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E-Learning program “Introduction to the Science of Folk Culture”: Evaluation of the semester course “Introduction to Folklore”

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Abstract

The subject of this essay is the evaluation of the e-learning programs “Introduction to Folklore” which was a part of a 3-year program “Introduction to the science of Folk Culture”. In particular, the research which focuses on the evaluation of the semester course “Introduction to Folklore” was conducted under the scientific supervision of the Folklore Laboratory and Social Anthropology of the Department of History and Ethnology of Democritus University of Thrace with the collaboration of the Department of Preschool Sciences Education and Educational Planning of the University of the Aegean. This attempt was supported by the Academy of Folk Culture & Local History of the Cultural Organization “Magnition Kivotos”, in aid of the rescue of the cultural inventory of the Holy Metropolis of Demetrias and Almiros. The purpose of the research was to investigate whether the trainees in the first semester understood the introductory knowledge of folklore in order to acquire a theoretical background and other useful skills so that they could continue to understand other, more specialized subjects related to the science of folklore in the course of the next five semesters of the program. The semester course “Introduction to Folklore” follows the logic of Massive Open Online Courses throughout the thematic units of folk culture.

Keywords: Folk Culture, Educational Programs, E-Learning, MOOC Digital Folklore, Internet

1. Introduction

The e-learning program “Introduction to Folklore” started during the spring semester of 2017-18 and its total duration is three academic years (six semesters). The philosophy behind the design of the e-learning semester course in folklore, shares several common features with the axes and designing factors of Massive Open Online Courses (MOOCs). More specifically, the e-learning semester course “Introduction to Folklore” offered by the Academy of Folk Culture & Local History hold the following characteristics: a) Tuition is free, b) Mass Participation (for Greece and other countries), c) No special requirements or restrictions, d) Second chance for adults, e) Democratization, f) Structure according to academic semesters and fortnights, g) Asynchronous e-learning combined with optional synchronous or live session, h) Learning communities (debates on every separate unit and on the whole program), i) Two training circles, j) 3 final examination periods, k) Evaluation of the program, l) Digital Certification of attendance and successful completion (Kapaniaris & Varvounis 2019a).

2. Specifications- requirements of the e- learning program

Learners, except for the study material (course book) for each semester, ought to have studied on a fortnight basis on the moodle platform, additional pdf/ ppt files, links on external websites, theory enriched with images and links, additional bibliography and webography, videotaped lectures, examples/exemplary exercises, self-assessment exercises, case studies, shapes-charts-tables, video presentations. Additionally they were required to answer a quiz with 10 True or False questions, to participate in the forum and alternatively attend the two-hour seminar either physically or via Youtube live or the video saved on the moodle platform. The academic coordinator responsible for each fortnight was different;

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however, there was one scientific coordinator responsible for the whole semester. Moreover, at the beginning of the semester, a text book for the whole semester was suggested. At the end of the program, in order for the participants to successfully complete the course and acquire the relevant certification, they had to score 60% in a total of 60 questions based on the syllabus studied during all the six- fortnights. (Kapaniaris & Varvounis 2019a).

3. Content of the program (cognitive subject)

The first semester of the one-year e learning program "Introduction to Folklore" is considered a preparatory one with an eye to help and reinforce the trainees in order to acquire the theoretical background and other useful skills so as to be able to comprehend the following units of the 3-years program. The content of the first semester was related to the following teaching subjects: a) The emergence of a new science: the social and ideological context; the German romanticism and the corresponding theme in Greek Folklore, b) A brief history (milestones) of the Greek Folklore: Sources of folklore news from the Greek Folklorist Homer, to Nikolaos Politis, c) History and practice of the history of folklore; "tools" of the historical-social method; speech and writing in folk culture; d) from the people of German romanticism to the Greek terms people, folk; from folk culture to popular culture; the magical character of folk thought; e) mores, customs, survival and revival of customs, folklorismus, characteristics of folklore phenomena; problems arisen from this revival; contemporary celebrations and other new hybrid forms of customs, f) Relationship between Folklore and other humanities. The special bond shared with Philology and especially Literature.

4. Methodology of the research

The research was designed to evaluate the effectiveness of a set of teaching interventions (through the moodle platform) through an experimental pre control / post-control project of a distance learning team of archival ethnographers. The ultimate goal of the program was for the learners to be able to continue and understand other more specialized subjects of the science of folklore in the next five semesters of the programs. The method followed during the implementation of the research was a combination of both qualitative and quantitative research. In particular, the PRE POST data collection tool was used for quantitative research: A questionnaire through a google form was used as a tool for collecting data. This questionnaire was conducted twice, before the teaching interventions (time: PRE) and at the end of the teaching interventions (time: POST). This tool mainly investigated the cognitive subject, the objectives and the expectations related to the professional improvement and finally, the influence of ICTs throughout the process (informational literacy). (Robson, 2007:150). The questions were mostly closed-ended and referred to the evaluation of several factors of the method with Likert's 5-level scale sub-questions. Regarding the qualitative research, fieldwork research/diary of teaching interventions, were used: Throughout the process of teaching interventions by the teacher, the researcher, acting as an observer, held detailed diary notes as a fieldwork observational tool. The teaching interventions were recorded in video and later posted on the platform allowing detailed recording, thus enhancing

research with the use of quality tools as well (Robson, 2007:306-307; Kapaniaris & Varvounis 2019b).

