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BARCELONA , SPAIN | June 3-7, 2018

# PROCEEDINGS

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ISSN 2157-9660 (Online)

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# The Study Of The Difficulties Of Teaching And Learning The Mathematics: What Are The Good Foundations?

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## ABSTRACT

*The aim of this research is to increase knowledge about learning difficulties in mathematics. A literature review of the learning difficulties in mathematics researches of the last thirty years shows the emergence of two major interpretative perspectives. In the first perspective, the difficulties are studied in terms of the learners' cognitive characteristics. This perspective highlights the need to develop interventions adapted to the specific characteristics of the student in difficulty. In the second perspective, learning difficulties are interpreted as the result of interactions between the student and the school system. This perspective considers teaching from the point of view of creating favourable conditions for learning through didactic interventions that take into account both the knowledge of the student and the mathematics tasks.*

*During the last few decades, there have been many debates between the proponents of the first perspective and those of the second perspective. It is within this conflict that a third interpretative perspective emerged from the European work on the difficulties of learning in mathematics. This perspective based on an anthropo-didactic approach, adopts a dual theoretical anchoring (anthropological and didactic) to identify a whole class of explanatory phenomenon of difficulties that could not be cleared in one or other of the frameworks when taken alone. More specifically, this framework makes it possible to articulate sociological considerations, such as educational and didactic inequalities as well as the study of the student-teacher relationship. However, this perspective is relatively unknown to researchers and practitioners working in Quebec. In this context, the object of this research is to validate the anthropo-didactic approach as to the interpretation of learning difficulties in mathematics of elementary school children.*

**Keywords:** Anthropo-Didactic Approach; Learning Difficulties; Mathematics; Elementary School

## RESEARCH OBJECTIVE

This research fits into a rich line of work on the difficulties of mathematical learning (Ahmad, 2014; Chopin & Sarrazy, 2014; Giroux, 2013; Roiné, 2009). The study aims to question the fundamental source of these difficulties. More specifically, its main objective is to test an innovative approach in order to interpret the learning difficulties in mathematics of elementary students.

This project is an extension of the thesis supported by Mr. Rajotte in 2014. The results of this thesis, which was essentially aimed at testing two interpretative perspectives on learning difficulties in mathematics (one from the cognitive sciences and the other from the didactic of mathematics), have highlighted the importance of investing in the sociological perspective of education in order to explain the academic difficulties of students. This perspective, based on an anthropo-didactic approach, considers the need to adopt an anthropological point of view to deal with cultural variables (traditions, social values and institutional influences) in the interpretation of students' difficulties in mathematics (Sarrazy, 2006). In this regard, although students' difficulties are interpreted differently in the administrative regions of Quebec, the percentage of students in difficulty varies between 1.5% and 22.1% within these regions (Rajotte, 2015a). However, this new interpretative perspective is little documented by researchers. In this context, the object of this research is to test the anthropo-didactic approach in order to interpret the learning difficulties in mathematics of Quebec elementary' students.

More specifically, this project focuses on two specific objectives:

1) to establish the influence of the socio-economic level of the students, the sociodemographic profile of the parents and the academic performance in mathematics on the assessment of a diagnosis related to an adaptation or learning difficulty;

2) to document the cultural variables likely to influence the professionals involved in the assignment of a diagnosis related to a difficulty of adaptation or learning.

## CONTEXT

In the wake of the work of the Commission des États généraux sur l'éducation, in the late 1990's, the Quebec Ministry of Education (MEQ) took on a major challenge to make education *Turn of success* (Charland, 2005; MEQ, 1997, 1999; Proulx & Charland, 2009). Essentially, through this aim, the various actors in the education system must implement concerted actions that make it possible to move from access of the greatest number to the success of the majority (Gauthier & Saint-Jacques, 2002; MEQ, 1999).

In order to meet the challenge, specific actions targeting students with either handicaps, social maladjustments or learning difficulties (SHSMLD) have been proposed by the government in order to support the success of this group of students recognized as the most at risk of academic failure (MEQ, 1999; Rajotte, 2014). In 2017, the need to intervene specifically with the SHSMLD is still relevant. The dropout rate for this group of students (46.8%) is nearly three times higher than the ones of the other students (16.2%) (Ministère de l'éducation, de l'enseignement supérieur et de la recherche [MEESR], 2015). In order to prevent the academic difficulties of these students, special attention must be paid to the teaching and learning of mathematics. This is justified by the fact that contemporary society requires numeracy skills that go beyond the mastery of a set of technical skills (Mary, Squalli & Schmidt, 2008; Rajotte, 2014).

In order to promote the success of this student population, the MEQ published a framework to support teachers' intervention in the implementation of institutional education policies for students with learning difficulties (Giroux, 2013; Ministère de l'Éducation, des Loisirs et du Sport [MELS], 2003). To this end, teachers are now being asked to adapt their pedagogical interventions to the characteristics and needs of the SHSMLD (MELS 2007; MEQ, 1999, 2000; Proulx & Charland, 2009). In concrete terms, in the field of mathematics, this request results in the implementation of interventions that are distinct and adapted to the necessity of individual students with special needs (e.g. either because they are disabled [hearing, visual or organic impairment], dyspraxia [developmental coordination disorder (DCD)], having to cope with developmental dyscalculia [DD], diagnosed with an attention deficit disorder [ADHD], or on the autism spectrum) (Rajotte, Giroux & Voyer, 2014a). This logic of adaptation emerged from the explanatory framework of cognitive sciences (Giroux, 2010; Martin and Mary, 2010). On the other hand, as mentioned by Giroux (2007), the application of this recommendation is difficult because teachers have little theoretical support and didactic material to make these adaptations according to the different profiles of the SHSMLD. Moreover, in the last few years, research on learning difficulties in mathematics with an explanatory framework in the cognitive sciences has yielded little empirical results (Giroux, 2013; Lemoyne & Lessard, 2003).

In this context, in order to interpret learning difficulties in mathematics, a new sociological perspective emerged from the work carried out at the Laboratoire Culture, Education et Société (LACES) of the Université de Bordeaux. This perspective, which is based on an anthropo-didactic approach to the interpretation of learning difficulties, is increasingly documented by European researchers (Ahmad, 2014; Chopin, 2007, 2011; Clanché & Sarrazy, 2002; Najar, 2010; Roiné, 2012; Sarrazy, 2001). On this subject, since 2007, the anthropo-didactic approach has been the subject of five international congresses that were held in Europe (Centro International de Encuentros Mathemáticos, 2016). On the other hand, this perspective, which examines the teacher-student relationship from a double theoretical framework (anthropological and didactic) (Chevallard, 2007, 2010), is relatively unknown in the Quebec school system. Consequently, before disseminating the modalities of the anthropo-didactic approach to teachers working in Quebec, it is important to test this approach empirically within the Quebec school system.

## PROBLEMATIC

In the field of mathematics, several scientific writings reveal two distinct perspectives on the problematic of learners with learning difficulties (Rajotte, 2015b). The first perspective, as shown in Figure 1, focuses primarily on identifying and describing student-specific dysfunctions, while the second perspective focuses on the functioning of the didactic system and the phenomenon that characterize the relationships between student production, the actual teaching situation and the specificity of knowledge (Giroux, 2010).

Scientific works adopting an explanatory framework relating to the fields of developmental psychology, neuropsychology and cognitive sciences are linked to the first perspective (Giroux, 2010; Martin & Mary, 2010). Proponents of this approach see learning disabilities innate to the student (Rajotte, Giroux & Voyer, 2014b), directly linked to the functional and cognitive characteristics of the learner (Lemoyne & Lessard, 2003). By adopting this view, the students are perceived as a participant for which such personal characteristics can be measured through standardized assessment tools. According to this perspective, the role of the teacher is to help the students overcome their difficulties through remedial interventions aimed at modifying his cognitive processes (Rajotte, et al., 2014b).

**Figure 1.** Organisation of the fields studying difficulties in mathematics.

| COGNITIVES SCIENCES | | Developmental Psychology | Didactic of mathematics |
|---|---|---|---|
| Neuropsychology | Cognitive psychology | | |
| Study of the brain and mental functions | Study of cognitive processes | Study of child' cognitive development | Study of teaching' conditions and mathematics' learning |
| Cognitive processes<br>Symbolic treatment<br>Individual characteristics | | Content of knowledge<br>Interactions subjects/knowledge/<br>Classroom environment | |

**Source:** Giroux, 2010, translation (authors).

On the other hand, works adopting an explanatory framework relating to the didactics of mathematics belong to the second interpretative perspective (Roiné, 2009). In this perspective, learning difficulties are interpreted as the result of the students' interaction with the school system in which they evolve (Perrin-Glorian, 1993; Rajotte, et al., 2014b). Consequently, teaching is considered from the point of view of setting favourable conditions for learning through didactic interventions that take into account both the mathematical knowledge of the pupil and the specificity of knowledge (Martin & Mary, 2010).

The evolution of legislation and policies specific to special education tend to position the orientation of the ministry, in the first perspective, on the difficulties of students in mathematics (Rajotte, 2014). This position emerges from the Policy on Special Education of Quebec (MEQ, 1999), which aims to reframe the main thrusts of educational reform with regard to the special needs and characteristics of the SHSMLD. This policy includes a ministerial injunction for teachers to adapt their teaching to the characteristics and needs of students (Giroux, 2013; MELS, 20007; MEQ, 1999, 2000; Proulx & Charland, 2009).

Moreover, it is pertinent to question the founding of the ministerial injunction concerning the adaptation of education to the characteristics specific to learners (Rajotte, et al., 2014b). Indeed, in the last few years, research having adopted an explanatory framework specific to the cognitive sciences has obtained few empirical results (Giroux, 2013). On the other hand, biases are also attributed to the perspective of didactics which means that, although the work resulting from this second perspective has made it possible to document the particularities of the teaching given to the SHSMLD, research in mathematical didactics mainly calls for the implementation of in-depth analyses. As such it is difficult to generalize results to large populations of students (Giroux, 2013).

Following this observation, Giroux (2013) mentions that the problem of failure and academic difficulties is so complex that it calls for analysis tools from the social sciences in order to tackle it. Consequently, we must consider the sociological explanatory theses of academic failure formulated 35 years ago (Bourdieu & Passeron, 1985; Giroux, 2013). These theses, which adopt a theoretical, anthropological and didactic anchor, make it possible to identify a whole class of phenomenon that could not have been seen only in one or the other framework taken in isolation (Sarrazy, 2006). If several empirical results emerged from European research based on this perspective (Chopin & Sarrazy, 2014; Roiné, 2015), the sociological perspective was supplanted by cognitive sciences in most of Quebec research on academic difficulties. In this context, the need to test the sociological perspective within the Quebec school system is crucial (Rajotte, 2014).

## THEORETICAL FRAMEWORK

The anthropo-didactic approach, which comes from the sociological perspective concerning the interpretation of learning difficulties, is situated at the crossroads of two theoretical fields: 1) the didactic field, which studies the phenomena of education, is considering the central role played by the structure of mathematical knowledge as well as the modalities of teaching and learning (Brousseau, 1998; Giroux, 2013); 2) the anthropologic field, which focuses its study on the cultural dimension of the different educational contexts (Sarrazy, 2002). Concerning the interpretation of the learning difficulties of the SHSMLD, this approach considers three dimensions (Chopin & Sarrazy, 2010): 1) didactic, in accordance with the knowledge that the pedagogue is required to teach content from the school curriculum; 2) institutional, which refers to the behaviors and customs of the culture that characterize the students and the teacher; 3) pedagogical, which consists of implementing a differentiated pedagogy enabling the success of the greatest number of students.

Based on the theories of Bourdieu (2002), this perspective relates school inequalities and social inequalities (Rajotte, 2014) by highlighting the mechanisms by which the school institution acts as a system of social reproduction of inequalities (Van Haescht, 2006). The thesis advanced by the proponents of this perspective is that the school institution transforms the social ranking of students into school rankings (Giroux, 2013) or, in other words, transforms the differences of social classes into differences of intelligence (Rajotte, 2014). Over the generations, this mechanism would lead the upper classes to preserve their privileged status (Van Haescht, 2006).

## METHODOLOGY

To conduct this study, a basic mixed method design, proposed by Creswell (2015), is used. Specifically, the simultaneous convergent design from Creswell (2015) is implemented in order to operationalize the project. This design is characterized by carrying out two data collections (qualitative and quantitative). After that, those analyses are done separately. The two databases are then linked through an interpretation of comparative data (Creswell, 2014; Creswell & Plano Clark, 2011). The choice of using this design is based on the fact that it enables conclusions to be drawn from the same research by a quantitative analysis of the data and confirmed by a qualitative analysis (or vice versa) (Creswell, 2015). Moreover, this design makes it possible to link socio-economic, psychological and didactic variables.

### Quantitative Component of the Research Project

In order to operationalize the quantitative component of the study project, a predictive correlational research plan is being carried out (Pelletier, Boivin & Alain, 2000). This research plan makes it possible to define the factors or the characteristics of a phenomenon by selecting variables according to the influence they can exert on each other (Fortin, 2010).

*Participants*

In order to constitute the sample of the research, a probabilistic sampling technique of stratified random type is used (Fortin, 2010; Voyer, Valois & Rémillard, 2000). Schools from five school boards were identified. Within these schools, Grade 4 and Grade 6 classes have been approached. All the school boards are part of the rural regional of

Abitibi-Témiscamingue (province of Quebec, Canada). 750 students of different socioeconomic background took part of the research.

*Measurement and Instruments*

In order to operationalize the research methodology, different variables are considered: 1) the decile rank of the low-income cut-off line indicator (LICO) - "based on the percentage of families living under the low-income cut-off line" (MELS, 2005: 1) -; 2) the socioeconomic environment indicator (SEEI) of the MEQ, based on "the mother's schooling (accounting for two thirds of the weight of the indicator) and the proportion of parents who did not work the previous year (accounting for one third), with no weighting for family income" (MELS, 2005:1); 3) the performance in mathematical problems solving; 4) the sociodemographic profile of parents; 5) whether or not a diagnosis is made for the SHSMLD.

The LICO and SEEI are established by referring to the most recent version of the MEQ deprivation indexes. The performance in problem solving has been assessed using the Pearson Francophone Performance Test (TSF). Version A of the test has been administered to students in Grade 4, while a B version of the test was dispensed to Grade 6 students. A total of 20 problem statements was administered to students. Then, the sociodemographic profile (age, gender, annual income, education, marital status) of parents are established through various indicators from a questionnaire developed by the research team. Finally, the classification of the types of participants was done by referring to the different categories of students SHSMLD. Characterized participants of SHSMLD have an accurate diagnosis at the time of data collection.

*Analyses*

Analyses of the data's' study are conducted through SPSS version 23. In order to meet the first objective of the research, a regression analysis is performed. Then, chi-square analyses will be carried out in order to meet the second objective of the research.

**Qualitative Component**

To realize this part of the study, the researchers are conducting semi-directed interviews. Two interviews have been conducted as of today and it is expected to have concluded all interviews at the end of the current year. The data collected will then be compared with the results of the quantitative part of the study in order to create an explanatory model (Miles & Huberman, 2003).

*Modalities of Semi-Directed Interviews*

In order to gather information about the interpretation of the learning difficulties in mathematics of SHSMLD and to describe the context within which the different codes of SHSMLD are assigned, semi-directed interviews are conducted. For each targeted school board, two school psychologists, one teacher of a third grade class, one teacher of a sixth grade class and two resource teachers will be interviewed. Thus, twelve separate interviews will be conducted as part of this project. These interviews will allow these professionals to share their expertise (Savoie-Zajc, 2003) and to describe the modalities of their working environment (Fontana & Fey, 1994; Fortin, 2010), within the different diagnoses are attributed to SHSMLD.

The interviews will last an estimated 45 minutes. The university students hired as research assistants will carry out these interviews. The questions asked to the participants are divided into three main themes: students HSMLD diagnosis, interpretation of students HSMLD learning difficulties in mathematics, and pedagogical intervention for students HSMLD.

*Data Analyses*

In order to analyze the qualitative data of the research, we will proceed by a phenomenological analysis of the interviews (Paillé & Mucchielli, 2003). Those analyses focus on the action and on the meaning that the professionals give to their action (Mucchielli, 1983).
In order to convert the audio recordings of the semi-directed interviews into verbatim, the Dragon Naturally Speaking Premium software will be used. Then, to complete the coding of the data, two graduate students will identify the main themes of the interviews. These analyses will be conducted using the NVivo software.

*Mapping of Qualitative and Quantitative Data*

By using the simultaneous convergent design (Creswell, 2015) developed for this research, once the interpretation of the qualitative data is completed, the conclusions resulting from the quantitative aspect will be nuanced or confirmed by the phenomenological analysis of the discourse of professionals in education. If there are discrepancies in interpretations from the qualitative and quantitative databases, the research team will explain the nature of the differences.

**Preliminary Results**

In addition to our presentation, from which come this article, we would like to present to the readers some results. However, these results are preliminary and from the quantitative analysis data's only. First, we present some descriptive results and then the first analysis of this innovative research.

*Descriptive Results*

At this point, we present the sample of the study. There are 750 participants, coming from five different school boards of Abitibi-Témiscamingue: CSRN (N=296), CSLT (N=86), CSH (N=104), CSDLA (N=22) and CSOB (N=242). Within the schools of these schoolboards, Grade 4 and Grade 6 classes had been approached. Table 1 shows our effectives by Schoolboards and by grades, $4^{th}$ or $6^{th}$.

**Table 1:** Participants by Schoolboards and by classes

| Schoolboards | | Effectives |
|---|---|---|
| CSRN | $4^{th}$ grade | 163 |
| | $6^{th}$ grade | 133 |
| | Total | 296 |
| CSLT | $4^{th}$ grade | 46 |
| | $6^{th}$ grade | 40 |
| | Total | 86 |
| CSH | $4^{th}$ grade | 60 |
| | $6^{th}$ grade | 44 |
| | Total | 104 |
| CSDLA | $4^{th}$ grade | 13 |
| | $6^{th}$ grade | 9 |
| | Total | 22 |
| CSOB | $4^{th}$ grade | 134 |
| | $6^{th}$ grade | 108 |
| | Total | 242 |

In addition to the schoolboard of origin, the SEEI and the LICO are considered as stratification variable in the sample (Fortin, 2010). 500 learners come from a low socioeconomic background (levels 8, 9 and 10 of the SEEI), 185 come from a moderate socioeconomic background (levels 4, 5, 6 and 7 of the SEEI), and 65 from a well-off background (levels 1, 2 and 3 of the SEEI). As for the LICO' distribution of the participants, Table 2 shows that 345 participants are on the high end (levels 1, 2 and 3), 347 participants are on the middle end (levels 4, 5 and 6), and 129 (levels 6, 7 and 8) are on the low end.

**Table 2.** LICO participants' distribution

| LICO | Effectives |
|---|---|
| 1.00 | 140 |
| 2.00 | 73 |
| 3.00 | 132 |
| 4.00 | 69 |
| 5.00 | 207 |
| 6.00 | 71 |
| 7.00 | 31 |
| 8.00 | 27 |
| Total | 750 |

**Regression Analyses**

*Variables*

As mentioned in the *Measurement and instruments sections*, different variables are considerate to operationalize this research. First, some variables are related to the parents: educational level, annual incomes, ethnic origin, first language, marital status, and their involvement or not to the individualize education plan. Second, some variables are related to the students: birth ranking, month of birth, performance in problem solving, academic motivation and their perception of teaching practices (such as competition, individualized teaching, control level and student independency). Finally, some variables are related to the teachers: their perception of student' performance in problem solving, their perception of student' performance in reading/writing and their perception of student' dropout risk.

*Preliminary Analyses*

The first analyses that were conducted directly linked to the research question – which variables have the most impact on performance in problem solving? – are regression analyses by using the step by step entry method.

The first regression model retained, and the strongest one, explaining merely 10,5% of the variance of the student' performance in problem solving is shown in Table 3. Three variables emerge as having an impact on the problem solving performance: 1) marital status, explaining 4,5% of the variance; 2) intrinsic motivation, explaining 3,4% of the variance; 3) annual family income, explaining 2,6% of the variance. This model is the strongest one when all sociable values are taking into account to explain the performance in solving written problems. Thus, few social variables can explain, in these preliminary results, the students' performance in problem solving. More analyses are needed to push, furthermore, the links' comprehension between theses variables trough the eye of the anthropo-didactic approach.

| Table 3 : Regression model retained (Entry method : step by step) – Performance in problem solving Total : 10,5% of the variance is explained. | |
|---|---|
| Marital status | 4,5% |
| Intrinsic motivation | 3,4% |
| Annual family income | 2,6% |

However, when we took the same variables (social ones) and that we did a regression analysis taking into account the perception of the teacher on their students' performance in problem solving, social values as the LICO and the SEEI could explain up to 45.6% of the variance (see Table 4). Even if it is not as relevant as the SEEI and the LICO, it is interesting to note that up to 5,3% of the variance of the perception of the teacher on student' performance in problem solving can be explained by the fact that the student has an individualize intervention plan or not.

| Table 4 : Regression model retained (Entry method : step by step) – Perception of the teacher on student' performance in problem solving. Total: 62,7% of the variance is explained | |
|---|---|
| SEEI | 35,6% |
| LICO | 10,0% |
| Individualize intervention plan | 5,3% |
| School grade | 2,6% |
| Belonging class | 2,2% |
| Family ranking | 1,9% |
| Individualize intervention plan, special measure | 2,1% |
| Month of birth | 1,8% |

We did get some similar results when we did a regression analysis of the teacher perception on their students' dropout risk. The variance is explained by up to 34,4% by the SEEI (Table 5). There is an interesting fact, which concern the belonging class. In this regression model retained, up to 11,6% can be explained by belonging class. This can probably be attributed to the teacher effect.

| Table 5 : Regression model retained (Entry method : step by step) – Perception of the teacher on the drop out risk of their students. Total: 59,7% of the variance is explained | |
|---|---|
| SEEI | 34,4% |
| Belonging class | 11,6% |
| Individualize intervention plan | 4,8% |
| Individualize intervention plan – special measures | 2,8% |
| Family ranking | 2,7% |
| Month of bith | 3,4% |

## CONCLUSION

These analyses show that social variables explain merely the students' performance in solving written problem. However, these social variables (SEEI, LICO, etc.) can explain the variance of the perception of the teacher on their students' difficulties in mathematics. These analysis can raised this question: is a new professional competency could be integrated to the cursus of our teachers? It is being some years for now, that the University du Québec à Montréal (UQAM) had brought the necessity of a 13th competency (Faculté des Sciences de l'éducation - UQAM, n.d.). This competency is based on our plural society and is stated : "Appropriate the multi-ethnic reality of Quebec society and Montréal' schools, feel truly concerned in its own pedagogical actions, develop the skills of intercultural education' (Faculté des Sciences de l'éducation - UQAM, n.d.).

Our first analysis, bring us to think that a new competency could truly emerge from our research; a one based on the perception of the teacher on his students, trough their social background. A competence based on the social status and background of the students; a competency based directly on an anthropo-didactic approach. Our analysis suggest that the social values have a major impact on the teacher's perception, way more than on the performance of their students.

More results will be available in the fall of 2017 and the winter of 2018. These will be disseminated through various congresses and publications.

