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## Section 1. Study of art

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### **"WHERE DO WE GET SUCH MEN?" THE KOREAN WAR AND THE BRIDGES OF TOKO-RI**

**Abstract.** The cinema of war has long played an important role in galvanizing public sentiment. It has been deployed to memorialize moments of national heroism and to critique episodes of national shame. Unlike other American wars, including everything from the Civil War to the recent War on Terror, the Korean War has received little cinematic attention. Although there are films that address it, the war has not been the subject of sustained cinematic attention. This paper engages one of the most famous documents of the war, *The Bridges of Toko-Ri*, examining how the ideological content of this film exposes some of the reasons why the war has not been the subject of greater American reflection.

**Key Words:** War, Korean War, Toko-Ri, memory.

By almost every indication, the Korean War (1950–1953) was not a great success for the United States. Along with the Vietnam War, the long military engagement to stop Communist influence from spreading through Korea was one of questionable design and execution. At every step of the way, both at home and in Korea, US intervention was repeatedly questioned. As the U.S. government poured more and more money into the war effort, rising unemployment and skyrocketing inflation at home left many American citizens feeling ignored. At same time, Koreans felt that the intervention did not represent their personal interests. Convinced that the U.S. saw Korea primarily as a source of profit, many Koreans feared what would become of their country. In attempting to engage with the complicated history of this war, both as it advanced on the ground and as it evolved in the consciousness and memory

of the nations who fought it, the cinema emerges as a fertile ground for investigation. This is because war films have historically provided insight into the collective understanding of historical events, giving visual formulas for the ideological suppositions that undergird national policy and reflection. Most American films from this period romanticize the war, painting the American nation as a superpower that could easily overpower the Communists and the war as a simple demonstration of America's omniscient military power. In these films, beneath the imagery and dialogue that constructs the plot, the ideology of American exceptionalism and moral superiority is discernable. Armed with devastating technologies and an endless supply of loyal soldiers, free to go wherever they wish and do whatever they want, American films about the Korean War illustrate American patriotism, even in the face of a war that

was far from successful. This memorializing of the war stands in stark contrast to Korean films, in which the US and China are often depicted as enemies who were distrusting and disrespectful to Korean history.

In analyzing the history of American films about the Korean War, an important fact emerges. Compared to other major American military engagements, from the Civil War to the war on terror, the Korean conflict is cinematically underrepresented. Comparatively fewer films exist about this war. Of those that do exist, one of the most important is *The Bridges at Toko-Ri*. Based on James A. Michener's novel, this film upends the traditional narrative of the war. Rather than depict American involvement in Korea as a noble stand against Communism, *Toko-Ri* challenges the rationale of war and presents a vision of American futility. The film centers on an unwilling soldier who is sent to fight for a cause he does not understand or believe in. The central character of the film is Harry Brubaker, a successful lawyer and Naval Reserve pilot who is conscripted into the war. Brubaker resents leaving behind his wife and career in order to participate in a war that he cannot comprehend. The climactic element of the film is the attack on the set of bridges at Toko-Ri that serve as important supply lines for the Korean army. The mission is a dangerous one, and the American military fully expects many of the pilots to be shot down in the attack. Miraculously, all of the pilots make it through the barrage of anti-aircraft. The bridges are destroyed. However, following this attack, Brubaker is shot down as the squadron attacks a secondary target. Brubaker is forced to make a crash landing. In the end, Brubaker and the crew who are sent to rescue him are all killed, reinforcing the overall message of the film that American participation in the war was futile. Good and honorable men like Brubaker, the film maintains, were sacrificed in service of meaningless objectives. The navy succeeds in blowing up the bridges, but the war does not conclude in American favor. The soldiers who complete the mission pay with their lives. The conclusion and subsequent ar-

mistice meant that North Korea was left untouched, and the Communist influence lives on today. Although the unwillingness of movie is clearly exaggerated for dramatic effect, it had more than a kernel of truth in regards to what was actually happening during the war.

Many of the retrospective cinematic repetitions of the Korean war are informed by the subsequent history of American military engagement. Looking back at Korea, representations of its meaning are colored by other American failures, most notably Vietnam, but also the series of proxy wars that the U.S. has fought. The underlying cause of American defeat has remained consistent from one unsuccessful military venture to the next: the U.S. was unprepared to face what was coming. One of the most prominent examples of took place when Truman ordered a naval blockade after North Korea invaded South Korea. The Navy declined to implement this order, since it had nowhere near the number of ships required. The situation was so dire that Sherman tanks from World War II battlefields had to be retrieved, recycled, and shipped to Korea. Other tanks were pulled from display. Soldiers were sent to the front lines with guns in need of maintenance. Eventually, the United States was bailed out by the U.N., which sent its own tanks, which were newer and more effective in battle. This headfirst attitude cost the U.S. a lot of strategic ground and is the primary reason why Communism continues to inhabit a small sphere of influence in North Korea. More surprisingly, the usually efficient and orderly American military continued the same pattern in Vietnam.

*Toko-Ri* represents the strongest evidence that the Korean War didn't formally end, despite the armistice. Recently, Rep. Ro Khanna proposed a bill to formally end the war [1], a move that was seen as necessary, given that the two Korean countries continue to spar, even after both countries were able to communicate at the 2018 Korean Winter Olympics. North Korea's consistent human rights and civil liberties violations, especially in light of recent nuclear

tests, have given the U.N. enough cause to increase trade sanctions, and other countries have echoed similar thoughts.

As it has lingered in the American imagination, the Korean War has continued to evolve. The memory of it has been shaped, not only by ongoing political tensions between the U.S. and North Korea, but also by the reception American veterans of the war have received. Most veterans were not appreciated for their work[2], with many not even understanding the purpose of the war. When these veterans returned, suitably expecting the same benefits as previous World War II veterans, President Eisenhower had just announced a \$279 million dollar cut to the Veterans Administration, and veterans looking for jobs received practically no assistance. Witnessing the failure of its intervention, the American government (and American society more broadly) simply decided to erase the war from popular history. *Toko-Ri* highlights these points, most notably when the general learns of the soldiers' deaths. In the fact of this human sacrifice, he asks if they succeeded in their mission, ignoring that three lives have been taken. The loss of these soldiers is amplified when the viewer reflects on those scenes in which the Brubaker's wife is shown. The death of each soldier amounts to the destruction of a family — something the film is consistently mindful of in the moments that it reflects on the general's loss of his own son. This brings the definition of expendability to a new level of ignorance. It's truly sad to see that an entire group of veterans has been pushed aside.

Because of its slow erasure from history, a process that has taken place, as we have seen largely through the systematic avoidance of it as subject of popular representation, the general public possesses little understanding of the Korean War. This applies to more than just the U. S. In China, textbook censorship[3] has completely changed how history is defined and recorded. In the case of Korea, Chinese educational materials falsely maintain that America attempted to invade North Korea as the first move in the war.

America was forced to sign the armistice, and the Chinese Volunteer Army disbanded because there was no need for it anymore.