5. Procedure of the research – Distribution of the questionnaire

The present research was conducted from 1 March 2018 until the end of May 2018. The target group related to the research was people who attended the e learning semester course "Introduction to Folklore" during the 1st semester (spring semester 2017- 18). In order for the tool to be distributed to the participants (target group of the research), Google forms were used in two separate stages. A) initial stage (pre-test) ie, before attending the course so as to capture the expectations and opinions of the participants on a number of issues; b)final (post-test) ie, after the completion of the course so as to capture the final opinion after the completion of the participation. All trainees participated voluntarily, their responses of the individuals were respected and there was absolute confidentiality. Completion time is estimated at 8 minutes.

6. Evaluation Questionnaire

The questionnaire consists of three question sets. The questions are grouped as follows: A. Demographic data reported, B. Aim and expectations, C. Knowledge, skills and competences in ICTs.

Section A included: a) Age, b) Gender, c) Education, d) Profession, e) Residence

In Section B were included: a) A set of questions where aim - data obtained are captured. It includes 8 questions that are graded using a 4-digit scale (likert scale) where the value 1 corresponds to the I am Very Interested option and the value 4 to not interested At All. The section concludes to an open-ended question other. b) A set of questions where expectations – data improved are recorded. It includes 8 questions that are graded using a 4-digit scale (likert scale) where the value 1 corresponds to the Utterly Desirable option and the value 4 to Udesirable. The section concludes to an open-ended question other.

In Section C were included: a) A set of questions where experience is evaluated in terms of participation and mainly thematic content. It includes 6 questions that are graded using a 4- digit scale (likert scale) where the value 1 corresponds to the Very Good option and the value 4 to Not Good At All. b) A set of questions where knowledge and skills are assessed based on participation. It includes 5 questions that are graded using a 45-degree scale (likert scale) where the value 1 corresponds to the Advanced Level option and the value 5 to I Don'T Have Any Knowledge/Skills. It is obvious, that in all questions using the likert scale, the value 1 corresponds to the more positive answer or, in general, to the answer that depicts high expectation, desire, goal, knowledge and ability while a decrease in scale value indicates a lower assessment of the above.

7. Participants in the research

The sample of this research depicts the final linking between the two time-phases of the research and finally the participation of those who completed the questionnaires for each phase, successfully. The final sample consists of 11 individuals with the following characteristics:

Main age group: 45-54 with 51,7% participation rate followed by the 35-44 age group with 27,6% participation rate.

- In terms of gender, 22,6% were men, while female participation was higher with a final participation rate of 77,4%
- Regarding the level of education: 25,8 % stated that they hold a certificate of graduation from Lyceum, 38,7% holding a university degree from Higher Education (AEIs/TEIs), 32,3% holding post-graduate titles, while one individual holding a PhD title, participated in the sample as well.
- Regarding the participants profession, 42% of the

participants, which is the highest rate, are working in the field of education, while the remainders are people involved in various professions.

- Finally, apropos the country of residence, the vast majority of the participants (90,3%) live in Greece while the rest were 2 people from America and one from Cyprus. Volos was declared a place of residence from 48.4% of the cases with the rest being distributed to the rest of Greece.

Percentage distribution bar chart (Chart 1-6)

