a complex problem of urban theory - which is further complicated by the use of different terminology in different languages. The peri-urban zone surrounds the urban core (defined by the physical city limits) but its extend is not always proportional to the size of the urban center, as a number of other factors also affect the process.

The process of peri-urbanization itself is essentially a new form of urbanization. (Its noticeable difference is that it is a "centrifugal" move - contrary to the "centripetal" movement leading to urban concentration). Nevertheless, peri-urbanization is always a complex process, as it presents features of discontinuity and multi-functionality (Iaquinta and Drescher, 2000).

The following elements could be considered as the most basic ones characterizing the peri-urban zones (Bocz et al., 2008):

- Peri-urban areas have strong functional links with cities and are characterized by significant commuting flows.
- Peri-urban areas also combine rural features, as a very important part of their space covers rural and / or forestry activities.
- In the peri-urban zones, consumption and production activities coexist and compete.
- Speculative land and building development are present in the peri-urban areas.
- There is generally a rapid residential development.
- The land use pattern is under constant transformation.
- Small-scale intensified units dominate the structure of agricultural holdings.
- Peri-urban zones include both rural communities and urban settlements.
- The provision of services and public functions is incomplete.
- The development of peri-urban areas at local level is always closely linked both to the development of technologies and infrastructures and to socio-economic factors.

2. The statistical measurement of peri-urbanization

2.1 The absence of official delimitation of peri-urban zones in Greece

In those countries where peri-urban areas are officially delimited, they correspond to the outer zone of the Functional Urban Areas (*Aires Urbaines*, in France – *Stadtregionen*, in Germany etc) as defined by the conventional criteria introduced by the country's Statistical Agency.

However, in the case of Greece, as in a number of East European countries of the European Union, there are no official statistical data measuring the population evolution in the peri-urban areas, as the National Statistical Authority - ELSTAT ignores the peri-urbanization process, and there are no spatial nomenclatures of any kind to describe the peri-urban zones.

2.2 The definition of peri-urban zones based on the commuting flows

The use of commuting criteria (as they are applied for the Larger Urban Zones in the 'Urban Audit' project) offers the opportunity to have a comprehensive and reliable picture of the

recent demographic developments in the peri-urban zones of Greece (Carlquist, 2006). This application is for the first time possible, through the use of commuting data published by ELSTAT since 2006, (using the findings of the 2001 Population Census).

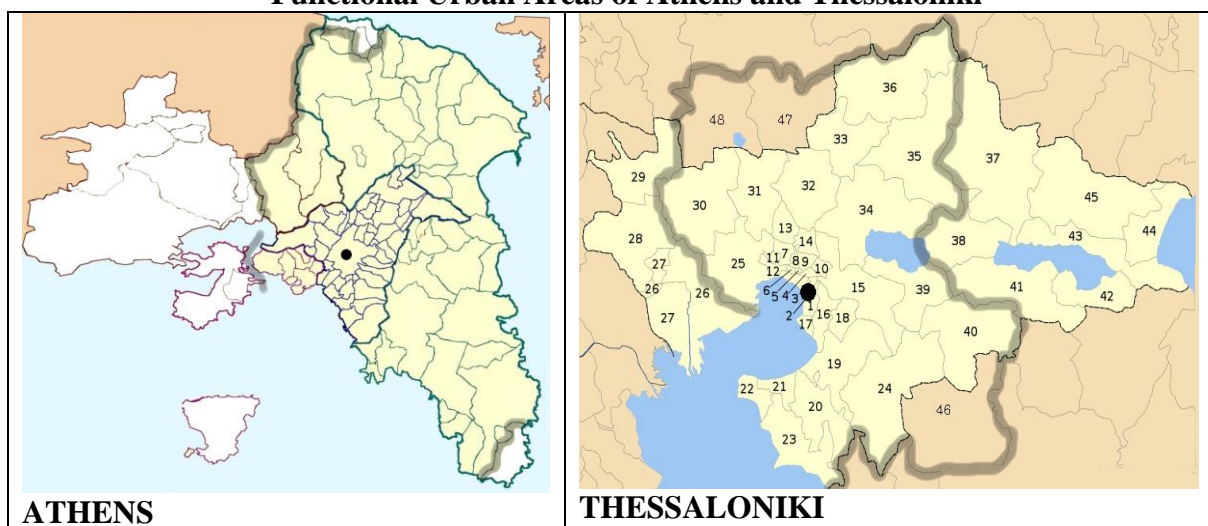
The definition of the "suburban zones" of the Greek cities in our study, was based on two criteria:

- (a). The commuting threshold of 15% (commuters to the city core as a percentage of the active population in the municipal district)
- (b). The territorial continuity between the municipal districts making up the Functional Urban Area.

The Municipal District (*Dimotiki Enotita*) was chosen as the basic unit because the commuting data are available at this level, but also because this territorial unit is comparable and interoperable with the majority of European municipalities (NUTS 4 unit).

3. The measurement of peri-urbanization in the six biggest cities of Greece, for the periods 1991-2001 and 2001-2011

3.1 Periurbanization in the two major Metropolitan Areas of Athens and Thessaloniki Functional Urban Areas of Athens and Thessaloniki



Source: Our elaboration

Table 1. Population change in the cities of Athens and Thessaloniki, and their peri-urban areas, in the decade period between 1991 and 2001

		POPULATION 1991	POPULATION 2001	CHANGE	CHANGE %
ATHENS	AGGLOMERATION	3.072.922	3.187.734	+114.812	+3,74 %
	PERI-URBAN AREA	382.992	505.345	+122.353	+31,95 %
THESSALONIKI	AGGLOMERATION	749.048	800.764	+51.716	+6,9 %
	PERI-URBAN AREA	68.180	113.387	+45.207	+66,31 %

Data Source: Population Census, ESYE, 1991 and 2001

Table 2. Population change in the cities of Athens and Thessaloniki, and their peri-urban areas, in the decade period between 2001 and 2011

		POPULATION 2001	POPULATION 2011	CHANGE	CHANGE %
ATHENS	AGGLOMERATION	3.187.734	3.168.846	-18.888	-0,59 %
	PERI-URBAN AREA	505.345	495.099	-10.246	-2,03 %
THESSALONIKI	AGGLOMERATION	800.764	806.635	+5.871	+0,73 %
	PERI-URBAN AREA	113.387	290.395	+177.008	+156,11 %

Data Source: Population Census, ESYE / ELSTAT, 2001 and 2011

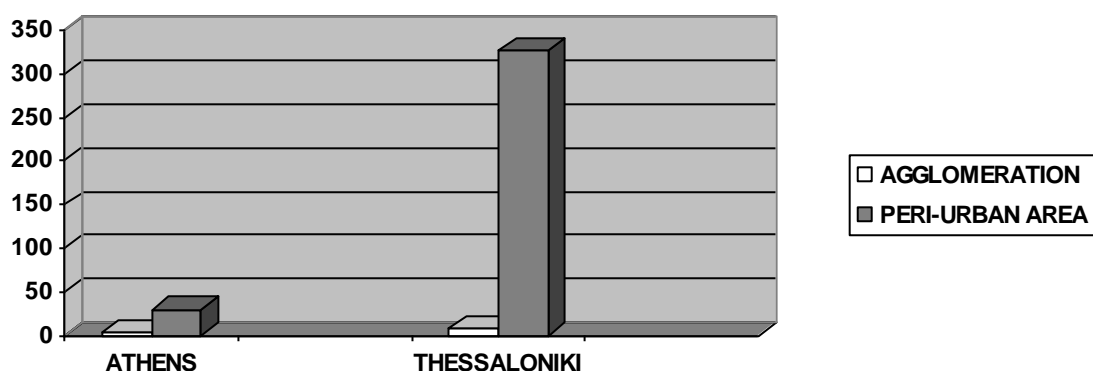
Table 3. Population change in the cities of Athens and Thessaloniki, and their peri-urban areas, in the 20-year period 1991 - 2011

		POPULATION 1991	POPULATION 2011	CHANGE	CHANGE %
ATHENS	AGGLOMERATION	3.072.922	3.168.846	+95.924	+3,12 %
	PERI-URBAN AREA	382.992	495.099	+112.107	+29,27 %
THESSALONIKI	AGGLOMERATION	749.048	806.635	+57.587	+7,69 %
	PERI-URBAN AREA	68.180	290.395	+222.215	+325,92 %

Data Source: Population Census, ESYE / ELSTAT, 1991 and 2011

Chart 1. Population change (%) in the cities of Athens and Thessaloniki, and their peri-urban areas, in the 20-year period 1991 - 2011

SourceS



Source: Our Elaboration

The first significant finding concerning the population developments in the peri-urban areas of Greece is the rapid growth recorded in the peri-urban area of Athens and – in particular - the “boom” recorded in the peri-urban area of Thessaloniki (+ 29,27% and 325,92% respectively, as shown in Table 3 above).

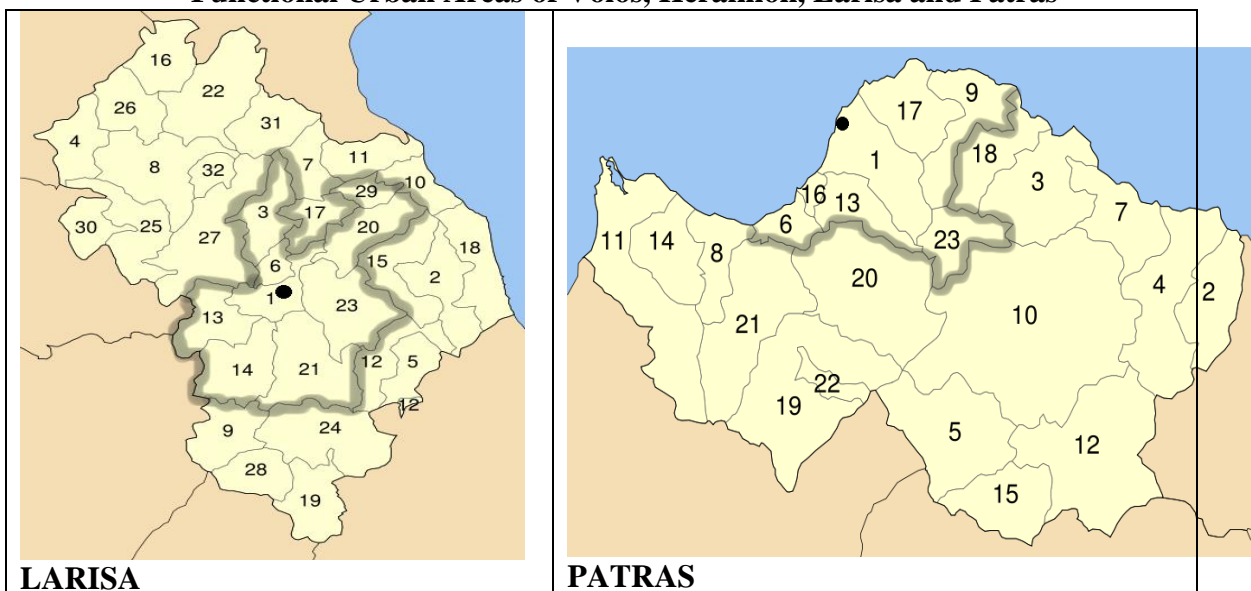
In interpreting these striking rates, account should also be taken of the fact that, the “explosion” of the cities’ peri-urban areas is not only due to the mechanisms of peri-

urbanization but also, in part, to the expansion of their extremely densely populated agglomerations. (In some cases, the presence of physical obstacles, industrial plants or vast infrastructures, is responsible for spatial discontinuities in the expansion of the agglomeration itself).

The second major finding is that this rapid population growth in the peri-urban areas of the country's two major metropolitan centers is much higher than the (very moderate) growth rate of the respective cities. Of these, the agglomeration of Athens (+ 3.12%) presents a much lower growth rate than the population growth rate in the country during the same period (+ 6.80%), while the agglomeration of Thessaloniki (with + 7.69%) is situated slightly higher than the national average.

Within the Athenian peri-urban area - that is, essentially in Attica - the residential spread has been characterized by the diffusion outside the boundaries of the Athens basin, mainly to an eastern direction, to the Mesogeia basin and the coastal strips of the Saronic and the Euboic. In this vast sub-region of Eastern Attica, new residential areas appeared around the traditional rural settlements in the nineties, either through legal urban development, or even through illegal, spontaneous procedures.