Given the evidence of its erasure, a question arises. Why has the Korean War been forgotten while other wars have not been? At the time of the war, many people thought of the Koreans as a nuisance. They viewed the war as a desperate cry for help on the part of the Koreans, rather than an American intervention. The chief reason why the war has been considered a defeat is because the U.S. did not attain its objectives, one unified Korea with a strong democracy. Instead, the Korean Peninsula continues to stay split, and the controversy around North Korea today makes the failure of the war effort more glaring. As a result, attempts to recuperate the war through cinematic representation, rewriting it as an episode in the long-term success of American valor and political supremacy have been thwarted by the failure of contemporary history to provide retrospective agency to such a project. Although the U.S. was also arguably defeated in its next war, Vietnam has not become a major security threat to the U. S. As such, the war can be subject to moralizing critiques that focus on its failures because those failures are not part of the contemporary political landscape. Communism there is less teething than in Korea. The U. S. is also continually worried that North Korea will eventually strike, and the easiest target would undoubtedly be Seoul, South Korea's capital city, and from there it would be their strategical advantage. South Korea is also important to the U.S., aiding the U.S. in every war since the Iraq War. South Korea is a major trade partner for the U.S. and a frequent purchaser of military technology, notably Seahawk helicopters, which it acquired in August 2019 for \$800 million.

From the Korean perspective, the U.S. and China were meddling superpowers that didn't care as much about the land as cared about the strategical location and profits they could attain from it. The U. S. claimed high moral ground by stating they couldn't

permit Communism to creep across Europe and Asia, but in truth, the methods they used had nothing to do with effectively stopping Communism. The constant bombing of Korea's cities and factories recalls the tactics employed by the Germans in WWII and prosecuted at the Nuremberg Trials. The remaining Nazis were held responsible for a number of crimes, including bombing civilian-rich areas. Although the U.S. was supposed to have been fighting alongside Korea and the U.N., the bombing meant many Koreans were not in line with the support they received.

The explicit role of the war film is to promote the war effort and see how dedicated soldiers fight relentlessly for national honor in the face of terrible circumstances. *Toko-Ri* does this, just in subtle ways. At every frame of the movie, there is a demonstration of new technology being used — the slick new

jets are just one example. The bigger message of the movie does not detract from this, since it highlights the humanity of the soldier and not the failing or limitations of the technology. People inherently like to see that their taxpayer money is being put to good use, such as a new highway, and when audiences saw the heroics *Toko-Ri* tried to pull, it not only satisfied taxpayers but encourages the government to increase funding. A war film also strengthens cultural memory. A movie such *The Boy in The Striped Pajamas* inspires a tear-jerking response, while *Forrest Gump's* Vietnam War plot takes readers on a rollercoaster of emotions. These emotions provoke memory, and they are what make a war film different from an action movie with endless violence. War is painful and slow, and the films from the genre do their utmost to respect the authenticity.

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## OPERA HERITAGE OF UKRAINIAN COMPOSER VITALIY KYREYKO IN THEATRE AND STAGE EMBODIMENTS OF HIS OPERA 'THE FOREST SONG'

**Abstract.** This article is devoted to the theatrical body of work by outstanding Ukrainian composer Vitaliy Kyreyko, particularly his five operas of different genres. The special attention was brought to the V. Kyreyko's drama-extravaganza 'The Forest Song', based on poem of the same name by Lesya Ukrainka and its stage history. It was also revealed the significance of Vitaliy Kyreyko's opera art heritage.

**Keywords:** composer Vitaliy Kyreyko, opera 'Forest song', Ukrainian culture.

It is particularly essential these days to discover more about national culture and its creators including our contemporaries. One of the outstanding representatives of Ukrainian classical music is Vitaliy D. Kyreyko (1926–2016), who did not only looked for the inspiration in national musical motives, but generalized folklore people's heritage. Composer's legacy occupies a worthy place in Ukrainian culture and his works in theatrical genre still need further analysis by art critics as well as new embodiments by stage directors. The problem of the lack of proper attention to the Vitaliy Kyreyko's large body of work of different genres and musical forms is, in particular, that most of them have not been published and are kept in manuscripts until today, which raises the question of the need to disclose the composer's art legacy.

The analysis of the stage interpretations of Vitaliy Kyreyko's body of work in musical theatre is not fully sufficient and inadequately substantiated, which led to the decision to research this particularly important aspect.

The composer's body of work for theatre includes five operas and four ballets, the primary sources of which are based on classical works of Ukrainian writ-

ers and uprise existential philosophical questions and show true feelings and values, which are stronger than life or death. Among these works are: drama-extravaganza 'The Forest Song' by Lesya Ukrainka's poem of the same name, romantic drama 'On Sunday morning...' by O. Kobylanska's novel, grotesque and satirical opera-extravaganza 'Marco in Hell' based on the I. Kocherga's play of the same name, the chamber comic opera 'Vernissage at the Fair' based on the humorous novella 'The Soldier's Portrait' by G. Kvitka-Osnovyanenko and the dramatic opera 'Boyarynya' based on the eponymous work of Lesya Ukrainka; four ballets: 'Shadows of Forgotten Ancestors' based on the eponymous novel by M. Kotsyubynsky, 'The Witch' based on the poem by Taras Shevchenko, 'Orgy' based on the drama by Lesya Ukrainka and 'The Sun Stone' based on the legends of the Donetsk region.

The first opera of the composer 'The Forest song' (1957) became iconic not only as a part of his art heritage, but for the history of Ukrainian musical culture in general. Composer followed the poetic text of Lesya Ukrainka and wrote his own libretto. V. Kyreyko was interested in the main conflict of the art piece which is the choice between everyday

existence and high poetic life, the inseparable connection of human with nature.

The premiere of 'The Forest Song' took place in 1958 on the stage of the Lviv Opera and Ballet Theatre named by Ivan Franko (conductor – Yaroslav Voshchak, director – Borys Tyahno, set designer – Fedir Nirod). It stayed in the theatre's repertoire for more than ten years. The artistic crew managed to implement opera in the traditional way by creating the huge and detailed scenery, singers convincingly depicted opera's characters. However, according to some critical reviews, the composer's poetic music did not go well with too much of a decorativeness and picturesque nonpoetic scenography.

Another same opera embodiment in the year of 1958 was produced on the Opera studio stage of Kyiv state conservatory named by P. I. Tchaikovsky. The artistic team of conductor Yakov Karasyk, director Oleksandr Kolodub and set designer Dmytro Kulbak was able to reproduce the events of each opera episode in a naturalistic detailed way. The director carefully controlled every part of set design and each *mise-en-scène* was created in detail according to the musical accents and actor's moves, special attention was brought to the big genre scenes.

The composer himself praised the stage embodiments, especially the choral and ballet scenes, detail of the set scenery of the both performances. He noted, that directors managed to read Lesya Ukrainka's idea and accurately embody it on stage.

The third staging in the history of this opera took place on the same stage of Kyiv state conservatory named by P. I. Tchaikovsky in 1999. According to the director Valery Kurbanov, he relied on the method of 'transformation' by outstanding Ukrainian director of XX century Les Kurbas. This method stays on the principle of replacing the life phenomenon with an artistic one. Director Vitaliy Kurbanov, set designer Oleksiy Havrysh, choreographer Vyacheslav Vitkovsky and costume designer Yulia Stalevska as a production team tried to read the opera in a different way than it was made in two previous stagings by

putting the main accent on the actors and simplifying all the set around them.

But, according to Vitaliy Kyreyko himself, chosen stage techniques and stylistics such as simplicity of costumes and scenery, specific director's shortened versions of the scenes contradicted the philosophical idea of Lesya Ukrainka, so composer was not satisfied with this performance. Although it had a big success among the audience and art critics.