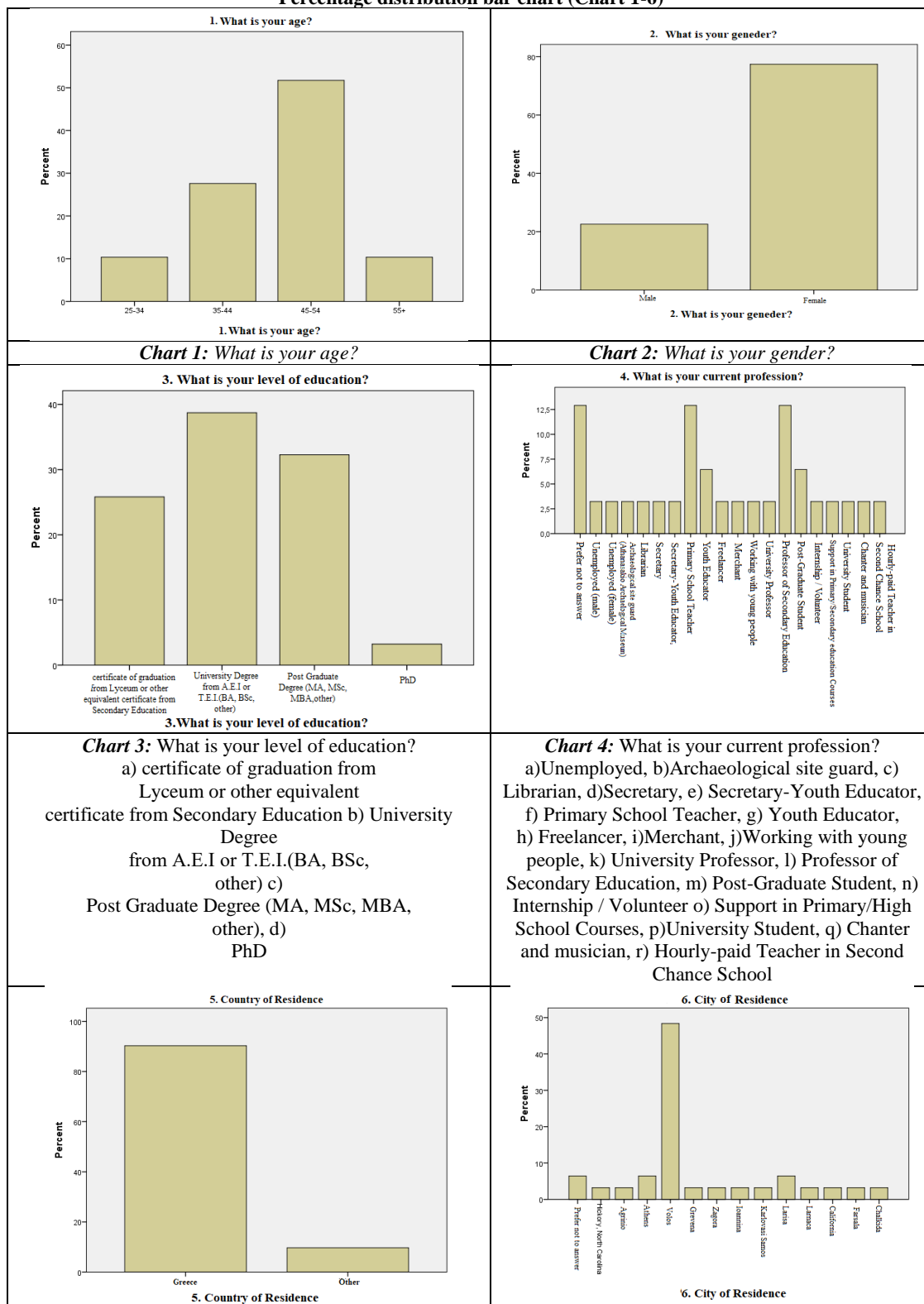


Chart 5: Residence Country

Chart 6: Residence City

8. Results

In the following units, the results of the research are presented. Initially, the evaluation of endeavor is presented in two phases: starting and ending application phase. The presentation is realized by reporting the distribution of answers for each question and each pair of time application following the likert scales. At the same time, supporting graphs are presented and in particular comparative percentage distribution bar charts. In order to make the results more comparable and also to determinate any statistically significant difference in pre and post-procedure assessments, inspection pairwise is applied on average values in the sample. Answers have been matched to each subject placed under inspection in pairs of questions before and after the procedure. The research question essentially examined is: Are there any significant differences in learners' rating regarding their expectations and their final assessment after the intervention has taken place? The presentation of the variables is based on the original structure of the tool. The inspection concerns average value control by applying a t test to paired observations on a level of significance $p = 0,05$. Moreover, answers are monitored irrespective of gender in order to ascertain whether or not there is a different behavior between the two genders. Given that in this case the likert score is used as a continuous variable, the inspection is related to the degree

of dependence of the variables of the questionnaire with parametric t test for independent samples. The level of significance being used again is $p = 0,05$. The analysis of the sample was done using the Statistical Package (SPSS 20).

9.1 Aim – Expectations

In this part of the research, the aim and expectations (pre and post) of the six-month course were investigated. More specifically, the investigation focuses on the motives and expectations of participants in the semester course associated with new knowledge and skills of the subject, skills in information and communication technologies, the certificate of participation, access to educational resources etc which trainees would acquire during their studies. Overall, a general observation that we can draw from the results suggests a high concentration of response rates in the "I am interested" and "I am very interested" options. This shows a high rate of expectations and expected goals but also a high rate of achievement of the original goals and expectations.

Examining the complementary objectives at the time of application of the tool, familiarization with folkloric issues is stated by 61% of those who have declared complementary choices.