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# The Influence Of siSwati On Xichangana Dialect: A Case Of Mhala Areas

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**ABSTRACT**

*The Xichangana dialect is full of words from other languages like Swati and Sotho as these languages are closer to it. This causes the dialect to lose the relationship it has with Xitsonga. It is evident that the influence on the Xichangana dialect is mainly caused the siSwati language though this has not been researched as to at what measure does the influence happen. The purpose of this study is to reflect on the influence caused by siSwati on the Xichangana dialect. This research will show very well the places where the influence happens and the measure at which it happens on the speakers of this Xichangana. This is done so the speakers of Xichangana can rectify exactly where the influence happens to avoid drowning their own langauges. This research will look into the influence of siSwati language on the Xichangana dialect by comparison of words and use them on sentences as well on the siSwati language, Xichangana dialect and Xitsonga language. Nouns and verbs will be used to outline the influence. These words will be used in sentences to check if their use and meaning are the same. A table will be used to check the influence on the nouns of siSwati, Xichangana dialect and Xitsonga language and then the nouns will be used in sentences. The same will be done on verbs to check their influence by comparison on siSwati, Xichangana dialect and Xitsonga language and then they be used in a sentence. The nouns and verbs will be selected randomly to check the influence.*

**Keywords:** Influence; Language; Dialect; Xitsonga

# An Investigation Of Black And Hispanic Males In Advanced Placement Math And Science Courses And Their Perceptions Of Identity Related To STEM Possibilities

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**ABSTRACT**

*This paper will focus on the role of Advanced Placement (AP) courses in high school as it pertains to a possible conduit for STEM possibilities in regards to the cultivation and perception of STEM self-efficacy and science identity within college-going focused environments. More specifically, we will examine the experience of Black and Hispanic males who participated in biology and calculus AP courses as juniors and seniors. This study used a qualitative approach to examine the student's perceptions as it related to their experiences in AP courses.*

**Keywords:** Advanced-Placement; STEM; Identity

# The Importance Of Modeling And Teaching Empathy And Sensitivity About The Grieving Process For Prospective Health Care Professionals

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Joan Lewis, Alvernia University, USA

**ABSTRACT**

*A holistic approach to health care requires professionals to view the individual not only in reference to their physical condition but rather a need to acknowledge the quality of the interaction between the provider and the patient as critical elements in the healing process. Educators and practitioners need to instruct their students on the complexity of the grief process, the quality of the interaction with the client, and how grieving and loss affects both the physical and psychosocial domains of the individual under their care. Professionals in training need to develop a level of sensitivity so that they can effectively treat an individual and work with the family when grief and loss are also part of the clinical picture.*

*Students need to be aware of the various stages of grieving both from an individual perspective of one facing their own mortality or the impending death of a love one. This presentation will review current literature on teaching students about the grieving process as part of their curricular training. Aspiring practitioners need to develop appropriate skills to communicate empathetically to the individuals under their care regardless of the stage of grief that individual is in or the personal circumstances. A review of literature will be presented which examine various approaches to assist the person to navigate successfully through their grief*

*This presentation will also include a case study of a clinician who is a health care educator. This case study involves the personal reflection of a clinician's struggle to survive and move forward through an intentional journey of grief. This experience sensitized that clinician educator to the need for empathy training in health care curricula. Finally, the role of the professional in working with individuals to provide an empathic, supportive and informed perspective as critical elements of a holistic therapeutic relationship will be examined and discussed.*

# The Mindset And Intellectual Development Scale (MINDS): Metacognitive Assessment For Undergraduate Students

David S. Mandeville, Rocky Mountain University of Health Professions, USA
Lisa G. Perks, Merrimack College, USA
Sarah S. Benes, Merrimack College, USA
Leah Poloskey, Merrimack College, USA

**ABSTRACT**

*The purpose of this study was to develop a composite measure of mindset and intellectual development in order to inform pedagogical strategies to support students' intellectual growth. A development sample of undergraduate students (n = 295) completed the 37-item pilot Mindset and Intellectual Development Scale (MINDS). The dataset was analyzed using Principal Component Analysis to determine the orthogonal dimensionality of the scale and for item reduction. The MINDS was shown to have eleven items describing two orthogonal dimensions: Intellectual Maturity and Mindset. An additional item was included to control for the social desirability bias. The MINDS collapsed what often are seen as separate dimensions of learning in order to capture a more robust underlying construct of intellectual development with which to assess undergraduate students' metacognitive states.*

**Keywords:** Metacognition; Mindset; Intellectual Development; Collaborative Learning

# Establishing A Protocol For Teachers To Facilitate The Return Of Young Victims Of Traumatic Experiences Into The Classroom

Callum B. Johnston, Francis Marion University, USA
Jeanne M. Gunther, Francis Marion University, USA

## ABSTRACT

*Young children may experience trauma through a variety of events, including mass trauma events such as natural disasters, war and acts of terrorism (Chrisman & Dougherty, 2014). It has been reported that 26 percent of children will experience some form of trauma prior to the age of 4 years, and while children react to traumatic experiences in individual ways, common symptoms associated with trauma have been identified (Wright, 2017; De Young, et al., 2011). Mental health professionals may help children build resilience and cope with such trauma, but what might teachers of young children be able to do in the form of classroom strategies and teaching that will help children to get into the flow of learning again following these events? A workshop conducted through the Clute Institute's International Conference on Education in Barcelona, Spain will build a recommended protocol for teachers to follow that incorporates strategies for helping children to get into the flow of learning at school again, including relationship building, structuring positive classroom environments, and the use of children's literature to address the most common symptoms of trauma following traumatic events. This recommended protocol will be based on the expertise of professional educators from around the world.*

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# Value Education In Global Perspective: An Introduction

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## INTRODUCTION

India is known in the global world as an ambassador of peace and non-violence. Right from the ancient age to modern and in the present world, India has list of innumerable luminaries of apostle of peace and tranquillity. Right from Lord Rama to Lord Buddha to Kabir to Guru Nanak and Gandhi, all of them follow the path of peace and non-violence in their life and thus showed humankind that by following the path of peace one can attain the human salvation. The same Indian society is facing acute degradation of values, morals and customs etc which was once held in high esteem. The values which are uphold by our forefathers and even their shed their lives are considered as non-utilitarian and obsolete. Thanks, to the rapid pace of industrialization which has converted human into 'resource' and 'capital' rather than a saviour of mankind. Countries are waging wars against each other for the race of supremacy. Millions of people are killed in the name of protection of boundaries of nations. Millions of children, women and old aged people face hunger, poverty, abusement and atrocities for no reasons. Human has become selfish and self-centered. It hardly bothers wether his immediate neighbours have a meal, cloth shelter etc for his survival or not. Consumerism and materialism has become the only value of mankind. Every individual wants to be successful and success is measured in terms of achievement, status, money etc. for which whatever ways and means one has adopted for it. But if this is so then even after achieving these goals, why people are still frustrated and unhappy? Why are people with high status and position in society searching for mental peace? I think we have been almost detached ourselves from global values called Vasudhaiv Kuttubakam. Surprisingly Indian society is always considered as mentor and torch bearer of global peace is struggling for peace and non-violence. If required we are ready to win our race at the cost of our motherland, this is the mental state of people nowadays. People have become reluctant to perform their duties towards their society, family and nation. In recent studies it has been found that most of the people are acquainted with their fundamental rights but not their duties. Right and duties are two sides of the same coin. It is quite obvious that one cannot be achieved without achieving the other. This is not about India only whole world is undergoing through same crisis.

In the present day scenario, the curriculum of schools and colleges is mainly centered on superficial and material benefits rather than inner and psychological development. The fantasy and the purity of the mind of a child is distorted badly by our so called classroom education, where the teacher are always under pressure to complete the syllabus but very little thought is given to mental growth of the children. Classrooms are more and less a battle field where every parent and their ward are busy in winning the race by simply acquiring and vomiting the textual information. Unfortunately, in this race, students lag behind; develop complexes which ultimately push them to a corner. These things also lead to lots of negativity and poor personality development in children. The National Commission (1964-1966) strongly recommended that a serious defect in the school curriculum is absence of social, moral and spiritual values. A national system of education aimed towards life, needs and aspiration of the people cannot afford to ignore this purposeful force. So, conscious and organized attempts should be made in the process of education. Prof. Kireet Joshi truly emphasized value education with following words: *"In fact value education is overdue and we feel that appropriate measures should have been taken soon after attainment of independence."*

Hence, today our education system along with the curriculum should be framed in such a way that will help our young generation to inculcate values which can save them from the darkness of self centeredness, unlimited greed, bribery, corruption, violence, distortions, frustrations etc. It has also become necessary to have a blend between our ancient education system and modern education system, and thus nurture and prepare the child for global citizenship.

**Need and Significance of Peace and Value Education**

The need for value based education cannot be over emphasised particularly in present setup of the society. According to Dr. J.E.Adamson "we have education treated in relation of three worlds that make up his complete environment---the educational, the social world and the moral world. Obviously all the natural and physical sciences belongs to first, all the humanist studies to the second and all the ethical and religious to the third. Our educationists have spent lot of ink in formalizing the curriculum regarding the first and second world but very little has been brought about for the third, the most subtle world—the moral world. Since the last few decades, the western world has formulated various ways and methods for cultivating moral and spiritual values in the mind of the students. But in our society the awakening in this direction has been too late. Though we also come across a sort of syllabus for moral education but till recently, there was substantial move."

From the reports of several national and international commissions and committees a consensus has emerge regarding inclusion of values and peace in modern educational system. But does this mean we should have curriculum and syllabus of peace and value education. The resolution adopted at Wardha Conference (1937) does not contain any reference to moral and religious education. When Mahatma Gandhi was asked about this he remarked very aptly--- *"We have left the teaching from Wardha scheme of education because we are afraid that religions as they are taught and practised today lead to conflict rather than unity. But on the other hand, he said that the truths are common to all religions. These truths cannot be taught through words or books. The children can learn these truths only through daily life of the teacher.*

The Indian Education Commission (1964-66) headed by Prof. D.S. Kothari had very rightly suggested that that

> *"We recommend, therefore, that conscious and organized attempts should be made for imparting education in social, moral and spiritual values with the help of the ethical teaching of great religions".*

Thus, we may firmly conclude that there has been a consensus of opinion regarding the teaching of moral and spiritual values but the main setback is the present social setup itself, in which positive teacher-taught interaction does not seem to be up to the mark. It should be emphasized again and again that value education is the need of the hour. This is high time to do so, if we intend to safeguard the present set-up of society from further deterioration and degeneration.

**Strategies for Inculcating Peace and Value Education in Global Perspective**

International commission on Education (UNESCO) – (Delores 1997) rightly said "The problem of fostering ethical and spiritual values in a society raises the question of the source of these values. It is precisely in this field that sharp differences of opinion have developed in the modern age leading to utter confusion and bewilderment.

The value-orientation is not confined to those only who are in schools, but also for those who are outside. It is a time-bound process; but it is very long and continuous process. Advocating the value-based education, the great philosopher Ross said, "Today more and more thoughtful people have come to believe that if we wish to build and maintain high civilisation and protect it from brutality or savage-conduct after some time, then it is necessary that education should be based on morality." Gandhiji also supported moral education and said morality, good conduct and religion are synonyms for me. Some of the methods of inculcating values among the children are as follows:

**(A) Direct Method:**

1. Fixed hours in the time table for moral values and civic sense education.
2. Citation of moral stories, incidents, traditions, etc. by teachers.
3. Giving students civic, moral and social values through education.
4. Teachers should try to give knowledge about biographies and autobiographies of great religious and social leaders to the students.
5. There should screening of value based movies and documentaries.
6. Study of moral books, religious books (scriptures), religious controversies and comparative religion by the students. Different types of discussion on religious and moral issues in class.

7. Teachers should guide students in moral problems of students during sports.

**(B) Indirect Method:**

1. Silent meditations
2. Prayer and morning Assembly: It plays important part in character formation. It is the best activity of value establishment.
3. Religious Celebration: The anniversaries of religious founders and religious celebration of all religions should be celebrated.
4. Corporate Life of school: In school, each and every teacher and student get a golden opportunity of mutual relationship, listening and learning moral values.
5. Group Work: Education commission suggested various type of group work for the development of religious, moral and social values.
6. Suggestion and Inspiration: Teachers should give suggestions and inspiration to children. According to University Grants Commission the best method of suggestion is through personal example, routine life and work. It means, "practice before preach."
7. Atmosphere of School: The intellectual development of a child is meaningless devoid of moral development. This development can not be made through lesson citation. Thus, atmosphere of school should be such kind that the children get religious strength for their moral progress.

**(C) Some Methods for Civic-Sense Development:**

1. Training of traffic rules in school.
2. Education of good conduct and cleanliness in schools.
3. Educating through routine activities.
4. The development of civic-sense through exhibition and audio-visual material.
5. Pictures and sayings of great persons related to cleanliness in the school campus should be pasted.

**Reform in the Overall School Atmosphere:** According to the Yashpal Committee, children learn values like punctuality, faithfulness, cleanliness, service, co-operation etc. informally in the school's atmosphere. So it becomes necessary that these qualities should reflect in the school activities, organisation and maintenance of the system.

**Sources of Value Based Education:** There are many different sources, which can be utilized by the school to impart value education. They are as follows:

1. Regular subjects of the school curriculum are the first source of value education. Whatever subject we teach, there is a set of values, which is hidden in structure and methodology. The teacher will have to find it out and accordingly impart instructions. For example, general science is associated with such values as free inquiry, commitment to truth. Mathematics is linked with logical thinking, neatness and precisions. Similarly, literature and history have their own distinctive values.
2. Co-curricular activities are the second important source for the development values in school children with its multifarious programmes, which are not only packed with education and instruction, but also provide young pupils with opportunities for self-expression and self-fulfilment. Students can learn democratic living, co-operation, tolerance, secularism and responsibility. These activities provide experience in learning values through actual learning.
3. The school environment is the third source of value education. Some great personalities like Tagore, Gandhi, Sri Aurobindo and Gopalbandhu laid much stress on the creation of a conducive environment in centers of learning for the development of personality of the students.

**Suggestions for the School**

1. The school should be equipped with proper equipment (material and psychological).
2. It would be more beneficial to end double-shift system because the duration of one shift is not more than 5 hours. So the curriculum does not prove successful in such a little time. If the schools that are run only in one shift then moral-values and civic-senses may be developed through curricular programmes and activities.
3. Along with meditation in the school assembly, precepts related to moral-values should be displayed. Example: great person's life incidents should be cited. The saying of great persons should be displayed for imparting the moral-values and civic-sense.
4. Eco club should be setup in the school for creating environment awareness.
5. The desired goals can be achieved through established N.C.C, N.S.S, and Scouts and Red Cross Societies.
6. Curricular activities should be directed properly and honestly because students learn more through such activities than through books. Such activities should not be formal but real and creative.
7. There should be democratic environment where a child must feel happy to be around.
8. School should work in collaboration with parents for the betterment of the child.
9. There should be transparency in all kind of dealings (especially fees related).

**Reforms in Curricular Activities:** Curricular activities can work as an important tool for the development of moral-values and civic-senses. The overall school curriculum needs to be reformed along with social values. The above mentioned values can be developed by reforming and including the following activities.

1. Prayer Assemblies: The best place of giving the value education is the prayer assemblies of the school. The need is to reform it. Prayer Assemblies of various religions should be organised and the desired goals can be achieved through explanation of their implied values. Patriotism can be developed through the national anthem. All the students can be inspired by encouraging the student who has got recommendable achievement.
2. Sports and Playground: The qualities of co-operation, goodwill, equality and punctuality can be developed very easily through sports activities.
3. Student Parliament and Student Court: Students should be given the opportunities to create sense of justice to realize the value of justice. For this youth parliament is a beneficial curricular activity. Students learn the importance of just life and try to follow justice. Students committee may be made for example, decoration committee, cleanliness committee and cultural programme direction committee. Student courts can be established for classes and school likewise.
4. Cultural Programme: National, historical, social and religions festivals can be celebrated. Folk-song, dramas, folk-dance, tit-bits, comedy and folk-stories can be performed in such programmes. In such manners literacy programmes may be staged through seminars, conferences and competitions etc.
5. Cleanliness Campaign: The students should have the knowledge about cleanliness from school. Students can participate in writing and speaking about these aspects in cleanliness weeks. All these activities can be considered very important for imparting civic-sense education.

**Strategies for Inculcating Moral Values:** For inclusion of values and development of character and personality, the report of high-level seminar on Moral education, organised by the Department of Education in social sciences and humanities of the NCERT at Shimla (May, 27-28, 1981) has given the following recommendations:

1. Provision for value-oriented education should be made throughout the country with due regard for flexibility of approach.
2. Value-oriented education should be regarded essentially as an education for becoming and self-exceeding. It will not only provide information on values to students, but also for enabling them to grow into beings and transcend narrowness, selfishness and partial ideas and attitudes. It should be viewed in

the context of the present situation of man and the evolutionary process going on within him and his society.

3 Value-orientation should be the main focus of education.
4. This value-orientation should be not only for the children who are in the schools but also for those who are outside. Even parents should be involved in it. In fact the whole society has to be involved in the programme of value-oriented education.
5. The learning process itself has a great bearing on the value-orientation of children. All activities in the school-curriculum making, instructional techniques and evaluation, etc. should be so designed that they lead to the spontaneous development of desirable values.
6. There is a need for producing literature especially designed for the value-orientation of education.
7. All teachers in the schools should be regarded as teachers of value-education and all subjects including physical education can be used for inculcation of right values.
8. There should be an integrated approach in the value-oriented education programme. Instead of tackling piece-meal such areas as awareness of ecology, environmental protection, community development, productivity, population stabilisation, aesthetic education, national integration, and international understanding, etc. they should be handled in a comprehensive manner under the broad spectrum of social responsibility and inner development of human personality Concerned Ministries of the Government should cooperate with one another in this building task.
9. There should be foundation courses both at the secondary schools and universities aiming at giving the children basic knowledge about India, its people and cultural tradition. The course should also aim at making students feel proud of their country and responsible for the upliftment.
10. Some pilot projects for school improvement should be taken up and the Government of India should constitute a Steering Committee for this purpose.
11. There is a need for establishing a resource centre for literature on value-oriented education. Besides printed matter, this centre should also produce 35 mm films emphasising desirable values. An effective distribution system for making these materials available in all corners of the country should be developed.
12. Special schools designed for value-oriented education should be established. Every state should have at least one institution which may impart value-oriented education for nursery to the post-graduate level.
13. Special teacher-orientation programmes should be taken up at the State level to train teachers in the effective methods of development of values among students and teachers.
14. Some case-studies of schools, where value education is being imparted successfully should be taken up.
15. There should be a national council for discipline consisting of people who would have moral authority in their own right, and who could guide development of value-education programmes. Members of this Council could be invited by State educational authorities and other agencies concerned with education for guidance and advice.
16. There should be an education for the enforcement of law. A code of conduct for every class of persons should be developed and value-education programme for the whole society should be so designed that everybody learns to respect the social order.

**Strategies for Inculcating Social Values:** Social values can be inculcated by introducing a programme of educational value of social service. Social service implies service to society or groups of individual bound together by rules or conventions or considerations for achievement of objectives and aims. Education is a stage of preparation for cultivating the sense of service in its theoretical aspect through teaching of lessons on social virtues and through practical in laboratories where students work in co-operative way developing scientific attitude and guiding on another under the supervision of experts. The following activities should be undertaken by schools for imparting the social values in the students:

1. Education at the pre-school stage consists in the upbringing of infants in the home atmosphere. So affection, love, truthfulness and obedience can be cultivated at this stage.
2. At the primary stage affection for all, love for the country, truthfulness in behaviour, obedience to elders, curiosity for knowledge, and appreciation of nature should be developed.
3. At the junior high school, the foundation should be laid for the formation of character and cultivation of qualities of leadership.

4. At the secondary stage, love for all mankind, preliminary knowledge of different aspects of nature, kindness and helps to all living beings, respect for the constitution of country, freedom of thought, speech and action in the just and right context should be cultivated.
5. At the college and university levels all these virtues should be developed and their practical aspect strengthened.
6. Other activities i.e. cleanliness of neglected localities, campaign against disease, provision should be made for special needs and disadvantaged peoples.
7. Training in music, dance, drawing and painting should be arranged.
8. Students should render voluntary service during natural calamities.
9. Citizens are not born. They are to be trained; students are encourage to work in group where students should actively participate. Special camps like N.C.C or A.C.C., N.S.S., I.V.S.P., (International Voluntary Service for Peace) should be organised to provide a natural environment for the students. There should be sense of belongingness among students. They must consider whole nation as their own home and where no misuse of public property ever happens.

**Role of the Teacher in Value Based Education:** The teacher of the modern day school has to play a very important role in value-oriented education. It is very important for the teacher in the modern school system to develop behaviour in accordance with the highest standard and ethics of their profession. A teacher should remember the following principles:

1. He/She should help to create an atmosphere of love, trust and security in school.
2. He/She should have knowledge of child development and its characteristics and adopt methods accordingly.
3. He/She should relate value education to concrete situations, because a young child cannot distinguish between a lie, fantasy and truth.
4. He/She should organize value education indirectly through different co-curricular activities.
5. Whatever subject he/she teaches in the class, he/she should not deviate from the fact that he is value educator. The students should be enabled to understand the subject in totality.
6. Students are the best judges of their teachers. They judge the personality of the teacher in part but as a whole person. Therefore, the teacher should develop his/her personality to influence his/her student.
7. It is said, “Example is better than percept”. Therefore whatever values the teacher preaches in the class, they should also reflected in his/her behaviour. A dishonest teacher cannot preach honesty. The teacher should be honest in his/her dealing with the students.
8. Students should learn not to believe blindly in custom or tradition. Rather the teacher should develop among them rational deliberation and thought.
9. Teachers must maintain cordial relation among colleagues so that they could maintain congenial atmosphere in the school.
10. They must address all the queries of the parents with sincerity and utmost care.
11. Every teacher must treat his/her students as his/her own kids.
12. They should generate feeling of trust, duty, discipline and dedication among students.

Thus, we can say that the teachers will have to keep a watch on their conduct and behaviour. Students do not learn moral values and civic-sense merely from books, but they learn by observing their teacher’s behaviour and by hearing them. The educator, the educational administrator and the people as a whole should support value-oriented programme and devote their time, energy and resources to make this education a success.”

Due to continuous unrest humanity is on the verge of extinction which could be saved through inculcating values and fellow feeling among people. As it is well said, “Catch them young” we have to make sure that coming generation will lead a value based life and for that these kids are to be trained right from the beginning. A proper direction is to be given so that humanity could survive and this world could really become one big family. This might sound utopian but efforts are to be made to make it happen as it is not related to just one country but entire world is suffering on account of unrest prevalent everywhere. Value and Peace based education is the need of the hour. We have to educate our coming generation that it is not always about I, ME, MYSELF all the time it is about us. This feeling of universal brotherhood is to be generated for peaceful survival.

**Suggestion for Teachers:** It is the prime responsibility of every teacher to present him/herself amicably and exhibit healthy tendencies, working habits and life styles. Willingly and unwillingly a teacher is role model which students have tendency to emulate in their primary stage. The teacher as a person imparts knowledge and expertise but is also innovator of tendencies for children's inner and outer individual behaviour. So, we can say

- The teacher should watch his/her words.
- He/she should watch his/her action.
- He/she should watch his/her character.
- He/she should watch his/her heart.

A teacher has an important role in the enrichment of moral values and civic-sense. Therefore, the teacher should focus on his/her own discipline instead of imposing discipline on the students. He/she should not miss chances of reinforcement and create awareness among the student about the utility of values.

**Suggestion for Social Science Teachers:** Normally all the teachers have the responsibility of inculcating values among young kids and children but social science teacher has the greatest of responsibility because of its very nature of the subject. Social Science teachers have the dual responsibility of not only teaching content but also teach them the very nature of social structure and fabrics of societal system. Some of the methods teachers should use in classroom:

(A) Story Telling: All the children are very fond of hearing stories from the childhood. Story telling can easily be used in social science teaching. Teaching moral values and value education becomes easier with the help of stories. The teacher can easily make the pupils differentiate between wrong and right. By including the incidents related to the lives of great heroes of history viz-freedom fighter, renounces', thinkers' etc. moral values and value education can be enriched.
(B) Story playing/ Role playing: There is unlimited possibility of role playing in social science. The teachers may voluntarily select topics and incidents. The staging of stories or incidents is helpful in clarifying moral values.
(C) Biographic Approach: Biographic approach is also an important method in social science teaching. Sarvodharm sadbhav, cooperation, peace, non violence, cleanliness, punctuality, discipline and dutifulness, etc. can be enriched through biographic approach.
(D) Excursions: Educational excursions should be organised as several qualities like- leadership, mutual understanding, cooperation etc. can be inculcated among students.