3.2 Peri-urbanization in the four Greek cities between 100,000 and 500,000 inhabitants Functional Urban Areas of Volos, Heraklion, Larisa and Patras



Source: Our elaboration

Table 4. Population change in four major Greek cities and their peri-urban areas, in the decade period between 1991 and 2001

		POPULATION 1991	POPULATION 2001	CHANGE	CHANGE %
VOLOS	CITY	116.031	124.639	+8.608	+7,42 %
	PERI-URBAN AREA	5.725	6.424	+699	+12,21 %
HERAKLION	CITY	126.907	144.642	+17.735	+13,97 %
	PERI-URBAN AREA	34.915	44.626	+9.711	+27,81 %
LARISA	CITY	112.777	124.394	+11.617	+10,3 %
	PERI-URBAN AREA	44.426	47.518	+3.092	+6,96 %
PATRAS	CITY	170.452	185.668	+15.216	+8,93 %
	PERI-URBAN AREA	19.507	21.600	+2.093	+10,73 %

Data Source: Population Census, ESYE, 1991 and 2001

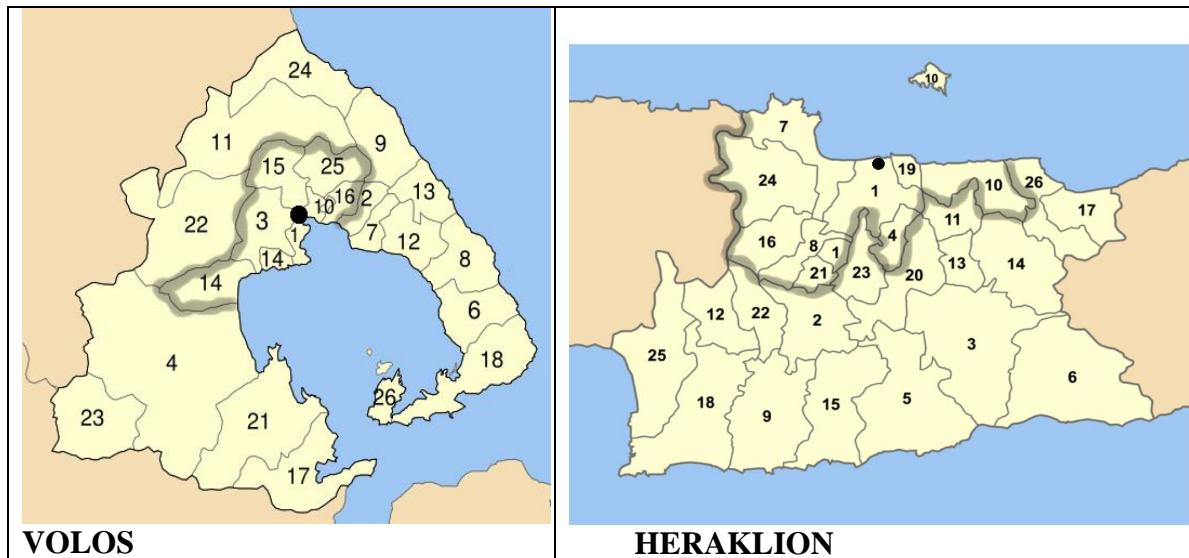


Table 5. Population change in four major Greek cities and their peri-urban areas, in the decade period between 2001 and 2011

		POPULATION 2001	POPULATION 2011	CHANGE	CHANGE %
VOLOS	CITY	124.639	130.094	+5.455	+4,38 %
	PERI-URBAN AREA	6.424	4.578	-1.846	-28,74 %
HERAKLION	CITY	144.642	157.452	+12.810	+8,86 %
	PERI-URBAN AREA	44.626	53.918	+9.292	+20,82 %
LARISA	CITY	124.394	144.651	+20.257	+16,28 %
	PERI-URBAN AREA	47.518	39.092	-8.426	-17,73 %
PATRAS	CITY	185.668	195.265	+9.597	+5,17 %
	PERI-URBAN AREA	21.600	22.290	+690	+3,19 %

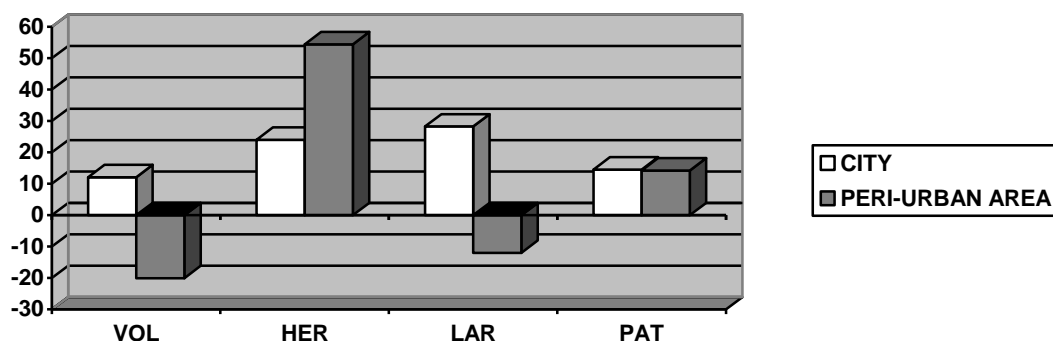
Data Source: Population Census, ESYE / ELSTAT, 2001 and 2011

Table 6. Population change in four major Greek cities and their peri-urban areas, in the 20-year period 1991 - 2011

		POPULATION 1991	POPULATION 2011	CHANGE	CHANGE %
VOLOS	CITY	116.031	130.094	+14.063	+12,12 %
	PERI-URBAN AREA	5.725	4.578	-1.147	-20,03 %
HERAKLION	CITY	126.907	157.452	+30.545	+24,07 %
	PERI-URBAN AREA	34.915	53.918	+19.003	+54,43 %
LARISA	CITY	112.777	144.651	+31.874	+28,26 %
	PERI-URBAN AREA	44.426	39.092	-5.334	-12,01 %
PATRAS	CITY	170.452	195.265	+24.813	+14,56 %
	PERI-URBAN AREA	19.507	22.290	+2.783	+14,27 %

Data Source: Population Census, ESYE / ELSTAT, 1991 and 2011

Chart 2. Population change (%) in four major Greek cities and their peri-urban areas, in the 20-year period 1991 - 2011



Source: Our Elaboration

It is significant that, in this category of cities (between 100,000 and 500,000) the population growth rates in the peri-urban zones are extremely diverse: In the two cases of the cities of Thessaly (Volos and Larisa) they are even negative, while in the case of Patras the growth in the peri-urban zone is roughly equal to that in the city. Amongst the four cities, only Heraklion presented high rates of periurbanization (+54,4 in the examined twenty year period), twice as high as the growth rate of the city core. In the international literature, the weakening of the mechanisms of urban decongestion in (relatively) smaller cities is theoretically and empirically documented - and Greek cities seem to be no exception.

To some extent, however, this fact is also due to the methodological inability to define more pertinently the limits of the peri-urban areas – something that would have been possible if commuting data were available at a lower spatial level, such as that of the (NUTS 5) Municipal Districts. (This can be explained by the fact that, the periurban municipalities of these cities often present a hybrid character, as enclaves with pure, or predominantly, rural features are integrated in them – which is not the case in the greatest part of the peri-urban zones of Athens and Thessaloniki).

Another element that should also be taken into account is that of the inaccuracy of the findings of the 2011 population census (Gavalas, 2015).

4. Concluding Remarks

The picture of population changes in the peri-urban areas of the 6 largest Greek cities in the last 20-year period, reveals that the most important evolutions in population distribution in the Greek space are associated with the peri-urbanization process. The impressive demographic dynamism of the peri-urban areas around the country's major urban centers can be explained by the fact that peri-urban areas are actually benefiting both from the flows of populations leaving the urban cores ("white flight" phenomenon) and from an important, ongoing influx of "new citizens", as well as foreign immigrants.

The analysis of the particular dynamics in the peri-urban zone of Thessaloniki and of a number of other large urban centers in the country, is confirming a clear recent trend towards the emergence of stronger regional poles, to the standards of other European countries - even if the disparity at the top of the urban system remains the most important amongst the European urban systems (with the exception of micro-states, who are not in any way comparable).

However, the official statistical monitoring and measurement of this, very important - both at local and at national level - process is absent, as there is no defined spatial framework for its recording. The use of the experience of the European Urban Audit project could,

among other things, also be used to fill this gap with the ELSTAT: The definition of the Larger Urban Areas for the Greek cities would provide an appropriate (conventional) territorial delimitation for the peri-urban zones (which would in fact have characteristics of interoperability and comparability with the statistical systems of other countries in the European Union).

This particular dynamics of the country's second metropolitan area and of a number of regional poles has been confirmed in our research, though uniquely in its demographic dimension. Still, the analysis of other parameters - and especially of employment patterns and economic characteristics - at the level of the Functional Urban Areas, will illuminate many of the central questions about the important changes that have taken place in the Greek urban system.

5. References

- Baccaini B. et al., (2007), "Les déplacements domicile-travail amplifiés par la périurbanisation", *INSEE Première* No 1129, Mars 2007
- Barbieri G., Cruciani S., (2006), "Labour Market Areas as a Proxy of Metropolitan Regions", in OECD Workshop, Defining and Measuring Metropolitan Regions, Paris, Nov. 2006
- Bocz G.A., Nilsson C., Pinzke S., (2008), "Periurbanity – a New Classification Model", in *Rural Futures: Dreams, Dilemmas, Dangers*, University of Plymouth
- Carlquist T., (2006), "Revision of the Larger Urban Zones in the Urban Audit data collection", in OECD Workshop, Defining and Measuring Metropolitan Regions, Paris, Nov. 2006
- Champion T., Hugo G., (2004), *New Forms of Urbanization: Beyond the Urban-Rural Dichotomy*, Ashgate publisher, Aldershot
- Cheshire P., Freeman A., (2006), "Defining and Measuring Metropolitan Regions: a rationale", in OECD Workshop on Defining and Measuring Metropolitan Regions, Paris, Nov. 2006
- Dubois-Taine G., Chalas Y., (1997), *La ville émergente*, éditions de l'Aube, La Tour d'Aigues
- Eurostat, (2004), *Urban Audit Methodological Handbook*
- Gavalas V., (2015) The world we have gained, Population Geography of Modern Greece, [in Greek] Publication: Reprographics, Mytilene.
- Iaquinta D.L. and Drescher A.W., (2000), "Defining peri-urban: understanding rural-urban linkages and their connection to institutional contexts", in 10th World Congress of the International Rural Sociology Association, Rio de Janeiro
- Julien Ph., (2007), "Analyse critique de la pertinence de l'aire urbaine pour étudier l'étalement urbain", CERTU, Septembre 2007, Lyon
- Lambert A., (2011), *The (mis)measurement of periurbanization*, *Metropolitics*, 11 May 2011, URL : <http://www.metropolitiques.eu/The-mis-measurement-of.html>
- Parr J.B., (2007), "Spatial Definitions of the City: Four Perspectives", *Urban Studies* Vol. 44, No2, (pp. 381-392)
- Petrakos G., Mardakis P., (2000), *The recent Changes in the Greek Urban System*, [in Greek], University of Thessaly, Volos
- Thomsin L., (2001), "Un concept pour le décrire: L'espace rural rurbanisé", *Ruralia* No 09

Sociological Approaches to School Bullying: Views of Greek Primary School Teachers

Abstract:

The present study was conducted in order to investigate and record the views of Greek Primary School teachers of the island of Lesbos on the phenomenon of school bullying and the identity of the victimizer and the victim. In our research we chose the semi-structured interview as a method. Twenty-one interviews were conducted, and content analysis was used to analyze the data. The outcomes of this research have shown that teachers as actors in a structurally defined environment of interpretations of the phenomenon of school bullying have inadequate knowledge - conceptions and defined criteria for distinguishing between the specific behaviour and the actors (i.e., victimizers) which can raise issues on stigmatizing and categorizing students.

Key-terms: School bullying, Greek Primary school, teachers

Giavrimis Panagiotis¹

¹ Corresponding-Address: Giavrimis Panagiotis, Assistant Professor, Department of Sociology, University of the Aegean, Email: giavrimis@soc.aegean.gr;

1. Introduction

Defining and delimiting concepts - such as delinquency or problem behaviour, aggression, school violence, school bullying - is a difficult task as these concepts depend not only on the socio-cultural context but also on historical and political conditions under which they are formulated and used (Artinopoulou, 2001: 13). Phenomenological views, the symbolic interaction and macro-sociological approaches to social phenomena through objective and/or subjective views of social reality confirm this relativisation of the concept of the phenomenon of school bullying. In the post-modern era periodicity and social representation of the phenomenon are those that create the imprinting rule, dividing social practices into normal or non-normal (anomic or lawless). The rule is used to identify and legitimize behavioural categorizations, thus defining norms, which - through socialization and social control - are reproduced and consolidated.

Thus, in the scientific community there is a relative agreement that delinquent or problematic behaviour is associated with a sufficiently high degree of subjective annoyance and/or reduction in the child's functioning in one or more important areas of his/her life (Kalantzi-Azizi, 1988), whereas its assessment depends on the place and time as well as on prevailing social norms. It is stated that in the school environment the conflict of "interests" sometimes manifests itself with aggression, whose main characteristic is the offender's intention or desire to harm the other person (Paraskevopoulos, 1985: 118).

Delinquent or problematic behaviours that occur in the school and are of particular concern due to their increased occurrence are school bullying and violence (Olweus, 1996). Beloyianni (2009: 180) defines school violence as "the attempt of a person or group of people to impose himself/themselves on another person or other people by using various means (face punches or body blows, sexual abuse, teasing, threats etc.) in order to dominate, without considering the consequences of these actions on both victims and victimizers themselves". According to Nansel et al. (2001), in a sample of 15,600 of students it was found that 19% act violently sometimes or very often, 9% practise violence weekly, 17% sometimes or very often, 8% receive violence weekly and only 6% report cases of violence.

In general, it has been accepted that there is 15% to 20% of students that experience some form of bullying during their school years (Hawker & Boulton, 2000), whereas 31.98% of students responded that they were involved in such an event (Europe's anti-bullying campaign, 2012). Conceptions of objective approach identify bullying as a type of aggression in which one or more students exercise physical or psychological violence on a student repeatedly (Boulton et al., 2017. Nikolaou, 2017) and for a long time in order to cause him/her physical or mental pain (Atik & Guneri, 2013). Typically, there is no challenge on the part of the student who is bullied, whereas the victimizer perceives himself/herself as being stronger than the victim (Hamarus & Kaikkonen, 2008. Merrell et al., 2008. Olweus, 2009: 29. Swearer & Doll, 2001).