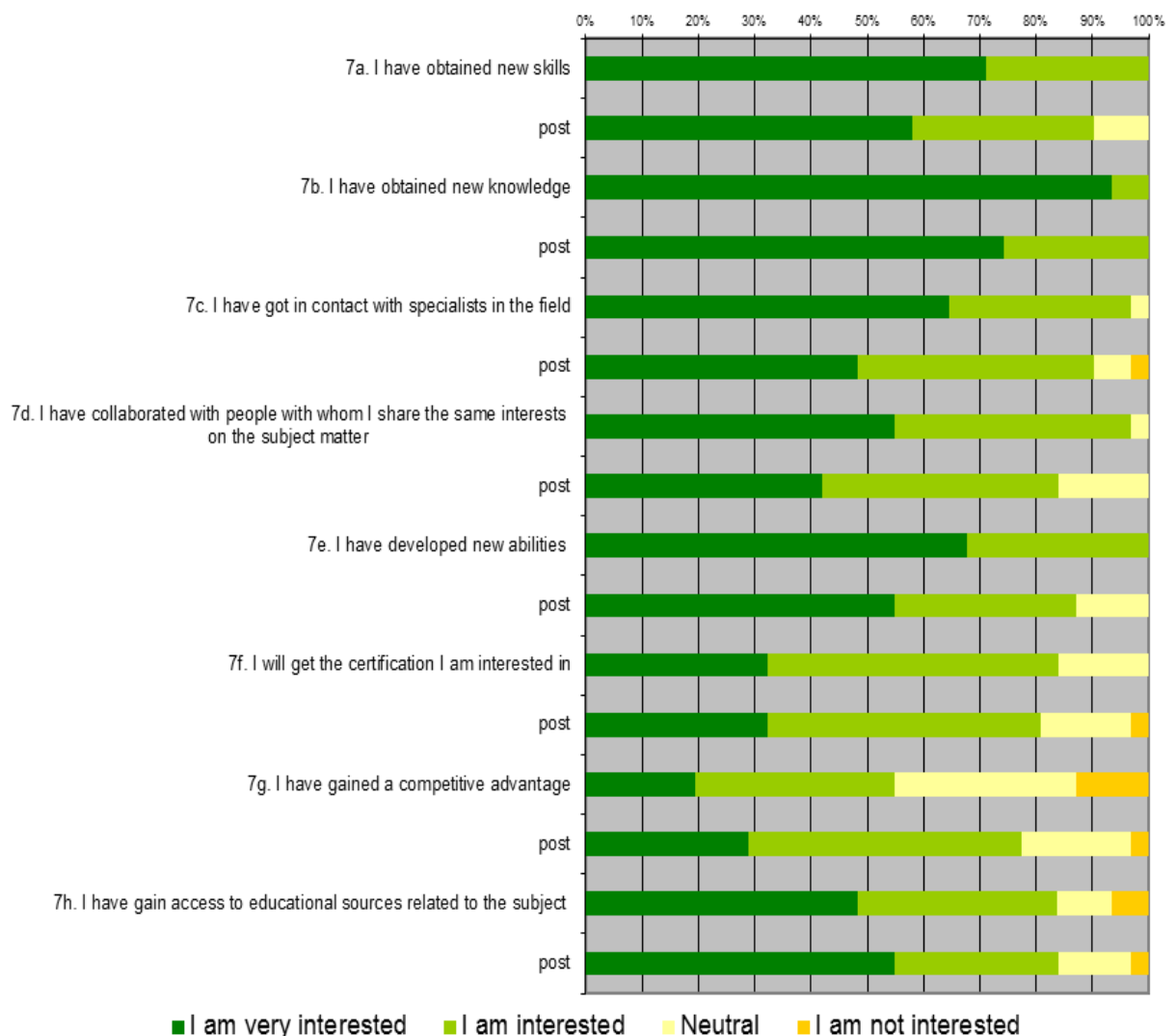


Chart 7: Aim and Expectations

9.2 Additional Aim- Expectations in relation to workplace

Listed below are the complementary aims before and after the procedure related to the utilization of the knowledge

and skills acquired in the training program, in their workplace.