**Suggestion for Parents:** Family can play an important role in fulfilment of schools' goals. The main responsibility in the development of moral and value education is on the shoulder of Parents. Parents should consider the development of moral-values and pay attention to the following suggestions:

1. Parents should co-operate in the schools' efforts for inculcating moral-values and Value education. They should not express negative attitude towards teachers and school in front of their children.
2. Parents should not advise their children to follow such values that they themselves are not following. Otherwise the child may get confused about the reality.
3. Set value education related examples so that children themselves follow them. Family is the first place of values like good behaviour, cleanliness, discipline etc.
4. Parents should help children in value-clarification and analysis instead of sermonizing them.
5. The contribution of the grand parents in the enrichment of moral-values and civic-sense in children is very important. Parents as a middle generation should be able to ensure their future's security along with mutual benefits at both levels.
6. All the members of the family should make efforts to prevent immoral behaviour happening in their neighbourhood and society.
7. Parent should make every effort to save their children from bad company.

8. Parent should provide their children with value enhancing literature and discuss them. If children behave against values for some reasons then parent should try to make fearless atmosphere for discussion instead of scolding and criticism.
9. Parents must ensure to create conducive ambience at home by keeping inspirational literature. They must plan their holidays to such places which will have positive impact on child's mind. They must plan visits to Orphanage and old age homes because lesson learnt at such places are irreplaceable. Children have tender soul and they could be sensitising in a positive manner.
10. Parents must refrain themselves from compensating everything with money. A child should be made to understand the worth of every single penny.
11. They must ensure that their child understands the joy of giving. He/she must be taught sharing and caring. Nowadays children are so much self-centred that they don't even share things with their siblings.
12. Parents must ensure that the atmosphere at home should be based on trust and mutual respect for each and every one. Hypocrisy begins with our routine behaviour knowingly or unknowingly.
13. Parents must give such atmosphere to the child where he/she could share their thoughts freely without any inhibitions. There are several sensitive issues where parents prefer to defer.
14. Money related issues shouldn't be discussed in the presence of kids. Parents must ensure that the things that they buy should be need based rather than greed based.
15. Parents must ensure to have at least one meal together with the family every day.

## CONCLUSION

When time is tough, tough gets going this idiom has been found validity in today's world. Only child with global values of humanity and mankind can excel in this world. Human Therefore, nurturing child with values is essential for his existence and for it a coordinated efforts of school, society and parents is must and each of them should paly their own part to contribute in developing a child with virtuous values.

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# Entrenched Deterrents To Obesity Prevention Require Imposed Population-Based Interventions

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## ABSTRACT

Despite *multiple individual-based strategies to reverse the obesity epidemic in America for some 30 years, rates continue to climb: 40% of adults are obese with another 30% classified as pre-diabetic; 17% of American children are obese – a figure that has tripled in three decades. Yet, the American public seems unfazed. More to the point, many policy-makers and health care providers are particularly resistant to even broach the subject for multiple reasons: e.g., fear of being miscast as "fat shamers"; belief that individuals do not have the capacity to make life-long behavior changes; wishful thinking that the pharmaceutical profession will develop some magical pill.*

*The American approach toward obesity prevention/treatment has focused upon behavioral change at the individual level, i.e., attempting to influence individual behavior one person at a time. While an important element in the obesity prevention campaign, this individual approach has had minimal effect upon the epidemic. This session will articulate a population-based approach whereby societal/corporate/legislative actions must be implemented. Lessons learned from the anti-smoking crusade from the past 40 years provide a ready source of effective policies that could substantially reduce the nation's obesity rate. Specifically, 10 such initiatives targeting large segments of the population will be identified – initiatives that rely less on individual effort but leverage social momentum to promote health and prevent obesity.*

# Leadership Skills Needed For Success As An Accountant: An Examination Of The Data By Career Levels For Career Levels

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**ABSTRACT**

*In order to advance to the upper career levels in the accounting profession, one must possess strong leadership skills. This study builds upon prior research, including an earlier study by the current authors, by identifying those leadership skills that are most needed for supervisory staff, managers, and senior executives. Prior research has found that leadership skills are indeed critical to one's prospects of advancing in their career. One such study by Early and Davenport ("Desired Qualities of Leaders Within Today's Accounting Firm," The CPA Journal, March 2010, pp. 59-62) developed and analyzed a list 21 leadership attributes that were based on an extensive review of the leadership literature. We used this list of 21 leadership attributes to survey nearly 300 accounting professionals to determine the specific attributes believed to be most important for supervisors, managers, and senior leadership. Our previous analysis found that there are certain skills deemed as important throughout one's career, while others differed by rank. For those attributes that varied by rank, we found that there is an evolution in those skills with the change representing a progression from transactional leadership skills to transformational leadership skills as one advances in their career. The current study builds upon these prior results by testing for specific inter-group differences. Of most significance to the current study are the comparisons between the perceptions held by participants in a particular career level with the perceptions of those above (where applicable) and below (where applicable) that career level. Whereas the previous study assessed the overall perceptions as to the importance of various leadership skills for various stages of one's career, this study more closely examines the misperceptions that may be held by those who are at, or aspire to, a particular career level. For example, supervisory staff may hold mistaken beliefs as to the importance of various attributes for their current rank (supervisory) and for the rank to which they aspire (managerial). We believe that this study is an important extension of our previous work and provides an important contribution to the existing literature on leadership. Additionally, we believe that this study's results will be of great importance to accountants who wish to hone those skills found to be important for their career circumstances by revealing not only which attributes are important for their circumstances, but by also revealing common misperceptions regarding such attributes at their level.*

# Determinants Of Service Quality In The Trucking Industry

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**ABSTRACT**

*Trucking firms play a fundamental role in connecting supply chain elements in many U.S. market channels and firms of all kinds depend on trucks to pick up and deliver goods. Even though many products move just about all the way by ship, train, or airplane, almost everything is carried by a truck at some point during the delivery process (Statistics, 2007). Because of this dependence on trucks, it is critical that managers in trucking firms continually strive to meet and exceed customer and shipper customer service requirements and expectations (Meixell, 2008). The purpose of this research was to examine whether cargo handling by truck drivers had an effect on a company's service quality perceptions as perceived by the recipients of commercial cargo. The SERVQUAL instrument was used to measure the gap between truck drivers' determinants of service quality as perceived by the recipient of the goods from these truck drivers. The findings from the study suggest it becomes necessary for managers to train these truck drivers in more than merely following a route or delivering goods. They need real marketing customer service skills and this should be factored into their training program.*

**AUTHOR NOTE:** Portions of the paper originated from my dissertation warehoused at Nova Southeastern University.

# Cross Hedging Stock Sector Risk With Index Futures By Considering The Global Equity Systematic Risk

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**ABSTRACT**

*This article investigates the effectiveness of TAIEX futures, Taiwan 50 futures and non-finance non-electronics sub-index (NFNE) futures for cross hedging the price risk of stock sector indices traded on the Taiwan stock exchange. A state-dependent volatility spillover GARCH hedging strategy is developed to capture the regime switching global equity volatility spillover effect. Empirical results show that NFNE futures exhibits superior effectiveness as an instrument for hedging stock sector exposures compared with TAIEX futures and Taiwan 50 futures. Simultaneous hedge using both NFNE futures and MSCI world index futures further improves the hedging effectiveness compared with the hedging strategy using only NFNE futures. This shows the importance of hedging the global equity systematic risk of stock sectors by considering the comovement between domestic and global equity markets.*

# Choice Behavior Segments In Selection Of Complex Products

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## INTRODUCTION

*Research of consumer preferences has long been dominated by experimental methods. Since revealed preferences can only be explored by observation, the observational-experimental design seems to be a logical choice. This is the methodological approach, which is able to simulate the buyer's real choice decision. Consumers can hold themselves in a full choice process to a consistent, self-determined decision-making rule, but theoretically, any random choice behavior without any consideration* **-** *such as the opposite endpoint of the decision spectrum* **-** *is conceivable.*

## PROBLEM STATEMENT

Based on the above assumption consumer's choices can be placed in a decision continuum. One end of the continuum represents the conscious buyer who is able

**-** to fully control his/her decision,
**-** to perceive the attribute utilities in a contradiction-free way,

consequently, in any situation, he/she is able to make consistent, say transitive decision. To the other end of the continuum that imaginary consumer is placed who makes his/her decision without any consideration, in a fully random way. The latter one decides, just as by choosing "heads or tails" (like for example by "flipping" the coin). The two endpoints of the decision continuum are called fully self-controlled vs. fully random decisions. The real decision-making is located between the two endpoints. The actual position of this maximum likelihood point is a function of numerous factors. The above continuum model reflects decision problems of different levels of difficulty, different choice situations and different consumer personality patterns, even of the situational and/or emotional factors' influence on the choice outcome. This continuum approach is more sporadic in the research practice, but there are examples of such efforts, e.g. as a recently published paper of Barkan et al. (2016). In our experimental study we were interested to know where the attribute-based product choice preferences typically fall within the range of the decision continuum.

## THE RESEARCH

Two working hypotheses have been introduced into the experimental research model. If in the case of sequential pairwise product comparisons, the subject manages to consistently answer all questions, i.e. in transitive way, then we can say that the subject met the so-called "transitivity working hypothesis". The other extreme is when during the pairwise show up of products, the subject will always respond completely random, as if the coin tossing "heads-or-tails" gave the choice. The latter is called a "heads-or-tails working hypothesis". This latter extreme decision behavior has not been simulated by the experimental group but with a robotized mathematical simulation.

### Robust Versus Neutral Attributes

A research presented in the paper of Fischer et al. (2000) extends the behavioral results, which aims the multi-criteria assessment of multiattribute preference uncertainty by developing a model. Their attribute extremity hypothesis states that greater attribute-extremity (high or low attribute value) will lead to lower preference uncertainty. This latter partly justified that – in order to strengthen the inconsistent choice mechanism – we limited our investigations to the less extreme, less robust, the so-called neutral product attributes. By such a manipulation of the experimental design frequency of obvious choices (i.e. of easy task) can be drastically reduced, since the choice between robustly different attribute utilities needs little mental load, it would clearly be accomplished. This data transformation is with the consequence that by the sequential series of choices we get to the point of the decision interval (the average number of steps) that is the boundary of the random choices. The real position, which would result with the inclusion of all the attributes, would be likely somewhere between the previous borderline and the fully self-controlled position.

Robustness vs. neutrality of attributes on individual level can be grasped by rating importance of attributes. For this purpose we can use a small methodological fragment of the Q method (Stephenson 1953; Brown 1966), namely the forced choice grid. In the Q method, the participants are obliged to evaluate all the attribute dimensions, and they are forced to choose a fixed quantity of attributes for each level of importance. The scale of importance ranges from the highly important, through indifferent to highly unimportant. By this method we gain the same number of indifferent (neutral) attribute dimensions for all participants. It is an important methodological solution that these differences stemming from the subjective assessment "are preserved" by the experimental software in the following sequential product selection phase. Using the Q-method's logic subjectivity is thoroughly preserved, and thus the biasing effect can be decreased.

**Pairwise Comparisons**

To measure intransitivity of preferences we applied a computer assisted experimental design. $N = 112$ participants had the task of revealing their preferences between specific realizations of a complex product (smartphone) in a sequential pairwise comparison. It is important to note that, depending on the number of objects/alternatives, the quadratic increase of the number of comparisons usually makes it impossible to measure all possible pairs (Wauthier, Jordan and Jojic 2013). The experimental subject is therefore asked to choose from a dozen attributes of the complex product, which he thinks as the most important and the less important quarter, so that only about half of the attributes remains. 3 possible levels (status values) have been defined for each attribute. Of the possible 729 elements, 9 representative items were selected so that they fall as far apart as possible from each other. This is needed to radically reduce the load on experimental subjects, i.e. in order to avoid presentation of all the pairs that can be formed. For the product under investigation, the variants are presented in a pseudo-random order. It meant $\binom{9}{2} = 36$ pairs of products for which a representative element of the "neutral" attribute in the middle differred in at least 3 attributes of either of the two. The experiment ended when a participant had compared all possible 36 pairs.

## DISCUSSION

The real decision happens in a very limited time interval, in a real place of purchase/context, in a very complex way, and numerous attribute-sensing stimuli make influence in the buyer's mind. This very complex process of decision making process forces us to break down and analyze a series of "artificially" transformed and timely sequential steps. However, sequential product selection is not an unusual practice in consumer behavior. To evaluate an extremely complex offer, the consumer is forced to make sequential comparisons of product variants before making a purchase decision, to simplify the mental process. In order to make the experiment feasible, the number of product attributes to be included in the experiment should be significantly reduced, from which these experimental - so-called "virtual" - products should be constructed. Here, all of the attributes of all numbers are based/focusing on neutrality, as is the case in the "free choice paradigm" experiment (see eg Chen and Risen 2010). So product-attribute reduction is based on the "neutral" attributes by leaving out the extremely preferred or dispreferred ones.

Let us now formulate two hypotheses**:**
**$H_0$:** Consumers form a homogenous group and with a minor probability $p$ "do mistake" (defective step) against transitivity and independently of each other i.e. follow a binomial distribution $B(n, p)$.
**$H_1$:** Consumers do not form a homogenous group and at least two subgroups/segments can be formed therefore we split the experimental group into at least two parts: 1) who can very clearly understand and validate their choices, their "underlying preference" and those 2) who are not very capable of doing this or they do not consider it important.

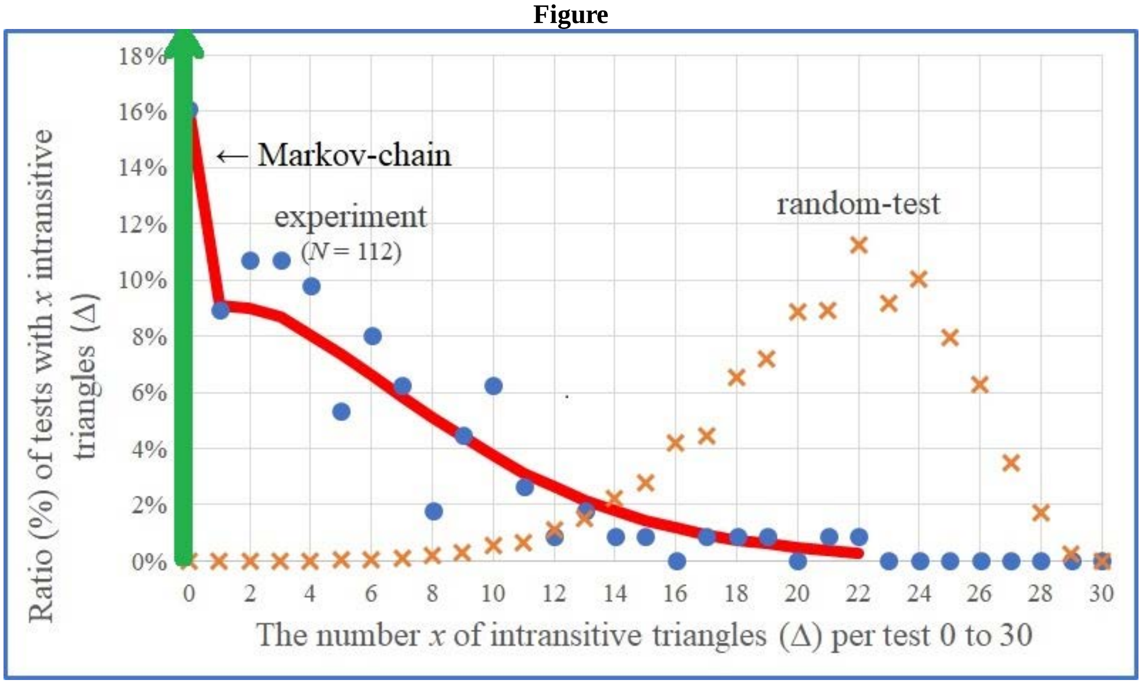
The binomial distribution $B(n, p)$ in the presumably possible $\binom{9}{3} = 84$ positions with a probability parameter $p = {}^{575}/_{(112 \cdot 84)} = 6.11\%$ and $n = 84$, resulted in $\chi^2 = 51.3$ where the critical value is $\chi^2_{0.05}$ (critical) $= 33.9$. So the null hypothesis must be rejected at a high level. Note that in the experiment the maximum frequency of flawless performance was 18 ($p_{k=0} = {}^{18}/_{112}$), i.e. they performed the test without intransitive triangles, and 10 in only once made a mistake ($p_{k=1} = {}^{10}/_{112}$) in the total 36 steps, while for the purely binomial distribution the incidence of these two events is not at the maximum, but between 0 and 3.

To model hypothesis **H₁** we set up a very simple stochastic rule: after a "flawless step" we assume a small probability *p* of the "mistake" (defective step) and after a "defective step" we are more permissive and with a greater probability *q* is allowed to "make a mistake" (where $0 \le p \le q \le 1$). Thus, it is not a standard binomial distribution of *p*, but we follow a slightly more complicated rule. [Note that in the special case where $p = q$, it is a well-known binomial distribution $B(n, p)$.] The question is whether this modified model can resolve the "contradiction" and can get closer to empirics? The mathematical model $B(n, p, q)$ with parameters of $(p, q)$ is slightly generalizing the binomial distribution, where *p*, *q* are two probabilities ($0 \le p \le q \le 1$). Note that the above two-parameter generalization $B(n, p, q)$ of the binomial distribution can be understood as a stationary distribution of a Markov-chain [see e.g. Brooks et al. (2011)]. For this model, the *p* and *q* parameters can be determined using a simple algebraic derivation of the two known starting relative frequencies, i.e. $p_{k=0} = {}^{18}/_{112}$ and $p_{k=1} = {}^{10}/_{112}$. It was found that $p = 0.022$ and $q = 0.71$. After calculating the parameters *p* and *q* of the model from the experimental results, following the stochastic rule of the model, we ran a simulation (in excess of one million), and we found that the degree of fit was very strong, since the fitting $\chi^2 = 7{,}7$ was much smaller than $\chi^2_{0,05}$(critical) = 33.9.

## CONCLUSION

Presenting the results of the above analyses (see the Figure), we can make a comparison of the number of intransitive triangles ($N = 112$) with the frequency function (•) of the experiment and a "head-or-write" ($N = 998400$) random-test frequency function (**x**). The real experimental frequency function (•) is thus between the random function of the so-called "head-or-write" test (**x**) and a theoretical distribution of a left arrow (vertical arrow ↑). This latter would be the case where no intransitive triangle would occur at all, i.e. the number in all 112 cases is equal to 0. The actual ($N = 112$) experimental graph is obviosly much closer to the zero-mean left-angled endpoint in the origin than the right (**x**) random graph. The continuous curve ( \ ) represents the path of the Markov model that fits well to the frequency function (•).

**Figure**



## SUMMARY

One end of the preference-based decision continuum represents the conscious consumer who is fully self-controlled and to the other end of the continuum that imaginary consumer is placed who makes his/her decision without any consideration, just as by choosing "heads or tails" randomly. The real decision-making is located between the two endpoints and it can be modeled by a Markov chain. It was found that at least two behavioral segments of consumers can be distinguished, a more analytical and another one of less control. Concerning the managerial aspects of the results for product developers, product policy makers and for marketers is has to be evident that in purchasing situations potential buyers can belong to two different groups with different buying attitudes. To make influence on their product choice it is inevitable to create a clear message on product attributes in marketing communication.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# Try To Find The Bad Guy: Using A Bank Robbery Game To Teach Interpersonal Skills To Students With Disabilities

Dr. Karen M. Fries, Francis Marion University, USA

**ABSTRACT**

*For most people, learning how to read nonverbal cues in conversation develops rather naturally and they just "know" what certain cues mean. For students with disabilities, however, these skills might not develop without explicit instruction in social skills and general interpersonal skills. Specifically, students with learning disabilities (LD), especially nonverbal learning disabilities (NVLD); attention deficit hyperactivity disorder (ADHD); autism spectrum disorders (ASD); and those at risk for school failure, may face extreme difficulties when dealing with unfamiliar social situations when not provided some form of social skills instruction (Canney and Byrne, 2006). Improved social competence for these students could lead to greater inclusion with and acceptance by peers without disabilities, along with possible increased academic achievement, a more positive self-image, and perhaps even future employment opportunities (Fussell, Macias, and Saylor, 2005).*

*This practitioner-based workshop session will explore how a non-traditional activity of solving a bank robbery game can be used to teach interpersonal skills to students with a variety of disabilities. Upon solving a prepared bank robbery activity as part of a team and revealing the answers, participants will identify social skills used to solve the scenario. Participants will discuss ways in which such skills could be directly taught and used with students of multiple ages with disabilities. Participants will share similar active learning opportunities they may currently use in their own classrooms, in order to reach both students with and without disabilities (adapted from Fries, 2017).*

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**AUTHOR NOTE**

I presented a similar workshop last summer at the Clute Institute's Conference in Stockholm, using a murder mystery game to talk about leadership skills. The ensuing discussion delved into how leadership skills could be observed/taught in the business world as well as the classroom. This bank robbery game was developed by the same person, and it puts a slightly different spin on what I presented last year. A colleague and I presented the murder mystery game last year at a conference in South Carolina, and the bank robbery game this year at the same conference; both were very well-attended and well-received sessions.

