<table>
<thead>
<tr>
<th>Author Name</th>
<th>Paper #</th>
<th>Title (Click title to view paper)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abad, Pilar</td>
<td>347</td>
<td>Liquidity And The Size Of Trades Around Credit Event News</td>
</tr>
<tr>
<td>Adiloglu, Burcu</td>
<td>271</td>
<td>Sanctions Over False Audit Reports And Audit Failures: Cases From The World</td>
</tr>
<tr>
<td>Alacapinar, Fusun Gulderen</td>
<td>295</td>
<td>Validity And Reliability Study Of The Teacher Value Scale</td>
</tr>
<tr>
<td>Alfaro Navarro, José Luis</td>
<td>215</td>
<td>Sustainable Tourism Indicators: A Review Of The Main Proposals At Local Level</td>
</tr>
<tr>
<td>Allen, Charlotte</td>
<td>367</td>
<td>Student Learning Styles Adaptive Model: Preliminary Research Using Fleming’s VARK Model</td>
</tr>
<tr>
<td>Alquinta, Bárbbara</td>
<td>260</td>
<td>Overall Life Satisfaction Of Latin American Immigrant Children In Northern Chile</td>
</tr>
<tr>
<td>Amatariyakul, Chumnong</td>
<td>341</td>
<td>Design And Development Of Electric Induction Furnace With Three High Frequency System</td>
</tr>
<tr>
<td>Amatariyakul, Wantana</td>
<td>341</td>
<td>Design And Development Of Electric Induction Furnace With Three High Frequency System</td>
</tr>
<tr>
<td>Anand, Pranit</td>
<td>309</td>
<td>Re-Thinking The Style Of Written Examinations For Better Quality Responses</td>
</tr>
<tr>
<td>Andrés Martínez, María-Encarnación</td>
<td>215</td>
<td>Sustainable Tourism Indicators: A Review Of The Main Proposals At Local Level</td>
</tr>
<tr>
<td>Andrés Martínez, María-Encarnación</td>
<td>223</td>
<td>Fashion Marketing: The Future Is Coming</td>
</tr>
<tr>
<td>Ardalan, Kavous</td>
<td>185</td>
<td>Advancing The Interpretation Of The Du Pont Equation</td>
</tr>
<tr>
<td>Ay, Sema</td>
<td>350</td>
<td>Comparative Advantages In Tourism Sector: A Comparative Analysis Between Turkey And BRIC Countries</td>
</tr>
<tr>
<td>Bananuka, Twine</td>
<td>248</td>
<td>Leapfrogging Graduate Training At Makerere University From Conventional To Blended Learning Pedagogy</td>
</tr>
<tr>
<td>Basci, Emre</td>
<td>317</td>
<td>Sales Employees And Workplace Environment: An Interdisciplinary Literature Review</td>
</tr>
<tr>
<td>Bateeze, Joshua</td>
<td>248</td>
<td>Leapfrogging Graduate Training At Makerere University From Conventional To Blended Learning Pedagogy</td>
</tr>
<tr>
<td>Beaudoin, Dominique</td>
<td>124</td>
<td>Testing The Anthropo-Didactic Approach In Order To Interpret The Learning Difficulties In Mathematics For Elementary Students</td>
</tr>
<tr>
<td>Beaupre, Sylvain</td>
<td>124</td>
<td>Testing The Anthropo-Didactic Approach In Order To Interpret The Learning Difficulties In Mathematics For Elementary Students</td>
</tr>
<tr>
<td>Bezuidenhoud, Leon</td>
<td>288</td>
<td>Constructing An Organisational Climate Model To Predict Potential Risk Of Management Fraud</td>
</tr>
<tr>
<td>Birevu Muyinda, Paul</td>
<td>248</td>
<td>Leapfrogging Graduate Training At Makerere University From Conventional To Blended Learning Pedagogy</td>
</tr>
<tr>
<td>Boshoff-Sudbury, Estelle</td>
<td>286</td>