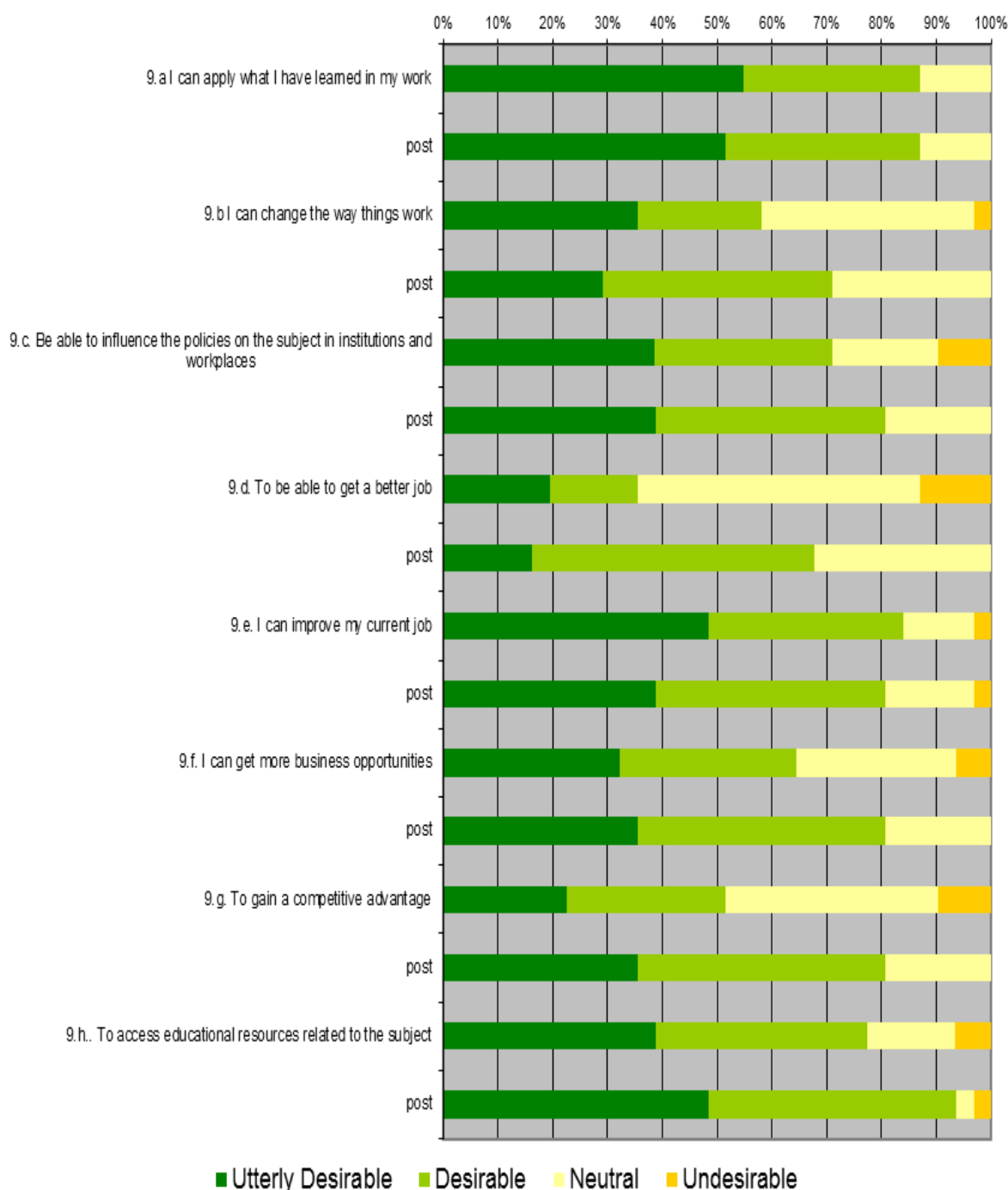


Chart 8: Additional Aim- Expectations in relation to workplace

Again, the overall overview depicts a high concentration of responses to choices that are utterly desirable or desirable, which means that the set of options describes elements that are assessed as important in terms of the aim set by the trainees. An exception is found in the "Find a better job" option where the highest percentage concentration is found in the Neutral option and in the question "To gain a competitive advantage" where the distribution of responses is shared between the choices that express desire and the ones that declare a neutral or a negative position. In the case of the additional choice (other), 9 new proposals were initially stated in terms of acquiring knowledge while after

the process, this statements decreased (3).

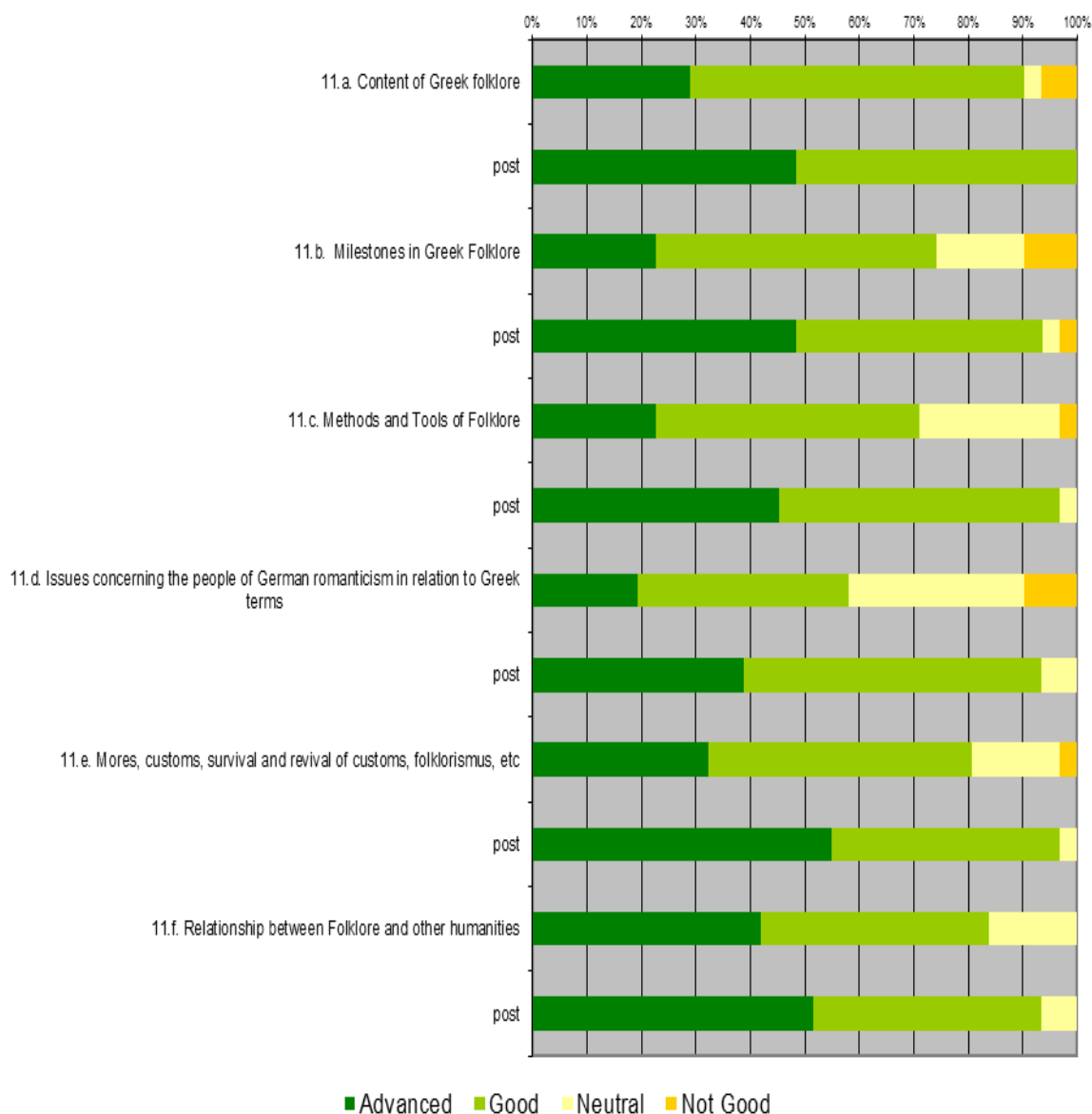
This tendency is similar to the overall picture of a high concentration of responses to the "very good" or "good" choices, which means both the initial and the final stages of the attitude towards the subject matter and the content were positive.