In the international and Greek bibliography, research approaches the issue of school bullying in a macro- (socio-demographic characteristics of students) or micro- (dynamics of the classroom, students' personality and learning process) approaches and often in a large sample of students. They focus on investigating the extent, frequency and forms of school violence and bullying involving Primary and Secondary Education (Artinopoulou 2001: 145). The forms emerging from the logical positivistic analyses of the phenomenon of school bullying are: Physical Bullying (Olweus 2009: 29), Verbal Bullying (Rigby, 2002; Olweus, 2009), Interpersonal Bullying (Crick et al., 2002:99), Racial Bullying (Rigby, 2002:50-51. Maniatis, 2010: 126-127), Sexual Bullying (Rivers & Duncan, 2012) and Cyberbullying (Kowalski et al., 2008).

Moreover, according to Sullivan et al. (2004), there are three roles in school bullying: victimizer/bully, victim/bullied and bystanders. (Besag, 1989; Olweus, 1997; Moon et al., 2011). The victimizer/bully is aggressive, impulsive; s/he does not feel guilty, is not ashamed

or embarrassed; s/he is strong, structured, self-confident, communicative, quick-thinking and glib (Besag, 1989. Olweus, 1997. Moon et al., 2011), whereas his/her victims lag behind in emotional, social and academic skills; they feel helpless, sometimes desperate and mostly avoid school, react to the attack with crying, voices, withdrawal, poor communication, and are physically weaker (Besag, 1989; Sullivan et al., 2004).

In Greece, the majority of research that has investigated the phenomenon of school bullying in elementary school through students' self-reports has emphasized its size, frequency (Sapouna, 2008), forms (Boulton et al. 2001, Houndoumadi & Pateraki, 2001. Gotovos, 1996), the factors that contribute to its appearance (Smith et al., 2004), its consequences and strategies for its prevention and management (Andreou et al., 2007. Xanthakou et al., 2006).

As far as teachers' views in Greece are concerned, there are two indicative research papers: (a) the qualitative study conducted by Asimopoulos and his associates (2007) who used the focus group method; and (b) the research that was done within the Committee of Study of the Groups School Violence, which was established by the National Commission on Human Rights during the school years 2006-2007 and 2007-2008 (Glarentzou et al., 2009).

The present study was conducted to investigate and record teachers' views on the phenomenon of school bullying and the identity of both the victimizer and the victim.

2. Method

2.1 Participants

Our sample consisted of 21 Primary school teachers on the island of Lesbos. The phenomenon of school bullying has its starting point and culminates in Primary Education (Artinopoulou, 2001), whereas teachers' conceptions, which are not often explored, are an important factor in interaction between members of the educational community and the delimitation of the phenomenon. The teachers of our sample are in the age range of 35-55 years and the years of their service range from 12 to 30 years. Of the interviewees, the twelve were women.

2.2 Research Tool

A semi-structured interview was chosen as research tool, since it was considered that investigating the phenomenon of school bullying requires the collection of "in-depth" information that a questionnaire usually does not provide. The thematic units included in the interview guide were: (a) Teachers' representations about the phenomenon of school bullying; (b) Forms of school bullying; (c) Teachers' representations about the victimizer's identity; and (d) Teachers' representations about the victim's identity.

Although its findings cannot be generalized, the present research paper is considered to be the first pilot detection of this field on the island of Lesbos.

2.3 Findings

From our empirical material it is found that teachers do not give a clear and complete definition of the phenomenon of school bullying. Although they recognize the existence of school bullying in their school unit and claim it has increased in recent years, they do not, however, define it in its true dimension. More particularly, they define school bullying either by referring to a limited range of behaviours (rivalry, reaction, etc.), which are mostly common emotional responses of school age, or by emphasizing some of its features (organized pressure, anger that keeps for days etc). It also seems that in order for teachers to define and delimit it, they refer to age, frequency, causes and factors responsible for its appearance. Only two teachers refer to individual cases of simple frictions and conflicts between students.

Our empirical material has been grouped in categories, which have highlighted the axes of teachers' conceptions about the phenomenon of school bullying; see Table 1 below.

Table 1: Data Coding

Axes	Code	Categories
Definition of School Bullying	D1	Repetitive Character
	D2	Intention to Cause Pain
	D3	Asymmetry of Power - Authority
Forms of School Bullying	F1	Interpersonal Bullying
	F2	Sexual Bullying
	F3	Verbal Bullying
	F4	Cyberbullying
	F5	Physical Bullying
	F6	Non-physical Bullying
	F7	Racial Bullying
Victimizer's features	F1	Victimizer's Physical Characteristics
	V2	Victimizer's Sex
	V3	Victimizer's Social and Personal Characteristics
	V4	Victimizer's School Performance
	V5	Victimizer's Ethnicity
	VM1	Victim's Physical Characteristics
Victim's features	VM2	Victim's Sex
	VM4	Victim's Social and Personal Characteristics
	VM5	Victim's Ethnicity
	VM6	Victim's Social Status

Teachers' representations about the conception of the phenomenon of school bullying

Here there are some quotations from different teachers regarding definition and/or delimitation of school bullying:

Teacher: "School bullying refers to the use of violence between students or peers in order to cause pain and discomfort."

Teacher: "It is a form of delinquent behaviour."

Teacher: "Unfortunately, it is repeated several times, and I think it has a duration, too."

Teacher: "Sometimes the weakest and the most unprotected students become victims."

Teacher: "There are enclaves in the elementary school, too ... they gather and try to impose themselves on others with fear and violence."....

Forms of school bullying

The interviewing teachers often referred to forms of bullying, either directly by describing forms of bullying that they had perceived to occur in the school environment, or indirectly by mentioning incidents that they had to manage. The most prevalent forms of school bullying, according to teachers' experiences, as expressed below, are:

(a) interpersonal bullying -

Teacher: "It can be a nasty conversation or a nasty grimace, ugly behaviour, a blow, an expression that can hide many dangers or the other's belittlement, a theft ... for the time being, we do not have anything else in our school right."

Teacher: "They circulate secrets ... they "peach", for example, George or Kostas";

(b) sexual bullying -

Teacher: “..... when a student lowers his/her classmates’ trousers, we also have such a kind of bullying”

Teacher: “.....”

Teacher: “a third case, a student sexually harassed the girls by putting his hands on them”; and

(c) verbal bullying -

Teacher: “It is usually in the form of threats and insult.”

Teacher: “... They were creating a havoc in the classroom, they were answering with unspeakable expressions, were creating a problem.”

Teacher: “... When they are sniggering during the lesson and speaking ironically and disparagingly.”

Teacher: “..... s/he says very bad words, obscenities during the class and creates a problem, due to the fact that the words s/he says are indeed heavy.”

Furthermore, some respondents referred to physical bullying, expressing it as follows:

Teacher: “he was a child with violent behaviour that wanted to dominate and due to the fact that the other children did not play with him because he did not want to compromise with the rules of the game, he began beating the children, quarreling and swearing at them

Teacher: “... a student struck a child and pushed him violently, so the nail that was on the wall hit his head.”

Teacher: “The most dangerous form, I believe, is aggression expressed as quarrel and beating among students ...”

Now regarding cyberbullying, although it is a recent phenomenon, only very few teachers have mentioned it. Below there is one teacher’s view on the matter:

Teacher: “I think the most dangerous bullying that takes place but, which is not done here in school, is what is done on the Internet; some personal data of a student is publicized unknowingly or photographs or something that the student does not want to be circulated ...”

What is very interesting is little reference was made to:

(a) non-physical bullying as wear and tear and appropriation of objects, as shown in the following quotation:

Teacher: “At the time of the break when older students try to grab something and then they claim that they are right”;

(b) racial bullying either as a physical discrimination on the part of students regarding the weight-obesity of one of their classmates, as the following teacher claims:

Teacher: “Fat students ... are laughed at make grimaces to”;

(c) as a verbal bullying for their national identity, as expressed or silenced by the following teachers:

Teacher: “Racial harassment to children from other countries is very strongly pronounced.”

Teachers’ representations about the victimizer’s identity

Teachers’ views converge to the view that the victimizer’s role in the phenomenon of school bullying is common to be adopted by children who are usually of large build, as the following teacher states:

Teacher: “..... a child being of large build and well fit”.

Furthermore, whereas boys are represented more likely to be victimizers / bullies primarily in cases of physical bullying, girls usually, when assuming the victimizer’s role, use indirect forms of bullying that cannot be easily noticed, such as slander, rumor spread, gossip. Here there are some of the teachers’ views:

Teacher: “Boys are more (physical bullies), perhaps because this model comes from the family and it is rather an issue of reaction, ... girls are always more of lower key”.

Teacher: "... boys usually play the role of the "bully", the role that wants them dominant."

Teacher: "... because girls are more restrained and control their feelings and instincts better (than boys)".

Teachers generally describe the victimizer as a social and particularly popular child, who - either by his/her physical superiority or by his/her leading physiognomy - tries to make his/her presence felt by his/her peers without the latter believing that the former intends to do evil / harm. He or she is called "sneaky" and "jealous". Here are some teachers' views on the matter:

Teacher: "It is obviously a child with great confidence, s/he has no empathy. Victimizers are usually the popular children."

Teacher: "He or she imposes his/her opinion ... s/he has a finger in everywhere..."

Teacher: "... They always try to have a leading figure towards the other students. They always try to be the leaders of other students."

Teacher: "... a child sly, negative, jealous, ... s/he is not the naughty person who does not talk back").

It is also worth noting the fact that teachers associate students' behaviour with their family status, as they express it in their following statements:

Teacher: "Of course, (these are) children who have not acquire any principles from their home."

Teacher: "Basically, in my opinion, everything always starts from family."

Teacher: "...another behaviour from his/her kins or s/he has brought up in a way that is not the "right" one.").

Teachers' views on the victimizer's school performance vary, as some teachers claim that they are smart and good students, while others think they may be bad students.

Teacher: "good students from good families."

Teacher: "Yes, it [school performance] is affected, because these children are not good students, not that they are not smart, they may be much smarter than others, but they may not be able to concentrate for much time."

The perception of ethnic origin, attributed to the victimizer's identity, cannot be generalized, as it is mentioned only by one teacher who states: "... The children are from a lower-class area, thus we have children of foreign origins and low social strata and, of course, the family plays a role in how the child responds."

Teachers' representations about the victim's identity

The most obvious explanation that children with a different appearance (too thin or too fat, etc.) or, generally, with different social characteristics become much more easily victims of school bullying (Voss & Mulligan, 2000. Rigby, 2002) seems to be adopted by the majority of teachers. The statements of the following teachers reveal this attitude:

Teacher: "He or she has special physical characteristics (for example, s/he is fat, thin, short, etc.), has some other shortcomings."

Nevertheless, the rest of the interviewees, although they seem to embrace this view, point out that victims can also be children without physical deviations, like the following statement:

Teacher: "They are tame children, who try politely to give their mark."

The victim's role in the phenomenon of school bullying in teachers' view can be attributed to both girls and boys. However, from a research point of view, it is interesting that teachers' sex influences their position, as female teachers present girls as victims while male teachers attribute this role to boys. The following statements show this attitude:

Female teacher: "Girls become victims, a fact that is due more to the existing stereotypes in our society that characterize the woman as weak, quiet and modest",

Male teacher: "Boys are the ones who receive more attacks".

Teachers' views on outlining the victim's identity converge as they present the victim as too compliant, socially isolated, with low self-esteem, who usually feels responsible for his/her victimization, as illustrated in the following statements:

Teacher: "They are subdued children, children, who try to give their stigma in a polite way."

Teacher: "Low self-confidence, s/he is not popular enough"

The distinction of students according to their social class or status is also a possible cause of victimization, in the opinion of the following teachers:

Teacher: "They are children of low social or economically weak classes."

In addition, as far as victims' country of origin is concerned, teachers maintain that it was a fact some years ago, as foreign students' adaptation to Greek schools was difficult, so they easily became a target group. Nowadays, however, all students are a target group in school bullying, since foreign students are not so marginalized. This belief is expressed as follows:

Teacher: "Some years ago, students from other countries were victims, but, nowadays, I do not think so".

Within this context, what is worth noticing is that, whereas teachers' discourse - when describing the victimizer's identity - is plain and unadorned, very attentive, without any particular aggressive adjuncts and with an effort to justify his/her behaviour, their discourse when describing the victim's identity is totally different and many adjuncts defining the victim's identity are used, such as: compliant, socially isolated, etc.

4. Concluding Remarks

People's views on social phenomena and objects play an important role in people's perceptions of social reality and constitute their code of communication. The teachers of the present research: (a) recognize that school bullying phenomena occur in their school, highlight incomplete representations in defining the phenomenon of school bullying and focus on its individual characteristics, causes and factors that contribute to its appearance; (b) highlight common emotional reactions, the nature of actions and the repetitive character of the phenomenon as a sign of distinction of the anomic or lawless practice from the student's typical behaviour. Two teachers' view that these are isolated incidents of simple frictions and conflicts among pupils shows the relativity of the interpretation of school bullying; and (c) refer to most forms of school bullying that can be found in the international bibliography.

Despite the definitions and delimitations of the scientific community of the framework, which is socially external legitimate reality, teachers' representations about the phenomenon of school bullying show shortcomings and ambiguities. The distance between scientific -positivistic reality and teachers' individual understanding has as its starting point the incomplete mechanism of their socializing on issues of special education and behavioural problems during their education and training (Giavrimis, 2012). The teachers of the present research seem to form their opinions on - their attitudes towards the phenomenon of school bullying, through the common knowledge they acquire from the direct social (mass media, agencies and associations) and educational environment (school counselors, special teachers, seminars) of this phenomenon and crystallize the criteria (i.e. repeatability, empathy, emotional response, forms) of distinction and hierarchical classification of school bullying. It is conspicuous that the teachers clarify more morphological and epidemiological characteristics of the phenomenon than its conceptual entity.