# Developing Conflict Simulations To Enhance Student Learning

Alyssa Ferns, Humber Institute of Technology and Advanced Learning, Canada

**ABSTRACT**

*Most organizational literature supports the need for strong conflict management skills for employees to be efficient and effective in the workplace (Oore, Leiter, & LeBlanc, 2015). Furthermore, on-going interpersonal conflict can negatively impact employees and lead to burnout, absenteeism, and turnover, and this is especially true in high stress environments (e.g., medical; criminal justice) (Astley, 2017; Lambert, Minor, Wells, & Hogan, 2015; Pines et al. 2014). While curriculum can teach theoretical knowledge as it relates to conflict, it is beneficial for students to have the opportunity to practice their conflict resolution skills in applied settings, and this can be accomplished using a conflict simulator. While typically, these have been used for use-of-force police training, with the right type of scenario library, it is possible to shift the focus away from practicing use-of-force decision making and more towards practicing communicative de-escalation techniques.*

*The current study used a focus group method of current Canadian criminal justice (CJ) professionals and Humber CJ student graduates to answer two key questions: (1) what are the most significant workplace conflicts that are taking place within a CJ field; (2) what are the most significant workplace conflicts new graduates entering into a profession. The focus groups were transcribed and analyzed using a qualitative approach and the following themes were observed: external conflicts with emotionally disturbed or unresponsive persons, internal power struggles based on age/gender, internal organizational hierarchy miscommunications; and personal work-life balance challenges. The results were used to guide future scenario development for the conflict simulator to be able to support our students' learning of applied conflict management skills and prepare for a criminal justice career.*

**Keywords:** Criminal Justice; Conflict Management Skills; Simulation Technology; Higher Education

# The Factors Affecting The Business Results For SMEs Participating In Joint R&D

Sangil Kim, Korea Institute of S&T Evaluation and Planning, Korea

**ABSTRACT**

*The benefits of R&D collaborations for companies is that they reduce the risks and cut the costs, and allowed these companies access to the know-how network. Despite these merits, however, many joint R&D projects end in failure because of instability, a fundamental, unavoidable shortcoming to any joint R&D effort. Based on past history, in the form of empirical studies and case studies, not all collaborations between industry, academia and research institutes end in success, an moreover there can be differences in the exact outcome achieved. These problems of the joint R&D may decide the life and death of the SME taking part, and to the government which has to try to make companies more competitive and has to efficiently draw from the limited government budget for doing so, this kind of a thing may spell the failure of government policies for joint R&D. Also, failure in investment on joint R&D and in the policies to promote it directly concerns the efficiency of those government policies designed to promote R&D. Therefore, this paper focus on the identifying the quantitative or objective factors that affect the business results of SMEs participating in government-supported joint R&D projects.*

# Understanding Integration In South African Multicultural Schools

Pertunia Machaisa, University of South Africa, South Africa
Lindiwe Mulaudzi, University of Venda, South Africa

**ABSTRACT**

*The study investigated integration challenges in multicultural schools in South Africa. The inquiry followed a qualitative approach, using interviews and focus groups. The understanding of the integration of multicultural challenges in schools was done through the lens of critical race theory. Individual interviews were conducted with eight principals, followed by focus groups with 34 teachers, together with open-ended questionnaires, which were administered to 82 participants. The findings revealed that policies on school integration presents opportunities for integration but do not address the challenges of diversity in schools. The problem in this research is that integration is not recognised in schools although it is mandated by government policy. The study highlighted the fact that it was not easy to implement a policy on integration because some schools do not see so called "colour in the learners. Schools alone cannot deal with and remedy the inequalities and segregation in multicultural schools, and communities should help at all levels to achieve positive transformation in schools.*

**Keywords**: Transformation; School Integration; Desegregation; Multicultural Education; Critical Race Theory

# Tether And Bitcoin

John M. Eagan, Morehouse College, USA
J.V. Eagan, Morehouse College, USA

**ABSTRACT**

*This paper examines data on whether one cryptocurrency, tether, was a major factor in the rapid price increases of bitcoin in 2017. Tether Limited, a company based in Hong Kong, created tether, a cryptocurrency that was built on blockchain technology. Tether Limited claimed that tether was backed 100 percent by fiat currency reserves, which were purportedly subject to professional audits. While tether was stagnant in market capitalization through 2016, tether grew in market capitalization from $9,951,690 on January 1, 2017 to $2,213,384,977 on February 20, 2018. Tether is the third currency after the Japanese Yen and the US dollar used to purchase bitcoin. Observers found evidence of sharp increases in margin long positions on bitcoin shortly after issuance of new tethers. The argument is that tethers entered circulation to fund long margins in bitcoin. The US Securities and Exchange Commission and Commodities Futures Trading Commission issued subpoenas to Tether Limited in January 2018.*

*This paper develops a regression model of bitcoin pricing as a function of the square function number of users times the average transaction value (Metcalfe's law), social media metrics (subreddit member growth, Google Trends), stock market indices, gold prices, the US$/Euro exchange rate and lagged tether market capitalization. Preliminary results find a statistically significant relationship between lagged tether market capitalization and bitcoin prices over the period since tether was first issued.*

# Understanding Managers' Personality Traits

Thomas Henkel, Embry-Riddle Aeronautical University
James Marion, Embry-Riddle Aeronautical University
Debra Bourdeau, Embry-Riddle Aeronautical University

**ABSTRACT**

*The purpose of this present research study was twofold: 1) to explore to what degree Master of Science in Project Management students' MBTI® reported personalities align with preferred MBTI® traits suggested in the academic literature; 2) to determine to what degree both MBTI® and Big Five Personality® profiling systems may be used in selecting project management candidates. The ranking consisted of 177 project management degree graduate students that responded to the MBTI® questionnaire and 172 project management graduate students that answered Big Five Personality ® questionnaire. The MBTI® and the Big Five Personality® are said to have factors that are correlated according to results of previous studies (Staff, n.d.). The relationships observed in previous studies also appear in this present research study of project management students enrolled in a Project Management Master's degree program. This consistency illustrates how both profiling tools are used to identify individuals who have characteristics favorable to project management practice. The findings also may contribute to better understanding the traits that characterize students studying in the project management field of occupation.*

# An Evaluation Of A University-Based, Pro Bono Tax Services Program For Low-Income Taxpayers

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Rafael Efrat, California State University, Northridge, USA
Scott W. Plunkett, California State University, Northridge, USA
Steven L. Jager, California State University, Northridge, USA
Hector M. Nolasco, California State University, Northridge, USA

**ABSTRACT**

*The purpose of this study was to examine whether accounting students who provide pro bono representation to low-income taxpayers facing a dispute with the Internal Revenue Service (IRS) experience significant increases in motivation to offer pro bono representation of low-income taxpayers in the future and whether these students perceive an enhanced proficiency in relevant accounting clinical skills. The design for this study was a pretest/posttest, quasi-experimental research model. The treatment group (n=45) was comprised of accounting students enrolled in a service learning senior-level accounting course (federal tax procedure) where students are expected to represent low-income taxpayers facing a dispute with the IRS. The control group (n=33) was comprised of accounting students enrolled in a senior-level accounting elective course with no service learning component.*

*Independent samples t-test and ANCOVAs were run, comparing treatment group students and control group students, based on posttest answers to questions regarding motivations for involvement in volunteer activities (while controlling for pretest scores). Results indicated that the treatment group reported significantly higher self-perceived competence in providing tax dispute resolution services than the control group. While results indicated that the students in the service learning project seemed to have gained competence in working with low-income taxpayers in tax dispute resolutions, as well as perceived enhanced proficiency in relevant key clinical skills, no significant differences between the two groups on any of the motivations to volunteer at posttest, after controlling for pretest scores, were detected. No significant differences were found between the two groups with regard to attitudes for helping others at posttest, after controlling for pretest scores. Furthermore, no significant differences were found between the two groups regarding self-efficacy toward service at posttest, after controlling for pretest scores. The results make a significant contribution to the literature by illustrating that mere exposure to a service learning experience in the context of tax dispute resolution does not necessarily cause students to experience significant gains in motivation to offer pro bono representation of low-income taxpayers in the future.*

# Cultural Tourists' Perceptions Influencing The Intention To Revisit Chiang Rai Province

Nak Gulid, Ph.D., Srinakharinwirot University, Thailand
Supinya Yansoboon, Ph.D., Srinakharinwirot University, Thailand

**ABSTRACT**

*The intention of this study is to analyze cultural tourists' perceptions influencing intentions to revisit Chiang Rai province, Thailand. This research employs the quantitative technique. Data has been collected by using questionnaires. In this study, four hundred Thai tourists were interviewed.*

*The findings of this study are as follows:*

*The most of respondents are female, aged between 25 and 34, single and with bachelor's degrees. They work in the private companies and earning monthly income over THB45,000 (€1,150). Cultural Thai tourists' perceptions of monuments and tourist attractions, accommodation and food, hygiene and sanitation, infrastructure, and local residents' attitudes towards tourist dimensions are all at a high level, respectively. The intention to revisit Chiang Rai province is at a high level and positive word of mouth is also at a very high level.*

*Cultural tourists' perceptions of accommodation and food dimensions can predict tourists' intentions to revisit Chiang Rai province by about 16.4%. Cultural tourists' perceptions of monuments and tourist attractions, accommodation and food, and local residents' attitudes towards tourist dimensions can predict positive word of mouth by about 26.2%. Cultural tourists' perceptions of accommodation and food dimension have the greatest positive impact factor on predicting tourists' positive word of mouth. This is followed by monuments and tourist attractions and local residents' attitudes towards tourist dimensions, respectively.*

**Keywords**: Cultural Tourists' Perceptions, Intention to Revisit, Positive Word of Mouth, Chiang Rai Province

## INTRODUCTION

Chiang Rai province is located in the north of Thailand. The Thai government listed Chiang Rai province as the second phase of development of special economic zones (SEZ) in 2015. An SEZ is an area indicated by the National Committee on Special Economic Zone Development, to which the Thai government provides infrastructure, investment stimulus, cross-border management of daily foreign employees, all in one service center, and other essential activities (www.nesdb.go.th). The objectives are to improve quality of life, sustain area growth, and enhance competitive attributes. According to the development plan, Chiang Rai province will be developed as a tourist city because this province has high potential for eco-tourism, cultural and historical tourism, and health tourism. It is located 785 kilometers from the capital (Bangkok) and has many unique and fascinating landscapes. It is noted for its mountains and forests along with a wide range of other tourist attractions. It shares a border with Myanmar and the Lao PDR. In this study, the researchers have focused only on Thai tourists as the majority of visitors are domestic tourists (about 76%) and their revenue share of all visitors is about 82% (http://markeitngdb.tat.or.th). Perception is a complicated process by which a person chooses, formulates, and reckons incentives into a meaningful and consistent description of the world (Kesic 1999, Schiffman and Kanuk 2004, and Mishra 2013). It encompasses a customer's impressions, awareness and/or consciousness about a company or its offering (www.virtualhold.com). As mentioned earlier, Chiang Rai province is designed by the government to be a tourist city and has high potential for cultural and historical tourism. This study is focused on cultural tourists' perceptions influencing the intention to revisit Chiang

Rai province, Thailand. The findings of this study will attract Thai tourists to enhance competition with neighboring provinces and develop infrastructure and services to satisfy tourists' loyalty.

## CONCEPTUAL STRUCTURE AND HYPOTHESIS

The intention of this research is to examine cultural tourists' perceptions influencing the intention to revisit Chiang Rai province. The proposed model is suggested as follows:

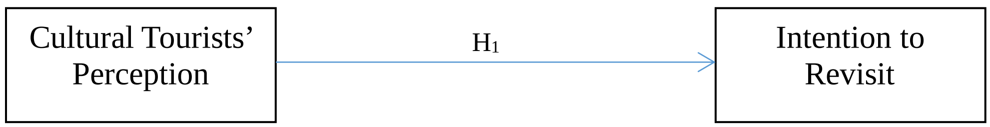


**Figure 1: Conceptual Framework**

## HYPOTHESIS

The following research inquiry will be undertaken:

$H_1$: Cultural tourists' perceptions of monuments and tourist attractions, accommodation and food, hygiene and sanitation, infrastructure, and local residents' attitudes towards tourist dimensions influence intentions to revisit Chiang Rai province.

## LITERATURE REVIEW

### Cultural Perception

The performance of a destination can be measured by the perceptions of tourists when competing with neighboring provinces and enhancing competitiveness. Such perceptions encompass a customer's impressions, awareness and/or consciousness about a company or its offering (www.virtualhold.com). Beerli and Martyn (2003) divided tourists' perceptions into nine dimensions: natural resources (i.e., mountains, lakes, beaches), tourist leisure and recreation (i.e., tourist information, restaurants), the natural environment (i.e., pollution, traffic congestion), general infrastructure (i.e., transportation facilities, telecommunications), culture, history, and art (i.e., museums, monuments), the social environment (i.e., hospitality, quality of life), tourist infrastructure (i.e., hotels and catering), political and economic factors (i.e., safety, the crime rate), and leisure and recreation (i.e., theme parks, nightlife, shopping). Chiang Rai province has a high potential for eco-tourism, cultural and historical tourism, and health tourism. Hence, in this study, the researchers emphasized cultural and historical tourism because this province is well-known by domestic tourists in this category. Mishra (2013) categorized cultural tourists' perceptions into four dimensions: monuments and places, accommodation and food, hygiene and sanitation, and attitude of local people towards visitors. In this study, the researchers employed Mishra's dimensions and include infrastructure as another dimension because Chiang Rai province is a Special Economic Zone where the government provides infrastructure to improve quality of life, durable area growth, and competitive improvement. Hence, cultural tourists' perceptions included five dimensions.

### Destination Loyalty

Tourist loyalty is a key success factor in the hospitality area. Newman and Werbal (1973) define loyal customers as "those who re-buy a brand, consider only that brand, and do no brand-related information seeking (Law et al., 2004)." Oliver (1996, p.36) concludes loyalty as "a deeply held commitment to rebuy or repatronize a preferred product or service consistently in the future despite situational influences or marketing efforts having the potential to cause switching behavior." This definition emphasizes two facets of behavioral loyalty and attitudinal loyalty (Assael, 1998; Oliver 1999; Chaudhuri and Holbrook, 2001). Behavioral loyalty is measured by actual purchases observed over a period of time, whereas attitudinal loyalty is based on stated preferences, commitments or purchase motives (Mellens, Dekimpe et al., 1996; Gulid 2007). Jones and Sasser (1995) explain that customer loyalty is the expression to repeat the purchase of some specific product or service in the future. Prayag (2008) states that attributes such as safety and infrastructure, cultural attractions, and tourist attractions affect tourist loyalty. Therefore in this study, we hypothesized that cultural tourists' perceptions of monuments and tourist attractions, accommodation and food, hygiene and sanitation, infrastructure, and local residents' attitudes towards tourist dimensions influenced intentions to revisit Chiang Rai province.

## RESEARCH DESIGN AND METHODOLOGY

This study were quantitative research and used a survey technique to gather the data. The sample size is 400 Thai tourists visiting Chiang Rai province. Judgmental sampling was selected to interview at the most popular attractions: Mae Sai and Chiang Saen districts. Quota and convenience sampling were employed to choose Thai tourists at both attractions.

### Measurement

In this study, cultural tourists' perceptions are categorized into five dimensions: monuments and tourist attractions, accommodation and food, hygiene and sanitation, infrastructure, and local residents' attitudes towards tourist dimensions. Destination loyalty includes intention to return and positive communicate to others. All dimensions employed a five-point Likert scale where 1 = strongly disagree to 5 = strongly agree. The reliability of the five dimensions in cultural tourists' perceptions (monuments and tourist attractions, accommodation and food, hygiene and sanitation, infrastructure, and local residents' attitudes towards tourists) was estimated by computing its Cronbach alpha, which was equal to .789, .890, .799, .815, and .718, respectively, whereas the intention to return and positive communicate to others was equal to .940 and .924, successively. All measures attained the Cronbach alpha beyond the approved level of 0.70 (Nunnally, 1978).

## RESULTS

### Respondent Profile

The majority of respondents were female (70.8%) aged ranging from 25 to 34 (37.5%) and single (75.5%). They work in the private companies (42.8%), earn monthly incomes of over THB45,000 (€1,150, 23.5%), and bachelor's degrees (59%). Cultural tourists' perceptions of monuments and tourist attractions, accommodation and food, hygiene and sanitation, infrastructure, and local residents' attitudes towards tourist dimensions are at a high level (mean value = 4.04, 4.01, 3.95, 3.85, and 3.83, respectively). Furthermore, positive word of mouth is at the highest level, whereas the intention to revisit Chiang Rai province is at a high level (mean value = 4.27 and 4.15, successively).

### Findings

Multiple regression analysis was used to assess the hypothesis. The findings are exhibited in the following tables:

**Table 1: Intention to Revisit Chiang Rai Province as a Dependent Variable**

| Intention to revisit | B | SE(b) | Beta | t | p. |
|---|---|---|---|---|---|
| Constant | 1.653 | .289 | | 5.714** | .000 |
| Cultural tourists' perception of | | | | | |
| - Monuments and tourist attractions dimension | .122 | .069 | .098 | 1.767 | .078 |
| - Accommodation and food dimension | .406 | .090 | .308 | 4.526** | .000 |
| -Hygiene and sanitation dimension | .031 | .081 | .025 | .379 | .705 |
| - Infrastructure dimension | .059 | .088 | .045 | .676 | .500 |
| - Local residents' attitudes towards tourist dimension | .006 | .070 | .005 | .085 | .932 |

| r | $R^2$ | Adjusted $R^2$ | SE (est.) | F Change | p. |
|---|---|---|---|---|---|
| .418 | .174 | .164 | .602 | 16.645** | .000 |

** Statistical significance at 0.01 level.

According to the above table, the result shows that only the estimated coefficient of cultural tourists' perceptions of accommodation and food aspect has a significant positive influence on the objective to revisit Chiang Rai province at the statistically significant level of 0.01, which can be explained by about 16.4%.

**Table 2: Positive Word of Mouth as a Dependent Variable**

| Intention to revisit | B | SE(b) | Beta | t | p. |
|---|---|---|---|---|---|
| Constant | 1.610 | .236 | | 6.814** | .000 |
| Cultural tourists' perception of | | | | | |
| - Monuments and tourist attractions dimension | .212 | .056 | .195 | 3.752** | .000 |
| - Accommodation and food dimension | .414 | .073 | .361 | 5.656** | .000 |
| -Hygiene and sanitation dimension | -.066 | .066 | -.062 | -1.000 | .318 |
| - Infrastructure dimension | -.007 | .072 | -.006 | -.102 | .919 |
| - Local residents' attitudes towards tourist dimension | .113 | .057 | .116 | 1.973* | .049 |

| r | $R^2$ | Adjusted $R^2$ | SE (est.) | F Change | p. |
|---|---|---|---|---|---|
| .520 | .271 | .262. | .492 | 29.263** | .000 |

*Statistical significance at the 0.05 level, ** Statistical significant at the 0.01 level.

According to the above table, the result shows that the estimated coefficient of cultural tourists' perceptions of accommodation and food dimension has the highest significant positive impact on positive word of mouth, followed by monuments and tourist attractions and local residents' attitudes towards tourists which are statistically significant at the 0.01 and 0.05 levels, respectively, and can be explained by about 26.2%.

## CONCLUSIONS

The results indicate that only cultural tourists' perceptions of accommodation and food dimension influenced tourists' intention to to return and positive communicate to others. The reason is that hotel accommodation or places to stay are widely available and easy to access. In addition, excellent service from hotel staff is very impressive. In Chiang Rai province, there are several tourist attractions such as the King Mengrai Monument, Wat Rong Khun, the Golden Triangle Park Hall of Opium, Doi Tung, the Khun Chae National Park, and Phu Chi Fa. Hence, the cultural tourists' perceptions of monuments and tourist attractions dimension has a strong impact on positive word of mouth. In the northern region, the native culture is very impressive and famous among Thai people. The people have their own language, folk dances, and traditional dietary habits which are greatly enjoyed by domestic tourists. Therefore, cultural tourists' perceptions of local residents' attitudes towards the tourist dimension has an impact on tourists' positive word of mouth. Cultural tourists' perceptions of hygiene and sanitation and infrastructure dimensions did not have any impact on destination loyalty. However, domestic tourists had an impression on safety during their stay in this province. They also admired the cleanliness and hygiene of hotel accommodation or places to stay. The majority of them have a high intention to return and have positive communicate to others about persuading their friends or relatives to visit this province. According to this finding, the government, the private sector and related organizations should maintain their service quality and preserve national resources and ancient artifacts along with their traditions and culture because they are the strong points of this province to attract tourists. The tourism sector leads to a sustainable area of growth and enhances the quality of life for local residents.

## LIMITATIONS AND FUTURE RESEARCH

The ability to discern the findings is restricted since this research was directed only with domestic tourists due to the restrictions of time and budget. The location is also far from the capital. Future research can be expanded to other designated areas of neighboring provinces to compare and enhance competitiveness. To gain more data, qualitative methodology should be employed to gain more information about this province.

## ACKNOWLEDGEMENTS

This research is funded by the Faculty of Social Sciences, Srinakharinwirot University

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# Sustainable Development Goals: Climate-Related Disasters And The Effects Of Logistics

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## ABSTRACT

*Taking urgent action to combat with the climate change and its impacts is one of the Sustainable Development Goals (SDG) of 2030 agenda for sustainable development. The most important aim is to strengthen the resilience and the adaptive capacity for climate-related hazards and natural disasters in all countries. Climate change is increasing the probability of disasters all around the world. Drought, wildfire, cyclones, and heavy rainfalls that cause floods and landslides are some of these disasters. Disasters disturb the regular life of people and overcome people's compliance ability. Disasters cause a high mortality rate, loss of property and injuries. Disaster logistics activities cover the phases before, during and after disaster to strengthen the resilience. The main drive of disaster response is to minimize the impact of disaster on affected people and get better sustainable conditions caused by disaster as soon as possible. Disaster logistics aims to prevent and reduce the physical and economic losses in any country. Another aim is to decrease people's suffering and speed up the reconstruction process. The foundation of a successful aid operation depends on timely, balanced and fast delivery of aid materials and equipment. Considering all disaster management activities, the great and also the most difficult part is logistics. Food, water and health services are the most vital systems of disaster region and need to be provided by logistics. Disaster logistics provide the bridge between aid materials and the areas of disasters. Disaster logistics ensure the efficient flow of aid to disaster areas. Logistics activities constitute the most important part of the disaster management. In this study, the strong* relationship between climate change, disasters and disaster logistics has been examined.

**Keywords**: Climate Change; Disasters; Logistics; Sustainability

# Breastfeeding Self-Efficacy And Level Of Acculturation Among Low-Income Pregnant Latinas

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**ABSTRACT**

***Objective:*** *The objective of the study was to determine whether less acculturated, compared to more acculturated, low-income pregnant Latinas, report higher levels of breastfeeding self-efficacy. Data on level of acculturation and BSE were collected from 253 pregnant low-income Latinas.*

***Methods:*** *This study was cross-sectional.*

***Results****: This study found that less acculturated, compared to more acculturated, low-income pregnant Latinas had significantly higher breastfeeding self-efficacy.*

***Conclusions:*** *Evidence suggests that breastfeeding self-efficacy is one of the strongest modifiable factors linked to high breastfeeding rates. Moreover, prenatal interventions designed to increase breastfeeding self-efficacy have effectively done so. Taken together it appears that one strategy practitioners and researcher may consider to increase breastfeeding rates among more acculturated low-income Latinas is to design a culturally appropriate prenatal breastfeeding intervention aimed at improving breastfeeding self-efficacy.*

# Distance Education As A Solution To The Pedagogical Development Of Clinician-Teachers: Challenges And Success Factors

Marie-Julie Babin, Université Laval, Canada
Nathalie Gingras, Université Laval, Canada
Danielle Saucier, Université Laval, Canada

**ABSTRACT**

*For faculties of health sciences, a growing number of professionals who have completed postgraduate studies in health sciences education are an asset to face the increasing complexity of training programs and educational activities to offer their students and their teachers. However, how to make available study programs for clinician-educators who are distributed in multiple training sites and often not available for a meeting at the university. Distance learning is the way forward for this.*

*This presentation will allow participants to take stock of the opportunities and constraints related to distance learning, especially for graduate students enrolled in a university pedagogical program. Discussions will focus on the following themes, according to the priority needs expressed by participants: intervention teaching methods; technological tools; supervision of students; professional socialization; coaching of teachers, etc.*

*The purpose of this paper is to present the 2nd cycle program on health sciences education developed at Laval University. In addition, we will discuss favorable conditions and obstacles to offering a interprofessional programs offered online.*

**Keywords:** Higher Education; Distance Learning; Health Sciences

**A 2-3 sentence description:** The purpose of this paper is to present the 2nd cycle program on health sciences education designed for clinicians educator. In addition, we will discuss favorable conditions and obstacles to offering a interprofessional programs offered online.

# Impact Of Leadership Style On Work Related Stressors: Role Of Employee Empowerment And Perceived Organizational Reputation As Mediators

Jagannath Mohanty, Institute of Management Technology, Nagpur, India

**ABSTRACT**

*The objective of this work is to investigate the influence of two distinct leadership styles on employees' empowerment, & perceived organizational reputation on work related stressors in the context of pharmaceutical business. The study used responses of 319 respondents working with pharmaceutical organizations in sales and marketing roles. The results did not yield a significant impact of leadership styles on stressors at work. The transformational and transactional leadership style escalates the work related stressors. Yet in this study leadership style failed to mitigate workplace stress significantly. Also both the moderators' employee empowerment and perceived organizational support was of no substantial consequence in moderating the relationship. This study points out primacy of factors other than leadership that may have tangible impact on. This work is aimed at exploring the consequences of leadership influence on workplace stressors moderated by organizational factors like employee empowerment and organizational reputation.*

# Language Education Curriculum Design For The Multilingual And Multicultural University

Anna Stavicka, University of Latvia, Latvia

**ABSTRACT**

*Increased inbound mobility builds the basis for Latvia to utilise its potential for education and research as well as serves as a means to strengthen the image of Higher Education Institutions (HEI) and promote the positive image of the country globally. The paper introduces the selected results of the research conducted with the aim to develop the framework for the implementation of the post-doctoral research project "Multilingual and Multicultural University: Preparation Platform for Prospective International Students" (1.1.1.2/VIAA/1/16/019 Co-funded by ERDF). The overall objective of the project is to contribute to successful integration of prospective international applicants by providing the preparation service for the studies in Higher Education Institutions accessible prior to arrival in the host country.*

*The empirical research was carried out in the pragmatic paradigm. Mixed-method or multi-strategy research was used as the approach to research design.*

*The report reveals how internationalization impacts language education within the higher education curriculum and faculty staff professional development and introduces the framework for the elaboration of higher education curriculum placing language studies in the focus of attention to facilitate the implementation of the higher education internationalization.*

**Keywords:** Internationalization; Higher Education; Language Education Curriculum; Multilingualism; Multiculturalism

## 1. INTRODUCTİON

Increased mobility and international cooperation are crucial objectives for Latvia to foster integration to the European Higher Education Area and European Research Area, which builds the basis for Latvia to utilise its potential for education and research (RIS 3 Strategy 5) as well as serves as a means to build research capacity, strengthen the image of Latvian Higher Education Institutions (HEI) and promote the positive image of the country globally.