9.3 Exploring the cognitive subject of the course:

In this part of the research were investigated (pre-post), the teaching objects of the six-fortnights of the cognitive subject related to folklore, and are reported in the bar charts in detail.

Table 1: Distribution of frequencies and percentages of individual variables at the initial and final moment regarding the cognitive subjects of the course

	Advanced		Good		Neutral		Not Good	
	N	%	N	%	N	%	N	%
11.a. Content of Greek folklore	9	29,0%	19	61,3%	1	3,2%	2	6,5%
Post	15	48,4%	16	51,6%	0	0,0%	0	0,0%
11.b. Milestones in Greek Folklore	7	22,6%	16	51,6%	5	16,1%	3	9,7%
Post	15	48,4%	14	45,2%	1	3,2%	1	3,2%
11.c. Methods and Tools of Folklore	7	22,6%	15	48,4%	8	25,8%	1	3,2%
Post	14	45,2%	16	51,6%	1	3,2%	0	0,0%
11.d. Issues concerning the people of German Romanticism in relation to Greek terms	6	19,4%	12	38,7%	10	32,3%	3	9,7%
Post	12	38,7%	17	54,8%	2	6,5%	0	0,0%
11.e. Mores, customs, survival and revival of customs, folklorismus, etc	10	32,3%	15	48,4%	5	16,1%	1	3,2%
Post	17	54,8%	13	41,9%	1	3,2%	0	0,0%
11.f. Relationship between Folklore and other humanities	13	41,9%	13	41,9%	5	16,1%	0	0,0%
Post	16	51,6%	13	41,9%	2	6,5%	0	0,0%

**Chart 9:** Investigating aims and expectations regarding the cognitive subject of the course

This tendency is similar to the overall picture of a high concentration of responses to the “very good” or “good” choices, which means both the initial and the final stages of the attitude towards the subject matter and the content were positive.

9.4 Investigation in terms of familiarity with Information and Communication tools (oral literacy)

Finally, assessing the knowledge and skills related to the proposed categories, sample individuals opt for high-level choices, with the highest percentage being concentrated in the “Advanced level” option in most categories.

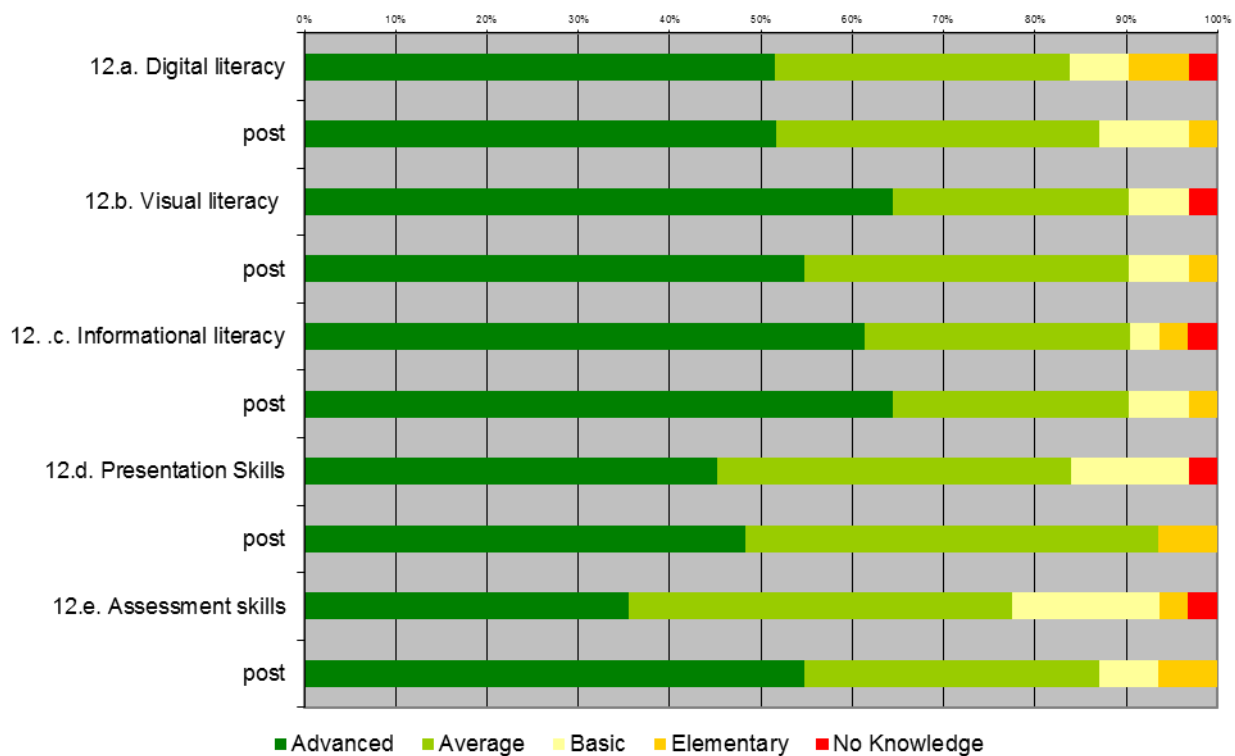


Chart 10: Investigation in terms of familiarity with Information and Communication tools (oral literacy)