Common knowledge, values, ideas and practices that guide the teachers of the present research come out of their discourse of how they describe the characteristics of victimizers and the victim. All teachers converge on the view that the victimizer holds a dominant position of power or authority over the victim; s/he is a popular, social person with leadership

tendencies and physical superiority; s/he is “sneaky” and “envious” trying to do harm, and has diversified performance.

Boys-victimizers cause cases of physical bullying, whereas girls-victimizers cause indirect bullying. As for the victim’s identity is concerned, they present the victim as a child isolated, compliant, guilty, with low self-perception and low self-esteem, with external deviations in his/her appearance. The aforementioned are consistent with the findings of international and Greek literature (Besag, 1989; Olweus, 2009; Rigby, 1996; Sapouna, 2008; Sullivan et al., 2004; Swearer & Doll, 2001).

The teachers of this study, either by internalizing objective reality of science or by interacting socially, distinguish the characteristics of the victimizer and the victim, giving primary importance to the individual’s social position or status, appearance and interpersonal characteristics. These elements are social constructs and their disclosure and legitimation shape structural - deterministic factors of the identity of both the victimizer and the victim. These well-established representations of teachers can be linked with social stigmatization, creation of social label, and student categorization. Their reproduction cannot only influence the interaction between teacher and student but also form the context of their interpretative and reflective actions.

In conclusion, teachers, as actors in a structurally defined environment of interpreting school bullying phenomena, have, on the one hand, incomplete knowledge of its conceptualization, but, on the other hand, “well-established” criteria for distinguishing and delimiting “divergent” behavior, criteria that may raise issues on stigmatizing and categorizing students. Thus, there is need for educating and training teachers on issues related to behavioural problems, relativizing the objective view, identifying the causes of the produced and reproduced cognitive formations, and highlighting individuals’ interpretations as a structural element of delimitations and interactions within school context.

5. References

- Andreou, E., Didaskalou, E., & Vlachou, A. (2007). Evaluating the effectiveness of a curriculum-based anti-bullying intervention program in Greek primary schools. *Educational Psychology, 27*, 693-711. DOI: 10.1080/01443410601159993
- Artinopoulou, V. (2001). Violence at school. Investigations and policies in Europe Athens: Metaichmio (in Greek).
- Asimopoulos, Ch, Chatzipemos, Th., Soumaki, E, Diareme, S, Giannakopoulou, D.Tsiantis, I. (2007). Bullying in elementary school: Pupils' and teachers' Views. *Child and adolescent – Mental health and Psychopathology, 10*(1), 97-100 (in Greek).
- Atik, G., & Guneri, O. Y. (2013). Bullying and victimization: Predictive role of individual, parental, and academic factors. *School Psychology International, 34*(6), 658-673. DOI:10.1177/0143034392131001
- Beloyianni, M. (2009). Research presentation: Launching the safe school. *The Greek Review of Social Research, 128*, 175-200 (in Greek).
- Besag, V. E. (1989). *Bullies and Victims in Schools*. Buckingham: Open University Press
- Boulton M.J., Boulton, L., Down, J., Sanders, J. & Craddock, H. (2017). Perceive barriers that prevent high school students seeking help from teachers for bullying and their effects on disclosure intentions, *Journal of Adolescence, 56*, 40-51. DOI: 10.1016/j.adolescence.2016.11.009
- Boulton, M.J., Karellou, I., Laniti, I., Manousou, V. & Lemoni, O. (2001). Aggression and victimization among pupils in Greek primary schools. *Psychology, 8*(1), 12-29 (in Greek).
- Crick, N.R., Casas, J.F., & Nelson, D.A. (2002). Toward a more comprehensive understanding of peer maltreatment: Studies of relational victimization. *Current Directions in the Psychological Sciences, 11*, 98-101. DOI: [10.1111/1467-8721.00177](https://doi.org/10.1111/1467-8721.00177)

- Europe's anti-bullying campaign (2012). European research on the phenomenon of school bullying. Europe's Antibullying Campaign Project. Retrieved 22/4/2017, from http://www.e-abc.eu/files/1/PDF/Research/School_Bullying_Greek.pdf (in Greek)
- Giavrimis, P. (2012). Trust and Greek Teachers' Attitudes Towards Individuals with an Intellectual Disability. *Academic Research International*, 2(1), 357-365.
- Glarentzou, E., Karagianni, L., Kotalidis, G., Tzelve-Anesti, S., & Charamis, P. (2009). School groups abuse of pupils/students. Signs of a research approach. Retrieved 18/12/2012 from olme-attik.att.sch.gr/files/article/omadesviaskemete.pdf (in Greek)
- Gotovos, A. E. (1996). *Youth and Social Change. Values, Experiences and Perspectives*. Athens: Gutenberg (in Greek).
- Hamarus, P., & Kaikkonen, P. (2008). School bullying as a creator of pupil peer pressure. *Educational Research*, 50(4), 333-345. DOI: 10.1080/00131880802499779
- Hawker, D.S.J., & Boulton, M.J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry*, 41, 441-455. DOI: 10.1111/1469-7610.00629.
- Houndoumadi, A., & Pateraki, L. (2001). Bullying and Bullies in Greek Elementary Schools: pupils' attitudes and teachers'/parents' awareness. *Educational Review*, 53(1), 19-26. DOI:10.1080/00131910120033619.
- Kalantzi-Azizi, A. (1988). *Applied clinical psychology at the school. Interventions based on theories of learning*. Athens: Ellinika Grammata (in Greek).
- Kowalski, M. R., Limber, P. S., & Agatston, W. P. (2008). *Cyber Bullying. Bullying in the Digital Age*. British Library: Blackwell.
- Maniatis, P. (2010). School violence and heterogeneity in Greece: the necessity of intercultural education. *Mentoras*, 12, 126-127 (in Greek).
- Merrell, K. W., Gueldner, B. A., Ross, S. W. & Isava, D. M.(2008). How effective are school bullying intervention programs? A meta- analysis of intervention research. *School Psychology Quarterly*, 23(1), 26-42. DOI: 10.1037/1045-3830.23.1.26
- Moon, B., Hwang, H. W., & McCluskey, J. D. (2011). Causes of school bullying: Empirical test of a general theory of crime, differential association theory, and general strain theory. *Crime and Delinquency*, 57(6), 849-877. DOI: 10.1177/001128708315740.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and associations with psychosocial adjustment. *Journal of the American Medical Association*, 285(16), 2094-2100. DOI:10.1001/jama.285.16.2094
- Nikolaou, D., (2017). Do anti-bullying policies deter in school bullying-victimization?, *International Review of Law and Economics*, 50,1-2
- Olweus, D. (1996). Bully/Victim Problems in School. *Prospects*, XXVI(2), 331-359. DOI:10.1007/BF02195509.
- Olweus, D. (1997). Bullying in schools: facts and intervention. *European Journal of Psychology of Education*, 12,495-510. DOI:10.1007/BF03172807.
- Olweus, D. (2009). *Bullying and Violence in school. What we know and what we can do* (Ed. G. Tsiantis). Athens: E.PSY.P.E. (in Greek)
- Paraskevopoulos, I. (1985). *Evolutionary Psychology. The mental life from conception as adulthood. Preschool*. Athens: Ellinika Grammata (in Greek).
- Rigby, K. (1996). Peer victimization and the structure of primary and secondary schooling. *Primary Focus*, 10(7), 4-5.
- Rigby, K. (2002). *School Bullying. Contemporary Opinions* (Ed. A. Giovazolias, Trans. V. Dompola). Athens: Topos (in Greek).
- Rivers, I. & Duncan, N. (Eds.) (2012). *Bullying: Experiences and discourses of sexuality and gender*. London: Routledge.

- Sapouna, M. (2008). Bullying in Greek primary and secondary schools. *School Psychology International*, 29(2), 199-213. DOI:10.1177/0143034308090060
- Smith, P., Nika, V. & Papasideri, M. (2004). Bullying and violence in schools: An international perspective and findings in Greece. *Psychology*, 11(2), 184-203 (in Greek).
- Sullivan, K., Clearly, M., & Sullivan, G. (2004). *Bullying in secondary schools: What it looks like and how to manage it*. London: Corwin Press.
- Swearer, S. M., & Doll, B. (2001). Bullying in schools: An ecological framework. In R. A. Geffner, M. Loring, & C. Young (Eds.), *Bullying behavior: Current issues, research and interventions* (pp. 7–23). Binghamton, NY: Haworth Press.
- Voss, LD., & Mulligan, J. (2000). Bullying in school: Are short pupils at risk? Questionnaire study in a cohort. *British Medical Journal*, 320(7235), 612-613.
- Xanthakou, G., Katsigianni, V., & Papastylianou, A. (2006). Bulling in school: Strategies for prevention and coping. In A. Vlachou, M. Kaila & V. Stroylos (Eds.), *Children with special needs. Family and school* (pp. 197-221). Athens: Atrapos (in Greek).

External Factors in Supporting of Adult Students with Dyslexia in Greece

Abstract

Purpose: The aim of this research is to examine the external factors which they have intervened to support adult students with neurological disorders emphasizing to the specific learning difficulties (dyslexia) in tertiary education in Greece. We study papers into the bibliographical retrospection of the external factors which are implicated in direct supporting of adult students with diagnosis ‘‘dys’’ and Attention Deficit Hyperactivity Disorder in the Agricultural University of Athens. Also, we have recorded the indirect supporting through individual teaching of Special Education and training in the University of Peloponnese in the Faculty of Humanities and Cultural Studies.

Method: The tool consists of the bibliographical sources and papers between 2002-2016 and the method of interview. Also, we have used the targeted, structured, inclusive program differentiating the instructions with learning readiness activities in reading and memory skills. The factors are written down as external and internal based on the study of interventions according to the frame of Analytic Program of Special Education (Christakis, 2013). We have also used the Experimental Analytic Program for Specific Learning difficulties (Drossinou, and Markakis, 2000) adapted to the adults’ teaching methodology.

Results and Conclusion: The results show that the external factors which affect the support refer to the implementation of the legislation for the entrance and the facilitation of adult dyslexic students. Moreover, we noted the attitude of professors, the parents, the specialized counseling services, the external psychotherapies. In the internal factors we found that the support is affected by their so far lived experience in the school career, the awareness of the individual way of studying and their reading and mnemonic difficulties, as long as their self-esteem. In conclusion, the adult dyslexics students have and other needs ‘‘psychological’’ which cannot be included only in the external or in the internal factors.

Key words: External factors, Supporting of adult students, Specific learning difficulties (dyslexia), Tertiary education

Drossinou, Korea Maria¹, Kalamari Artemis², Kaldi Panagiota,³ and Romana Ilianna⁴

¹ Dr. Drossinou, Korea Maria, Assistant Professor, Faculty of Humanities and Cultural Studies, Department of Philology, University of Peloponnese, E-mail: drossinou@hotmail.com; drossinou@uop.gr;

² Philologist, Faculty of Humanities and Cultural Studies in Kalamata, University of Peloponnese, E-mail: artemis24195@gmail.com;

³ Philologist, Faculty of Humanities and Cultural Studies in Kalamata, University of Peloponnese, E-mail: giota_kaldi@yahoo.gr;

⁴ Philologist, Faculty of Humanities and Cultural Studies in Kalamata, University of Peloponnese, E-mail: phi13116@uop.gr;

1. Introduction-Literature

Many countries abroad have recognized the rights and needs of people with dyslexia (Porpodas, 1981) in tertiary education with laws which obligate universities to implement regulations for them. In the United Kingdom (Pollak, 2002, 2012) special laws exist for the support of dyslexic adult students. They include rights and obligations of universities for the elimination of the discrimination concerning adult students with dyslexia, the provision of special pedagogical support and technological facilitation, which puts forward the learning accessibility and fends off the upcoming difficulties due to dyslexia. Dyslexia, dyscalculia, dysgraphia, dysorthographia (Porpodas, 1981) and attention deficit hyperactivity disorder (ADHD) are included in the specific learning difficulties and appear often to people with neurological disorders (American Psychiatric Association, 2013). Their transition in tertiary education (Drossinou, 2012) and accessibility is facilitated with regulatory texts and counseling support. The purpose of our research is to examine the external supporting factors for adult students with dyslexia (Christakis, 2013; Pirttimaa, Takala, and Ladonlahti, 2015).

The external factors come from the interaction of the student with his academic, social and familiar environment and are defined from the legislation, the tactics for the inclusion of people with special educational needs (SEN), the academic facilitations for the teaching and the evaluation (Elliot, Davinson, Lewin, 2007), the counseling services of the academic institutions, the career offices and the attitude of professors to studying difficulties, the diagnostic services (Drossinou-Korea, and Fragkouli, 2016). Furthermore, differentiated instruction, in which new technologies are used, is included in the external factors. New technologies are used in different neuroimaging methods with the magnetic tomography (FMRI), the electroencephalogram (EEG), the magnetic source of imaging (MSI) in Greece and abroad (Goswami, 2016, 2008 a, b, 2003) and contribute in the neurological depiction of specific learning difficulties (dyslexia). Lastly, in the external factors is included the attitude of the family, the university's community and the society in general (Elliot, et al., 2007).