<td>The Development And Initial Validation Of The Work Convictions Questionnaire (WCQ) To Measure Employees’ Level Of Ethical Behaviour</td>
</tr>
<tr>
<td>Bourdeau, Debra</td>
<td>332</td>
<td>Project Manager Leadership Styles: Task Vs. People-Oriented</td>
</tr>
<tr>
<td>Boz, Canser</td>
<td>279</td>
<td>The Comparison of Turkey’s Health Status Indicators with OECD Countries: The Multidimensional Scaling and MOORA Application</td>
</tr>
<tr>
<td>Brinksmeier, Ulrike</td>
<td>202</td>
<td>Core 474: Immigration: Achievements And Perils At The Core Of Our Nation</td>
</tr>
<tr>
<td>Burian, Pamela S.</td>
<td>212</td>
<td>Quitting Your Boss: Examples Of Reducing Employee Dissatisfaction And Turnover</td>
</tr>
<tr>
<td>Burian, Phillip E.</td>
<td>212</td>
<td>Quitting Your Boss: Examples Of Reducing Employee Dissatisfaction And Turnover</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Campos-Soria, Juan Antonio</td>
<td>224</td>
<td>Does Destination Choice Affect Environmental Attitudes Of European Tourists?</td>
</tr>
<tr>
<td>Caqueo-Urízar, Alejandra</td>
<td>260</td>
<td>Overall Life Satisfaction Of Latin American Immigrant Children In Northern Chile</td>
</tr>
<tr>
<td>Ceballos-Santamaría, Guillermo</td>
<td>213</td>
<td>Labour Income Configuration For Spanish Self-Employed Workers</td>
</tr>
<tr>
<td>Ceballos-Santamaría, Guillermo</td>
<td>220</td>
<td>Sustainability And Its Relationship With Consumer Perception</td>
</tr>
<tr>
<td>Chaiwat, Papusson</td>
<td>148</td>
<td>Hospitals’ Technical And Cost Efficiency Of Thailand</td>
</tr>
<tr>
<td>Chan, Victor</td>
<td>312</td>
<td>A Practical Comparative Study Of English-Taught Undergraduate And Postgraduate Programs In E-Business And Information Systems Offered In East Asia</td>
</tr>
<tr>
<td>Chang, Man-Hsuan</td>
<td>201</td>
<td>The Establishment And Characteristics Of Audit Committee And Value Relevance</td>
</tr>
<tr>
<td>Chew, Leon Kim Liong</td>
<td>133</td>
<td>Innovative Teaching Strategy To Study Dunhuang Cave Art</td>
</tr>
<tr>
<td>Chiang, Tien-Hui</td>
<td>205</td>
<td>A Theoretical Analysis On The Controversial Issue Of Teaching Professional In An Institutionalized Perspective</td>
</tr>
<tr>
<td>Chou, Ming-Sen</td>
<td>249</td>
<td>Does The Quarterly Accrual Anomaly Exist In Taiwan’s Stock Market?</td>
</tr>
<tr>
<td>Clark, Aaron C.</td>
<td>324</td>
<td>Hidden STEM: Identifying Meaningful STEM Career Paths For Underrepresented Students</td>
</tr>
<tr>
<td>Collins, Mitchell Cary</td>
<td>178</td>
<td>East Coast Versus West Coast: Survey Differences In Venture Capital Financing Traits</td>
</tr>
<tr>
<td>Cordente-Rodriguez, María</td>
<td>221</td>
<td>Do TICs Improve The Learning In Classrooms?: A Cross Cultural Analysis</td>
</tr>
<tr>
<td>Cordente-Rodriguez, María</td>
<td>222</td>
<td>A Photograph Exhibition: Cultural Events’ Strategy In Tourism</td>
</tr>
<tr>
<td>Cordente-Rodriguez, María</td>
<td>223</td>
<td>Fashion Marketing: The Future Is Coming</td>
</tr>
<tr>
<td>Cortés, Esteban Alfaro</td>
<td>214</td>
<td>Logit And Boosting Methods To Validate How Is Stakeholders’ Role And The Priority Order Of Consideration Of Them On The Business Failure Prediction</td>
</tr>
<tr>