10. Comparison of average value responses pairwise

Table 2: Comparison of average value responses pairwise

		MT	N	TA	t	β_e	p
Pair 1	7a. I have obtained new skills	1,2903	31	,46141	-1,880	30	,070
	post	1,5161	31	,67680			
Pair 2	7b. I have obtained new knowledge	1,0645	31	,24973	-2,257	30	,031
	post	1,2581	31	,44480			
Pair 3	7c. I have got in contact with specialists in the field	1,3871	31	,55842	-2,108	30	,043
	post	1,6452	31	,75491			
Pair 4	7d. I have collaborated with people with whom I share the same interests on the subject matter	1,4839	31	,56985	-2,108	30	,043
	post	1,7419	31	,72882			
Pair 5	7e. I have developed new abilities	1,3226	31	,47519	-1,763	30	,088
	post	1,5806	31	,71992			
Pair 6	7f. I will get the certification I am interested in	1,8387	31	,68784	-,494	30	,625
	post	1,9032	31	,78972			
Pair 7	7g. I have gained a competitive advantage	2,3871	31	,95490	2,145	30	,040
	post	1,9677	31	,79515			
Pair 8	7h. I have gained access to educational sources related to the subject	1,7419	31	,89322	,682	30	,500
	post	1,6452	31	,83859			
Pair 9	9.a I can apply what I have learned in my work	1,5806	31	,71992	-,297	30	,768
	post	1,6129	31	,71542			
Pair 10	9.b I can change the way things work	2,0968	31	,94357	,551	30	,586
	post	2,0000	31	,77460			
Pair 11	9.c. Be able to influence the policies on the subject in institutions and workplaces	2,0000	31	1,00000	1,099	30	,280
	post	1,8065	31	,74919			
Pair 12	9.d. To be able to get a better job	2,5806	31	,95827	2,437	30	,021
	post	2,1613	31	,68784			
Pair 13	9.e. I can improve my current job	1,7097	31	,82436	-,812	30	,423
	post	1,8387	31	,82044			

Pair 14	9.f. I can get more business opportunities	2,0968	31	,94357	1,971	30	,058
	post	1,8387	31	,73470			
Pair 15	9.g. To gain a competitive advantage	2,3548	31	,95038	3,376	30	,002
	post	1,8387	31	,73470			
Pair 16	9.h.. To access educational resources related to the subject	1,9032	31	,90755	2,516	30	,017
	post	1,6129	31	,71542			
Pair 17	11.a. Content of Greek folklore	1,8710	31	,76341	2,617	30	,014
	post	1,5161	31	,50800			
Pair 18	11.b. Milestones in Greek Folklore	2,1290	31	,88476	3,376	30	,002
	post	1,6129	31	,71542			
Pair 19	11.c. Methods and Tools of Folklore	2,0968	31	,78972	3,230	30	,003
	post	1,5806	31	,56416			
Pair 20	11.d. Issues concerning the people of German romanticism in relation to Greek terms	2,3226	31	,90874	3,647	30	,001
	post	1,6774	31	,59928			
Pair 21	11.e. Mores, customs, survival and revival of customs, folklorismus, etc	1,9032	31	,78972	2,635	30	,013
	post	1,4839	31	,56985			
Pair 22	11.f. Relationship between Folklore and other humanities	1,7419	31	,72882	1,235	30	,226
	post	1,5484	31	,62390			
Pair 23	12.a. Digital literacy	1,7742	31	1,05545	,941	30	,354
	post	1,6452	31	,79785			
Pair 24	12.b. Visual literacy	1,5161	31	,88961	-,465	30	,645
	post	1,5806	31	,76482			
Pair 25	12. .c. Informational literacy	1,5806	31	,95827	,649	30	,522
	post	1,4839	31	,76902			
Pair 26	12.d. Presentation Skills	1,7742	31	,92050	,849	30	,403
	post	1,6452	31	,79785			
Pair 27	12.e. Assessment skills	1,9677	31	,98265	2,270	30	,031
	post	1,6452	31	,87744			

Looking at the 4-point scale where the value in the range 1-2.5 indicates a high rating with the value of 2.5 denoting the middle of the scale, it follows:

Regarding the stage A of aims and expectations:

Evaluations of all parameters depict a very high level of initial interest. The corresponding middle assessments after the procedure are also in the place of the scale corresponding to high interest as the average of ratings is less than 2.5. A small decrease in rating after the procedure is observed in the option concerning new knowledge contact with specialists in the field, cooperation with people with shared interest and the acquiring of the certificate, this decrease despite being small, is statistically significant. The same does not apply in the case of the option concerning new skills and abilities. Another statistically important improvement is noted in the option concerning a competitive advantage while a non-significant improvement arises in the option related to the access in educational sources.