Greek universities are in the beginning of identifying and supporting dyslexic students (Stampoltzis, and Polychronopoulou, 2008; 2009). The facilitations concern only the field of examinations with the following ways; 1) oral examination, 2) mixed way of examination with oral, reading and writing answer through computers 3) formal form of examination. The researchers (Drossinou, 2005; 2010; 2012; 2017) refer to the extension of the examination time, the provision of recorded questions, examinations in separate rooms, not assessing the spelling errors and the illegible writing.

Researchers Stampoltzis and Polychronopoulou, (2008) refer to a study, according to which the facilitations in the examinations include, other than what the greek law includes for the evaluation of the adult students with dyslexia, supportive staff which reads or writes when the student has difficulties, and the use of technological auxiliary equipment, while on many cases it is given an extension of the deadline delivering work.

Supportive services in Greece (Malikiosi-Loizou, 2011 a; b; Drossinou, 2016), in which universities work, have inadequate specialized staff. These are considered as extra services of the universities and are not fully integrated in the concept of inclusive education (Drossinou, 2016; Drossinou Korea, 2015 a; b; 2017; Stampoltzis and Polychronopoulou, 2008).

Drossinou in her article *Counseling intervention in AUA. Personalized supportive programs of special education in students with learning difficulties and dyslexia* which was published in the magazine "Counseling inspection and orientation (ELE.SYP) (2006)" reports that in the AUA the counseling support includes the protocols with the following units: 1) personalized sessions, 2) mnemonic techniques, 3) metacognitive abilities. Personalized sessions have as a goal to support adult students in understanding their particularities, the removal of stigmatization data and the conversation of the difficulties concerning the lessons (as the difficulty in study grade). Students with SLD need

differentiated instruction strategies for a successful learning process and multisensory instruction (Kamala, 2014), known as VAKT method (Visual, Auditory, Kinesthetic, Tactile) can support them in their study because they utilize more than one senses with emphasis in touch and move.

The targeted individualized structured inclusive program of Special Education and training (TISIPfSEns) (SADEPEAE, Drossinou, 2016) supports the differentiated instruction, while it contributes in the amelioration of the functions and the readiness in reading and memory. This program differentiates from others of general counseling and psychological support because it is targeted, individual and structured according to the principles of special education and training. For his creation it is given special importance in the individualized facts of each student, while it is a structured program with unequivocal targets. Lastly, basic target of this is the integration of students in the university's community and the development of their sociability. It utilizes the multisensory instruction (Kamala, 2014) and multiple's intelligence theory of Gardner.

The Framework of Special Education Programme (FSEP) (PAPEA, Presidential Decree, 301/1996) (Christakis, 2013) which was created in the Pedagogical Institution from the team of special education has the form of an open curriculum and includes five central areas: 1) skills for School readiness, 2) basic academic skills for school, 3) social skills for adjustment, 4) creative skills for the free time activities, 5) skills for prevocational readiness. The FSEP according to Drossinou (2016) develops abilities through targeted individualized pedagogic interventions with the use of short-term and long-term goals, while the APS/curriculum cultivates abilities of procedural managing.

The Experimental Analytic Program for Specific Learning difficulties (PAPEMD, Drossinou and Markakis, 2000) supports the designation concerning the teaching programs, using what is needed every time (Christakis, 2013; Pirttimaa, et al., 2015). The use of computer helps the organization of the teaching material of the student and the learning program related to the Analytic Study Program, the way of conducting the exams, the attitude of professors in tertiary, the observations' and study's time of dyslexic students (Drossinou, 2016).

2. Methodology

Our academic study intense on the bibliographical retrospection (Avramidis and Kalyva, 2006) of the external factors which they intervene in supporting of adult students with dyslexia in Greece, emphasize in the Agricultural University of Athens and in the University of Peloponnese (PAPEL) in the Faculty of Humanities and Cultural Studies. Target of this work is to understand the subject of study in depth and to promote documented with research educational practices (Avramidis and Kalyva, 2006; Drossinou-Korea, 2017).

Our assignment searched out published papers of the period 2002-2016 in the field of Special Education and Training with emphasis in Specific Learning Difficulties in tertiary education, while bibliographical sources were used (Avramidis and Kalyva, 2006).

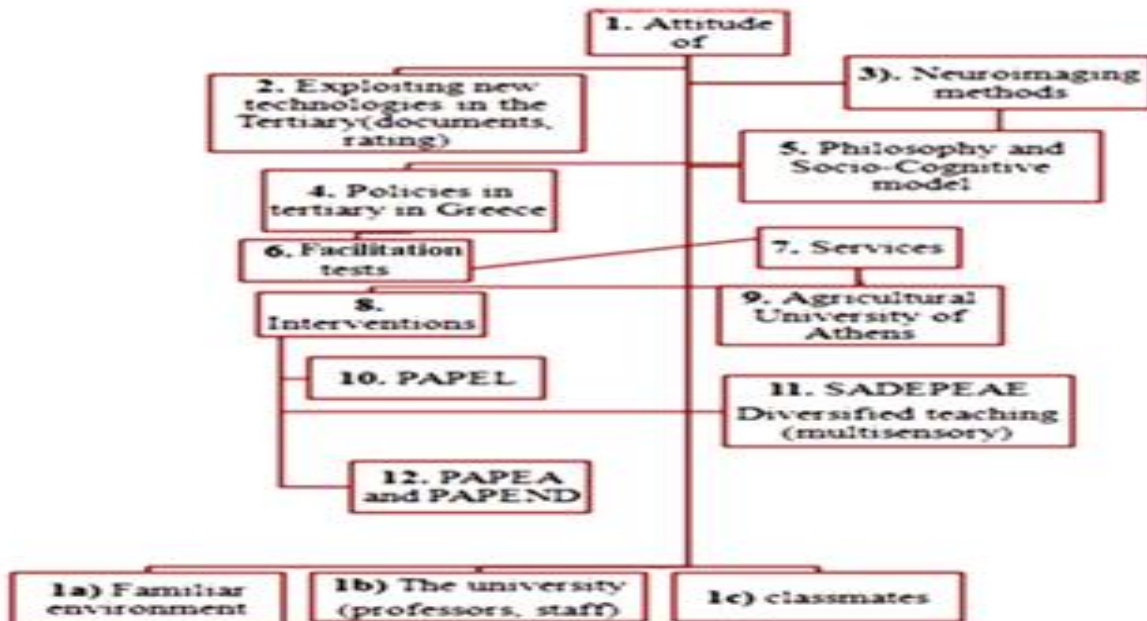
The external factors are written down based on the study of interventions (Christakis, 2013; Pirttimaa et al., , 2015). In the supposal we examined if the support is affected from the external factors as the legislation, the policies for the inclusion of people with special educational needs, the academic facilitations, the counseling services of the educational institutions, the career offices, the professors' attitude on the studying difficulties, the diagnostic services.

The texts studied are presented in tables and were registered based on key words and their meaning.

Table 1: External Factors and Support of Students with Dyslexia

α n	Recorded external factors	Studies	
		In Greece	In Europe
1	Attitude of a) familiar environment, b) the university (professors, staff) and c) classmates	(Drossinou M, 2005), (Christakis, 2013) (Drossinou Korea, 2015 a, b)	(Dely, Davinson, & Lewin, 2007), (Morgado, B., Cortes-Vega, D., Lopez-Gavira, R., Alvarez, E., and Morina, A., 2016)
2	Exploiting new technologies in the Tertiary (documents, rating).	(Drossinou, M., 2013) (Drossinou Korea, 2015 a)	(Goswami, 2016, 2008 a, b, 2003)
3	neuroimaging methods	(Goswami, 2008 a,b, 2016)	
4	Policies in tertiary in Greece	(Pedagogical Institute and the Ministry of Education, 2000) (Markakis, Em. and Drossinou, M., 2000) (Christakis, 2013)	(Dely, Davinson, & Lewin, 2007) (Pirttimaa, R., Takala, M. and Ladonlahti, T., 2015)
5	Philosophy and Socio-cognitive model	(Porpodas, K., 1981) (Drossinou Maria, 2011)	(Morgado, B., Cortes-Vega, D., Lopez-Gavira, R., Alvarez, E., and Morina, A., 2016)
6	Facilitation tests	(Drossinou Maria, 2011) (Drossinou-Korea, M., and Frangkouli, Asp., 2016) (Stampoltzis, and Polychronopoulou, 2008, 2009)	(Pino, M. and Mortari, L., 2014) (Pirttimaa, R., Takala, M. and Ladonlahti, T., 2015)(Pollak, 2012, 2002)
7	Services	(Malikiosi-Loizou, 2011a,b) (Drossinou Maria, 2005,2006)	(Morgado, B., Cortes-Vega, D., Lopez-Gavira, R., Alvarez, E., and Morina, A., 2016) (Pirttimaa, R., Takala, M. and Ladonlahti, T., 2015)
8	Interventions	(Malikiosi-Loizou, 2011a,b) (Drossinou Maria, 2005,2006, 2011, 2016)	(Pino andMortari, 2014), (Pirttimaa, Takala, andLadonlahti, 2015), (Pollak, 2012, 2002)
9	Agricultural University of Athens	(Drossinou Maria, 2005,2006, 2011, 2016)	(Pollak, 2012, 2002)
10	PAPEL	(Students from University of Peloponnesse: Faculty of Humanities & Cultural Studies, 2016)	(Pollak, 2012, 2002)
11	SADEPEAE-Diversified teaching (multisensory)	(Drossinou M, 2016)	(Pollak, 2012, 2002)
12	PAPEA and PAPEMD	(Christakis, 2013) (Pedagogical Institute and the Ministry of Education, 2000)	(Kamala, 2014) (Drossinou-Korea, M., and Frangkouli, Asp., 2016) (Pirttimaa, R., Takala, M. and Ladonlahti, T., 2015) (Pollak, 2012, 2002)

Figure 1: External Factors and Support of Adults Students With Dyslexia



3. Results

After a thorough study on the results we found that the assumption of the study is completely proven. External factors influence the support of students with specific learning difficulties (dyslexia). The application or not of current legislation on the diagnosis, the access, the import and facilitation of students with dyslexia is reported in the external factors. Moreover, in the externals were recorded the positive, negative or indifferent attitude of professors, the presence or absence of parents (Drossinou, 2016) the actualization of diagnosis, the existence or not of specialized advisory services (Malikiosi-Loizou, 2011 a; b), the exterior psychotherapies that signal the positive outcome of support.

According to Malikiosi-Loizou in the article "the Advisory Psychology in Greece today" that was published in "Hellenic journal of psychology" the study of the community's attitude with emphasis in family, university (professors, staff) and classmates proved that in Greece dyslexic people are addressed to their narrow familiar and friendly environment for the management of dyslexia, contrary to western countries which are addressed to advisory services. Simultaneously, many municipalities and communities have established advisory centers for the psychological support of individuals with dyslexia and their environment. Abroad, researchers proved that parents of individuals with dyslexia can either comprehend their particularities and seek help for them, or not accept them and feel shame, disappointment and anger due to them (Dely, Davinson, & Lewin, 2007). In Greece according to a study, the individuals with dyslexia attribute their success in the supporting familiar environment.

The policy of Greek universities has been proved insufficient concerning the needs of dyslexic adult students; however this depends on each university (Stampoltzis and Polychronopoulou, 2008). The same is also in effect concerning the professors' behavior, which depends on their personality and experience, as reported by the researchers. Professors are often incurious or unable to support instructively the students with Specific Learning Difficulties (SLD). Respectively, the academic staff is not always friendly and accessible for these students and does not have knowledge, training and comprehension referring to dyslexia as the researchers report.

Abroad, studies prove that professors allocate training and adopt instructive techniques for the support of dyslexic students, and this continues in tertiary education (Dely, Davinson, & Lewin, 2007). This, however, is not in effect in all European cities, as for instance in the University of Seville where the instructive staff did not allocate the required training for the support of students with SLD. (Morgado B et al., 2016). Finally, students with dyslexia in Greece report that they are not ashamed to reveal it to their classmates, while with this way they often receive help from them, in anything they might face difficulty.

In Greece (Drossinou Korea, 2015a; b), but also abroad (Morgado, et al., 2016) in the direction of integration, Technologies of Information (IT) can be developed, which have application in classrooms and laboratories of universities. More concretely, technological equipment and mainly the computer (orthographic control, electronic reading machines, tape recorders, software of phonetic entry) is used in the process of learning and supports students, helping them at the same time in the comprehension of nature, quality and quantity of their own errors (Drossinou, 2005). With the use of PC the student has the possibility of recording the difficulties that he faces, to organize the study time and the strategies that will develop, and also the commitment/ undertaking of initiatives of the student for the application of changes -as part of a university- that will improve the learning but also the process of examination (e.g. with oral examination) (Drossinou, 2006, 2007).

The recent policies in tertiary education in Greece have been applied, based on the law 3699/2008, which recognizes students with dyslexia as a special category of students with 'special needs' (Pollak, 2002; 2012). They, with special educational support, have the possibility of import in tertiary education through special examinations, By the law

3699/2008, the special education and the training (SET) of people with disabilities or special educational needs, refers in the 'special needs' and they are defined as follows:

'Difficulties in learning, due to sensory, intellectual, cognitive, developmental, mental and neuropsychiatric disorders which are localized after a scientific and pedagogical evaluation. These difficulties influence the process of learning and school adjustment. Pupils who have disabilities in motion, vision and hearing, who suffer from chronic diseases, disorders in speech, attention deficit, and all neurological (Goswami, 2013; 2008 a; b; 2016). and developmental disorders as the autism, are considered as having special educational needs. Also, special needs are considered to include behaviors due to complex factors, i.e. cognitive, emotional, intellectual and social disadvantages deriving from the family and social environment. But, low achievers and learners with learning difficulties that derive from their social and economic background are not considered as pupils with special needs'. Moreover, law 3699/2008, promotes the use of electronic means in lectures and laboratories in the universities for the facilitation of students with dyslexia. Even if the law 3699/2008 is established, it is not completely applied referring the transition in tertiary education, and as a result a big number of individuals with dyslexia faces difficulties in his import in Greek universities and only a small percentage of them achieves this transition.