After the big success of his first opera, V. Kyreyko started working on the drama 'On Sunday morning' (it was finished in 1965). The librettist M. Zotsenko and composer V. Kyreyko implemented several corrections to the O. Kobylanska's primary text regarding the chronology of events and their number (the plot-lines were shortened), but preserved much of the original text in duet scenes and solo numbers. To show the tragedy and mysticism of the action, the composer found expressive musical means of expression in character's lines and orchestral palette. In depicting contrasting scenes, images and feelings of the heroes, V. Kyreyko used the variety of structural and genre forms, such as arias, ariosos, songs, duets, trios, quartets, recitatives, lullabies, dances. The opera has expressive vocal parts with a leitmotif structure and laid down national melody, based on national (Ukrainian, Gypsy and Hungarian) folklore samples.

Thus, it can be seen that the leading theme in the aesthetic and stylistic perception of the composer was the theme of devotion to the poetic dream and sincere feelings through the fate and folklore basis of drama.

The third V. Kyreyko's opera 'Marco in Hell' based on a satirical play by I. Kocherga, was written in 1966. Popular for world literature mythological plot about travels to the afterlife has a special place in national culture. Turning the primary source to the opera libretto (composer wrote libretto for the opera himself), V. Kyreyko implemented changes to the scenes, added more action to the plot, some dance episodes, significantly reduced the number

of characters. The opera, same as satirical plot of I. Kocherga's play, has the division into two worlds: real and fantastic. In the fantastic world everything is depicted in the satirical grotesque form (the main genre of the opera). The characters are also divided into the real ones (Marko, Marysya) and fantastic ones (Tin (Shadow), Devil, Lilith and others). This opera was never staged until today.

In the chamber comic opera 'Vernissage at the Fair' (1985), based on the comic novel by H. Kvitka-Osnovyanenko 'Saldatskyi patret' (libretto by Edward and Nadia Yaworski) authors mock human vices due to the problem of ignorance and inability to read and recognize real art. Preserving the authenticity of the primary literature source, opera has rural vocabulary with dialectisms, and composer also reproduced it in musical recitatives and divided characters into the positive (Kuzma, Domakha, Zozulya) and negative (Soldier, Gunko, Tereshko).

Composer's last opera 'Boyarynya' (2003, libretto by V. Turkevych) based on the eponymous Lesya Ukrainka's drama of the same name, raises the subject of national Ukrainian struggle for independence in the late seventeenth century. The art piece also presents two opposing realities: free Cossack's life and the world of Russian oppression. Through the lens of love drama of the couple Oksana and Stepan, opera reflects the idea of the need of Ukrainian people to struggle for freedom and dignity, and, despite the death of the main character Oksana (Boyarynya) in the finale, affirms the belief of further need of fight for national independence.

In his five operas, composer expressed himself in such a different theatrical genres as romantic drama, romantic ballet, drama extravaganza, satirical and chamber comic opera. In each of the directions of theatrical and stage drama, author managed to reveal the underlying philosophical and satirical subtexts of primary sources.

The results of exploring Vitaliy Kyreyko's musical and stage creation revealed that the characteristic feature of his operas is the tendency to express various dramatic situations reflected in the juxtaposition of opposite worlds in which the characters live. This leads heroes to the constant need to choose between good and evil, in both external and internal struggles. In dramatic construction of the pieces, this was shown by the presence of several contrasting storylines, as well as the distinctive duality of the character's inner world.

First premiere of the composer's opera-debut 'Forest song' in 1958 brought fame to his name and showed the poetic world of fictional characters on the stage through not only beautiful primary source but very bright Vitaliy Kyreyko's music. Two other stagings in 1958 and 1999 years were also highly accepted by art critics and public. This opera took a huge place in Ukrainian musical heritage and became a big step in a national opera art history.

It is considered important for V. Kyreyko's theatrical opuses, which reflect national literary classics, to get new implementations on the Ukrainian opera stages.

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## Section 2. Psychology

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### MENTAL HEALTH AND BEHAVIORAL RISKS AMONG HIGH SCHOOL STUDENTS

#### Abstract.

**Objective:** This study aims to 1) examine the predictors of Plan for Suicide Attempts 2) build a predictive model for Plan for Suicide Attempts using logistic regression model.

**Methods:** Youth Risk Behavior Surveillance System (YRBSS) 2019 data were used for this study. All the participants who were eligible were randomly assigned into 2 groups: training sample and testing sample. Receiver operating characteristic (ROC) were calculated.

**Results:** About 15.15% of 7271 high school students had at least a plan for suicide attempts, about 18.97% among the female and 10.92% among the male.

According to the logistic regression, Q2 (gender), QN23 (During the past 12 months, have you ever been bullied on school property?), QNOBESE (Percentage of students who had obesity (students who were  $\geq$  95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts)), Q31 (How old were you when you first tried cigarette smoking, even one or two puffs?), Q41 (During the past 30 days, on how many days did you have at least one drink of alcohol?), Q47 (During the past 30 days, how many times did you use marijuana?), Q64 (The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy?) were significantly associated with the Plan for Suicide Attempts in the high school students.

The area under curve was 0.683. The optional cutoff time is 0.57. The mis-classification error was 0.153. The sensitivity rate is about 6% and the specificity is 99.1%.

**Conclusions:** In this study, we identified several important predictors for plan for suicide attempts e.g., gender, been bullied, obesity, smoking, drinking status and sexual behaviors.

**Key Words:** Mental health, behavioral risk, suicide attemp, model, logistic regression, ROC.

#### 1. Instruction

Teen suicide has caused increasing alarm in recent years for school counselors worldwide. According to the World Health Organization (2000), suicide is among the top five causes of death worldwide in the

15–19 year age group. In many countries, it ranks first or second as cause of mortality. In the United States, the teen suicide rate has tripled over the last thirty-five years, and it is considered the second leading cause of death among 15–19 year-olds [1].

During 2009–2019, prevalence of suicide attempts increased overall and among female, non-Hispanic white, non-Hispanic black, and 12th-grade students [2].

In this study, we aim to 1) examine the predictors of the having a plan for suicide attempts at high school 2) build a predictive model for having a plan for suicide attempts using logistic regression model.

## 2. Data and Methods

### Data

Youth Risk Behavior Surveillance System (YRBSS) 2019 data were used for this study.

The YRBSS was developed in 1990 to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States.

### Models

We also used logistic regression models to calculate the predicted risk. Logistic regression is a part of a category of statistical models called generalized linear models, and it allows one to predict a discrete outcome from a set of variables that may be continuous, discrete, dichotomous, or a combination of these. Typically, the dependent variable is dichotomous and the independent variables are either categorical or continuous.

The logistic regression model can be expressed with the formula:

$$\ln(P/(1-P)) = \beta_0 + \beta_1 * X_1 + \beta_2 * X_2 + \dots + \beta_n * X_n$$

### Model evaluation

The discriminatory ability — the capacity of the model to separate cases from non-cases, with 1.0 and 0.5 meaning perfect and random discrimination, respectively— was determined using receiver operating characteristic (ROC) curve analysis. ROC curves are commonly used to summarize the diagnostic accuracy of risk models and to assess the improvements made to such models that are gained from adding other risk factors.