The paper introduces the selected outcomes of the research which forms the basis for the implementation of the project "Multilingual and Multicultural University: Preparation Platform for Prospective International Students" (1.1.1.2/VIAA/1/16/019 Co-funded by ERDF), which seeks to internationalize the prospective students' experience before arriving to Latvia or enrolling in higher education programmes in the framework of study mobility. The overall objective of the project is to contribute to successful integration of prospective international applicants by providing the preparation service for the studies in Latvian Higher Education Institutions. The service, which is an e-learning platform (a comprehensive strategic tool for planning, promoting and supporting mobility and higher education internationalization initiatives) comprising comprehensively developed modules to be used within online and classroom learning will be designed to provide access to Latvian culture, cultural heritage, cultural literacy, the Latvian language, English for professional/academic communication as well as the modules targeted at the development of "life skills" (and other topical areas) necessary to integrate into the new environment. The service will be available and promoted to be used by prospective international students from Europe and beyond (e.g. China as a strategic partner) prior to arrival in the host country. The methodology will draw upon innovative use of information and communication technologies to produce, make available, distribute cultural content drawing upon innovative teaching/learning methods.

The paper introduces the research findings crucial for the development of language education curriculum in higher education institutions.

## 2. THEORETİCAL BACKGROUND

Higher education internationalization has become one of the top state priorities (RIS 3), which is reiterated in the missions and visions of Latvian HEIs, as it is a significant indicator of global competitiveness. It is widely acknowledged (Altbach, Knight, 2007; de Wit, 2010; Farrugia, 2013; Knight, 2014 and others) that countries with high number of international students benefit from the contribution they make to domestic research and sustainable development of the society.

In the case of Latvia, strengthening international cooperation and establishing new forms of collaboration are alligned with the overal national strategy (e.g. RIS 3 strategy 5) and the core objectives put forward in the project “Multilingual and Multicultural University: Preparation Platform for Prospective International Students”:

- Promoting intercultural understanding and mutual learning;
- Attracting excellence and increasing academic competitiveness;
- Tightening economic ties through attracting students to generate revenue;
- Strengthening the national labour market and addressing skills needs.

Recent research reveals (CCG, 2014; Yang, 2014 and others) that the main challenges to study mobility are related to the lack of information, insufficient language proficiency and lack of comprehensive support services aimed at enhancing the quality of mobility starting from pre- departure stage (among other factors).

The project relates with a novel approach to internationalizing the prospective students' experience prior to enrolling in higher education programmes. While focus within the preparation for international mobility so far has almost exclusively been on ensuring the necessary language proficiency of lecturers and students, and encouraging international students to participate in social activities and study courses upon the arrival in the host country, it is high time stakeholders have come to realise and explicitly articulate the fact that there is much more than just language proficiency and general intercultural communication skills at play (Constantine et. Al, 2005; Wu et. Al. 2015), and that the challenges of the international mobility can be addressed prior to enrolling in international mobility. Based on the content analysis of HEI websites conducted in the framework of the Doctoral research ‘Foreign Language Studies in the Context of Higher Education Internationalization’ (Stavicka, 2015, the conclusion can be drawn that none of the Latvian HEIs provide comprehensive preparatory programmes aimed at prospective international students, which would address the prospective students' needs and provide the opportunity to explore the host country social and cultural environment prior to arrival. The development of the e-learning platform (a comprehensive strategic tool for planning, promoting and supporting mobility and higher education internationalization initiatives at large) comprising comprehensively developed modules to be used within online and classroom learning will be designed to provide access to Latvian culture, cultural heritage, cultural literacy, the Latvian language, English for professional/academic communication as well as the modules targeted at the development of “life skills” and other crucial areas responding to the changing and diverse needs of prospective students in higher education would be an innovative solution to develop a truly international educational environment, thus fulfilling the aims and objectives of Europe 2020, Youth on the Move and, indeed, the Bologna 2020 goals and RIS3 strategies.

Therefore, the ultimate vision of the project is to create structured, interactive and innovative learning tool for transnational cooperation that will provide potential international students with the possibility to experience host country culture and gain the necessary knowledge and skills to successfully adjust to the new environment and context of the host country (Latvia) learning across traditional boundaries. To enhance the benefits of the study period in the EU, measures should be taken to better prepare students before departure providing support to better integrate in the host country/institution.

To develop the framework necessary for the implementation of specific objectives put forward within the research project, the research was conducted to explore how internationalization impacts language education within the higher education curriculum and faculty staff professional development (Stavicka, 2015). The paper introduces the framework for the elaboration of higher education curriculum placing language studies in the focus of attention to facilitate the implementation of specific objectives within the higher education internationalization.

## 3. RESEARCH METHODOLOGY

The analysis of theoretical literature was performed with the aim to design the theoretical framework for the implementation of the empirical research. Theoretical research of trends and perspectives within the research on the internationalization of higher education was carried out applying content analysis of theoretical sources as a research method.

The empirical research was carried out in the pragmatic paradigm referring to a philosophical position with a long-established history originating in the works of Pierce, James, Dewey and revived in the work of Rorty (e.g. Rorty, 1999). Mixed-methods or multy-strategy research was used as the approach to research design. The *concurrent triangulation design* was chosen as a type of multi-strategy designs. The following research strategies were used within the 3 stages of the empirical research:

1. Case Study;
2. Survey;

Focus group discussion and documentary analysis were used to amplify and gain thorough understanding of the findings from a questionnaire survey.

3. Narrative Analysis.

The following data collection methods were used:

Questionnaire, focus-group discussion, documentary analysis, the testing technique adapted from Horst & Meara (1999), narratives.

The data analysis and processing methods included:

Content analysis and thematic coding approach for qualitative data analysis;
SPSS 20 software for quantitative data analysis.

### Research Sample

Within the three above-stated empirical research stages, the sampling procedure was performed in accordance with the research sampling methodology (Robson, 2011).

Within the Research Stage 1, the research sample comprised 100 respondents (students of the University of Latvia, the Faculty of Education, Psychology and Art) and 3 experts (2 professors of the University of Latvia, the Faculty of Education, Psychology and Art and 1 professor affiliated to the Faculty of Humanities, the University of Latvia).
Within the Research Stage 2, the research sample comprised 7 Latvian HEIs, 108 questionnaire respondents and 11 participants of the focus-group discussion affiliated to these HEIs. The respondents represented the following groups within the higher education sector: affiliated to these HEIs

Within the Research Stage 3, 20 narratives were collected from 20 narrators representing the following target audiences: academic staff (affiliated to HEIs explored during the previous research phase), students (affiliated to HEIs explored during the previous research phase), employers (working outside the higher education sector, having higher education) and employees (working outside the higher education sector, having higher education) provided their narratives.

The purposive sampling was performed in accordance with sampling methodology (Robson, 2011). The detailed sampling procedures are described in the corresponding subchapters of the empirical research.

## 4. FINDINGS AND RECOMMENDATIONS

The framework (Stavicka, 2015) adjusted to the Latvian setting for the internationalization of higher education based on the theoretical literature analysis and findings of the empirical research introduces the interrelation of the key elements of internationalization and the rationales driving internationalization (both existing and those of emerging importance), their impact on higher education in general and the implementation of the international dimension within a HEI in particular. As a result, implications for the implementation of language studies are stated providing the basis for putting forward recommendations for the elaboration of language study implementation in Latvian HEIs.

Within the socio-cultural and academic rationales driving internationalization placing national cultural identity; intercultural understanding; social and community development in the centre of attention given that their impact on HE is reflected in the growing emphasis on continuing education; lifelong learning and continuing professional development; the need to develop new skills and knowledge leading to the need for new types of programmes and qualifications; the changing role of HEIs in research and knowledge production, etc., the following recommendations are put forward:

Within the higher education curriculum and staff professional development programmes, HEIs should ensure language support provision for participation in exchange programs, joint/double degree programmes (students and educators); language support provision for development and implementation of internationalized curricula (educators); languages for work/study/practice abroad (students and educators), languages for faculty/staff mobility programs; cross-cultural training (educators and students); languages for visiting lecturers and scholars; languages for research and publications; languages for international academic activities (conferences, workshops, seminars, etc.); international research agreements; research exchange programs; international research partnerships, language support through new delivery methods - for domestic and cross-boarder education.

More specifically, HEIs should:

**A. Objectives aimed at language support provision**

- Develop and/or elaborate a formal institutional language policy and familiarize educators and students as well as others involved in the HE sector with the main reference points and stances within a HEI language policy;
- develop and/or elaborate effective strategies to ensure that educators and students (local and international) have experience of a wide range of contexts where the state official language and English alongside with other foreign languages are used. This way the opportunity to extend the breadth and depth of their skills in using the state official language, the academic lingua franca and other foreign languages appropriate to the sociocultural or academic circumstances would be ensured;
- raise awareness of the need for better acculturation of students and educators to the style and conventions of academic work and the academic environment paying special attention to the role of academic language and language learning support within HEIs, as the findings revealed a deficiency in the knowledge of English among both educators and students as one of the main causes of the problems related to the implementation of professional or study objectives within the international perspective;
- introduce specialized courses (e.g. courses focusing on specific language aspects, such as academic writing for different field specialists), as the survey results clearly demonstrate that despite the world-wide recognition and implementation (even though fragmentary in some cases) of language courses directly linked to professional language learning such courses are not introduced within the higher education curriculum in all Latvian HEIs;
- offer mandatory and/or optional courses in academic writing and other specific language aspects as part of the curriculum to ensure that students comply with the requirement generally set for students to write a research paper upon the graduation from a programme at all educational levels (first-, second-, third-cycle education), as the requirement for graduation in Latvia is to write a final (e.g. BA, MA, PhD paper)

research paper in all the academic and professional domains; the opportunity to master or improve the academic writing skills in both the state official language and foreign languages should also be ensured for educators to ensure high level of scientific communication;

- within the specialized language courses, sufficient attention should be paid to mastering professional terminology (both source and target language terminology), as the research findings revealed inconsistency in the use of professional terminology;
- attract the attention of educators to the conceptions of ideology as well as language ideologies, as socially and linguistically significant in the Latvian settings.
- raise awareness of educators of the importance of the ideological perspective for the successful promotion of standard official terminology in the context of LSP courses for future specialists;
- ensure the legitimate position to the issues of translation and interpretation within the professional training for students, educators and researchers (both students as researchers and educators as researchers). Given that language and its particular aspects are in the very heart of numerous scientific disciplines, language still remains the issue not sufficiently addressed;
- focus on both expert proficiency in the native language alongside with advanced proficiency in at least one foreign language and sufficient proficiency in additional foreign languages in view of the development towards the multilingual and multicultural learning space, as both students and educators can not effectively work or study in one language only, whether it be their mother tongue or a foreign, world language, e. g. English;
- motivate educators to develop and reflect on principles of good multilingual practice in their professional fields;
- develop and introduce diagnostic tools which would track professional language development to ensure the consistency between different study programmes at different level and within different cycles, as well as improve the learning outcomes, as it would be very beneficial to have evidence of the extent to which particular interventions in language learning support affect students' language proficiency and their academic performance;
- ensure that language entry requirements are considered in the context of developmental support that a HEI is able to provide;
- set standard requirements for educators' language proficiency not only to ensure high academic standards, but also to serve as the basis for the elaboration of staff professional development programmes based on the educators' needs;
- take the responsibility for ensuring that educators and students are sufficiently competent in both the local language (the state official language) and the required foreign languages, paying special attention to the English language as the language of international communication, to participate effectively in both the study process and fulfilling professional responsibilities;

**B. General support aimed at home and international educators**

- Develop and introduce courses in the curriculum and in-service training for the academic staff as general practice in the higher education sector, as the research findings confirm that support provision to educators working in multilingual and multicultural classrooms is still one of the weaknesses of current HEIs practices;
- Provide professional development assistance for educators to increase their understanding of, or expertise in, teaching methodology for the work in the multilingual and multicultural classroom;
- Implement promotional activities aimed at raising awareness of the opportunities for gaining international experience;
- Motivate educators to further develop their language proficiency;
- Equip educators with the necessary background and skills to function effectively in the multilingual and multicultural learning space in view of the internationalization of higher education;
- Offer courses to international lecturers in the state official language incorporating familiarization with the local culture and traditions;
- Inform educators about the nature and level of support that will be given to help them meet the expectations that are placed on them in view of the internationalization of higher education;

- Clearly communicate expectations for educators' further professional development;
- Ensure formal and centralized opportunities for international educators to gain truly international experience within the host institutions.

**C. General support measures aimed at home and international students**

- Ensure the learning environment providing opportunities and encouragement to participate in the study process in ways that boost students' confidence and contribute to the formation of the positive international experience; to equip students with the necessary background and skills to participate in the study process within the multilingual and multicultural learning space in view of the internationalization of higher education;
- Implement promotional activities aimed at raising awareness of the opportunities for gaining international experience;
- Support students to adapt to academic, sociocultural and linguistic environments;
- Ensure formal and centralized opportunities for students to gain truly international experience within the HEIs;
- Encourage and support students to enhance their intercultural competence through the provision of the opportunities for effective social interaction on and off campus;
- Inform students about the nature and level of support that will be given to help them meet the expectations that are placed on them in view of the internationalization of higher education.

Within the economic and political rationales driving internationalization given that their impact on HEIs is reflected in the commercialization and commodification of higher education and training at the domestic and international levels; the import and export of educational services and products; the changing role of national level education actors, both government and nongovernment; new regulatory and policy frameworks at all levels (fig.5.2), HEIs should provide language support to ensure effective participation in community-based partnerships with non-governmental institutions, public/private sectors; community service and intercultural project work; education and training for international partners and clients (life-long learning dimension); international development assistance programmes; cross-boarder education delivery; international partnerships and networks.

The research findings substantiate the following recommendations to fit the economic and political rationales driving internationalization as concerns the implementation of language studies:

- Responding to globalization and internationalization, emphasis on LSP education should be placed within tertiary level education;
- To facilitate the acquisition of professional competence, specialists from all scientific and scholarly domains should take specialized LSP courses during their undergraduate years;
- The emphasis on linguistic proficiency should be seen as vital within LSP courses for the application of language skills;
- The communication of information requires the use of unambiguous terminology, which reveals the necessity to emphasize the introduction of professional terminology in both languages (native and target languages) within the courses. Emphasis on translation, standardization (e.g. professional terminology) and promotion of consistency in the use of professional terminology (source and target language terminology) should be placed to ensure that future professional are able to communicate their knowledge in the global business industry;
- Cooperation should be promoted at all levels (within particular study programme implementation, between HEIs, etc.) to prepare the graduates for effective functioning in the international community, as well as improve the quality of research and education. In this perspective, the higher education sector should become the key actor in building the environment which could be characterized as the common European education space enabling Europeans to feel that they are part of the strong heterogeneous society.

- The significance and the role of the higher education sector in the expansion of the economy has to be fully recognized and acknowledged in the context of the strive towards the successful implementation of the objectives set within the common European education space.

In general, the provision of language support to both students and educators should be ensured, as this is the only way to maintain high academic standards and the quality of education in the context of internationalization of higher education.

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# International Crude Oil Price And Clean Energy Stock Price: A Study On Asymmetric Relationship

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## ABSTRACT

*This study examines asymmetric causality developed by Hatemi-J (2012) between Brent crude oil price and Wilder Hill Clean Energy Index using weekly data from April 2004 to June 2017. The study establishes that the causal relationship between clean energy stock price and oil price is asymmetric. The causality from oil price to clean energy stock price is asymmetric and inverse. This means a positive (negative) shock in oil price leads to negative (positive) shock in clean energy stock price. On the other hand, the causality from clean energy stock price to oil price is asymmetric only in case of a negative shock in clean energy stock price. This implies that a negative shock in clean energy stock price causes negative shock in oil price.*

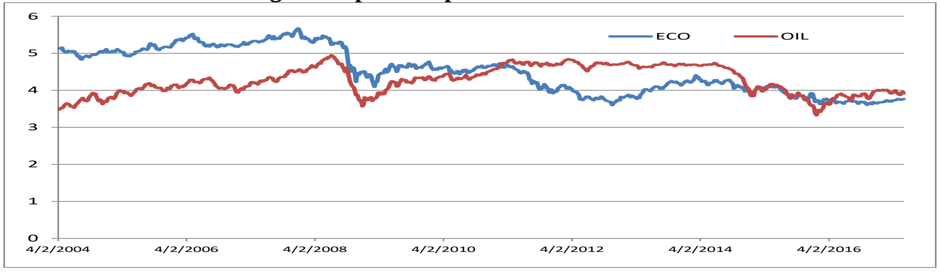
**Keywords**: Oil price; Clean energy stock price; Asymmetric causality; Cointegration; VAR

## 1. INTRODUCTION

Empirical research exploring dynamic interactions between oil price and clean energy stock price gained momentum in recent years. One strand of research has explored the volatility transmission between oil and clean energy stock prices (Sadorsky, 2012; Broadstock et. al., 2012; Wen et. al.,2014; Reboredo, 2015; Dutta, 2017; Ahmad, 2017 among others) while the other thread investigates the presence of cointegration and Granger causality among these variables in bivariate or multivariate framework (Henriques and Sadorsky, 2008; Kumar et. al. 2012; Managi and Okimoto, 2013; Bondia et. al., 2016; Reboredo et. al, 2017). All these studies, however, did not address the asymmetric causality. The conventional Granger Causality test and TY procedure fail to separate the causal impact due to positive and negative changes. So, the assumption that the impact of a positive shock is same as that of a negative shock is a restrictive assumption and, in many cases, it is found that there exists a potential asymmetric structure in the causal relationship of underlying variables.

To address this issue, this study examines asymmetric causality developed by Hatemi-J (2012) between Brent crude oil price and Wilder Hill Clean Energy Index using weekly data from April 2004 to June 2017. Data are collected from Bloomberg terminal. In this study, the variables 'OIL' and 'ECO' represent the weekly oil and clean energy stock price after logarithmic transformation. A graphical representation of the time series behaviour of these variables is shown in Fig 1.

**Fig 1: Graphical representation of the data**



## 3. ASYMMETRIC CAUSALITY TESTS

Let $y_{1t}$ and $y_{2t}$ represent ECO and OIL which can be defined as the following random walk processes (Hatemi-J, 2012):

$$y_{1t} = y_{1t-1} + \varepsilon_{1t} = y_{10} + \sum_{i=1}^{t} \varepsilon_{1i} \quad \ldots\ldots\ldots..(1)$$

*and*

$$y_{2t} = y_{2t-1} + \varepsilon_{2t} = y_{20} + \sum_{i=1}^{t} \varepsilon_{2i} \quad \ldots\ldots\ldots..(2)$$

where t=1, 2,…,T; T is the number of observations.$y_{10}$ and $y_{20}$ represent initial values. $\varepsilon_{1i}$ and $\varepsilon_{2i}$ are white noise terms. The asymmetric shocks in terms of positive and negative shocks potentially embedded in the error terms $\varepsilon_{1i}$ and $\varepsilon_{2i}$ are derived as follows:

$$\begin{cases} \varepsilon_{1i}^{+} = Max(\varepsilon_{1i}, 0) \\ \varepsilon_{2i}^{+} = Max(\varepsilon_{2i,} 0) \end{cases} \ldots\ldots\ldots\ldots.(3) \qquad \begin{cases} \varepsilon_{1i}^{-} = Min(\varepsilon_{1i}, 0) \\ \varepsilon_{2i}^{-} = Min(\varepsilon_{2i,} 0) \end{cases} \ldots\ldots\ldots\ldots.(4)$$

So, in the context of the expressions (3) and (4), equations (1) and (2) can be redefined as

$$y_{1t} = y_{1t-1} + \varepsilon_{1t} = y_{10} + \sum_{i=1}^{t} \varepsilon_{1i}{}^{+} + \sum_{i=1}^{t} \varepsilon_{1i}{}^{-} \ldots\ldots\ldots..(5)$$

*and*

$y_{2t} = y_{2t-1} + \varepsilon_{2t} = y_{20} + \sum_{i=1}^{t} \varepsilon_{2i}{}^{+} + \sum_{i=1}^{t} \varepsilon_{2i}{}^{-} \ldots\ldots\ldots..(6)$

Similarly, each underlying variable can be defined in terms of cumulative positive and negative shocks as follows:

$$y_{1t} = \begin{cases} y_{1i}^{+} = \sum_{i=1}^{t} \varepsilon_{1i}{}^{+} \\ y_{1i}^{-} = \sum_{i=1}^{t} \varepsilon_{1i}{}^{-} \end{cases} \ldots\ldots\ldots\ldots.(7) \qquad y_{2t} = \begin{cases} y_{2i}^{+} = \sum_{i=1}^{t} \varepsilon_{2i}{}^{+} \\ y_{2i}^{-} = \sum_{i=1}^{t} \varepsilon_{2i}{}^{-} \end{cases} \ldots\ldots\ldots\ldots.(8)$$

The causal relationship between the positive and negative components of underlying variables will be tested separately[1] in a Vector Autoregressive model (VAR) of order q (say). Assuming $y_t^- = (y_{1i}^-, y_{2i}^-)$, causality test can be implemented in a VAR (q) model defined as:[2]

$$y_t^- = B_0 + B_1 y_{t-1}^- + B_2 y_{t-2}^- + \cdots + B_r y_{t-r}^- + \cdots + B_q y_{t-q}^- + v_t^- \ldots\ldots(9)$$

where $y_t^-$is a (2x1) vector of variables $y_t^- = (y_{1i}^-, y_{2i}^-)$.$B_0$is a (2x1) vector of intercepts and $v_t^-$ is a (2x1) vector of white noise terms.$B_r$is a (2x2) matrix of parameters for lag order (r=1, 2, …, q). The optimal lag order, in this case, is decided by the information criterion suggested by Hatemi-J (2003). The null hypothesis that the k$^{th}$ element of $y_t^-$does not Granger-cause the w$^{th}$element $y_t^-$ can be defined as

$H_0$ = the row w, column k in the matrix $B_r$ equals zero for r=1, 2,…,q
The results of asymmetric causality tests by Hatemi-J are produced in Table1

[1] Each positive and negative shock has a permanent impact on the variable under consideration by construction (Hatemi-J, 2012).
[2]The causality test for positive cumulative shocks $y_t^+ = (y_{1i}^+, y_{2i}^+)$, can be tested in a VAR model of order p (say) similar to equation (9).

**Table 1: Results of Tests for Asymmetric Causality using the Bootstrap Simulation**

| Null Hypothesis | Test Value | Bootstrap CV at 1% | Bootstrap CV at 5% |
|---|---|---|---|
| **PANEL A: OIL vs ECO** | | | |
| OIL(+) ≠> ECO(+) | 0.142 | 6.793 | 3.895 |
| OIL(-) ≠> ECO(-) | 1.973 | 9.875 | 6.170 |
| OIL(+) ≠> ECO(-) | 5.753* | 9.483 | 5.494 |
| OIL(-) ≠> ECO(+) | 13.070** | 9.689 | 6.356 |
| **PANEL B: ECO vs OIL** | | | |
| ECO(+) ≠> OIL(+) | 3.051 | 7.016 | 3.864 |
| ECO(-) ≠> OIL(-) | 31.797** | 9.744 | 6.148 |
| ECO(+) ≠> OIL(-) | 0.929 | 9.591 | 6.076 |
| ECO(-) ≠> OIL(+) | 5.770 | 9.545 | 6.159 |

* and ** indicate significance at 5% and 1% level of significance.