<td>Cripps, Tony</td>
<td>172</td>
<td>Working With Teachers For Teachers</td>
</tr>
<tr>
<td>Cripps, Tony</td>
<td>388</td>
<td>Constructing A Practical Business English Course</td>
</tr>
<tr>
<td>Crocker, Robert M.</td>
<td>367</td>
<td>Student Learning Styles Adaptive Model: Preliminary Research Using Fleming’s VARK Model</td>
</tr>
<tr>
<td>Crouch, Suzanne J.</td>
<td>299</td>
<td>Caring For Newborns Who May Be At Risk For Pathological Jaundice: A Population Without A Voice</td>
</tr>
<tr>
<td>Cruz Sosa, Emma Rosa</td>
<td>381</td>
<td>The Imminent Destiny Of The Teacher’s Training College Of The State Of Puebla</td>
</tr>
<tr>
<td>Cruz Sosa, Emma Rosa</td>
<td>382</td>
<td>General Aspects Of Teacher Leadership</td>
</tr>
<tr>
<td>Cruz Sosa, Emma Rosa</td>
<td>383</td>
<td>Organizations And The Strategic Plan To Boost Local / Regional Development</td>
</tr>
<tr>
<td>Cruz Sosa, Emma Rosa</td>
<td>384</td>
<td>An Overview Of The Quality Of Working Life</td>
</tr>
<tr>
<td>Cui, Sheng</td>
<td>293</td>
<td>Student Mobility And Local Government Subsidies In China</td>
</tr>
<tr>
<td>Dadashzadeh, Mohammad</td>
<td>134</td>
<td>Choosing IT Platforms In The Age Of Stuxnet</td>
</tr>
<tr>
<td>de Villiers, Rikus</td>
<td>287</td>
<td>The Effect Of Earnings Per Share Categories On Share Price Behaviour: Some South African Evidence</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>del Pino, Cristina</td>
<td>241</td>
<td>Brands That Tell Stories: A Typology According To Its Composition</td>
</tr>
<tr>
<td>Del-Cubo, Elisa I.</td>
<td>216</td>
<td>Psychosocial Risks Of Women Workers In The Public Sector: The Moderating Role Of Job Satisfaction On Work Absenteeism</td>
</tr>
<tr>
<td>Delport, Aletta</td>
<td>199</td>
<td>The Significance Of Hip Hop Music In Participatory Research Studies That Involve The Youth</td>
</tr>
<tr>
<td>Demirer, Riza</td>
<td>192</td>
<td>Are Reversals Predictable In Emerging Stock Markets? The Role Of Market States And Global Factors</td>
</tr>
<tr>
<td>Diaz-Lozano, Victor</td>
<td>272</td>
<td>Real World Business Connection Methodology</td>
</tr>
<tr>
<td>Diaz, Antonio</td>
<td>347</td>
<td>Liquidity And The Size Of Trades Around Credit Event News</td>
</tr>
<tr>
<td>Dickinson, Annette</td>
<td>355</td>
<td>Comparative Study Of Preschool Children’s Current Health Issues And Health Education In New Zealand And Japan</td>
</tr>
<tr>
<td>du Plessis, Jeanette</td>
<td>290</td>
<td>Deliberation Of Student Qualitative Commentaries To Improve Work-Integrated Learning In A Health Sciences Programme</td>
</tr>
<tr>
<td>Eagan, J. Vincent</td>
<td>328</td>
<td>The Law And Economics Of The Regulation Of Mobile Money In Uganda</td>
</tr>
<tr>
<td>Ehlen, Craig R.</td>
<td>369</td>
<td>A Study Abroad Option For The Introductory Financial Accounting Course Utilizing The Monopoly® Board Game To Enhance The International Cultural Experience</td>
</tr>
<tr>
<td>Ellis, Joyce L.</td>
<td>339</td>
<td>The Challenge of Program Assessment</td>
</tr>
<tr>
<td>Engin, Özlem</td>
<td>276</td>
<td>Analysis of Zone of Proximal Development of 10th Grade Students Within the Concept of Trapezoids</td>
</tr>
<tr>