### Variables

The outcome variable is percentage of students who had a plan for suicide attempts (Percentage of students who made a plan about how they would attempt suicide (during the 12 months before the survey)) based on QN27.

## 3. Results

About 15.15% of 7271 high school students had at least a plan for suicide attempts, about 18.97% among the female and 10.92% among the male.

Basically, a corrgram is a graphical representation of the cells of a matrix of correlations. The idea is to display the pattern of correlations in terms of their signs and magnitudes using visual thinning and correlation-based variable ordering. Moreover, the cells of the matrix can be shaded or colored to show the correlation value. The positive correlations are shown in blue, while the negative correlations are shown in red; the darker the hue, the greater the magnitude of the correlation.

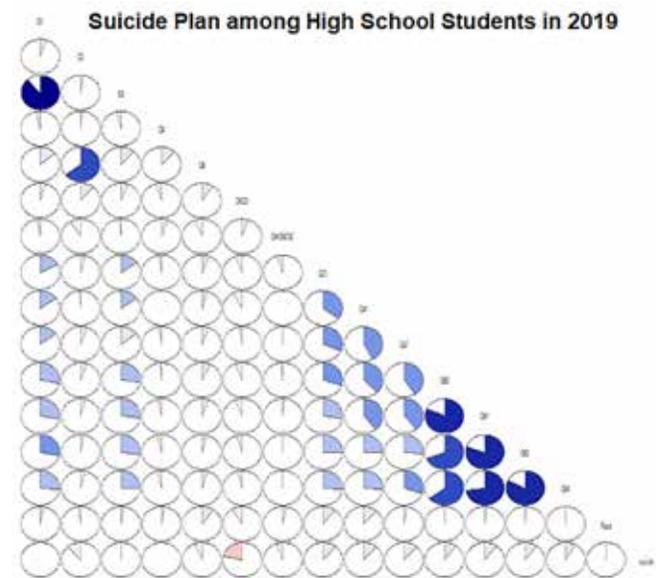


Figure 1. Matrix of correlations between variables

According to the logistic regression, Q2, QN23 (During the past 12 months, have you ever been bullied on school property?), QNOBESE (Percentage of students who had obesity (students who were  $\geq$  95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts)), Q31 (How old were you when you

first tried cigarette smoking, even one or two puffs?), Q41 (During the past 30 days, on how many days did you have at least one drink of alcohol?), Q47 (During the past 30 days, how many times did you use marijuana?), Q64 (The last time you had sexual in-

tercourse, what one method did you or your partner use to prevent pregnancy?) were significantly associated with the Plan for Suicide Attempts in the high school students.

Table 1. – Logistic Regression for having a plan for suicide attempts

<b>1</b>	<b>Estimate</b>	<b>Std. Error</b>	<b>z value</b>	<b>Pr(&gt; z )</b>	<b>6</b>
(Intercept)	-1.577	0.809	-1.949	0.051	.
Q1	-0.091	0.062	-1.455	0.146	
factor(Q2)2	-0.697	0.097	-7.174	0.000	***
factor(Q3)2	0.134	0.114	1.172	0.241	
factor(Q3)3	0.100	0.157	0.636	0.525	
factor(Q3)4	0.201	0.207	0.971	0.331	
factor(Q3)5	-9.852	226.300	-0.044	0.965	
factor(Q4)2	-0.062	0.101	-0.618	0.537	
factor(Race)2	0.441	0.252	1.751	0.080	.
factor(Race)3	0.004	0.227	0.020	0.984	
factor(Race)4	-0.372	0.362	-1.027	0.304	
factor(Race)5	-0.110	0.212	-0.520	0.603	
Q6	0.796	0.475	1.676	0.094	.
factor(QN23)2	-1.105	0.076	-14.469	< 2e-16	***
factor(QNOBESE)2	-0.433	0.093	-4.635	0.000	***
factor(Q31)2	0.866	0.220	3.945	0.000	***
factor(Q31)3	-0.102	0.271	-0.377	0.706	
factor(Q31)4	0.803	0.171	4.700	0.000	***
factor(Q31)5	0.747	0.130	5.731	0.000	***
factor(Q31)6	0.200	0.140	1.430	0.153	
factor(Q31)7	-0.117	0.272	-0.430	0.667	
factor(Q41)2	0.293	0.094	3.133	0.002	**
factor(Q41)3	0.376	0.129	2.921	0.003	**
factor(Q41)4	-0.001	0.188	-0.005	0.996	
factor(Q41)5	-0.063	0.273	-0.229	0.819	
factor(Q41)6	-0.198	0.573	-0.345	0.730	
factor(Q41)7	0.675	0.527	1.279	0.201	
factor(Q47)2	0.301	0.126	2.377	0.017	*
factor(Q47)3	0.423	0.149	2.834	0.005	**
factor(Q47)4	0.294	0.196	1.501	0.133	
factor(Q47)5	0.530	0.207	2.567	0.010	*
factor(Q47)6	0.447	0.191	2.335	0.020	*
factor(Q60)2	-0.674	0.652	-1.033	0.302	

factor(Q60)3	-0.714	0.659	-1.084	0.278	
factor(Q60)4	-0.883	0.666	-1.326	0.185	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
factor(Q60)5	-0.429	0.667	-0.643	0.520	
factor(Q60)6	-0.922	0.693	-1.330	0.183	
factor(Q60)7	-0.691	0.621	-1.113	0.266	
factor(Q61)2	0.768	0.588	1.306	0.192	
factor(Q61)3	0.914	0.583	1.568	0.117	
factor(Q61)4	0.832	0.589	1.413	0.158	
factor(Q61)5	0.690	0.648	1.064	0.287	
factor(Q61)6	1.095	0.773	1.417	0.157	
factor(Q61)7	0.304	1.421	0.214	0.831	
factor(Q62)2	0.061	0.145	0.423	0.672	
factor(Q64)2	0.694	0.316	2.197	0.028	*
factor(Q64)3	0.004	0.316	0.011	0.991	
factor(Q64)4	0.054	0.302	0.180	0.857	
factor(Q64)5	0.111	0.388	0.285	0.776	
factor(Q64)6	0.388	0.419	0.924	0.355	
factor(Q64)7	0.277	0.330	0.839	0.402	