The philosophy that conditions the supporting interventions is based on the social cognitive model of learning theories (Drossinou, 2011). According to this, dyslexia is recognized and becomes acceptable as difference in conscience and learning. "The social model functions deterrent for the growth of secondary problems, which potentially lead SLD to disability. Social cognitive model helps adult students to be included in the academic community and to strengthen their social skills, making them autonomic and independent (Morgado, et al., 2016). The society is next to the individual with dyslexia, recognizes and accepts his problem participating actively in its confrontation.

The services in Greece on competence of the Ministry of Education are provided by the Diaforodiagnostic Diagnostic Assessment and Support Centers of Special Educational Needs that aim at the diagnosis, evaluation, support, information and sensitization of professors, students with SEN, parents and society (Abramidis and Kalyva, 2006; Malikiosi-Loizou, 2011a; b). Also, the above support services organize the types of intervention programmes after intra-scientific evaluation of SEN and introducing the responsibility of composing individual reports for every pupil with the participation of parents. The assessment of a student's SEN by a committee made up of five pedagogical experts where the participation of parents is needed and enhances the participation of parents. The parents are encouraged to collaborate with the educational team of Diagnostic Assessment and Support Centers of SEN.

The interventions in the Agricultural University of Athens (AUA) are provided via the career office, individualized advisory and mnemonic techniques (Drossinou Korea, 2015 b). The career office provides services of inclusive support for students with SEN, which are weekly individual and monthly conferences in small groups. These programs contribute in the socialization of these students, the creation of an individual way of study, the management of examination's time, procrastination or lack of interest as for some course, while students, through programmed weekly individual conferences, accept advisory information for Learning difficulties (Drossinou, 2011). Their layout becomes based on the needs and obligations of each student. In the AUA the attendance in the program of advisory support presupposes the fulfillment of certain criteria, as diagnosis, guarantee of advisory process, protocol of collaboration between services of student concern and career office and reference from adviser of each department (Drossinou, 2016). Via the Career Office, but also the individualized supporting program, adult students can work on mnemonic techniques for the improvement of time and mnemonic capacity and in techniques concerning the management of the difficulties in courses of the semester. Techniques of memory are used in the creation

of manuscript notes via mnemonic retractions referring to experiential time, important facts and people and objective representations, while they promote the learning of foreign languages. In the AUA laboratories of mnemonic techniques in small groups have been consolidated, in which, by learning theories, but also exercises, are discussed the individual method of study and strategic and mnemonic techniques that help the comprehension of the course. Finally, the advisory support of students with dyslexia, through behavioral skills exercises, helps the expression of sentiments, the acceptance of failure and the improvement of self-image and self-esteem (Drossinou, 2005).

European universities (Pino, and Mortari, 2014; Pirttimaa, et al., 2015; Pollak, 2012; 2002), according to «Inclusive Education in higher education», have developed supporting services for students with infirmity, as it happens in the University of Seville (SAD, University Assistant Service for Disabled Students), which informs participants for scholarships, occasions of work and education and prepares them for their transition in the labor market, while at the same time contributes in their integration in the academic environment.

In the University of Peloponnese the intervention becomes indirectly, through courses of the study program, that concern Special Education and Training (American Psychiatric Association, 2013; Drossinou, 2005; 2016). More concretely, in the department of Philology are taught the courses 1) Pedagogic of school integration I, 2) Social integration of individuals with disabilities, 3) Didactics of students with specific learning difficulties (dyslexia), and 4) Special Education and Training. In the department of History and Archaeology are taught the courses 1) Introduction in Pedagogic – Learning Theories, 2) Education of individuals with Special Abilities.

Table 2: Results- Scoreboard

A / N	The research study assignments	Frequency referrals (N=33)		
		High	Medium	Low
1	The external factors affect the support of adult dyslexic students	Table 1. (9/33)-M.O (27%)	Table 2. (5,5/33)-M.O (16%)	Table 3. (3,5/33),M.O (10%)
2	The internal factors affect the support of adult dyslexic students		Table 4. (5,5/33) (16%)	Table 5. (3,5/33) (10%)
3	Other supporting factors exist, which cannot be included in only one of these categories			

Figure 2: The External Factors Affect The Support Of Adult Dyslexic Students

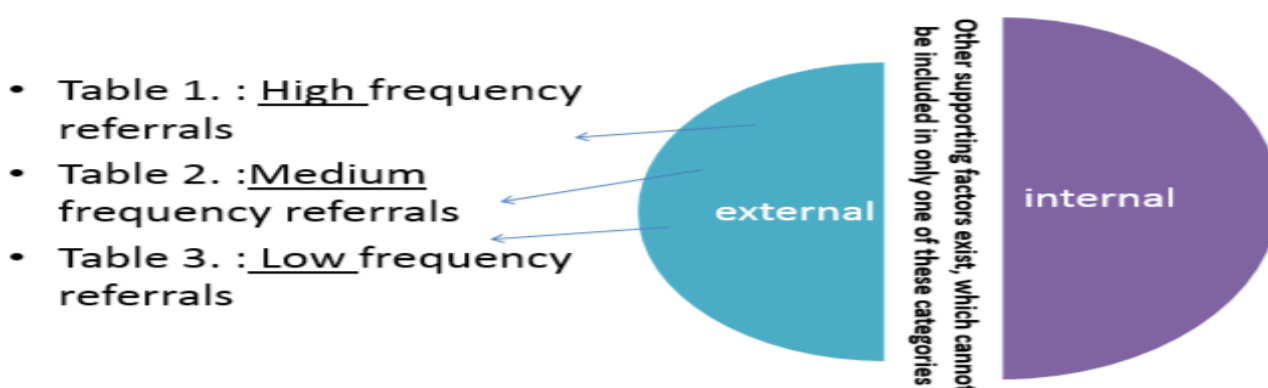


Table 3: External Factors: Low Frequency Referrals

a/n	Recorded External factors	N times /33	Authors
8	Interventions	10/33	(Malikiosi-Loizou, 2011a,b) (Drossinou M, 2005,2006, 2011, 2016) (Pino, andMortari, 2014), (Pirttimaa, Takala, andLadonlahti, 2015), (Pollak, 2012, 2002)
6	Facilitation tests	8/33	(Drossinou M., 2011) (Drossinou-Korea, M., and Fragkouli, Asp. , 2016) (Stampoltzis, and Polychronopoulou, 2008, 2009) (Pino, M. and Mortari, L. , 2014) (Pirttimaa,R., Takala, M. and Ladonlahti, T. , 2015)(Pollak, 2012, 2002)
a/n	Recorded External factors	N times /33	Authors
2	Exploiting new technologies in the Tertiary (documents, rating).	6/33	(Drossinou, M., 2013) (Drossinou Korea, 2015 a) (Goswami, 2016, 2008 a, b, 2003)
7	Services	6/33	(Malikiosi-Loizou, 2011a,b) (Drossinou Maria, 2005,2006)(Morgado, B., Cortes-Vega, D., Lopez-Gavira, R., Alvarez, E., and Morina, A. , 2016) (Pirttimaa,R., Takala, M. and Ladonlahti, T. , 2015)
9	Agricultural University of Athens	6/33	(Drossinou Maria, 2005,2006, 2011, 2016) (Pollak, 2012, 2002)
4	Policies in tertiary in Greece	5/33	(Pedagogical Institute and the Ministry of Education, 2000) (Markakis, Em. and Drossinou, M., 2000) (Christakis, 2013) (Dely, Davinson, & Lewin, 2007) (Pirttimaa,R., Takala, M. and Ladonlahti, T. , 2015)
a/n	Recorded External factors	N times /33	Authors
1	Attitude of a) familiar environment, b) the university (professors, staff) and c) classmates	4/33	(Drossinou,2005), (Christakis, 2013) (DrossinouKorea, 2015 a, b) (Dely, Davinson, & Lewin, 2007), (Morgado, Cortes-Vega, Lopez-Gavira, Alvarez, and Morina, 2016)
11	SADEPEAE-Diversified teaching (multisensory)	4/33	(Drossinou,2016) (Pollak, 2012, 2002) (Kamala, 2014) (Drossinou-Korea, and Fragkouli, 2016) (Pirttimaa, Takala, and Ladonlahti, 2015)
12	PAPEA and PAPEND	4/33	(Christakis, 2013) (Pedagogical Institute and the Ministry of Education, 2000) (Pollak, 2012, 2002)
3	Democratizing methods	3/33	(Goswami, 2008 a,b, 2016)
5	Philosophy and Socio-cognitive model	3/33	(Porpodas, 1981) (Drossinou, 2011) (Morgado, Cortes-Vega, Lopez-Gavira, Alvarez, and Morina, 2016)
10	PAPEL	3/33	(Students from University of Peloponnese: Faculty of Humanities & Cultural Studies, 2016) (Pollak, 2012, 2002)

4. Conclusions-Suggestions

All in all, we conclude that the external factors which intervene in supporting of students with Specific Learning Difficulties (Dyslexia) (Goswami, 2016; 2008 a; b; 2003; Porpodas, 1981; Pollak, 2002; 2012) depend on the inclusive concept and the culture of the educative institutions in the tertiary education (Drossinou, 2005; 2010; 2012), as long as the positive interactive, non stigmatized relationships developed in them.

Furthermore, the support they receive through different services and through the individualized counseling (Malikiosi-Loizou, 2011 a; b) and the mnemonic techniques, the attitude of their wider environment as long as the different facilitations and changes in the educational system intervene in the support of the students with SLD (Dyslexia) supporting the transition and inclusion of these students in tertiary.

5. References

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM V)*. Washington, DC: London, England: American Psychiatric Publishing.
- Avramidis, El., and Kalyva, E. (2006). *Research Methods in Special Education – Theory and Applications*. Athens: Papazisis. (In Greek)
- Christakis, K. (2013). *The education of children with disabilities. Introduction to Special Education, Volume I*. Athens: Diadrasi. (In Greek)
- Drossinou Korea, M. (2015 a). Adults Students With Dyslexia at Work: An Experience from Inclusion with Information Technology (IT). *International Conference" New Perspectives in science education" 4th Edition, Italy 20-21 March 2015* (pp. 165-168). Florence,: Pixel libreriauniversitaria.it, 9788862926003.
- Drossinou- Korea, M. (2015 b). Cognition, Behaviour, Learning, Speech And Language: The Study of Students With Mnemonic Difficulties. *5th International Conference on Fundamental and Applied Aspects of Speech and Language* (pp. 114-120). Belgrade: Ministry of Education, Science and Technological Development – Republic of Serbia, ISBN: 978-86-89431-07-0.
- Drossinou, M. (2005). Support students with specific learning difficulties (dyslexia) at the Agricultural University of Athens. *Triptolemus, Journal of Agricultural University of Athens*(20), pp. 39-48. (In Greek)
- Drossinou, M. (2006). Counseling Intervention in Agricultural University. Personalized Supporting Special Education Programs to Students with Learning Disabilities and Dyslexia. *Inspection Counseling and Guidance (ELE.SYP)*, 76-77, pp. 31-48. (In Greek)
- Drossinou, M. (2011). Pedagogical Integration Practices at the Agricultural University of Athens. The student case study with developmental dyslexia. *Special Education. 6th National Conference of Special Education* (pp. 24-35). Piraeus: Panhellenic Special Education Scientific Conference (P.E.S.E.A). (In Greek)
- Drossinou, M. (2013). Reading skills and mnemonic techniques. Data from the interventions in the study plans of students with specific learning difficulties (dyslexia). In S. E. Company, *Dilemmas and Prospects in Special Education (3rd conference)* (pp. 99-111). Athens: Grigoris, ISBN 978- 960-333-899-4. (In Greek)
- Drossinou, M. (2016). *Targeted, Individual, Structured, Inclusion Program of Special Education (TISIPfSEs)*. Retrieved from University of the Peloponnese – Department of Philology, Kalamata:
<https://eclass.uop.gr/modules/document/document.php?course=LITD178> (In Greek)
- Drossinou-Korea, M. (2017). *Special education and training. The special education proposal for children and young people with special needs*. Patras: OPPORTUNA.(In Greek)
- Drossinou-Korea, M., and Frangkouli, Asp. (2016). Emotional Readiness And Music Therapeutic Activities. *Journal of Research in Special Educational Needs*, 16, pp. 26-29.
- Elliot, D. L; Davinson, J. K; Lewin, J. (2007). *Literature Review of Current Approaches to the Provision of Education for Children with Dyslexia*. Glasgow: The Scope of the Review of Education (SCRE) Centre at the University of Glasgow (HM Inspectorate).
- Goswami, U. (2003). Phonology, Reading Development and Dyslexia: A Cross-Language Analysis. *Bulletin of the Professional Association of Teachers of Students with Specific Learning Difficulties*, 16(2), pp. 2-8.
- Goswami, U. (2008 a). Reading. In J. a.-R. Reed, *Child Neuropsychology: Concepts, theory and practice*. (pp. 340-356). London: Wiley-Blackwell.
- Goswami, U. (2008 b). Reading, dyslexia and the brain. *Educational Research*, 50(2), pp. 135-148.