<td>Ensign, Prescott C.</td>
<td>280</td>
<td>Aboriginal Business Around The World: Is The Entrepreneurial Spirit Universal?</td>
</tr>
<tr>
<td>Ernst, Jeremy V.</td>
<td>324</td>
<td>Hidden STEM: Identifying Meaningful STEM Career Paths For Underrepresented Students</td>
</tr>
<tr>
<td>Escribano, Ana</td>
<td>347</td>
<td>Liquidity And The Size Of Trades Around Credit Event News</td>
</tr>
<tr>
<td>Fadnavis, Milind</td>
<td>207</td>
<td>Strategic Analytics through Simulation: An Empirical Experience</td>
</tr>
<tr>
<td>Fordyce, Edward</td>
<td>297</td>
<td>A Case of Academic Fraud Business Case Studies Paid For Solution</td>
</tr>
<tr>
<td>Fordyce, Edward</td>
<td>298</td>
<td>Death Of An Online Grey Market Vendor Or Simply A Phoenix Awaiting Resurrection</td>
</tr>
<tr>
<td>Fouché, Jacobus P.</td>
<td>275</td>
<td>Evaluating The Usefulness Of An Innovative Tax Intervention To Develop Pervasive Skills In South African Tax Students</td>
</tr>
<tr>
<td>Friedrich-Nel, H.S.</td>
<td>257</td>
<td>Extended Curricula Development At The Faculty Of Health And Environmental Sciences, Central University Of Technology, Free State, South Africa: A Success Story</td>
</tr>
<tr>
<td>Friedrich-Nel, H.S.</td>
<td>259</td>
<td>Enhancement Of Post Graduate Skills Through An Educational Programme</td>
</tr>
<tr>
<td>Friehs, Barbara</td>
<td>327</td>
<td>Religious Tolerance In Secular States And Their Impact On Society</td>
</tr>
<tr>
<td>Fries, Karen</td>
<td>326</td>
<td>Using Murder Mystery Games To Teach Leadership And Problem-Solving Skills To Students With Disabilities</td>
</tr>
<tr>
<td>Fulton, Lori</td>
<td>190</td>
<td>Developing Educational Synergy Through Standards, Culture, And Place</td>
</tr>
<tr>
<td>Gallagher, James G.</td>
<td>297</td>
<td>A Case of Academic Fraud Business Case Studies Paid For Solution</td>
</tr>
<tr>
<td>Gallagher, James G.</td>
<td>298</td>
<td>Death Of An Online Grey Market Vendor Or Simply A Phoenix Awaiting Resurrection</td>
</tr>
<tr>
<td>Garcia Castro, Patricia Eugenia</td>
<td>383</td>
<td>Organizations And The Strategic Plan To Boost Local / Regional Development</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Garcia Castro, Patricia Eugenia</td>
<td>384</td>
<td>An Overview Of The Quality Of Working Life</td>
</tr>
<tr>
<td>García Pozo, Alejandro</td>
<td>218</td>
<td>Horizontal And Vertical Coordination And Integration Of Subjects Of The Department Of Applied Economy Courses Of Degree In Tourism At The University Of Malaga</td>
</tr>
<tr>
<td>García Pozo, Alejandro</td>
<td>219</td>
<td>Innovation Measures And Productivity In Spanish Transport Sector Companies</td>
</tr>
<tr>
<td>García Pozo, Alejandro</td>
<td>224</td>
<td>Does Destination Choice Affect Environmental Attitudes Of European Tourists?</td>
</tr>
<tr>
<td>Gatica Barrientos, María Laura</td>
<td>382</td>
<td>General Aspects Of Teacher Leadership</td>
</tr>
<tr>
<td>Gatica Barrientos, María Laura</td>
<td>384</td>
<td>An Overview Of The Quality Of Working Life</td>
</tr>
<tr>
<td>Gee, Michele V.</td>
<td>385</td>
<td>Global Business Strategy And The Influence Of Social Media On Corporate Social Responsibility</td>