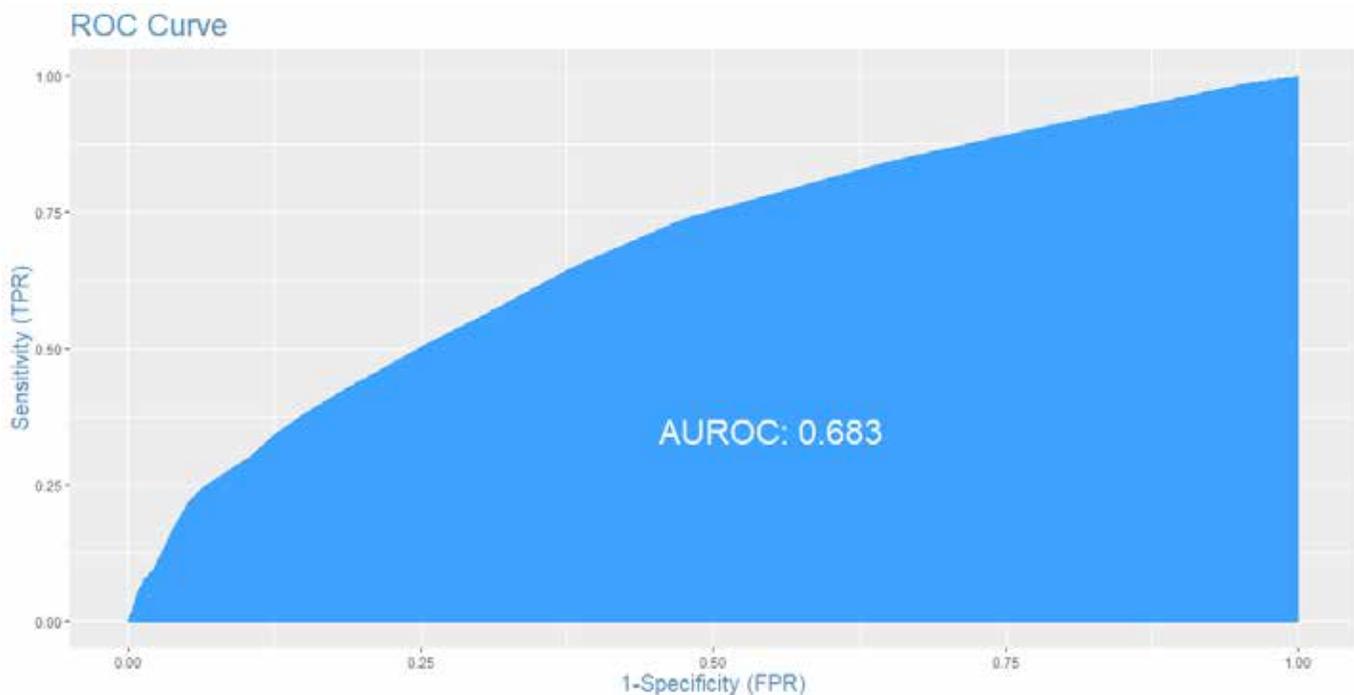


Figure 2. ROC in testing sample for Logistic Regression

The area under curve was 0.683. The optional cutoff time is 0.57. The mis-classification error was 0.153. The sensitivity rate is about 6% and the specificity is 99.1%.

Cut-off	sensitivity	specificity
0.3	26%	92%
0.5	8%	98%
0.7	1.4%	99.7%

**4. Discussions**

Among high school-aged youths (14–18 years), 2,039 suicides occurred that year, making it the second leading cause of death for this age group after unintentional injuries (n = 2,590). Suicide accounted for approximately 33.9% or approximately one of every three injury-related deaths among this age group [3]. Regarding differences by race/ethnicity, black students had the highest prevalence estimates for attempted suicide. Factors at the individual, relationship, community, and societal levels likely contribute to the differences in suicide attempts among different racial/ethnic groups and sexual minority youths and the differences observed by sex and grade [4].

About 15.15% of 7271 high school students had at least a plan for suicide attempts, about 18.97% among the female and 10.92% among the male.

According to the logistic regression, Q2 (gender), QN23 (During the past 12 months, have you ever been bullied on school property?), QNOBESE (Percentage of students who had obesity (students who were >= 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts)), Q31 (How old were you when you first tried cigarette smoking, even one or two puffs?), Q41 (During the past 30 days, on how many days did you have at least one drink of alcohol?), Q47 (During the past 30 days, how many times did you use marijuana?), Q64 (The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy?) were significantly associated with the Plan for Suicide Attempts in the high school students.

The area under curve was 0.6339. The optional cutoff time is 0.494. The mis-classification error was 0.153. The sensitivity rate is about 1.2% and the specificity is 99.96%.

In this study, we identified several important predictors for plan for suicide attempts e.g., gender, been bullied, obesity, smoking, drinking status and sexual behaviors.

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## **FACTORS ACTIVATING INTERPRETIVE AND RE-INTERPRETIVE PROCESSES**

**Abstract.** Within the psychological-hermeneutic approach, the narrative construction of experience is presented as the basis for discursive technologies; such construction includes textual objectification of experience, ways of its organization and comprehension; so that autobiographical narratives are generated. The narrative construction of experience is aimed at thematic organization, spatial-temporal and causal structuring, value-meaning integration of life events. The leading mechanism for narrative construction of personal experience is interpretations of socio-cultural and personal texts. Interpretation is seen as bringing personal meaning into a social-cultural context, so new meaning units, connections, and relationships are generated. In the face of reality, interpretations are used as an optional process that depends on some personal traits characterizing one's ability to consciously organize incoming information. This ability is provided by formed cognitive and meta-cognitive processes, such as reflection, decentration, intellectual initiative, strategic capabilities, and so on.

**Key words:** interpretation of experience, re-interpretation of experience, narrative construction, meta-cognition.

### **Introduction**

One of the main mechanisms of narrative construction is a developed ability to interpret. The “interpretive turn” of postmodernism postulates that social experience and culture are formed as a system of symbols in the mental structures of social groups and individuals [6, p. 17]. The characteristic features of the “interpretive turn” were reflected in psychohermeneutic studies fulfilled during the post-non-classical period and examining one's experience organization and development, one's capability to cognize oneself, other people and the environment. Interpretation became the main tool for discursive construction of experience, setting a strategy and a main scenario of its implementation.

Interpretation, along with understanding, is seen as the basis of personal hermeneutics that transforms

experience into “I-text”. Textual objectification of experience is an integral part of interpretation. Experience is interpreted through its replacement by certain personal and culturally set patterns, so a new subjective reality — a personal narrative is created [19, p. 780].

The article purpose is to identify and substantiate main factors influencing interpretive and re-interpretive processes.

**Main material.** According to P. Ricoeur, the task of interpretation is to reduce the distance between an interpreter and an original message by including the latter into the context of internal understanding. Life itself is the bearer of meanings, so an interpretive act is a clash of “strength and spirit”, an actual experience and its interpretation [12, p. 40].

According to N. Chepeleva's definition, interpretation means understanding at a meaning

level, which involves interaction of two contextual systems, so that the meaning space of an original message is expanded and enriched, as well as the meaning sphere of a person receiving the message [17]. S. Rudnytska considers a person's interpretive processes as mechanisms combining external and internal contexts and unfolded during their dynamic interaction; so that, a procedural-functional continuum is formed that integrate all intellectual (cognitive and meta-cognitive) processes to match one local fragment of experience with others and to generate personal meanings [1, p. 30].

G. Bogin names interpretation as spoken reflection, because it is a reflexive process that precedes developed interpretive abilities. Weak reflection or first-level reflection is perceived as a consequence of a reflexive act, not its process [3, p. 9], strategic power of decisions made on this basis is weak and conclusions can become false.

*The interpretative method* used for everyday experience imposes, first of all, an existing interpretation template on a typical situation. The response begins with recognition of a situation, its categorization and comparison with past events; appeared mental and behavioural reactions depend on previous experience. *The nature of interpretation* depends on one's inner meaning continuum, set by one's generic patterns, their desires, expectations and interpretive schemes [15, p. 207], as well as accumulated own memories, texts and crystallized fragments of existence stored in the mind. According to J.-P. Sartre, the very act of choosing personal meanings and values, their evaluation is a parameter of consciousness [14, p. 117]. On the other hand, the objectification of experience takes place within a certain social system; an interpretive trajectory lays in the value coordinates of this system.