## 3. CONCLUSION

The study establishes that a positive (negative) shock in oil price leads to negative (positive) shock in clean energy stock price. It also finds that a negative shock in clean energy stock price causes negative impacts on oil price. It is also evident that a negative change in clean energy stock price leads to a negative change in oil price. Thus, the findings of this study confirm the asymmetry in the causal relationship between clean energy stock price and oil price unlike the previous studies. Further to this, the study adds that a negative shock in clean energy stock leads to a negative shock in oil price possibly suggesting a downturn in the global economy.

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# Transformative Learning: A Mixed Methods Study

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## ABSTRACT

*This mixed-method study explored the extent to which transformative learning occurred in a human geography course (N=35) at a two-year community college in Texas. We used the eight-scale Transformative Learning Environments Survey (TLES) instrument for the quantitative analysis. For the qualitative analysis we used student reflective work which aligned with the TLES to capture the "voice" of the student that provided a rounded perspective of transformative learning. The results of the TLES proved reliable where the sub-scale Alpha reliability ranged from 0.71 to 0.93 and a separate affect scale of Satisfaction was 0.95. The standardized regression coefficient between Satisfaction and the sub-scale of Student-Acting demonstrated the strongest positive association (0.27), followed closely by Disorienting Dilemma-Environment (0.24). A strong negative association was discovered as related to the Self-Reflection-Student subscale (-0.40). The qualitative results supported the quantitative associations in most cases, but not all. Some contrasting student perspectives were identified. This study was the first mixed-methods investigation of transformative learning using the TLES. The qualitative aspect to this study offers a more in depth look—beyond just statistical outcomes—using students' own voices to explain their perspectives related to transformative learning. Further study might include a comparative analysis between community college students and four-year university freshman and sophomores.*

# Online Reputation Management: Competitive Benchmarking

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**ABSTRACT**

*Previous studies on the subject of online reviews had expounded on the connection between hotel performance and its online reputation, but there has not yet been a study to examine the relationship between the hotel's booking demand and its competitors' reputation scores. This original study used real booking statistics from 3 hotels on Oahu, Hawaii and compared with their competitors' online review scores over 36-months period. Correlation analysis results revealed that (1) hotel's bookings have an inverse relationship with its competitors' online reputation scores, (2) very significant direct correlation between hotel's bookings and the variances between hotel's own online review scores and the compsets', and (3) competitive online reviews have greater impact on economy/budget class hotels with lower star ratings than higher rated, luxury/upscale properties. This paper supports previous researches conducted on the impact of online reviews on hotel performance, but with a first look from the competitive perspective.*

# Integral Education Of University Student Of The Faculty Of Public Accounting Of The Benemérita Universidad Autónoma De Puebla

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## ABSTRACT

*Institutions of higher education must assume an academic responsibility different from the traditional and to include the theoretical development, the integration of substantive functions, curricular approaches, the emphasis in teacher training and educational aspects. The objective of this research is to identify if students of the Faculty of Public Accounting of the Benemérita Universidad Autónoma de Puebla (BUAP) have an integral formation. Using the techniques of documentary research and field, based on the inductive method. It is concluded that, despite the efforts of the faculty, referred to above, students give minor to their integral formation due to its family economic situation, so we are forced to work as soon as possible.*

**Keywords**: Comprehensive Training; University Students; Education

## INTRODUCTION

Since its origins, the University aimed to start young generations of students in the different and varied branches of knowledge. This initiation is framed in full view of the man, the vision that brings together, in a primordial way, the reasons of their existence. It is not simply instruct, but form.

The comprehensive training seeks to promote human growth through a process that involves a multidimensional view of the individual, and tends to develop aspects as emotional intelligence, intellectual, social, material, and ethical value.

So, higher education institutions are responsible for building a new project that includes the theoretical development, the integration of substantive functions, curricular approaches and didactic aspects, containing diffusion and dissemination of art and the humanities, social service, bonding, professional practices, etc., that contribute to strengthen training students. These and other strategies are aimed at linking theory with practice through an educational process closely linked to the problems and needs of the population. Humboldt (1959) declares that the aim of education is omnilaterales of the human being, namely, personality development and training.

More specifically, the accountant must be a graduate with high degree of human professionalism and ability to accept the scientific, economic and cultural challenges that demand society which should serve. The 21st century accountant must say and enjoy an open minded to the point of prevent, solve, guiding the destinies of the company where it is linked and delivered to the service of the same.

This research work, aims to find out if there is a comprehensive training of the students of the Faculty of public accounting of the BUAP, since it implies a perspective of learning which tends to strengthen the personality of the student in a responsible, ethical, critical, participative, creative, supportive, with the ability to recognize and interact with their environment to build his cultural identity.

## LITERARY REVIEW

### Integral Formation Concepts

College education is directed towards competitiveness together with the values that favour the preservation of humanity in a dignified manner, is directly linked to the different instances related to the development of the countries, this means that education should be directed towards sustainable development.

González Álvarez (1976) States that more than in any other field, college education goes with preference to the scope of reason, in its three dimensions: theoretical reason or speculative (search for knowledge), practical reason (it melts in the action, want to know Act) and technical reason (focuses on production, aims to create). However, this dimension or facet does not constitute the integral formation

The man should also educate your body (physical education) and its sensitivity. Thus, the integral formation is also man know to build on itself and learn to govern their own lives, which requires an ethics training and a well-formed conscience, that allows you to make free, responsible and consistent decisions.

The integral training based on the idea of developing, balanced and harmonious way, various dimensions of the subject carrying it in intellectual, human, social, and professional. In common educational practice, the term skill is used to denote the potential that an individual has to acquire and manage new knowledge or skills. (Trujillo, 2011)

In this tenor, Torres (2006) conceptualized the integral formation as: "the process through which students learn to know himself and the world that surrounds it, to transform the world and achieve their own self-transformation in the different areas and contexts of action manifested in a proper consistency between the feeling, thinking and acting"

The United Nations Educational, Scientific and Cultural Organization (UNESCO), is the only organization of the system of the United Nations with a mandate covering all aspects of education. His work includes educational development starting with the preschool level and then by primary, secondary and higher education including technical education, vocational training, non-formal education and adult learning. This organization focuses on enhancing equality and improve the quality of education, in such a way, that generate knowledge and skills that expand access to a quality higher education through various modalities of offer, adapted to the local needs of development.

Carlos Zarzar Charur (2007), defines integral education, saying that the configuration that has the personality of an individual, acquired is a product of the significant learning achieved throughout his life.

For Rafael Yus Ramos (2009), the integral formation is a more complex educational proposal, observed the student inside a community, which maintains a relationship of subjectivity with itself, founded in human values that allow you to connect the mind and the body on the domain of knowledge of academic disciplines and thematic content

According to Zabalza (2012) University students possess characteristics regarding the form as they enter, as they form and how learn University. The first role that assume college students when they enter is the adult subjects potentially able to take free, responsible and autonomous decisions assuming a commitment to solidarity and community in the construction of a more just and participatory society, members of a University community who, under institutional conditions, can participate in academic events and actions and democratic decision-making; assume a specific professional position and that demand in the University an excellent academic level.

Continuing with Zabalza (2012) we understand that the College student's profile can be defined from tasks that students can and should play within the University context. By the provisions of two roles in students: the role of the student as a member of the University community and the role of the student as an apprentice.

The elective connotation is expressed in the possibility of taking decisions consciously argued, because of the proximity to become a useful citizen, why are perfected their autorreferentes as van being used their zones of proximal development (Vygotsky, 1966) in the different systems of relationships that are established in the process of their comprehensive training.

It is undeniable that the integral formation power educational objectives that allow the individual to face situations, news, criticism or opinions, with a critical and independent sense. Such as: the capacity of analysis, the ability to judge situations with objectivity, the ability to make decisions, humility, before that what cannot or should say, by ignorance, the possibility of applying general criteria to specific and complex situations, tolerance to human defects, - intolerance to injustice, lies, the biases, etc. (Garcia 1991)

So the role of the teacher is transcendental and even determinant, it corresponds to raise awareness to the new frontier of learning or follow encastillado on models of traditional apprenticeship, if you decide to test the quality of the new proposal, its role is no longer the transmit knowledge, but more satisfying and rewarding one, that is, the help students learn, so this will become gradually a facilitator or mediator of learning. (Beltran, Perez and Martin, 2003)

A true comprehensive education contributes to a harmonious and balanced development of the personality. There can be no comprehensive training if there is, for example, formation of consciousness. And form awareness means to discover with clarity the human fullness what is called. (García, 1991)

The State Plan of development of Puebla 2011-2017, proposed in its second strategic axis called "Equal opportunities for all", objective 2.3 "educate to transform the future of Puebla State Plan development 2011 - 2017", place poblanos youth at the center of public policy in education, through actions that promote improvement in the levels of student learning, the extension of coverage, attention to the needs of each region, participatory leadership, the promotion of entrepreneurial activity, the participation of public, private and social in the curricular design of upper and upper secondary education, the promotion of science, technology and the Humanities as well as the promotion of physical activity and sport.

Institutions of higher education, notably the public universities, point out that the comprehensive training includes knowledge and skills for the professional performance through theoretical and practical knowledge; the development of methodological tools that make possible the permanent self-learning; elements to foster in students generating attitudes and ethical values, social responsibility, to become creative, critical, and educated beings, committed to the development of their society and the country. (RUIZ-LUGO, 2007)

So, Plan 2013-2017, BUAP institutional development provides that public institutions of higher education are committed to promote integral formation processes that incorporate social inclusion and gender equity values that subsequently will exert graduates.

Minerva College Model (MUM, Modelo Universitario Minerva) considered the critical humanism and cultural Constructivism as the theoretical and methodological foundations that guide the design and development of the curriculum of educational programs. The model acts as a guide element in the realization of the desired objectives, having as axis of development a comprehensive and relevant training of the student that will lead it to a process of integration of their abilities, skills, attitudes, interests and personal expectations to promote their autonomy; Recognizing their ability to lead and organize their learning, promoting analytical, critical and creative thinking, as well as the development of skills and attitudes. (MUM 2009)

The profession of certified public accountant for the 21st century is forged in a high degree of complexity both nationally and internationally since it encompasses aspects important humanistic, since it is not static but is, rather, to not be able to isolate from new emerging realities that allow dynamic and multifaceted identify which allow identify areas of opportunity will be opening for the next years and that future graduates must face.

The Development Plan of the Faculty of Public Accounting of the Benemérita Universidad Autónoma de Puebla 2012-2016 States that public accounting professional must face the new reality that has as a characteristic trait maintaining an attitude of openness and collaboration not only with their colleagues but with those of other professions as only can thus keep the fact that public accounting is the profession of the truth , which supports transparency, cleanliness, efficiency and effectiveness of financial processes, where it involved a number of professionals.

In this tenor, the Faculty before mentioned, has been characterized by include internationalization, political, economic, educational and cultural keeping updated to teachers and students who are part of it, through seminars, courses, workshops, Symposium, etc., in order that the graduates have better job opportunities, and at the same time be prepared to solve the problems of their daily lives.

It was presented to the Faculty of accounting of the BUAP the opportunity and the challenge of transforming their teaching and research practices of root to provide their various products, characteristics that the new conditions demand, i.e., create and reproduce knowledge socially meaningful and relevant, in accordance with the complexity of the global environment.

It was motivating to students of the faculty to change their way of thinking to a global thinking traditionalist, since it is a fact that transnational corporations apply the economic life of the world.

Students of this faculty have the need to work in offices, companies, such as auxiliary or aids counter, since this way they put into practice the knowledge acquired at the University, and may combine, study and work. Likewise many students are forced to not only work in law firms to practice, but in a formal way, to hold their studies and/or contribute towards the family.

## METHODOLOGY

This research work was carried out with the type of joint research that involved both qualitative type, because that was made in the first instance a review of literature related to the subject in secondary sources such as books, magazines, regulations, work plans. Also used quantitative type, since, field research, through the development and application of a questionnaire with 14 Items, resulting in population to the students of the Faculty of public accounting of the BUAP and the sample was of 136 students from the 2016 generation who were chosen randomly

## RESULTS

1) Responses to the surveys applied to the students of the Faculty of public accounting of the BUAP determined:
2) 65% of the students surveyed consider the economic aspect is more important than their comprehensive training.
3) The majority considered that it would be important to take language courses or practice some sport.
4) Only 8% of students study a career to earn a college degree, because of commitment to their parents.
5) 56% considered that money is the solution to their problems, so get a job before the end of the race would solve their economic situation.

In the context of the University:

1) 92% understood the concept of 'Integral formation'
2) 82% believes that the Faculty of public accounting provides the means to develop comprehensively, since they study subjects such as: human development and thought complex, human training, innovation, as well as various complementary courses, prompting them to develop in a comprehensive way.
3) 51% considered that passage through the University is an opportunity of re mean their concepts and change paradigms.
4) 72% considered that teachers make a significant contribution to their personal development.
5) And 61 percent considered vital assistance to workshops which guide them in (non-accounting) areas in which can be developed to complement their training, even if they cannot attend due to their different problems.

## CONCLUSION

According to the data thrown by the survey students give greater importance to the economic aspect that their comprehensive training, by the different situations that face every day, such as malnutrition, health, gender, likewise, self-esteem, study habits, habits of reading, aspirations, socio-demographic context, availability of economic resources and materials such as: electricity, drinking water, sewerage; and even schooling of parents and low wages.
Foregoing, emphasizes the importance of teachers already as Reyes (2006) said: "there is no development if there is no comprehensive education; "education is either comprehensive or is not true" must therefore understand all being, work, learn and live student, including emotional, family, values emotional intelligence, ecological culture, human relations, sustainable development, etc. If not, you can not call education but will merely stay in training.
There are many environmental factors that have an impact on university education. Mexican society runs through numerous economic problems such as low wages, unemployment, underemployment, corruption and increasing poverty, in view of these circumstances, it is not surprising that the students of the Faculty of public accounting (BUAP), do not worry your personal development.

## PROPOSALS

1) It is imperative to implement strategies of awareness in students, as emotional intelligence, in a way such that they feel motivated to carry out a comprehensive rather than opt for a workforce development training.

2) It is important that students know themselves before taking a decision, it is substantial to become aware of their goals and the fact that taking risks not necessarily implies a failure, increased workshops and motivational conferences that encourage them to delimit both professional and personal objectives.
3) It was proposed the creation of workshops taught by either former students, teachers, faculty and even specialists who present them the full range of activities which complement their training, as well as helping them to recognize their talents and skills.
4) Organize a series of lectures where speakers talk about their experiences and emphasize the advantages of form, at the same time that they operate in their areas of work.

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# Organizations And The Strategic Plan To Encourage Local / Regional Development

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## ABSTRACT

*Companies or organizations have great impact on communities or regions where they settle thereby acquiring an enormous responsibility for the welfare and development of the population. This research is qualitative type with an exploratory-descriptive approach, whose purpose is to show that strategic planning is a tool that allows organizations to raise future scenarios, taking long-term decisions and proposing alternatives where processes are participatory and comprehensive, adapting the organizational capacity to the social needs of the region, which in turn opens up the opportunity to design strategies that generate benefits for the regional social-economic development and growth of the company. It is distinguished through the results obtained, that the participation of organizations, mainly the micro and small enterprise which is located in most backward communities, do not design a strategic plan irresponsible, adversely affecting the resources or potential factors of the environment, straining its endogenous development.*

**Keywords**: Organizations; Strategic Planning; Local Social-Economic Development

## INTRODUCTION

Companies are the core of the economic activity in a country, being a transcendental factor in the development of society, because they contribute to national income, create jobs, and satisfy social needs. In this perspective, there has emerged a new conception of the organizations with regard to the social challenges, becoming active players where all the relationships you make with the different components of your environment, influence in decision-making of the company and the results that this He obtained, and at the same time, business activity influences that environment. (R., 2001) According Cotorruelo (2001), there is a close interrelationship between the processes of economic growth and regional development; between the competitiveness of business organizations and the territories where they are located.

Productive activities thrive on inputs from various economic sectors, besides being multisectoral nature. For an active and productive development it requires concerted policy among local actors, to incorporate innovation and business development, prioritizing socio-economic and environmental needs of the region. In this framework, strategic planning in local economic development defined arrival route to a satisfactory and beneficial future, providing greater resource efficiency and facilitating decisions for the long term.

Strategic planning involves the ability to integrate objectives, media, resources and actions to achieve a vision or future image established, so it is the fundamental organizational tool to drive strategic management of local development.

The research is presented in two sections, the first integrates the theoretical and contextual framework and the second collects the information, results and conclusions.

## METHODOLOGY

The type of research is qualitative; exploratory - descriptive. The theoretical aspects that underpin and define the phenomenon under investigation exposed, the basic concepts that demonstrate the importance of organizations and their role in regional development are analyzed, a review of the literature sources raise the conceptualization and organization of the planning and present the results of the analysis.

## THEORETICAL REVIEW

### Conceptualizing and Developing the Local and / or Regional

The term "development" receives a strong impetus when the United Nations incorporates it in various programs and institutions, mainly through the regional commissions such as the Economic Commission for Latin America ECLAC and the contribution of renowned theorists who identified economic growth as development. ECLAC promotes the use of GDP per capita GDP as a priority indicator of a country's development (Diaz, Ascoli, 2006). (.F, 2006)

The issue of development is complex and multidimensional, its interpretation from the theory of production and distribution of wealth, allows to speak of developed or underdeveloped countries, rich and poor countries, these theoretical interpretations show that in the world there inequalities; that in some countries there is a high productivity and an adequate standard of living for its inhabitants, while in others, derived from low productivity and concentration of wealth, precarious living conditions prevail; giving rise to situations of vulnerability, stagnation and delays in obtaining quality of life, causing dependency relationships in different areas (Diaz, Ascoli, 2006).(.F, 2006) Hence, the concept of development not identified with the natural evolution, nor with the gradual mutation of social phenomena; It requires deep and deliberate transformations, structural and institutional changes, a batch process imbalance rather than balance (Sunkel and Peace, 2004). (Peace, 2004)

(A., 1987) Vázquez Barquero (1987) defines local development as the process of economic growth and structural change leading to an improvement in the standard of living of the local population, which can be identified three dimensions: one economic: in which local entrepreneurs use their ability to organize local production factors with sufficient levels to be competitive in markets productivity; another, sociocultural; in which the values and the institutions is the basis of the development process; and, finally, a political-administrative dimension in which the territorial policies allow to create a favorable local economic environment, protect it from external interference and boost local development.

The Local Development refers to a town in particular, to a territorial area, where they promote processes of change for improving collective well-being. The town is conceived inserts in a geographical space, named region. In this process, share goals and visions of the long term in a daily scene that facilitate consultations and partnerships among actors, as well as the participatory planning and management. According to Boisier (1998) (S., 1998):… growth can be induced from above and from below, but also the development will always be displayed as a local process, endogenous, decentralized, capillary and continuous or discontinuous on the territory. According Troitiño (2002) (A, 2002)

Troitiño VMA (2002). *Elements and Territorial Analysis Techniques*. Spain: Oviedo University. Productivity and an adequate standard of living for their inhabitants

Local development is understood as the global action of local actors in order to enhance the resources of a territory. For Barreiro (2000), the pre-eminence of the decisions taken by local actors on other decisions defines the Local Development. The territory becomes the space of flows and geographical areas with constant influence of global processes, creating networks that modify the distances and the effects of these decisions. Local Development has to do with the actions, taken from the territory, increase value creation, improve incomes, increase employment opportunities and quality of life of the inhabitants of the town. These objectives cannot be achieved solely by the action of the political institutions, but are the result of the multiplicity of actions in the set of actors, that operate and make decisions in the territory or that, without being located in, have an impact on the same territory.

The best way to understand the Local Development is to consider the systemic approach. Local system consists of a set of localized elements and dynamic interaction within the limits of a given physical space, organized on the basis of an order. The systemic approach to local development defines the local space as consisting of a set of subsystems interrelated with each other and with their environment system whose purpose is to satisfy needs of different subsystems that make up (Diaz, Ascoli, 2006).

Local development is a new way to understand and build each country. On the one hand, it is visible the whole territory, all its regions, municipalities and communities, not only as problems or as sources of demands, but also and mainly as subjects and generators democracy and development. It is then necessary to break with approaches that see local development as part of the reform of the state, or associated with decentralization processes that ultimately promote the impoverishment of the national and also local (Albuquerque, 2003).

Local development appears as a new way of looking and acting from the local in this new context of globalization.

Gallicchio (2004) argues that local development is a multi-dimensional and integrated approach, defined by the capabilities of linking the local with the global and, it is a process requiring development actors that aim to cooperation and negotiation with each other.

Different authors agree that the actors in a local development process are the people who live and / or work in a given territory, grassroots organizations, intermediary organizations, institutions, organized communities, local government, local businesses, the national government at local, national or regional bodies and international cooperation, and other civil society actors. The interrelationship of actors contributes to the formation of important strategies, product of alliances and common goals, integration of efforts and actions, differences and complementarities within a complexity and a horizontal regulation (territorial) different from the vertical logic of economic growth. A competitive territorial strategy is based on the full exploitation of the potential endogenous and exogenous impulses and strategic resource According to Enriquez (2005). there are several players involved in local development:

1. Local governments. They are responsible for leading local development processes.
2. The companies. Micro, small, medium and large and all kinds, industrial, commercial, service, etc.
3. Training centers. Who exploit or develop the potential offered by the different territories, so that there is a suitable human capital to the demands of the territory.
4. The central government. His intervention in strategic areas and aspects is very important, particularly in the creation of local economic development appropriate physical conditions of the territory.
5. Organized civil society. The population is one of the key actors for local development.

For Gallicchio (2004) local development is a process of consultation between the -sectors and forces-agents interacting in a given territory, to drive, with ongoing, creative and responsible citizens. Further notes that it is a joint development project, which involves the generation of economic growth, equity, social and cultural change, ecological sustainability, gender, quality and spatial and territorial balance; which aims to improve the quality of life of each family, citizen inhabiting that territory, contributing to the development of the country and adequately meet the challenges of globalization and changes in the international economy. So when we talk about the development of a territory is conceived from four basic dimensions:

- Economic: linked to the creation, accumulation and distribution of wealth
- Social and Cultural: refers to the quality of life, equity and social integration
- Environmental: related to natural resources and sustainability of the models adopted in the medium and long term
- Politics: linked to the governance of the territory and the definition of a specific, autonomous and supported by local actors themselves collective project

Endogenous development facilitates understanding of the interrelationship of production factors, flexibility of production and answers from local and regional scenarios to globalization. So the dynamics of the various models of local development will be different, and must take into account multiculturalism, the characteristics of each region, state and private participation alliances and agreements, the insertion at local, national and global market and levels of competitiveness.

According to Vázquez-Barquero (1997), theories of endogenous development argue that the competitiveness of the territories, largely due to the flexibility of the organization of production, the ability to integrate flexibly resources companies and territory. The territory is a space of multiple dimensions and potentials reflecting the interdependencies between environmental, economic, social and cultural factors; it allows development on a human scale: territory and economy at the service of life, aimed at resolving human needs.

Development always depends on the ability to innovate within the local production and degree of articulation within the local socio-economic basis.

World summits that have more impact on local development are: the World Summit on Sustainable Development (Brazil, 1992), the World Summit for Social Development (Copenhagen, 1995), the Central American Alliance for Sustainable Development (Managua, 1994) and as the first and second Ibero-American Summit for Local Development and State Decentralization (Peru, 2003 and San Salvador, 2005, respectively).

**The Organizational Context**

The role of the company has been focused on obtaining maximum gain with maximum efficiency, privileging only those who owned the means of production and the only ones who benefited from the application of administrative technical tools in order to reduce time and cost to achieve products at lower prices and achieve remain on the market; however, the imminent growth of social problems such, poverty, unemployment and the shortage and misuse of resources, lacking productive infrastructure, economic incompetence, etc., which has led to major inequality in the various regions where companies develop, has required organizations to take responsibility, extending to take actions that involve factors that are beyond their borders and engage with the local and regional development.

Under the difficulties faced by the population in some regions of the world during the last year, 193 member countries of the United Nations adopted the development agenda to address these difficulties: Sustainable Development Goals (SDGs), 17 targets which are aimed at better management of issues of inequality, poverty, peace, education, food climate change, among others. The challenges are enormous in agenda 2030 and require the collaboration of both the public sector and investment and innovation in the private sector (UN, 2015).