Regarding the stage B of aims and expectations:

Evaluations of all parameters depict a high level of interest both initially and after the procedure as well. Deterioration in post-action value in contrast to the initial assessment is only observed in the case of the "I can apply that I have

learned" category. The change however, is not statistically significant. In all the other cases, the average assessment reveals an improvement in the initial goals and expectations. Thus, improvement is stated in the view that the individual believes he/she can change the way things work, influence policies, improve his current job, gain opportunities. Again, the above improvement rate is not statistically significant. Improvement is also indicated in options such as getting a better job/ a competitive advantage and accessing educational resources in all cases. In these cases, the improvement is considered statistically significant.

Regarding the stage A of knowledge skills and abilities:

All the data in this section show average ratings related to an improvement in the initial very positive values. These changes are statistically significant in 5 of the 6 cases, resulting in very positive initial assessments being statistically improved even further. The only non-statistically significant change concerns the relationship of folklore with the other sciences, where in comparison of average values the tendency emerged, results to the improvement of the initial values.

Regarding the stage B of knowledge skills and abilities, a similar tendency to improve all the parameters emerges,

which is not statistically significant to the evaluations as a whole. An exception occurs in visual literacy, where the evaluation remains stable with respect to the original, but it is already placed at a very positive level.

11. Qualitative research

During the implementation of the semester course also evaluated with a quantitative research, a fieldwork research/diary of teaching methods was conducted. From the notes held in the analytical diaries and the videos of the lessons, it emerged that the trainees actively participated in the educational process according to the requirements of the program. This is evidenced by their participation in the platform as well as by the fact that they watched the video lessons on the platform. The participants reacted positively to the alternation of teachers every fortnight, the alternative enriched educational material and the possibility of attending the two-hour lesson either live or remotely via Youtube live with the possibility to intervene (online chat) or later on Youtube through a link provided on the moodle platform. It was also important for the participants, that they were given the opportunity to choose among three separate examination periods the one which was more appropriate for them. Concerning the cognitive subject all the required by the curriculum topics were covered. During the fieldwork research, there was a significant participation. Regarding the digital participation of learners (discussions on moodle platform, monitoring statistics, static YouTube, discussions on YouTube on-line chat) there was a decrease in the participation rate in the discussions as the end of each fortnight of the semester course was approaching. Possible mandatory engagement activities would increase learners' participation.

12. Conclusions

The conclusions emerged from the quantitative and qualitative research for the semester course: "Introduction to Ethnography" are related to the results mentioned above. More specifically, in the research (pre and post time), 31 trainees participated in a total of 65 enrolled in both phases (before and after). Interestingly, according to the demographic data, 77.4% of the research participants were women and only 22.6% were men. The proportion of higher education graduates was also high (38.7%) as well as of those with postgraduate studies (32.3%). The percentage of teachers participating in the semester program (42.2%) was also high. Finally, in relation to the residence of the participants, the overwhelming percentage of the participants came from Volos (48.4%) while the remaining percentage is distributed in many cities in Greece and only a small percentage is related to the Cyprus and America. In the part of the research, referring to the participants' goals and expectations (pre post) i.e., why they attended the semester course and this is related to new knowledge and skills of the cognitive subject, information and communication technologies skills, certificates of participation, access to educational resources, etc. that the trainees would acquire during the course of study, a high concentration of response rates in the "I am interested" and "I am very interested" was observed. This shows a high rate of expectations and expected goals but also a high rate of achievement of the original goals and expectations. Examining the complementary goals before and after the procedure related to the utilization of the knowledge and

skills acquired in the educational program, in their workplace. The results of the survey again show a high concentration of responses to the "utterly desirable" or "desirable" options which means that the set of options describes elements that are assessed as important in terms of the aim set by the trainees. An exception can be found in the options related to getting a better job where lower rates are recorded, meaning that learners primary goal was not to be able to get a better job through the training program.

In the fourth section, the participants' opinions regarding the cognitive subjects of the six fortnights related to related to folklore (introductory topics) are recorded.

The results of the research show a significant increase in the interest of the participants after the e-learning teaching interventions in all teaching subjects, which shows the students' interest in the teaching subjects that would lay the foundations for the next semester.

In the last section of the research related to the use of information and communication technologies due to the involvement of learners with digital learning tools, again the overall picture portrays a high concentration of responses to the "advanced" or "medium" options, which means that the set of options describes elements that are assessed as important in terms of the aim set by the trainees.

Combined with the qualitative data of the survey, the trainees are massively involved in semester, coming from many cities in Greece. Initially, more than 100 trainers were enrolled, they were stabilized at 80 at the beginning of the course and finally only 65 of them have successfully completed the program. The fact that the trainees were massively and actively involved in the courses, which required physical attendance, following each fortnight is noticeable, as well as the fact that they reviewed the recorded video of each session as a revision.

Finally, the trainees reacted positively to organizing their own time and way of study (a key feature of e-learning programs), accessing multiple educational materials and having a variety of options for accessing and distributing learning material and of learning processes as well (weekly quizzes and final examinations). Certainly the next stage of research concerning the second semester of the program as well as the revision of the first semester (Second circle) will be interesting to be associated with this research. It will also be possible in the future to further assess the effectiveness of the e-learning course of the first semester, especially in terms of the knowledge and skills acquired by the trainees, so that they can continue their studies in the following semesters of the program.

13. Special Thanks

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