Of course, the whole volume of life experience cannot be interpreted in depth. *Interpretive processes* for experience *are activated* at non-standard hermeneutic situations that require problem stating, making actual counter issues, readiness to solve "problems on meaning". Developed interpretive abilities

help understand deeper life processes, oneself and others within these processes. In-depth understanding creates a new internal environment with more directions for interpretations.

In the case of a situation that is not recognized as a familiar one, the phenomenon of meaning deficit and confusion appears [1, p. 7]. There are the following typical ways to respond to it:

1. Many interpretation schemes are produced with projections helping to find a solution.
2. Attempts are made to adapt an inappropriate interpretation pattern to the situation, but this can lead to distortion of original facts.
3. Social examples for a solution can be borrowed.
4. Interpretive vacuum can appear.
5. The levels of understanding and interpretation can become deeper.

According to many researchers non-standard situations encourage changes in reflexive processes, create a new structure of understanding and increase an interpretative ability [10, 13, 3].

*Deployment of understanding and interpretative processes* for personal experience within the psychological-hermeneutic approach involves conditions created to master the following specific competencies:

- contextuality with situational environment, which means going beyond individual experience;
- openness to new experiences, which is a result of understanding the past and a focus on the future;
- narrative competence, as an ability to identify narratives in social-cultural texts and build one's own narrative constructs [7, p.122–133];
- active participation in discursive practices;
- separation from the social-cultural environment of one's own experience as a unique and inimitable life path;
- attitude to one's own self-concept as built by one's own efforts, seeking for correlations of oneself with oneself;

- filtering of the imposed mass information flow.

If interpretive abilities are undeveloped, incoming messages, texts and plots of social experience are assimilated superficially, without filtering and processing, and are expressed in pseudo-narratives. The informational space is full with ready-made interpretive schemes, which inhibit cognitive interventions during information processing, so further reinterpretation operations are eliminated. We understand experience “reinterpretation” as transformation of meanings, in particular, of system-forming features of a person’s mental model of the world, formed during life, and here we agree with M. Smulson [8].

*Interpretive processes are formed* under existing inseparable their *unity with motives and have peculiarities* depending of these motives, so they depend on a goal which a person has [14, p. 457]. J.-P. Sartre defined a motive as a set of rational considerations, an objective assessment of a situation, which justified further actions. M. Snyder developed the concept of two prototypes of strategic-motivational processes that affected interpretation of a situation and were related to self-monitoring. The prototype of a person with high self-monitoring focused on the strategy that complied with situational requirements, and the prototype of a person with low self-monitoring focused on the strategy of “real self” preserving regardless of a situation [21, p. 544]

Emerging new motives are also considered as a major factor in reinterpretation and a driving force for changes. Experience reinterpretation means rethinking of what was previously interpreted and used for actions. An actual situation remains unchanged, but there is cognitive reorganization of its structures, connections, determinant components. Reinterpretation is relevant only to the past, because it refers to events that have already been objectified in personal experience. Awareness of change opportunities (revolutions, according to Sartre) leads to distancing from a situation and, at the same time, to appearance of new motives and driving forces [14, p. 449].

Within the activity approach, G. Shchedrovyytsky notes that the nature of understanding and a selected meaning are determined by an intention, as an activity implementing in the future, for which this meaning is developed [18, p. 52]. Let us present an example: let us suppose a mother receiving a message about her child’s summer vacation dates. This data is processed through the prism of further actions: if there are plans for rest, the message meaning is used for prospect clarification; if the child will stay at home with no one, a problem arises that requires further intellectual efforts.

Sartre sees interpretation of a situation when both motive and intention are absent as a set of *emotions, desires and passions*; in many cases, this fact remains out of researchers’ attention. “This is my vision of a role”, “I have a bad feeling at this place”, “I want to do just that because I want to”, “I felt sorry for them, and so I did not say what I really thought” — these explanations replace an absent motive with emotions.

The third group of factors influencing experience interpretive processes are *archetypal structures* stipulated genetically or/and by the social environment [16, p. 110] Archetypal structures are those forms of cognitive experience that are acquired by a person as genetic and/or social inheritance and characterize some universal effects of information processing associated with the life way of a person as a tribal being. These structures form cognitive schemes — generalized and stereotyped forms of stored past experience that is related to a particular subject area (familiar objects, known situations, a usual sequence of events, etc.). The idea of cognitive patterns was first expressed by Ch. Teutsch, who considered a set of reactions, interpretations and behaviour as a result of the influence of *a personal law* embedded in the subconscious. This law is formed over several generations under cultural and social influence, and its core is interpretation of personal experience and a person’s role in it [15, p. 165].

The factors developing the interpretative and re-interpretative ability to are of scientific interest, in

addition to the above mentioned personal characteristics. According to N. Chepeleva and S. Rudnytska, interpretive abilities that motivate to transform personal experience into personality experience depend on the *formed meta-cognitive sphere*. In general, meta-cognitive thinking is interpreted as strategic, planning, goal-oriented one focused on solving cognitive tasks; it is a person's ability to manage a wide variety of cognitive initiatives that is implemented through actions and interactions between the following phenomena: meta-cognitive knowledge, meta-cognitive search, goals (or tasks), actions (or strategies) [20]. J. Flavell presented the following meta-cognitive competencies: understanding the peculiarities of "cognitive process" functioning; knowledge on tasks, corresponding requirements and ways to fulfil these requirements at changed conditions; a built strategies to perform these tasks (cognitive strategies to achieve the goal and meta-cognitive strategies designed to control the progress of cognitive strategies).

Meta-cognitive processes are activated when "cognition fails" [11, p. 85), in our case, when problematic experience cannot be interpreted, or interpretation is weak or takes unproductive forms. Meta-cognitions support development of interpretive processes and encourage reinterpretation that approach the process to its productive criteria. Super-situational activities are unfolded in atypical situations (conflict, tragic or uncertain ones) thanks to meta-cognitions, which means an increased ability to go beyond an existing situation, so namely such experience allows a person to identify the main organizing strategies, to determine landmarks for further life, to explore how their thoughts about themselves or about other people are formed, to analyze thinking styles.

The studies on meta-cognitive sphere development should be grouped into three categories. The first category unites the studies on meta-memory, which is responsible for extracting the information updated during problem solving. The second category

covers flexible changes of meta-cognitive strategies in the face of a new problem. The third category aims to improve intellectual activities by cognitive processes. Basing on M. Smulson's research, we can highlight the following main processes: intellectual initiative (independent problem statement), reflection, decentralization, strategic efforts; and additional ones: skills (abilities and competencies), meta-cognitive monitoring, intuition, intellectual attitudes (values, meanings) [8, p. 26].

Today, scientific searches focus on the most optimal and intensive means for meta-cognition development, as the main factors for thinking development and creative problem solving; such searches are in demand because of the requirements of educational standards, as well as today's management. As for interpretation of individual and social-cultural experience and the main corresponding meta-cognitive factors that are responsible for interpretive process development, such studies have been only just started, so deeper and more detailed research is required to reveal how to use the foundations already laid in meta-cognitive psychology.