- Goswami, U. (2016). Educational neuroscience: Neural structure-mapping and the promise of oscillations. *Current Opinion in Behavioural Sciences*, 10, pp. 89-96.
- Kamala, R. (2014). Multisensory Approach to Reading Skills of Dyslexic Students. *Journal of Humanities and Social Science*, pp. 32-34.
- Law 3699/2008 . *Special Education and the Training of People with Disabilities or Special Educational Needs*. Greece: National printing (In Greek)
- Malikiosi-Loizou, M. (2011a). *The counseling Psychology in Education*. Athens : Pedio.
- Malikiosi-Loizou, M. (2011b). The Counseling Psychology in Greece today. *Hellenic Journal of Psychology*, pp. 266-288.
- Markakis, Em. and Drossinou, M. (2000). Experimental Curriculum for Specific Learning Difficulties (Dyslexia). In K. Christakis, *Children with special needs in elementary school Theoretical and practical approach* (p. Annex). Athens: Atrapos. (In Greek)
- Morgado, B., Cortes-Vega, D., Lopez-Gavira, R., Alvarez, E., and Morina, A. (2016). Inclusive Education in higher education? *Journal of Research in Special Educational Needs*, 16(S1), pp. 639-642.
- Pedagogical Institute and the Ministry of Education. (2009). Framework Curriculum Special Education Program, Presidential Decree 301/1996. In M. Drossinou, Learning Readiness Activities book for teachers of Special Education. In P. Institute, *Learning Readiness Activities book for the special education teacher and education* (p. Annex). Athens: Agency publications School books. (In Greek)
- Pino, M. and Mortari, L. (2014). The Inclusion of Students with Dyslexia in Higher Education: A Systematic Review Using Narrative Synthesis . *Dyslexia.*, 20(4), pp. 346–369.
- Pirttimaa,R., Takala, M. and Ladonlahti, T. (2015). Students in higher education with reading and writing difficulties. *Education Inquiry*, 6(1), pp. 5-23.
- Pollak, D. (2012). *Supporting Dyslexic Adults in Higher Education and the Workplace* (1st ed.). (N. Brunswick, Ed.) London: John Wiley & Sons, Ltd.
- Pollak, D. E. (2002). *Dyslexia, the self and higher education: learning life histories of students identified as dyslexic*. UK: Montfort University.
- Porpodas, K. (1981). *Dyslexia: The special disturbance in the learning of written speech*. Athens: Morphotikh, (In Greek).
- Stampoltzis, Ag. and Polychronopoulou, S. (2009). Greek University Students With Dyslexia: An interview study. *European Journal of Special Needs Education*, 24(3), pp. 307-321.
- Stampoltzis, Ag. and Polychronopoulou, St. (2008). Dyslexia in Greek Higher Education: a study of incidence, policy and provision. *Journal of Research in Special Educational Needs*, pp. 37-46.

The ecclesiological and pastoral characteristics of the theological thought of saint Cassian the Roman

Abstract:

Through this article I will develop the ecclesiological character of spiritual paternity and how the spiritual father becomes a model of obedience for the monks of his monastery. Is there a functional bond between Eucharistic life and ascetic experience? How do the virtues of obedience and discrimination become the foundations of genuine and authentic paternity? By studying Saint's Cassian writings I discovered very interesting thoughts about these very important pastoral subjects, which not only affect the life of the monks; but also of all faithful Christians fighting in their spiritual life to win the grace of God.

Keywords: Spiritual paternity, distinction, obedience,

Sokratis Andreou¹

¹ Corresponding-Address: Dr. Sokratis Andreou, Email: sokratisAndr@hotmail.com;

1. Introduction

Saint Cassian was a unique father in fourth and fifth century, who devote his life to serve and promote the ascetic monasticism. As he said², the main aim of his writings was the marvelous life of the great ascetics who were living in the Egyptian desert.

Saint's Cassians contribution to the western theological and spiritual thought was undoubted very important. His ecclesiological conscience was unstoppable and obvious. Until now a day the theological scientist research developed interesting subjects and projects in deferent's partitions of the theological thought of the saint.

Through this article we will attend to cite some aspects of the pastoral and ecclesiological characteristics of saint Cassian's theological thought, like: the sacramental and eucharist life of the monks, the genuine and authentic image of the spiritual partum and some unique virtues such as obedience and discretion.

2. Sacramental and Eucharist life

Studying saint Cassian's doctrine, everyone can find that saint Cassian can show up clearly the write ecclesiological conscience which exposed in Saint Paul's epistles. The church is a unique body and every one of us; we are a piece of it³. Each of us has deferent charismata and if we use it correct, we will live the Kingdom of God⁴.

In the fourth and fifth century was a common habit into the monasteries to prepare their spiritual live for the Sunday meeting to the central church where they were praying and receive the Holy Communion.

Following Saint Paul's exhortations, saint Cassian said into his writings the doctrine which referred to the Holy Communion⁵. We have to discretion the heaven food from the normal and usual food. We also have to attentive who we come to the Holy Communion not with indiscretion or with impertinence. If we thought our selves unworthy to receive the Holy Communion, the medicine of the spiritual illness, we have to tray hard through the repentance to treat our sins, and then we will we able to approach the Holy Communion by reverence and a humility heart, avoiding the spiritual death⁶.

There are many reasons that many times can cause us to prevent us from the Holy Communion. Devil is the main and most basic cause that puts treacherous traps in man making him feel guilty and thus it's the reason which take away us from the salvific antidote, body and blood of Christ⁷.

It is indeed true that no man is worthy and able to receive him, the Body and Blood of Christ, as perfect as he is⁸. However, Saint clearly emphasizes that "we must not be willing to abstain from our share from the Holy Communion, just because we have the strong feeling of our sin. On the contrary, we must come and communicate with more craving and thirst, in order to find in this the health of the soul and the purity of the spirit. But always we have to load with humility and faith and constantly judging ourselves as unworthy of such a Grace. Holy Communion is the medicine for our wounds and injuries. If we expected to reach such spiritual height and purity that we considered ourselves as competent and worthy of our share in the Holy Mysteries, we would not really be able to communicate once a year"⁹.

² PL 49, 55A.

³ Rom. 12, 5.

⁴ PL 49, 959B

⁵ Cor. A', 11, 27-30.

⁶ PL 49, 1223B

⁷ PL 49, 1227A.

⁸ PL 49, 1231A

⁹ SC 64, 167

3. Saint Cassian as a standard of spiritual perfection

One aspect of ecclesiological consciousness in the theological sense of Saint Cassian is the concept of spiritual paternity, for which he seems to be of particular importance. It not only introduces theoretical and thoughtful, even sporadic, principles of spiritual paternity, but points out, through various examples of monks, that the spiritual apprenticeship of an experienced spiritual father is of great value to our faith. Undoubtedly the search for authentic patterns of spiritual paternity is always necessary through the Church, so that Orthodox Spirituality can survive and maintain intact¹⁰.

The pastoral care of the spiritual father to the faithful people is the one that gives the necessary impetus to each Christian to follow faithfully and correctly his painful course of spiritual maturation and to become a limb in the mysteries of spiritual knowledge¹¹. Thus saint Cassian becomes himself a model of spiritual paternity, both through the apt and very instructive - motivating words he narrates, but also through his concern to rescue the most beneficial practices - therapeutic applications concerning spiritual life, against passions.

"Spiritual paternity is defined as service," ministry ". Is a participation in the work of Christ that came to "service" people"¹². From the heart of the spiritual father constantly a humble love for all, which will base on patience and longsuffering, on unceasing ministry and service of the brothers always with humiliation and fear of God. The spiritual father is incapable of becoming a father and generating spiritual children unless he is first born spiritually by the Holy Spirit. Spiritual man is this who participates in the grace of the Holy Spirit, who is a companion of divine life¹³. That is why he must always be a temperate person and take care of bringing his cross with greater mood and patience than all others. He must first and best observe the rules of the brotherhood's monastery and in this way will be a brilliant example for the rest of the monks.

Fundamental aspect to the theological thinking of the Saint is the practical application of the teaching of our Church concerning spiritual fatherhood: "How would I have the strength to teach what I myself do not apply or how could I train others in practices, which I do not keep with accuracy, if I live so tepidly¹⁴? The admonitions and words of a teacher and especially of a spiritual father must be verified through his deeds and works. This truth does not only show the humble and peacefulness of the Saint, but it maximizes the value and importance deeply rooted in the heart of his sense of responsibility as a spiritual father and mentor.

Spiritual paternity is a continuous and incessant process that relates to all forms of spiritual responsibility and guidance of the believer by the spiritual father, shepherd and teacher. It starts from the birth of the believer in Christ, and it is heading towards the increase and completion of "the age of the Creator of Christ"¹⁵.

If someone, for example, is enslaved to the passion of anger, he is unable to advise someone correctly and with a pure heart, nor to help him reach the spiritual illumination and the coveted sanctification. The authentic spiritual paternity, according to the Saint, presupposes several fruits related to pure Theory, such as distinction, insight, but also sobriety¹⁶. Saint Cassian follows faithfully and almost literally the theological evidences of Apostle Paul on various topics, especially those related to the education and pastoral care of

¹⁰ Βλ. George Martzelos, «Great Basil a standard of a spiritual paternity», to *Orthodox Dogma and Theological reflections. Dogmatic theological studies D'*, p. 62.

¹¹ Kalliakmanis Basileios p, «The spiritual fatherhood according to ap. Paul», to *ΕΕΘΣΑΠΘ, Vol. 4*, (1994), p. 672-673.

¹² Math. 10, 26.

¹³ George Mantzaridis, *Orthodox spiritual life*, p. 23.

¹⁴ PL 49, 851B

¹⁵ Efes. 4, 13.

¹⁶ PL 49, 323A

Christians¹⁷. A simple example is to deal with those who are negligent and slow in their duties. Our initial attitude must be rather loving and gentle in an attempt to show understanding and grace to those who have this weakness. If, however, they are not trying and continue to be fugitive and inert, we must again, with love, earnestly appreciate them to be embarrassed and repent of their attitude.

Thus, the pastoral care of a spiritual father, always founded on love, progressively follows a course with the sole purpose of treating any mental and spiritual illness. Initially the suggestion, afterwards the observation, and then the reproach, so the mild and relaxed attitude does not render the reward of laziness, nor the rigor to abolish the inner freedom of the spiritual man that stems from "by the nature being" («κατά φύσιν εἶναι»).

According to Saint, a good and right spiritual father should not only look at the act of a man, but must also pay special attention to his intention. Cause someone, could make something good from bad intention, or vice versa¹⁸. This is a very basic principle for the pastoral treatment of various problems and situations that may seem to show one face, while in fact they have a completely different form¹⁹.

4. Obedience: The condition of the original spiritual paternity

It is not strange to meet the spirit of knowledge that the new- novice monks must have towards the eldest and wisest brothers of the monastery through the Saints' books. It is about the fundamental truth and practice which supports the virtue of obedience; furthermore, it keeps the unity and harmony unbreakable through the monastic community²⁰. The eldest monks have already been trained for their spiritual struggle and they have achieved enough experience and wisdom, in act and theory, in order to be able to guide a soul into salvation. This knowledge conditions simplicity, humiliation, respect²¹, gratitude and indiscriminate obedience towards the eldest²², without the contradictions of the new monk; like arguments, because then the new monk will not be able to trust the advice of his brother with more experience, but to his own will²³.

“The right spiritual process of the human being and the spiritual guidance of the souls, are a task for a wise and charismatic human being. Consequently, the monk who did not exercise his obedience, how will he be able to be heard by his subordinates and have a strong speech? Moreover, how will he demand obedience from his subordinates and be able to practice his pastoral ministry by guiding his spiritual children through to the right salvation way? Besides, you cannot obedient your elder if you do not have your heart filled with Gods' love and have not mastered the virtue of humility”²⁴

The spiritual father in the commune had the administrative responsibilities of the monastery; but he specifically gives more attention to the spiritual cultivation of the monks. His first priority was the diligence of the souls of the monks through the spiritual and fatherly adulteries meetings with the monks. The spiritual elder in the commune is struggling to guide the monks into the route of spiritual perfection. According to a brilliant and godly father of Skitis, Abba Pafnoutio, he clarifies that the thing that helped him achieve the knowledge of

¹⁷ Rom. 15.1

¹⁸ PL 49, 1056B

¹⁹ PL 49, 1057A -1058A

²⁰ Julien Lerou, Le cenobitisme chez Cassien, *Revue d'ascétique et de Mystique* Vol. 43 (1967), p. 136- 138.

Chryssavgis John, Obedience and the Spiritual Father, *Θεολογία* 58 (1987), p. 555-557.

²¹ PL 49, 1058B

²² PL 49, 1049B

²³ PL 49, 1092B.

²⁴ PL 49, 82A.

the virtues, was his apprenticeship and obedience to the commune in his first monastic steps, under the novices of fathers of communes²⁵.

The expelling of thinking and frequent confession of sins to the elder and spiritual father of the monastery, were the basic conditions through which the monks will prepare themselves for the seeds and donations of the Holy Spirit. The elders who are charismatic become the spiritual guides of a life towards Jesus²⁶. A complete obedience towards the elders will protect the monks from quarrels and litigation between their brothers in the monastery. Even in the desert spiritual paternity has its own specialty because the monks search for the pure energy of the Holy Spirit. Furthermore, the monks cannot control their desire to learn from the wisest and more experienced elders about the empirical and beneficial distinction of temptations.

5. The distinction: a guide to authentic spiritual paternity

The virtue of distinction is used in several cases in the texts of the Saint Cassian's in a methodical way and fully aware of the importance it expresses in every circumstance²⁷. Many issues and reflections that arise in spiritual life must be cleverly and discreetly understood so that their solution is beneficial for the salvation of the monk's soul²⁸. Discrimination is the crown of virtues, and as such it must perfectly hold the souls of the fathers who responsibly and positively spiritualize others monks in Christ's life²⁹.