According to the managing director of Accenture Strategy, Jessica Long (2016) In an article published in the World Economic Forum (WEF), in a world where 20% of people in developing countries live in poverty, about 800 million people suffer from malnutrition; the temperature increases on a large scale and approximately 57 million children do not attend primary school, the following arises: What is the contribution and what they have to do business in this way?. According to Long, companies can focus on two alternatives: 1. Could fulfill their obligations of social responsibility through philanthropic donations to help with these problems and 2. Could look at the challenges and opportunities.

Today, in a world of constant change, companies must face multiple challenges when adopting strategies to be more sustainable, which besides being a benefit to the companies, contributing greatly to social development. Micro and small enterprises play an important role in job creation and improve local income, as well as technological innovation. The challenge is to strengthen them and prepare them to respond to the demands of global competition. For this reason, are very important territorial policies that encourage production and innovations in local production systems. Efficiency and competitiveness depend on business networks and their ability to drive innovation in the territory. The business organization is done in productive chains or clusters, which are linked together with suppliers and distributors, retailers and customers. Networks are established from the local, but transcend the territory.

In Mexico, MSMEs are 99.8% of the total number of companies, generating employment of 79% of the population and generate income equivalent to 52% of gross domestic product (GDP), the above is a clear sign we must pay attention to these kind of enterprises and see them as they really are: the basis of the Mexican economy (INEGI, 2005). On the other hand, the informal business plays an important role because in recent years there has been a proliferation and does not generate tax revenue, it is based on illegal practices such as the production and sale of "pirated products" that only generate unfair competition against the legally established companies, with more challenging for micro and small enterprises.

Under globalization, in a process of integration of diverse territories, forms a structure of economic, political, legal, environmental and cultural relations that spans the globe, where the living conditions of a locality are influenced by economic relations it maintained and given to the rest of the world; various companies are not exempt, but on the contrary, are the main subjects of this phenomenon.

The current financial and economic crisis we face in our country is imminently global. Factors influencing the current development pattern of Mexico are derived from the policy of opening the external sector of the economy that began in the early eighties of the last century and whose peculiarities are not considered a beneficial alternative in politics, economic and social, for the majority of the Mexican population. In this sense, the organizations represent an excellent means to foster economic development and a better distribution of wealth, for it is necessary to generate productive structures provide the necessary society property and acquire the necessary materials in the same regions for produce, ensuring full employment and meaningful work and paid, in order to boost the local economy. Environmentally the goal is to conserve and restore natural resources, using accessible to producers that promote the efficient use of resources technologies. In the socio cultural aspect of sustainable development it involves promoting diversity and cultural pluralism and reduce social inequalities between and within regions (Astier and Masera, 1999).

In that context should analyze the factors in the external environment around them and framing their development. The environment can be defined as anything that is outside the company or organization, and can influence or modify their activities. Within the environment can be identified different factors: A) socio cultural factor determined by the set of factors explaining the social and cultural structure of the environment in which the company operates. B) Economic factor determined by the economic system and the market in which the company operates. C) Technology factor, determined by the factors influencing the production methods available for the company. D) Political-legal Factor, defined by the shape of the political system, as well as the regulatory and legal framework that defines the activity of the company at all levels. In turn, this environment can be defined at different levels, depending on the geographical area to be considered From the global level on a global scale, up to a local level.

According to Albuquerque (1999), the boundaries of local production systems does not have to match with the political-administrative borders of different municipalities. Sometimes the local economic base is similar in neighboring municipalities and, sometimes, different local production systems are identified. Hence the flexibility of institutions and instruments is essential to define an effective policy for local economic development, strengthened by networks, maintaining synergies and business partnerships there arise and lead to better outcomes and gain space significant in local, national and global markets.

**How to project the process of local development through strategic planning?**

The concept of strategic planning as we know it today emerged in the eighties in the Business School of Harvard and was applied in the first instance to private enterprise, so that from it reached a high degree of competitiveness in the market, always bearing in mind the movements of competition to achieve a single goal, business success. Today, this tool can be used to develop regional development plans in which participatory methods are used, the weaknesses and strengths of a territory and are plotted the possible paths or the so-called strategic guidelines to be competitive regions are plotted. Thus, this tool applies to rescue certain special features of some localities and their strengths so that they will be the basis of a local development (Elizalde, 2003).

In a first time corresponded to the local public administrations responsible for structuring a process of local development. However, the plans that included the structuring put greater emphasis on matters relating to urban interventions. To begin to address the crisis it was necessary to overcome the limits of traditional development plans; the concept of making strategic plans then arises. Thus begins the strategic planning as a way to position the municipalities in a globalized and competitive world (Elizalde, 2003).

Strategic planning in the context of local development is the process that facilitates joining efforts of the main political, economic and social actors in the community to develop a shared diagnosis, build a viable vision of their common future long-term select courses that define goals and priorities of public and private management. In this context, the strategic management of this process is a set of actions aimed at encouraging and synergistic coordination of public and private efforts needed to implement the selected strategies and achieve the objectives in planning.

Planning is a social decision-making, implementation of actions and use of existing resources and means. Thus, planning has a political component because it implies agreements and commitments between institutions, groups and individuals, which involves interests, alliances and confrontations. Strategic planning in local economic development defines the route of arrival in a pleasant and beneficial future by providing the best performance of resources and facilitating decisions for the long term and involves an ongoing process of evaluation to feed back the system and ensure compliance goals, through key indicators.

Strategic planning proves to be a viable and effective exercise in local development processes, introducing an integral character that relates the following (Fernández, 2008):

- Before Product predominance, now Process predominance
- Sectoral before, now integrated
- Regulatory before, now strategic
- Before goal oriented, now oriented cost-benefit
- Before oriented urban offer, now oriented urban demand
- Subject to administrative boundaries before now exceeds administrative boundaries and into regions and metropolitan areas
- Before open participation, involvement focused today

It is important to note that strategic planning begins with an exercise of formulating a vision that responds to key questions like where are we today?, what makes us different ?, where do we go? and how can we get where we want to go? The planning process helps to define the values, functions, priorities and action plans and provides the structure through which organizational changes can be effectively implemented to meet the challenges of the environment, using their strengths to capitalize on external opportunities and reduce the impact of threats, enabling you to achieve your goals for the benefit of the community it serves (Buller, 2007).

The strategic planning processes are deployed with the intention to propose alternative solutions to the problems posed by territorial spaces and should be considered potential both endogenous and exogenous, which materialize in actions to be executed through projects to boost local development, as it allows to define future, desirable and possible situations, designing strategies to arrive at them, adjusting the responsiveness of local organizations to the needs of such situations.

By the above, strategic planning involves the ability to integrate objectives, means, resources and actions to achieve a vision or image of established future, so it turns out to be a process and an instrument at all levels to ensure that decision-makers have the conceptual and methodological tools that enable them to make proper planning of their actions that contributes to local and / or regional.

Each organization must be clear what is its mission, aims and objectives for which it was created and its policies; further specific targets and execute projects in a timely manner, as well as the evaluation mechanism is set to measure staff performance and compliance plans. Figure 2 shows a diagram that can guide institutions to define its development plan (OECD, 1999).

In the beginning phase information on the economic, social and territorial environment, it is collected. After working meetings were held with the participation of all involved, where the causes that inhibit the development are defined. Participants at the meeting raised the issues facing each of the economic activities that occur in the study region.

Below is an outline of how to sort the factors that make up the regional strategic plan shows:

1. Defining the mission, vision and strategic objectives by working groups.
2. Development of Operational Plan
3. Definition of economic-productive sectors to be supported using criteria established within the Commission.
4. Selection of departments where interventions of the Commission shall take
5. Identification of producer groups and producers belonging to the defined economic sectors
6. Design and development of regional and sectorial workshops to gather information related to weak and strong **-**FODA**-** of points identified and involved groups.
7. Systematization, analysis and consolidation of information obtained.
8. Definition of Strategic to guide the construction of the Strategic Plan Lines.
9. Design and development of meetings to finalize: values, strategic lines and strategic objectives in the short, medium and long term Strategic Plan.
10. Commissioning
11. Monitoring, evaluation and dissemination.

One of the highlights of the plan is to establish relevant indicators in order to accurately assess their results, which should focus on:

- Poverty, exclusion and marginalization affecting large numbers of people, social groups and communities in various regions of the country and the state.
- Rising unemployment and the consequent migration to large urban centers and low wages offered by the market.
- The limitations and weaknesses in productivity and competitiveness because of the growing informal economy.
- The huge and growing injustices and inequalities generated by the prevailing economic system, which result in decay processes and social conflicts.
- The disadvantageous situation where the woman is in the field of labor and the economy, making it difficult to access and active and proactive participation in the activities and economic, social and cultural organizations.
- The crisis of many organizations and other associative forms of regional economic base.
- The deterioration of the environment and ecological balances derived from individualist modes of production, distribution, consumption and wealth accumulation.

Following the scheme pointing the ordering of the factors that make up the plan to state that to ensure that the process of developing strategies to be effective, you must define the strategic objectives and lines of action with significant elements to ensure the momentum towards Local socio-economic development (Silva, 2003):

1. Define viable objectives to be achieved by relying on information obtained on the strengths and weaknesses that have been detected.
2. Identify key sectors in the local economy can play an important role in terms of jobs, sales, taxes paid and relative to other industries.
3. Identify relationships between local and outside so that relations between the local economy and regional, national and international established.
4. Ensure local potential for growth and economic stability and identify possible contingencies that might compromise him.

Silva (2003) proposed that the methodology for the preparation of local development strategies, rests on establishing the graphical presentation of the tree of the main problems of the town, directly resulting from the application of diagnosis, revealing its causes, effects and possible solutions.

It should be noted that the strategic planning process brings together a set of logical and creative actions applicable that lead to the formulation of objectives, main policies and allocation of resources to achieve the goals and therefore should specify the following steps (Evoli, 2009):

- Step 1: Analysis of the situation: General recognition of the environment that is presented in the locality.
- Step 2: Diagnosis of the situation. During this stage we proceed to sensing the location, evaluating existing problems from the point of view endogenous and exogenous.
- Step 3: Declaration objectives. Determining the objectives show a long-term approach to presenting the future positioning of the town for which takes into account the potential presented herein.
- Step 4: Development strategies. Define strategies to boost local development requires a thorough analysis of the needs that arise, this will be considered to all actors involved both inside and outside of the town as well as the endogenous resources that are available.
- Step 5: Plans performances. Can materialize through concrete actions to be reflected in local development projects where overlap joint action of the actors that coexist in this geographical area.
- Step 6: Follow. Any study of development requires monitoring and analyze actions to be implemented to assess the evolution of the same considering its positive or negative effectiveness in the environment where they are applied and why this stage is tracked.
- Step 7: Evaluation. This stage complements the previous insofar as they monitor the implementation of strategies given its effectiveness is evaluated considering the impact on the town both overall and individuality.

## CONCLUSIONS

The strategic approach associated with the endogenous development with local initiatives that have sprung up spontaneously in cities, regions and countries in recent years as a response to the problems and challenges of globalization, and in particular, the increase in unemployment, and chronic poverty. It is under a social vision as recognized and companies or organizations, as responsible and dependent on events on the environment in which they operate, contributing both in advancing a strategy for prosperity and development society today conceive, but also to be more competitive in a globalized world.

Strategic planning cannot be regarded in any way as a form or is itself the solution to the problems of a town. However, it can facilitate the construction of local development favoring the necessary long-term changes; while it is the guide that defines the actions and the most convenient for the town to reach a better quality of life, through its process can reduce the differences between the current situation presented by the regions and the future defendant strategies benefit not only the organization but also society in general in all aspects. However, all strategic planning process involves risks and involves mistakes, which is why it is required to be prepared for the challenges that present themselves during implementation and,

However, experience based on theoretical reports exposes a far cry from the true purpose of strategic planning for local development reality, where it is revealed that in our country as in many others in the world, inequalities and deficiencies remain a problem highly identified, and that despite the efforts of international organizations dealing with this problem have not been able to overcome, which continues and will remain a priority in government agendas, as well as one of the main challenges faced by businesses or organizations pursuing higher own benefits, but certainly favoring a decadent society.

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# Human Behavior In Organizations In Mexico Under The Focus Of Emotional Intelligence

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## ABSTRACT

*The main objective of this paper is to explain that the dichotomous management-collaborators relationship through emotional intelligence encourages joint efforts, guides virtuous behavior, determining in turn the degree of organizational efficiency to achieve and maintain the desired development of the individual and of the organization. The research is qualitative with an exploratory-descriptive approach, which aims to determine the components of the phenomenon studied through the analysis of the concept of emotional intelligence, the postulates regarding organizational behavior, as well as empirical studies of managerial activity. From the analysis it is concluded that the revised theories offer changes in the paradigm of human behavior management in organizations; In Mexico, the concept of emotional intelligence has not been valued as a mechanism capable of influencing effective relationships at work, so the imbalance between intellectual capacity and emotional capacity is maintained, with the traditional form of management based on cognitive factors predominating , where the important things are the tasks, the processes and the economic results on the social aspects*

**Keywords**: Efficiency; Social Skills; Human Behavior; Management; Emotions

## INTRODUCTION

Since organization appearance human factor has been considered as something without any importance, just a production factor and part of machinery, giving priority to productive and business goals & objectives meeting; however, by recognizing its cognoscitive capacity a further step is being made how valuable can be its contribution to organization improvement, and in our actual times emotional factors have been recognized in labor environment due to such great impact having in individuals' behavior. Emotions are natural part of individual´s composition, hence, are part of organizational behavior. Managers understanding this function may be able to manage individuals efficiently at labor.

Great changes are evidentially being generated worldwide a great commitment of all organization members in order to effectively responding, demanding an improvement of labor relationships leading to proper behaviors; however, many organizations in Mexico and other countries are not showing enough capacity to face challenges, becoming vulnerable entities being unable to build development by their own. As personnel management will have taking on new role, being such factors associated to human begin having a privileged place in organizational both ambit and decision making process, as well using several management techniques in order to manage human factor.

It is evident that organizations are social systems which main component are people and relationships each other, in such a way that regardless their emotions be either positive or negative, its behavior is defined and in addition, its labor performance. Emotional intelligence has been introduced in organizations as the new strategic paradigm that deals with human emotions as physical expressions from feelings, as well their effect on behavior, and has achieved penetrating into organizational culture, transforming work environment and the way to manage work teams.

Present study is focused on organization behavior, framing relevancy of emotions as a determining factor in individual conduct, which aims to explain that in organizational context, emotional intelligence management enables an effective performance for optimal results achieving; that´s because in this paper is shown, in a first section, the most notable theorists approaches linked to human conduct and an outline about organizational behavior; in a second section, basic concepts on emotional intelligence are exposed, its contextualization and main models sustaining it, as well as emotions analysis; finally, in last section, important data are shown about managing organizational job in Mexico , and the most important results and conclusions. For this research purposes, the conducted descriptive analysis is founded on basic concept about emotional intelligence mixed theory by Daniel Goleman, which statements have transcended to companies worldwide, considering that their success depends greatly on people who leads them, where effective management lies in emotions handling.

## METHODOLOGY

This research paper is qualitative type; exploratory- descriptive. Content analysis methodological development is highlighted, sustained on reviewing and examining more prominent theorical statements about organizational behavior study, in order to identify key issues determining its composition, documentary sources to be analyzed exposing theorical fundamentals proposed by some authors in field of human resources management and its influence on conduct within work, studied phenomenon is contextualized and studied related to emotions linked with organizational behavior expressed by emotional intelligence concept. Current role of leading manager under percepts of human emotions management is described, in order to achieving efficient organizational results. Within obtained results, it can be identified that, in Mexico there is a lack of knowledgement about emotional intelligence and mainly low application in organizational has allowed wasting an opportunity for leading people to meeting optimal results planned by management.

## THEORICAL BASICS

### Concept and Social Development of Organizational Behavior (OB)

A both fundamental and important change has been arising around the world about human thinking and personality, making consciousness and sensibilize for solving most issues that affect him in any field that develops, from psychological, sociological and scientific focus; organizations participating in this premise, requiring both intellectual and emotional capabilities to face the challenges generated large changes in the micro environment and macroeconomic.

Psychology is the foundation that supports the understanding of organizational behavior, since it refers to the study of the biological, social, and cultural aspects of human behavior, both social and individual, as well as of the operation and development of the human mind. Psychology treats aspects of perception, attention, motivation, emotion and the functioning of the brain, intelligence, thought, personality, personal relationships, consciousness and unconsciousness. Behavior, according to *Real Academia Española* (1970), is the behavior or way to behave. Conduct, in its first meaning, relates to driving, which, according to the same source, is the action and effect of lead or guide something. Gordon (1997), defines the organizational behavior as the Studio referring to acts and attitudes of people in organizations.

For Cole (1995), OB is the study of the various forms of work, individual and group behavior, including the analysis of the interrelationships between individuals and groups, their interaction with their environment and the conduct of ones and other facing change.

Robbins (2004), according to this author, the organizational behavior focuses on the study of what makes people in an organization and how it impacts such conduct in the performance of this.

According to Davis y Newstron (2002), organizational behavior is the study and application of knowledgements on the way in which people (both individually and in groups) act inside organizations.

**Organizational Behavior Objectives**

Amorós (2007) indicates that organization behavior objectives are as follows:

a. Describe: Systematically how person can behave.
b. Understand: why people behave as they do.
c. Predict: Associates future behavior
d. Control: At least partially human activities at job.

**Streams Studying Human Behavior**

There are three levels of OB analysis and as we move from the individual level to the Group and the systems of the Organization, we are moving systematically to behavior in organizations, impacting and affecting one another (levels), and in addition, where the environment plays an important role .

The study of human behavior has been going always with different purposes; the leading schools which have helped explain the conduct of individuals are represented in table 1.

**Table 1**. Human behavior streams

| | | | |
|---|---|---|---|
| **PSYCHOANALYSIS**<br>• Ego (mediator)<br>• Id (social standards)<br>• Super ego (unconscious) | **BEHAVIORISM**<br>• Man´s Observable conduct and behavior Theory.<br>Stimulus-Reinforcement-Response | **COGNOSCITIVISM**<br>• Knowledgement, learning process and environmental knowledge Theory | **HUMAN PSYCHOLOGY HUMANISM**<br>• Analyzing human being as a whole complex entity |
| **MAN-WILLNESS**<br>Contribution Areas:<br>Personality description, socialization, identification, aggression, culture y and conduct | **MAN-CONDUCT**<br>Contribution Areas:<br>Rigor, experience and theory, socialization, social control, reward and punishment | **RECOGNIZING MAN**<br>Contribution Areas:<br>Attitudes, language, thought, advertising.<br>Self-Concept. Interpersonal Perception. Group Dynamics. | **MAN-DYNAMIC & INTEGRATED**<br>Contribution Areas:<br>Self-Conception, interpersonal transactions, motivation, society & individual, dynamic attitudes, socialization, culture. |

Own elaboration based on: González and Olivares (2007)

**Management Theoretical Approach Related to Human Conduct**

Management theoretical approach has been organizational management base, which is interpreted the way drivers work and relationships are distinguished between Manager and staff, and can deduce that not all have been considered important human behavior and its impact on the levels of productivity, which has slowed understand and apply the strategies to improve the conditions that produce satisfaction at work, as well as strengthening the human relations. In relation to previously stated in the table below (No. 2) include the following guidelines of the classical approach to management:

**Table 2.** Management Classical Focus

| Scientific Theory (1903) (F. W. Taylor, H. L. Gantt,et.al) | Classic Stream (1916) (Henry Fayol) | Human Relationship T. (Elton Mayo) | Behavior Stream (A. Maslow, D. McGregor, et.al) |
|---|---|---|---|
| • I interest in rising production by operational efficiency increase (at workshop)<br>• Work división and tasks analysis<br>• Job Supervision<br>• Focus from bottom to up<br>• Timing and movements study<br>• Specialized workers<br>• Racional work organization<br>• Production in serie<br>• Sistema de trabajo mecanicista<br>• Linear-functional system<br>• Scientific application to organization issues<br>• Worker´s lack of knowledgements<br>• Incentives systems based on production standards<br>• Homo Economicus<br>• Human Factor under-worthed | • Emphasis on hierarchy<br>• Approach of top-down • formal and centralized authority<br>• Linear system<br>• The Administration push through the paradigm of the administrative process<br>• Management functions<br>• Provides care to the employee<br>• Anatomical and physiological approach<br>• Administrative man<br>• Efficiency and effectiveness is based on the structure and its function | • Humanistic approach<br>• Interpersonal relationships<br>• Formal and informal groups<br>• Communication between people<br>• Trust in people<br>• Social Man<br>• Satisfaction at work and productivity<br>• productivity indices are given through the labour relations | • Focus on human behavior<br>• Motivation is based on the needs of the individual<br>• Communication<br>• The group behavior<br>• Leadership<br>• Various disciplines are mixed, psychology, sociology, anthropology, etc<br>• Man rational, emotional and behavioral<br>• Through the motivation and satisfaction of needs is given the organizational improvement<br>• Growth and development from the 'healthy' psychological and emotional state of the individual |

Own elaboration based on: Chiavenato I. (2009)

## EMOTIONAL INTELLIGENCE

### Emotional Intelligence Concept

Emotional intelligence (EI) has conceptualized from the psychological, social, pedagogical and neurological point of view, however, its precedents relate it with emotion and intelligence, authors such as Thorndike and Gardner mentioned that the concept of EI it comes from the Social intelligence and the theory of multiple intelligences (Aradilla, 2013).

In this regard, difficulties in conceptualizing EI have brought models and theories to be able to popularize the concept in the business field. As in the case of Salovey and Mayer, who defined EI as "the ability to manage feelings and emotions, to discriminate among them and use this knowledge to steer own thoughts and actions" (Bisquerra, 2003). According to Bisquerra, which mentions that the concept of EI emphasises that you emotions exert a fundamental role within the psychological functioning of a person, when it is facing difficult times and important tasks. for example the risks, persistence towards a goal despite the failures, face risk situations, conflicts with a colleague at work; in these situations, there is an emotional involvement that can be successful or be negatively interfere with the performance of the people.

Based on models of features of Petrides and Furnham, in his article "Evaluation of EI", they mention that this comprises a "constellation of behavioral and provisions concerning own perceptions to the own capacities to recognize, process and use information with emotional charge" "(Mikulic and Knight, Crespi, Radusky, 2013, p.1). "EI is the ability to control and regulate the feelings, understand the feelings of others and use the "emotion" or "feel" the knowledge to guide the thoughts and actions"... "EI is the ability to perceive, integrate, understand and manage emotions that have to do with understanding of oneself and of others, and cope more successfully to the environmental requirements" (Martin de Benito, 2013, p. 24).

In this sense, emotional intelligence is the intelligent use of emotions (Weisinger, 1998). In addition, Gardner (1993), defines emotional intelligence as "the bio psychological potential to process information that can be generated in the cultural context to solve problems".

Another author cited, Bar-On (1997) defines emotional intelligence as a set of capabilities, competencies and hard skills that influence the ability to own success in dealing with aspects of the environment.

One of the main authors, Goleman (1999), defines emotional intelligence as the ability to recognize our own feelings and those of others, to motivate and manage the emotionality in ourselves and in interpersonal relationships.

Once studied concepts about EI, this can be understood as the way to interact with the world, which takes into account the feelings and includes skills such as the control of impulses, awareness, motivation, enthusiasm, the perseverance or mental agility. In short, we can deduce that EI is the ability that everyone has to adapt and interact with the dynamic environment where develops, with the circumstances that can be as a result of their own emotions.