The relationship between intelligence as a mental form and interpretive capabilities was highlighted by M. Smulson in her studies on adults' intellectual development. It was noted that strengthened interpretive and re-interpretive abilities directly affected intellectual development. In turn, an *intellectual initiative* is responsible for finding new relevant information, transforming a problem situation into a task, varying the methods for problem analysis and interpretive processes launching in critical situations in general. A problem transformed into a task becomes a "task for life", and its solution explains the reasons, real intentions and life tips, transforms life concepts, strategies for further existence. A. Leontiev argued that consciousness is formed during solving of two tasks: cognition of the reality and discovery of meanings, the latter task is an actual task for life [5, p. 184]. Thus, an intellectual initiative in an uncertain situation actually becomes the main factor launching in-

terpretive potential for transition to a new meaning level. The need for further support and completion of a transition cycle appears; it is satisfied by *reflexivity*, as the ability to self-observation, searches for new meanings, reconsideration of values, keeping a focus on one's own thoughts. Intensified reflection is the key to productive interpretation, in fact, is its actual expression.

In addition to the above abilities, D. Leontiev sees that reflection is developed via self-regulation, which includes imaginary playback of opportunities, reflexive play with oneself to make a final decision and transit to executive actions. D. Leontiev notes that reflection activated during self-regulation is manifested in the need to restructure an existing action mode through determination of those tools that do not lead to success [10]. The ability to analyze one's thoughts and behavioural adequacy through self-observation can be identified with the "*self-monitoring*" concept, introduced by M. Snyder [21]. We implement this concept not from the standpoint of hypocrisy and adaptability, but as self-awareness for others through sensitivity to a situation. Self-monitoring can also be defined as an ability to analyze and regulate one's emotional states, control one's feelings, neutralize destructive mental phenomena at a problem situation, which is characteristic for developed meta-cognitions. Self-monitoring is manifested via questions to oneself: "what is happening to me?", "what do I feel?", "do people perceive my words and actions correctly?", "do I behave adequately in this situation?", "what steps can I do to achieve understanding and acceptance of me?"

One of the problems existing during experience understanding is a present potential field of many interpretations for an event; interpretive schemes are superimposed, interfere or displace each other. As a result, meaning tension appears, which P. Ricœur named as a conflict of interpretations [12]. It is expedient to distinguish two types of interpretive conflicts: internal, appearing because of collision of personal interpretive schemes, and external, when

misunderstanding arises due to excessive centred positions of participants. In the first case, internal contradiction can be resolved by conscious limits of the interpretive space; but biased, stereotyped or unified views are probably in this case. In the second case, one's own interpretive position can be rejected to avoid external confrontation, but it devalue the main human property — generation of personal meanings. Thus, we should highlight the important meta-cognitive skills, which are important for productive interpretations and were discussed:

*decentration* as an ability to produce diverse interpretive schemes, synthesize and correlate them to achieve an adequate view of a situation;

*dialogueness* as an ability to see the Other's side, while preserving personal meanings, but integrating them with the Other's meanings to achieve a common goal — mutual understanding. [5, p. 312].

M. Bakhtin aptly described an interpreter's one-sided position as a bare point of view that is fruitless. He emphasized that such a position should be corrected, supplemented and transformed by other views, because only living, competent and dispassionate contemplation retains its value and significance [2, p. 304). A problematic situation involving more than one person requires not only dialogical relationship, it also intensify decentralized interpretive schemes aimed at reaching agreement and meaning identity to find a solution that is the best for all parties.

In order to develop interpretive abilities, a person must master such meta-cognitive skills that help develop or transform his/her life project beyond a situation. In terms of this factor, *strategic thinking* is important, as an ability to make decisions supporting a desired role in the future, as well as to see hidden potential resources of the situation. Experience interpretation becomes the most productive from this point of view. It is a departure from that wood, where a person cannot see trees; in other words, the person goes out of the middle of a problematic experience, which took him/her hostage, and moves

away to a safe distance to a spectator's position. People who are striving for self-development, ready for self-change and transformations use this approach. Strategic thinking is manifested through an insight, revealing driving forces hidden in the environment (interests, motives, degree and directions of influence, etc.) in their dynamics [4].

Thus, interpretation occupy a core place in cognitive processes by objectifying life experience, analysing past events; it become a factor of behavioural reactions at the present and set a self-creative vector for the future.

**Conclusions.** The obtained results encourage us for further studies on the psychological features of discursive construction that affect interpretation and reinterpretation of life experience. Each class of factors, which together form a single assembly, leads to appearance of an individual interpretative style for events and situations, due to the specifics of meaning-making, used understanding methods and

intellectual operations. The main factor launching an interpretative process for experience is a personally significant event. In this case, an individual interpretation scheme, as a response to a particular stimulus, is imposed on the event. We consider motives, intentions, desires, archetypal structures, social-genetic patterns and constructions as factors that form an interpretive strategy. If initial interpretation was "unsuccessful", deep reflexive understanding and readiness for re-interpretations is really important for life experience understanding. Developed meta-cognitive skills, such as reflection, intellectual initiative, decentration, dialogue and strategic capabilities, determine interpretation of a problem situation as a potential for self-development, encourage holistic reading of experience, actualization of causal connections and the instructive component. The prospect of further research is focused on the development of training environment for meta-cognition formation and development.

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## QUALITY OF LIFE AND GERIATRIC DEPRESSION AMONGST ALBANIAN ELDERLY

**Abstract.** Research suggests strong links between quality of life and depression symptoms among the elderly. The present study aimed to examine the relationships between the elderly quality of life and depressive symptoms in a sample of 266 Albanian elderly living in Shkodra. The study used two self-report measures: the Quality of Life for the Elderly” (OPQOL-35) and Geriatric Depression Scale (GDS) The results revealed that there is a negative correlation between depression scale and quality of life score, strongest correlation with health subcategory and no correlation with religion and/or culture. These findings are important for policymakers and researchers that are focused in working with the elderly.

**Keywords:** depression, quality of life, elderly, Albania

### Introduction

Albania’s population is shrinking from year to year and within the total age group over 65 is growing rapidly. The increase in life expectancy (Gjonça, 2001; INSTAT, 2014) accompanied by a decrease in the number of births (Dumani & Subashi, 2011; Lerch, 2013) as well as the continuous phenomenon of emigration (INSTAT et al., 2016) has led to rapid aging of the population of Albania, one of the youngest populations in Europe until the 1990s. According to the Institute of Statistics (INSTAT, 2021) at the beginning of 2021 the population up to 15 years old decreased by 11.5 thousand people with a contraction of 2.4 percent compared to a year ago, while the age group 65 and above marked a sharp increase of more than 14.6 thousand people or about 2.4 percent compared to the beginning of 2020. This aging process is accompanied by a rapid increase in the coefficient of dependence of the elderly from about 20.5 seniors per 100 people of working age in 2019, to about 35.0 seniors for every 100 people of working age in 2031, so seniors will need more care. These significant changes, which inevitably lead

to the rapid growth of the age group over 65, bring the need for studies that focus on understanding the well-being of older people, especially the quality of life that is very important for promotion. of a more noble aging. Therefore, this paper is oriented towards understanding the quality of life of the elderly, and tries to learn how (if) the quality of life is related to psychological acceptance.