In the admonitions of the holy elders, there was never a strong conscience or insistence on a subject. They always used the virtue of discrimination, depending on the receptiveness and the spiritual status of the brother they had in separate cases. The "letter of the law" was not always beneficial to apply. The "hidden pride" that sneakily embraces, under the sterile and barren spiritual application of some states, was the poison of this fruitless and foolish precision³⁰. So any deviation of the truth, even this lie, could have been more beneficial for the salvation of some monks.

Discrimination is a very distinct virtue different from all others³¹. It is a special gift of the Holy Spirit of great importance to man. The importance and importance of this virtue is that it teaches the monk to avoid the excesses that arise either from his unbridled zeal or from his sad sloth and looseness. Discrimination controls and evaluates all thoughts and actions of people. It is what he says in the gospel: "eye" and "body light"³². He is the "counselor" of the spiritual man and the "body luster"³³.

The distinction becomes useful and beneficial when it follows the word of God. It is the mother of all virtues, since through it one can reach the top of perfection³⁴. He is the guardian and the regulator of all other virtues and the foundation to be able to build within him a strong inner structure with many spiritual riches. The virtue of distinction is the queen of all virtues and the mother of measure³⁵. But, the person who wants to teach the virtue of distinction must first of all have this charisma and experience it constantly in his life. Its characteristic features are wisdom, intelligence, wisdom and understanding³⁶.

²⁵ PL 49, 559A

²⁶ Chryssavgis John, Obedience and the Spiritual Father, *Θεολογία* 58 (1987), σελ. 557-559.

²⁷ PL 49, 523C - 555A

²⁸ PL 49, 1053A

²⁹ Kalliakmani Basileios p., «Spiritual paternity», to collected volume: *The mystery of the priesthood, proceedings of the Z' Hellenic Symposium of liturgical aspects*, p. 210.

³⁰ PL 49, 1076B -1077A.

³¹ Kalliakmanis Basileios p., *Discrimination in life and the particular writings of elder Joseph Hysyhastis*, p. 407.

³² PL 49, 527A

³³ PL 49, 528A

³⁴ PL 49, 528C.

³⁵ PL 49, 520B -521A

³⁶ PL 49, 528B-528C

But how can one distinguish the true distinction that is from God and that which is from the devil? How can a young monk have the virtue of discernment if he first does not tame his will? How can he distinguish each step if he or she is intellectually beneficial or not if he does not appraise the admonitions and advice of the elderly? He who wants to progress spiritually must first subdue all his works and thoughts under the distinction and experience of the holy elders. He who wants to progress spiritually must first subdue all his works and thoughts under the distinction and experience of the holy elders. True distinction stems from true humility. This apprenticeship spirit will give him genuine and benevolent humility and leave him away from the devil's traps and tricks³⁷.

Saint's Cassian fatherly love gives us the following: "Let us therefore strive with all our might to acquire, with the help of the virtue of humiliation, the virtue of discrimination, which will protect us from the extremes [...]. Excessive fasting and gluttony have the same effect. Continuous vigil is not for the monk less destructive than sluggishness and mild sleep. Excessive deprivation certainly weakens man and leads him to the situation where negligence and unpleasantness fall".

6. Pastoral Principles and Eminences

Apprenticeship in experienced elders cultivates virtues and awakens monks from the risk of sluggishness and indolence. However, white hair and many years, are not a sign that it has confirmed that someone has reached perfection³⁸. What makes an old man experienced with a true charisma of distinction is the tenderness of his soul, the sobriety of his heart and the compassion he expresses towards every person he meets around him³⁹. Compassion and sympathy for brothers' weaknesses is the criterion that tests the experience of true discrimination in a spiritual father⁴⁰.

Spiritual fathers must also be very careful in the use of the healing method they use and not to indignantly and rashly impress the monks who confess their error because this attitude cultivates shame on the part of the sinner, and conceal his account. On several occasions even the monk can be led to adverse effects because sadness and sadness can lead him to despair. This despair was fueled by indignation and where he was trying to heal his passion, now to want to satisfy his passion by abandoning all salvation efforts⁴¹.

Angry and sinful man, when he repents and comes to bear his own counsels, has been spiritually emptied. This emptying must be replenished by the spiritual father in words of love and compassion. Hardness and aggression do not help. Instead they scare and injure the repentant man indelibly. The pastoral application of love does not allow censure and criticism against those who come with the pain of soul to discard their sins. But the spiritual does not indifferent to the temptations, considering them insignificant and harmless⁴². So the wounds must heal and the wounds of the soul be healed. To do this, however, each spiritual should be a living example with his holy living, win with the pastoral care of the patient and be able to indicate to him the appropriate medicine for the treatment he will follow so that his fall to resurrect not only temporarily, but continually, in every fall and sin.

Eminences are primarily pedagogical, charitable, therapeutic and ecclesiological in the tradition of our Church⁴³. They are tools of healing, not punishment weapons. That's why their use must not be indiscriminate and misleading. Thus the spiritual father who imposes an

³⁷ PL 49, 537B. Levko J. J., *The relationship of prayer to Discretion and Spiritual Direction for John Cassian, Saint Vladimir's Theological Quarterly* 40 (1996) pp.: 157,163.

³⁸ PL 49, 544A

³⁹ PL 49, 545B.

⁴⁰ PL 49, 546B

⁴¹ PL 49, 544B -545A.

⁴² PL 49, 547C

⁴³ Saint John Chrysostomos, *Περί επιτιμίας των αμαρτανόντων*, PG 119, 725C – 728B.

eminence on a repentant man, with a great deal of distinction and unbiased love for him, want to heal him rather than damage him.

7. References

- Chryssavgis John (1987), Obedience and the Spiritual Father, *Θεολογία* 58, p. 551-571.
- George Mantzaridis, (2006), *Orthodox spiritual life*, ed. P. Pournaras, Thessaloniki.
- George Martzelos, (2011) «Great Basil a standard of a spiritual paternity», to *Orthodox Dogma and Theological reflections. Dogmatic theological studies D'*, ed. P. Pournaras, Thessaloniki.
- Jean Cassien (1959), Conferences XVIII – XXIV, trans. Dom E. Pichery, *SC 64.*, Les Edition du Cerf, Paris.
- Joannis Cassiani, *De Coenobiorum institutis libri duodecim*, PL 49, 53A – 476B.
- Joannis Cassiani, *Viginti quatuor collations*, PL 49, 477A – 1328D.
- Julien Lerou, (1967), Le cenobitisme chez Cassien, *Revue d'ascétique et de Mystique* Vol. 43 p. 121-158.
- Kalliakmanis Basileios p., (1994), «The spiritual fatherhood according to ap. Paul», to *ΕΕΘΣΑΠΘ*, Vol. 4.
- Kalliakmani Basileios p., (2006), «Spiritual paternity», to collected volume: *The mystery of the priesthood, proceedings of the Z' Hellenic Symposium of liturgical aspects*, p. 198-216.
- Kalliakmanis Basileios p., (2007), *Discrimination in life and the particular writings of elder Joseph Hysyhastis*, p. 405- 417, ed. Great Monastery of Vatopaidi, Mount Athos.
- Levko J. J. (1996), The relationship of prayer to Discretion and Spiritual Direction for Cassian, *Saint Vladimir's Theological Quarterly* 40, p. 155-171.
- Nestle-Aland (1993), *Novum Testamenum Greace*, publ. Deutsche Bibelgesellschaft, Stuttgart.

Book Reviews

Book Presentations



Handbook of Research on Policies and Practices for Sustainable Economic Growth and Regional Development

by

George M. Korres, Elias Kourliouros

and

Maria P. Michailidis

IGI Global Editions, 2017

The Handbook of Research on Policies and Practices for Sustainable Economic Growth and Regional Development is an essential reference publication for the latest scholarly information on the role of socio-economics in sustainable development initiatives.

Featuring coverage on a variety of topics and perspectives including social economy innovation, cultural management, and social networking, this publication is ideally designed for researchers, policy makers, and academicians seeking current research on different determining factors of social consequences resulting from economic crisis.

The many academic areas covered in this publication include, but are not limited to: Cultural Management, Economic geography, Functional Urban Regions, Local Democracy, Non-Governmental Organizations, Social Economy Innovation, Social Networking, Sociology, and Spatial Planning.

Book review by Associate Professor Dr. Aikaterini Kokkinou,
Hellenic Army Academy, Greece

Journal of Regional & Socio-Economic Issues

Call for Papers

Journal of Regional & Socio -Economic Issues (Print) ISSN 2049 -1395

Journal of Regional & Socio -Economic Issues (Online) ISSN 2049 -1409

The Journal of Regional Socio -Economics Issues (JRSEI, *indexed by Copernicus Index, DOAJ (Director of Open Access Journals) BSCO & Cambell Index*) is scheduled to be published three times a year. Articles are now welcome for the forthcoming issue of this journal (JRSEI). The benefits of publishing in the Journal of Regional Socio -Economics Issues (JRSEI) include:

1. Fast publication times: your paper will appear online as soon as it is ready, in advance of print version
2. Excellent editorial standards
3. Free color electronic version
4. Free on-line access to every issue of the journal
5. Rigorous, fast and constructive peer review process
6. The journal will be indexed in scientific databases.
7. All abstracts and full text are available free on -line to all main universities/institutions worldwide, ensuring promotion to the widest possible audience.

For full paper submission guidelines, please visit the webpage:

www.jrsei.yolasite.com/

For further inquiry, please contact:

Professor Dr. George M. Korres, JRSEI Managing and Chief Editor

Professor, University of the Aegean, Department of Geography, Email:

gkorres@geo.aegean.gr

Journal of Regional & Socio-Economic Issues (JRSEI)

Instructions to Authors

Journal of Regional & Socio-Economic Issues (Print) ISSN 2049-1395

Journal of Regional & Socio-Economic Issues (Online) ISSN 2049-1409

Aims of the Journal:

Journal of Regional Socio-Economic Issues (JRSEI) is an international multidisciplinary refereed journal the purpose of which is to present manuscripts that are linked to all aspects of regional socio-economic and all related issues. The journal indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO & Cabell's Index and welcomes all points of view and perspectives and encourages original research or applied study in any of the areas listed above. The views expressed in this journal are the personal views of the authors and do not necessarily reflect the views of JRSEI journal. The journal invites contributions from both academic and industry scholars. If you have any questions about the journal, please contact the chief editor. Electronic submissions are highly encouraged (mail to: gkorres@geo.aegean.gr).

Review Process:

Each suitable article is blind-reviewed by two members of the editorial review board. A recommendation is then made by the Editor-in-Chief. The final decision is made by the Editor-in-Chief. If a revision is recommended, the revised paper is sent for a final approval to the Chief-Editor.

Instructions to Authors:

In order for a paper to be submitted to the Journal for publication, the following should be taken into consideration:

1. All papers must be in English.
2. Papers for publication should be sent both in electronic format (MS Word and MS Excel for charts) to the Chief Editor (mail to: gkorres@geo.aegean.gr).
3. The Editor takes for granted that:
 - the submitted paper contains original, unpublished work that is not under consideration for publication elsewhere;
 - authors have secured any kind of permission necessary for the publication from all potential co-authors, along with having agreed the order of names for publication;
 - authors hold the copyright, have secured permission for the potential reproduction of original or derived material and are ready to transfer copyright of the submitted paper to the publisher, upon acceptance for publication.
4. The cover page should include the name of the author and coauthors, their affiliations, and the JEL category under which the paper primarily belongs. The cover page is the only page of the manuscript on which the names and affiliations of the authors and coauthors should be listed.
5. Submission of manuscripts in electronic form: Authors must submit electronic manuscripts. The submission should only contain the file(s) of the papers submitted for publication, in MS Word and MS Excel for charts. If more than one file, a compressed file (.zip) should be submitted instead.

6. Formatting requirements: Everything should be double-spaced (main text, footnotes, bibliography, etc.)
7. Footnotes should be as few and as short as possible (preferably devoid of tables or formulae), marked in the manuscript by superscripts in Arabic figures.
8. Formulae should be numbered by consecutive, Arabic figures (such as (1), (2), etc.), placed on the right-hand side of the page.
9. Tables and Figures should be numbered consecutively in Arabic figures and have a heading and a title.
10. References are citations of literature referred to in the text and should not appear as footnotes. Abbreviations are only accepted in the authors' first names. Place all references, alphabetized by author's last name (with last name first), on **separate pages** in a section titled "References" at the end of the paper. Indent the second and subsequent lines of each reference.

Journals

Include all authors, article title, full title of journal, volume number, issue number, month, year, and full page numbers. Example:

Michael Mahmood. "A Multilevel Government Model of Deficits and Inflation," *Economic Journal*, 24, 2, June 2010, pp. 18-30.

Books

Include name of author, full title of book, edition, city and state (or country) of publisher, name of publisher, and year of publication. Example:

Shapiro, John. *Macroeconomics*, 4th ed., New York, NY: Harcourt Brace Jovanovich, 2009.

Use the following style when an author's work appears in a publication edited by another: George Summers, "Public Policy Implications of Declining Old-Age Mortality," in Gary ed., *Health and Income*, Washington, DC: The Brookings Institution, 1987, pp. 19-58.

Public Documents

Include the department or agency responsible for the document, title, any further description such as number in a series, city and state (or country) of publication, publisher, and date of publication. Example:

World Bank. *Educational Attainment of Workers*, Special Labor Force Report 186, Washington, 2010.