**Premises of Emotional Intelligence**

- Own emotions and others perception.
- Have dominion on own emotions and respond with suitable emotions and conducts facing diverse circumstances.
- Participate in relationships where the emotions are related with consideration and respect.
- Work anywhere as far as possible, rewarding from the emotional point of view.
- Harmonization between work and leisure

**Emotional Intelligence Principles or Domains** (Gómez, 2000):

1. Self-Awareness. Ability to assess own strengths / weaknesses.
2. Self-Regulation. Ability to control our impulses, keeping calm and do not losing nerves.
3. Self-Motivation. Ability to do or achieve something, without needing impulse from others.
4. Empathy. Competency to put into other´s skin, I mean, trying to understand other´s situation.
5. Social Skills. Capacity to relate with other persons by exerting communicative skills for achieving an effective approach.
6. Assertiveness. Capacity to defend own ideas do not respecting others, facing conflicts instead of avoiding them, accepting criticisms when can be helpful to be better.
7. Proactivity. Ability to take initiative by facing either opportunities or problems, holding responsible of own acts.
8. Creativity. Competency to observe world from another perspective, different way to face and troubleshooting.

**Theorical Models of Emotional Intelligence**

Emotional intelligence has been developing and introducing various fields (being the business which concerns us in this study), emerging a series of theoretical models that have tried to explain and expose the aspects that define it, is for this reason that, in this section are given to know the most prominent: the first model, the ability of Salovey and Mayer ´s model (1997includes: skills to perceive accurately, assess and express emotion; the ability to access or generate feelings when they facilitate thoughts; the ability to understand the emotion and emotional knowledge; and the ability to regulate their emotions to promote emotional and intellectual growth; the second model, the authors Petrides and Furnham, points to EI as "the model of traits" includes: traits of personality, self-perception of mental processes; the third model called "mixed model", Goleman, Bar-On and Boyatzis, authors include: control of impulse, motivation, tolerance to frustration, managing stress, anxiety, assertiveness, confidence or persistence; and other contributions, conclude that EI is that component of personality, cognitive abilities and other factors of personality that the individual possesses (García and Giménez-Mas, 2010).

Theoretical models described and other proposals are shown in table 3.

**Table 3.** Theorical Models of Emotional Intelligence

| Models | Include | Representative Authors | Components | Applications |
|---|---|---|---|---|
| Model of Skills | Cognitive Skills | Salovey y Mayer (1997) | • Emotional perception.<br>• Thought emotional facilitate.<br>• Emotional comprehension<br>• Emotional Addressing<br>• Reflexive regulation of emotions | Internal abilities of human being to be strengthen |
| Traits Models | Personality Traits, Mental processes self-perception. | Petrides y Furnham (2001) | Vital satisfaction or happiness.<br>• Optimism<br>• Self-esteem<br>• Self-motivation<br>• Interpersonal emotional regulation.<br>• Stress handling.<br>• Assertiveness.<br>• Social Skills.<br>• Emotional perception and expression.<br>• Empathy.<br>• Adaptability | Distinguish between EI trait (or emotional auto effective) and EI (or cognitive-emotional capacity). |
| Mixed Models | Impulse control, motivation, frustration tolerance, stress management, anxiety, assertiveness, confidence, or persistence. | Goleman (1995) | • Self-consciousness<br>• Self-regulation<br>• Motivation.<br>• Empathy.<br>• Social skills. | In the Organization and labor |
| | | Bar-On (1997) | • Intrapersonal<br>• Interpersonal.<br>• Mood<br>• Adaptability<br>• Stress management. | Development in the life ""emotional and social intelligence" |
| Other Contributions | Personality components, Cognitive abilities and another personality contribution factors. | Cooper y Sawaf (1997) | • Emotional literacy<br>• Emotional agility<br>• Emotional depth<br>• Emotional Alchemy | In the business world "Four pillars" model |
| | | Boccardo, Sasia and Fontenla (1999) | • Emotional self-awareness.<br>• Emotional Control.<br>• Self-Motivation.Recognition of others emotions.<br>• Ability for interpersonal relationships. | Emotional intelligence and interpersonal intelligence |
| | | Matineaud y Engelhartn (1996) | • Self-awareness.<br>• Humor management.<br>• Positive self-motivation.<br>• Opening to other´s ideas, placing in others´skin | |
| | | Elías, Tobías y Friedlander (1999) | • Self awareness of own feelings and the others´s | |

| | | | | |
|---|---|---|---|---|
| | | | • Show emphathy<br>• Face the emotional impulses.<br>• Consider positive objective<br>• Use social skills. | |
| | | Rovira (1998) | • • Positive attitude<br>• Recognize the feelings and emotions.<br>• Ability to express and control feelings and emotions.<br>• Empathy<br>• Be able to make appropriate decisions<br>• Motivation<br>• Self-esteem.<br>• Learn give and receive<br>• Have alternative values<br>• Be capable of overcoming the difficulties and frustrations. | |
| | | Vallés and Vallés. (1999) | • Have a good sense of humor.<br>• Learn from mistakes.<br>• Control fears.<br>• Belonging to a group or team<br>• Knowing the own defects and need to change<br>• Have creativity<br>• Know why is excited.<br>• Effective communication<br>• Identify the emotions of others.<br>• Own perception<br>• Adapt to new situations | |
| | | Bonano (2001) | • Regulation of Control.<br>• Regulation pre-emption.<br>• Exploratory regulation. | Sequential of emotional self-regulation. |
| | | Higgins (1999) | • Advance regulatory.<br>• Reference regulatory.<br>• Focus regulatory. | regular self of emotional experiences. |
| | | Barret y Gross (2001) | • Selection of the situation.<br>• Modification of the situation.<br>• Attentional deployment.<br>• Cognitive change.<br>• Modulation of the response. | |

Own elaboration based on: García and Giménez-Mas (2010).

The previous proposals, shows the importance that some authors have attributed to feelings and emotions under the concept of emotional intelligence, whose grade or level of development will allow achieving better results in organizations; however, while several approaches share a common core, every organization can adopt the most appropriate model according to your needs.

**Organizational Management**

Managers are the people responsible for maintaining appropriate conditions in the workplace in order to have a harmonious and favorable climate for collaborators to develop healthy, flexible and satisfactory manner, their behavior should be positive implications on the results of the organization. To do so, managers must possess social skills known as "non-cognitive skills" such as effective and assertive communication, motivation, decision-making, conflict management, and team work and stress management.

As a result, changes around the world are increasingly alarming for organizations, which together require new forms of management through emotionally intelligent leaders. In the case of business decisions in the handling of people (and therefore emotions), there have been studies in which the attitudinal and behavior factors are weighted to explain how EI influences positively the managers and executives mainly.

De Pelekais, Nava and Tirado (2006) talk of the paradigm that in the last decade has been generated in the business world, referring to the emotional intelligence as the ability to meet and deal with their emotions within the leadership role played by.

The own Goleman (1999) has been found in studies that there are benefits that offers EI in individuals, that has been measured improvement in behavior and emotional and social attitude change. Conceptualizes EI as the differential in the field of competitive and productive, in particular and collective; determining that the emotional competencies are which define the main findings in the organizational field.

The behavior of any of the individuals in the majority of cases will depend on their perceptions, transmitted through interactions and experiences which it accumulates, and which are reflecting on different elements within an organizational environment:

- Characteristics of the environment inside the company
- Extrinsic to the enterprise features

In the table no. 4 shows some of the features that have the leaders of organizations under the approach of emotional intelligence, in a comparative form with the managers who perform their functions under the traditional scheme.

**Table 4.** Characteristics of leader having emotional intelligence and traditional manager

| Leaders having EI | Traditional Manager |
|---|---|
| Great leaders are emotionally intelligent living plenty with theirselves, others, with nature and society, facing actual world great uncertainty, making dreams come true. | Focused in job and meeting production standards and how obtaining more financial profitability |
| Capable of manage their selves and people around them, achieving to stablish strong relationships and confidence | Take control and systems of rewards and punishments |
| Create a healthy working environment, which allows obtaining expected goals and milestones | Use authority and power to achieve organization goals and milestones |
| Leaders having EI are self-motivated and aware that, by motivating their working teams, satisfaction and results are increased | Based on having employees working for getting an economic remuneration |
| Boost teamwork, achieving individual and collective development | Focused on individual work and just looking for company growth |
| Leaders having EI manage change, achieving their team´s acceptance and involvement | Accomsplish standards, policies by following stablished procedures,<br>reducing innovation and creativity |
| Assertive communication and an effective decision making | Formal and vertical communication, and low involvement in decision making process |

Own elaboration based on: Own Notes

To address the description of the concept of emotional intelligence, it will be used as the base model Goleman (1999), because this author to make an analysis from a business perspective, identifying the emotional competencies that must be present in those who they carry out the directive function in the organizations, which are of two types:

**Personal Intelligence (**Goleman, 1999)

Self awareness: the ability to recognize and understand own strengths, weaknesses, moods, emotions and impulses in oneself, as well as the effect they have on others and on the work. This competence manifests itself in people with skills to judge themselves realistically, that are aware of their own limitations and admit their mistakes, which are sensitive to the learning and possessing a high degree of self-confidence with sincerity.

Self control: is the ability to control our own emotions and impulses to adapt them to a target, take responsibility for own actions, think before you act and avoid premature judgments. Persons holding this competence are sincere and wholesome, control stress and anxiety before compromising situations and are flexible to changes or new ideas.

Self-motivation: it is the ability to be in a state of constant research and persistence in achieving the goals, dealing with problems and finding solutions. This competence manifests itself in people who show great enthusiasm for his work and for the achievement of the goals above the simple economic reward, with a high degree of initiative and commitment, and with great capacity optimistic in achieving of their objectives.

**Interpersonal Intelligence (**Goleman, 1999)

Empathy: it is the ability to understand the needs, feelings and problems of others, putting in place of another, and properly responding to their emotional reactions. Empathic people are able to listen to others and understand their problems and motivations, which normally have much popularity and social recognition, to anticipate the needs of others and to seize opportunities to them they offer other people.

Social Skills: It is the talent in the management of relations with others, know persuade and influence others. Those who possess social skills are excellent negotiators, have an excellent ability to lead groups and direct changes, and are capable of working, collaborating in a team and creating group synergies.

According to Goleman, the greater the capacity of the leader based on these skills, possess the greater your emotional intelligence.

**Emotions**

Emotions are the central element of emotional intelligence, which manifest themselves in every act that individuals carry out, both inside and outside the organization. In the workplace has been recognizing that emotions influence the style of leaders, the teamwork , interpersonal relationships and organizational efficiency. Previously, had considered that decisions and solving organizational problems, was due only to rational aspects, today, with the breakthrough in research on the emotional factor and its influence on the behavior and attitudes of the people, shows that IQ and emotional element are highly correlated, hence the IE is configured for both concepts.

Goleman (1999) used this term to refer to a feeling and their characteristic thoughts, psychological and biological States and a variety of tendencies to act. Also concerned that emotions guide us when it comes to face difficult moments and tasks too important to be left only in the hands of the intellect are: the dangers, painful losses, the persistence towards a goal despite the failures, the links with a partner, and the formation of a family among others.

Researchers continue discussing that emotions exactly qualify as primary, and although not all agree on what are, they have determined basic families and some members of these families are:

- *Anger*: anger, resentment, anger, irritability, hostility.
- *Sadness*: melancholy, self-pity, pessimism, grief, loneliness.
- *Fear*: anxiety, nervousness, worry, uncertainty, caution.
- *Pleasure*: happiness, joy, relief, satisfaction, fun.
- *Love*: kindness, sympathy, affinity, acceptance, confidence.
- *Surprise*: shock, astonishment, confusion.
- *Dislike*: contempt, dislike, abhorrence.

- *Shame:* guilt, discomfort, remorse, repentance, mortification.

Every leader should know their own emotions and the impact that they would cause in the relationship with its partners, so learn to control them and be able to use them intelligently can establish strong interpersonal relationships, facilitate the creation and maintenance of healthy work environments and generating spaces of trust that will deliver synergistic results.

**Business Context in Mexico**

Mexico is a country in which there are more than 5.6 million of business units, the 95.4% are micro businesses, 3.6% small companies; the. 8% are medium-sized and a. 2% of businesses are large enterprises (INEGI, 2014). The configuration of business map, that obviously, micro and small structurally support the rest (only 1%) that they are large and medium-sized organizations (INEGI, 2014), on the basis of this data, it is considered that any company no matter your size or activity, required to be productive and achieve competitive advantages, is therefore, as explained in previous contributions, that EI is a valuable alternative to achieve this, if it is true that unfortunately the micro and small company not knowing this tool does it practice.

In the following paragraphs are some of the results obtained through surveys applied to employees in some Mexican companies, studies by organizations specialized in human resources, shows the perception they have about their bosses and their relationship with the work, the environment and organizational climate, as well as the degree of job satisfaction.

"Kelly Services' human resources consultant (Global Workforce Index ), conducted an international survey of jobs in 2012, which won, 45% of more than 11 thousand employees interviewed in Mexico, feels dissatisfied with the style of their leaders, because 3 of each 10 heads are authoritarian, while workers prefer them democratic and only 5 of each 10 feel inspired by their superiors to give their best at work.

Data from the survey conducted in Mexico by 2015 through the portal of employment trabajando.com, reveals that 60% of Mexicans did not feel happy in their work, since they consider that in order that a person is satisfied in their jobs and increase your productivity, there should be a good working environment, motivation and communication. Styles of managers who offer a scenario with best results in team work are that empower employees to make direct decisions making them responsible, although the survey found that 20% prefer this type of leaders, only 12% said that it exists in your work area. In second place in the preferences of groups of collaborators, is empathetic, in third place, the visionary style, style which allows for progressive cohesion and shared vision.

In order to identify companies most important competencies, as well as the more scarce, Center of research for development. México. (CIDAC, 2014), did a survey from June 1 to October 25, 2013, in 32 States in the country, interviewing 1,556 people, including areas of human resources directors and heads of finance, production and operations, marketing, and systems. This research considered the distinction between social (or "soft") skills and competencies technical (or "hard"). Among the results is considered the trend seen in the participating organizations focusing towards the formality and the requirement in the tasks. In relation to the dominant organizational culture, they found that it is characterized by structural formality and the importance given to the hierarchy, also marked emphasis given to the fulfillment of the responsibilities. Among other results, there is a remarkable preference for business interests above individual interests, whereupon the human factor is to some extent treated as an accessory item and therefore replaceable. Also highlights that in most of the organizations that applied the survey is given a high weight to technical expertise with the manager about the responsibilities of the post and somehow is valued more "to the one who knows that he can" with which stimulates the accumulation of knowledge, representing a sign of power.

According to Serralde (1987) in the Mexican organizations predominantly leadership is autocratic type so it does not promote open and effective communication, dominating communication is informal and feedback commonly only gives up to down in the form of reprimand, leading to complex working environments. Makes it decisions is the responsibility only of the high command, and in some exceptional cases of the second level of hierarchical authority. Conflict resolution lies primarily with the high hierarchy, and in terms of the flow of information only a few have access and control over the organization's key information. Also the Mexican company does not have a plan of succession of charges, lacks recognition of the merit of performance, there is short development in teamwork, training and development tasks are limited, therefore, the organizational Know How is not valued. On the other hand, stands out that management is exercised on the basis of the formal authority, stays busy in bureaucratic tasks and run the control in order to comply with the policies and procedures of the organization.

Style Bureaucrat surrounding the contemporary Mexican Manager does not promote the collective work and reduces the opportunities for the realization of the staff are not maintained effective relationships; only supports those who abide by the policies of the Organization and approve decisions of the high command, always showing their loyalty to the higher authority (Serralde, 1987).

According to the Mexican Association on human resource management BC (AMEDIRH, 2014), in Mexico, 6 of every 10 workers are not happy in their work, mainly because they don't have good working environment, have a head that is not a good leader, the company does not recognize their achievements or because it is not in accordance with the salary he receives.

In a parallel exercise conducted by the job portal *trabajando.com* mentions that only 32% of workers feel motivated by their work, according to the survey conducted for Mexico, in 2013. The remaining 68% are people who do not feel motivated in his work, acknowledged that his company does not give them opportunities to develop or that your boss has no leadership skills. The study refers to that you for 90% of the respondents, demotivation negatively affects their productivity.

Alejandra Apiquián, academic Coordinator in organizational psychology from the Universidad Anahuac, mentions in his article published in altonivel.com.mx, in the year 2013, and some features that predominate in the psychology of the Mexican worker who is there that consider:

1. Depending upon the head.
2. Respect for the hierarchy.
3 Individualism.
4. Poor communication.
5. The perception of time.
6. Lack of career prospects.

## RESULTS AND CONCLUSIONS

According to the methodology used, the results obtained from the analysis of the theoretical postulates of organizational behavior indicate that in the current mexican labor context, managers have not recognized the relevance of the attitudes of workers and less-which is a determining factor in the results of the Organization, so it is considered that individuals must only comply with the orders received and that the own person issues have no interference in the work, shrugging off the posture of human conduct psychosocial.

On the other hand, according to the theoretical approaches of administration, was identified in companies in Mexico, especially in the micro and small, management is oriented towards the currents that put in high the interests of the organization and in minor in minor scale worker needs, resulting in job dissatisfaction, discouragement and low performance and which in turn lead to a complex work environment.

Also based on empirical studies exposed, it is observed that employees are not taken into account: do not participate in decisions, don't recognize their achievements and there are no opportunities for development; only working under pressure, generating many times negative emotional and physical states, stimulating organizational behavior is pessimistic, what impacts of unfavorable way in relationships as in the results.

Findings in EI matter show that it is an intangible asset stimulating an effective action in companies, but in Mexico organizational management levels under this paradigm are precarious. We find a lack of formation of leaders having EI capable of managing in a smart way human factor. However, it represents an area of opportunity to take advantage by the managers in the country, since it is essential to take the organizational direction generated by leaders with vision humanist and high sensitivity to own emotions with others that order to achieve the results expected by the organization.

It is decisive, according to the analysis made that to achieve effective management in any organizational system, must combine and keep in balance the two basic dimensions: a) Endogenous, those aspects internal and specific to the individual, both (innate and learned and b) Exogenous, those behaviours obtained based on the conditions of the company environment and the ability to adapt and interact with others.

Finally, it is concluded that it is necessary to create a managerial awareness where very seriously contemplating the implementation of the skills of emotional intelligence, which, according to Goleman, is due maintain adequate control of emotions, the proper handling of the feelings, the capacity for empathy and how to relate to our fellow human beings, but mostly the "*ability to listen to others, the expertise to communicate verbally, the adaptability of the person, the skill of creative response to the mishaps that occur*", the "self-control ability, the trust and motivation to work in the achievement of the objectives", in such a way that will be strengthening the interpersonal relationship generating a robust organizational environment.

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# An Analytical-Predictive Model For Measuring The Efficiency And Effectiveness Of Public Health Services

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**ABSTRACT**

*The task of public health services is to improve population's health and therefore efficiency and effectiveness is constantly a subject of various researches over the world. Today, in the era of digitalization when numerous of data has been created and build, measurement system could be developed and implemented much easier. It is possible to use a wide variety of accurate and reliable data very fast with aim to create different measures which will help in assessment and decision making process. For a long time public health services are faced with a problem of appropriate solution for efficiency and effectiveness measurement. Public health is oriented to prevention activities i.e. monitoring, analysis, and evaluation of the health of the population. It is the complex and interdependent process of different services realization, programs and activities whose results are sometimes visible after a long period of time. Therefore the results of their activity and effects in the long run should be measured. This research, which is carried out in an institute of public health in Croatia, has attempt to find an appropriate analytical-predictive model for measuring the efficiency and effectiveness in the overall system of public health in Croatia. Adjusted balanced-score card (BSC) combining with non-parametric technique Data Envelopment Analysis (DEA) helps to identify the possibilities for improving the efficiency and effectiveness of public health services activities. Using BSC model we will select the goals and common indicators of all DMUs within the Institute, and using DEA identify relative efficiency between them. Efficient DMUs will be considered as a benchmark and used as targets for measuring efficiency. Combining the realized outputs with the set outcomes, we will make a conceptual model for measuring and predicting the effectiveness of the programs and activities in the long run.*

**Keywords:** Public Health Services; Efficiency;Effectiveness; DEABSC; Predictive Model

**ACKNOWLEDGEMENT**

This work has been fully supported by Croatian Science Foundation under the project – A Model for Measuring the Efficiency of Public Health Services (IP-2014-09-8235)

# The Effectiveness Of Water Footprint As The Education Tool To Increase The Water Saving Awareness In The Organization

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**ABSTRACT**

*Water is important to everyone's life so there are many efforts trying to create the awareness of water saving among people. The most critical approach is to educate people of how much water has been used. One of the most powerful identification measurement is water footprint which is a type of ecological footprint used to identify the amount of consumed and polluted freshwater. In this research, a study regarding the perception of people in the organization was conducted to assess the effectiveness of using water footprint as a tool to increase the water saving awareness. Series of lectures regarding the basic concept as well as case studies of water footprint calculation were introduced to a group of undergraduate students in a University. The lecture contents include water footprint standard, the life cycle analysis of a product, and water footprint calculation. Sets of questionaires were used to study the perception, attitude and knowledge towards the water saving before and after the lectures. The average scores of pre and post-test scores were compared. Moreover, the statistical test was performed in order to confirm the significant difference of the pre and post-test scores. The results signify that water footprint method has play an important role on improving the water saving awareness of the people in the organization.*

# Pathways: A Regional Model For Student Mobility

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## ABSTRACT

*Two-year community colleges are unique to the United States. The history of the two-year, post-secondary college reaches back to 1835 with the establishment of Monticello College (Geller, 2001) as a women's seminary "for the higher and Christian education of women and girls…" (Monticello, 1912, p. 5). Fast-forward 179 years. In 2014, the last data point captured by the National Center for Education Statistics, over one million associates degrees were awarded by community colleges in the US (NCES, 2015). An associate's degree is a two-year degree (+/-60-semesters hours) of core courses (math, science, history, composition, etc.) with some electives that are offered through community colleges. The NCES estimates there will be over 1.2 million associate's degrees awarded in 2026 (2015). In contrast to degrees awarded, 6.2 million students were enrolled in US two-year institutions in fall 2016 (30% of US post-secondary enrollment)(NCES, 2017). Further, 49% of US students who completed a bachelor's degree at a four-year institution had previously attended a two-year college (NSCRC, 2017). However, in the state of Texas, 75% of students who completed a bachelor's degree at a four-year institution had previously attended a two-year college (with or without degree credentials, NSCRC, 2017). This rate of mobility is the highest in the US. To place the impact of two-year community colleges and mobility into perspective, Texas had 712,554 students enrolled in community colleges in fall 2016 (TACC, 2017).*

*Thus, mobility between two-year colleges and four-year universities has a substantial impact on the US higher education system and in particular in the Texas higher education system. This presentation outlines the implementation of a mobility model developed by the American Association of Community Colleges and the Community College Research Center. The model can briefly be outlined as having four goals:*

> *1) Clarify student paths through the alignment of transfer plans from the two-year institution to the four-year institution.*
> *2) Bridge K-12 (primary and secondary) education with higher education through remediation.*
> *3) Build strong student advising to streamline mobility issues.*
> *4) Establish learning outcomes and integrate high-impact practices (student collaboration, experiential learning, undergraduate research, internships, etc.) (AACC, n.d.).*

*The model was implemented in a 58,000-student community college system in the greater San Antonio, Texas metropolitan area with five independently accredited community colleges and a combination of three regional four-year public universities and three four-year private, religious universities.*


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# Teacher Leadership In Early Childhood Education In China: Towards A Theoretical Understanding

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## ABSTRACT

*The purpose of this paper is to offer a theoretical discussion on teacher leadership in early childhood education (ECE) in China. Since 2010, the Chinese government has initiated a comprehensive education reform for promoting the quality of ECE. Teacher leadership has been used as one of the strategies in the reform. However, at the school level there is a lack of leadership preparation and development, along with a gap between policy initiative and its implementation. How to narrow this gap between policy and practice in teacher leadership has become a critical issue for ECE in China. This paper suggests that 'formal role or informal role' and 'role or practice' are important dimensions of teacher leadership in a Chinese, policy-driven context. In this regard, it is worth exploring how teacher leadership is conceptualised and enacted in the process of quality improvement and related contextual factors. In doing so, an agenda could be identified for future research, contributing to theories on the development of teacher leadership in the global discourse.*

**Keywords:** teacher leadership; early childhood education; education reform; quality improvement; China