### Quality of life of the elderly

Based on the individual experiences of each person, aging, like any other stage of human development, is experienced in different ways by different individuals. For some, this age period can be the finalization and enjoyment of the investments of a successful life, while for others it is just a bad experience that can never be avoided. So if we aim to understand the experiences of older people over the age of 65 at this stage of life, not only do we encounter two opposite feelings about quality of life which are “taking pleasure” or “falling into despair”, referred to by Erikson (1968) as “integrity” and “despair”, but also all the other experiences found between these two opposite states. According to Erikson (1963),

the aging process involves review and consolidation at each step to achieve the eight-stage personal integrity. Reaching the stage of ego integrity means that the person must accept the meaning and purpose of the life lived. Remembering and affirming happiness and sorrow are prerequisites to avoid despair, which in Erikson's theory is the antithesis of ego integrity. Kimmell (1974) also believes that if older people achieve a sense of ego security and have a perception of inheritance either through offspring or work then they achieve an ego integrity. The opposite happens in cases where the elderly person is unable to perceive his or her life as safe, which translates into the inability to resolve conflicts which lead to successive disappointments and then to despair.

### **Depression in the Elderly**

As life expectancy increases older people experience losses of various natures in their lives, starting with social isolation, death of relatives and friends, worsening of illnesses, events which make them more vulnerable to depression. Depression is quite common in the elderly living in the community (Feng et al., 2013; Wolinsky et al. 2006) even more so in the elderly who are hospitalized due to various physical illnesses or who are institutionalized for reasons for severe decline in physical and / or cognitive functioning (Ordu et al., 2012). Depression can negatively affect quality of life (Wilson et al., 2016). Research suggests strong links between several dimensions of quality of life and depression symptoms among the elderly. The purpose of the present research was to examine the relationships between quality of life and depressive symptoms in a sample of Albanian elderly living in Shkodra.

### **Methods**

This quantitative study used a non-experimental design. The non-experimental model was used in this research because the constructs under study could not be manipulated and there was no intervention. The advantages of non-experimental research are that researchers can collect data from participants easily and can examine questions that experimen-

tal researchers cannot (Stone-Romero & Rosopa, 2008). Its disadvantages are the limited ability to reach conclusions on causes and the inability to manipulate or control variables. The non-experimental model allows hypothesis testing without manipulating variables. However, the disadvantage is that the causes cannot be determined.

### **Sampling & Instruments**

In order for the sample to be as representative as possible after receiving data from INSTAT regarding the number of persons over 65 years old in the city of Shkodra which includes the Administrative Units (former municipalities) and with the help of the Yamane table (1967) is determine the sample size. Given that in 2016 when the data were collected it turned out that in Shkodra there were 24,808 people over 65 years old, it was logical to take a sample of 400 elderly people. The instruments selected for this study have been widely used in studies with the elderly, mostly in western but also eastern countries, and have shown high validity and reliability. Quality of Life for the Elderly" (OPQOL-35) is the questionnaire that measures the Quality of Life of the Elderly" (OPQOL-35) is a 35-item instrument. This instrument uses the Likert scale with 5 points from Strongly Agree to Strongly Disagree, with 35 questions related to: life in general (4 questions), health (4 questions), social relationships and participation (7 questions in the study followers of QoL), independence, control over life and freedom (5 questions), areas: home and neighborhood (4 questions), psychological and emotional well-being (4 questions), financial circumstances (4 questions), religion / culture (2 questions). Articles are evaluated (with reverse coding of positive responses, so that higher scores equate to higher QoL; scores range from 35 (QoL could not be worse) to 175 (QoL could not be According to Bowling (2009) exploratory factor analysis was used to explore the dimensions based on the questionnaire and then changes in wording were made following feedback from respondents. The Geriatric Depression Scale (GDS) has been

widely tested and used with the elderly population. The Long GDS Scale is a 30-item questionnaire in which participants are asked to answer yes or no about how they felt over the past week. While the GDS Short Rate which consists of 15 questions was developed in 1986. Out of 15 questions, 10 showed the presence of depression when individuals answered positively, while the rest (questions number 1, 5, 7, 11, 13) showed depression when they answered negatively. Results 0–4 were considered normal, depending on age, education, and complaints; 5–8 showed mild depression; 9–11 showed moderate depression; and 12–15 showed severe depression. Short-term (GDS) is more easily used by the physically ill and in patients with mild or moderate dementia who have short attention span and / or feel tired more easily.

### Data analysis & results

A dual data entry procedure was followed by two students trained in data entry. Data analysis was preceded by the development of a database in an excel document that was then exported to SPSS. Data were analyzed using SPSS 26.0 (SPSS, Inc., Chicago, IL, USA). A descriptive analysis was used to describe the demographic characteristics of the sample. Descriptive analyzes and frequencies for demographic data and for the results of each instrument used, correlation analyzes between variables and regression analyzes were further developed.

The average age of the study participants (N = 266) was 72.93 years, minimum 65 and maximum 87. By gender 58.3% are female and 41.7% are male and 65.8% live in urban areas and 34.2% live in rural areas. According to the marital status, 52.6% are married and 42.1% are widows, while singles are 2.6% in equal percentage with participants who are divorced.

The vast majority of study participants, 71.1% have health problems and only 28.9% or 77 participants turn out to have no health problems. Regarding the data related to the offspring and if they live with their children and / or offspring from (N = 266) it results that 5.3% of the participants have no off-

spring, the cases when at least one of the offspring lives with them is 63.2%, when no offspring live with them but live close to 15.8% and no offspring live with them and are away 15.8%.

Regarding the incidence of depressive symptoms according to the degree of geriatric depression by (N = 266) participants it results that the average degree of depression is 4.91 (Std = 4.032) and both the minimum 0 and the maximum of 15 points were scored by some participants.

As for the points accumulated according to the quality of life questionnaire, it results that for (N = 266) minimum = 73 maximum = 168 average = 135.78 (Std = 19.178). The maximum that can be collected in total is 175 points which suggests that the best can not be done, while the minimum of points is 35 points which suggests the poorest quality of life for the elderly.

It turns out that when the symptoms of geriatric depression increase, the total score for quality of life decreases significantly. This relationship is statistically significant  $df=1$ ; Mean Square=129.879;  $F=388.310$ ; Sig.  $<.001$ , and similarly is the same for the geriatric depression relationship in relation to all subcategories of quality of life. The strongest relationship is presented for the subcategories «Health» while for the subcategory «Religion, religion & philosophy there is no statistically significant relationship.

### Discussion and conclusions

From the regression analysis it results that when the symptoms of geriatric depression increase, the total score for quality of life decreases significantly. This means that the hypothesis of this research is confirmed where it was predicted that there would be a negative relationship between the degree of geriatric depression and the level of quality of life. The findings are consistent with studies conducted within the country (Sinaj & Melonoshi, 2014) who concluded that there is a negative correlation with all dimensions of Quality of life, where the strongest relationship was with the physical dimension  $r = -.51$ ,  $p <.01$ , followed by social,  $r = -.47$ ,  $p <.01$ , psycho-

social,  $r = -.46$ ,  $p < .01$  and environmental dimension  $r = -.24$ ,  $p < .01$ . A cross-sectoral study conducted in Sao Paulo (Barcelos-Ferreira et.al, 2010) linking all areas of the Quality of Life Scale to GDS has shown that the higher the scores for depressive symptoms, the lower QoL scores of the elderly.

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