</tr>
<tr>
<td>Ghosh, Sajal</td>
<td>313</td>
<td>Cointegration And Causality Between Clean Energy Usage And Economic Growth In India</td>
</tr>
<tr>
<td>Gitonga, Priscilla Nyawira</td>
<td>199</td>
<td>The Significance Of Hip Hop Music In Participatory Research Studies That Involve The Youth</td>
</tr>
<tr>
<td>Gómez Borja, Miguel Ángel</td>
<td>241</td>
<td>Brands That Tell Stories: A Typology According To Its Composition</td>
</tr>
<tr>
<td>Gonzalez Perez, Maria de la O</td>
<td>359</td>
<td>Explanatory Power Of Factor Models Based On Fama &amp; French</td>
</tr>
<tr>
<td>Gorur-Atabas, Hulya</td>
<td>366</td>
<td>Learn, Unlearn And Relearn: A Model To Empowering Students To Enrich Their Academic Learning Experience</td>
</tr>
<tr>
<td>Greifzu, Lena</td>
<td>386</td>
<td>Stimulating By Simulating: Fostering Innovativeness In Education</td>
</tr>
<tr>
<td>Gryl, Inga</td>
<td>386</td>
<td>Stimulating By Simulating: Fostering Innovativeness In Education</td>
</tr>
<tr>
<td>Guvercin, Selim</td>
<td>265</td>
<td>Problem Posing Abilities Supported With Mentoring Of 4th And 5th Grade Primary School Students: A Case Study In Kazakhstan</td>
</tr>
<tr>
<td>Harmse, Lana</td>
<td>287</td>
<td>The Effect Of Earnings Per Share Categories On Share Price Behaviour: Some South African Evidence</td>
</tr>
<tr>
<td>Henault-Morrone, Michelle</td>
<td>307</td>
<td>Instilling Values For Sustainable Development: Transferring An ESD Art-Inspired Education Model To Nonindigenous Cultural Contexts</td>
</tr>
<tr>
<td>Henkel, Thomas</td>
<td>332</td>
<td>Project Manager Leadership Styles: Task Vs. People-Oriented</td>
</tr>
<tr>
<td>Hepler, John C.</td>
<td>294</td>
<td>Challenges &amp; Successes Encountered In Launching An Intensive English Language Summer Program</td>
</tr>
<tr>
<td>Hernández García, Jesús</td>
<td>381</td>
<td>The Imminent Destiny Of The Teacher’s Training College Of The State Of Puebla</td>
</tr>
<tr>
<td>Hernández García, Jesús</td>
<td>382</td>
<td>General Aspects Of Teacher Leadership</td>
</tr>
<tr>
<td>Hernández García, Jesús</td>
<td>383</td>
<td>Organizations And The Strategic Plan To Boost Local / Regional Development</td>
</tr>
<tr>
<td>Ho, Dora</td>
<td>229</td>
<td>Beyond Teaching: Teachers As The Agents Of Change For School Development In Early Childhood Education</td>
</tr>
<tr>
<td>Isabetli, Ilayda</td>
<td>261</td>
<td>An Implementation On E-Book Reading Habits In Turkey</td>
</tr>
<tr>
<td>Jareño Cebrian, Francisco</td>
<td>357</td>
<td>International Risk Factors And Spanish Company Returns</td>
</tr>
<tr>
<td>Jareño Cebrian, Francisco</td>
<td>359</td>
<td>Explanatory Power Of Factor Models Based On Fama &amp; French</td>
</tr>
<tr>
<td>Jareño Cebrian, Francisco</td>
<td>364</td>
<td>Bank Restructuring In Spain: Preferred Shares</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jensen, Jan Møller</td>
<td>245</td>
<td>Exploring Grocery Shoppers’ Retail Format Patronage: A Segmentation Approach</td>
</tr>
<tr>
<td>Jeria, Antofagasta</td>
<td>260</td>
<td>Overall Life Satisfaction Of Latin American Immigrant Children In Northern Chile</td>
</tr>
<tr>
<td>Jeynes, William</td>
<td>163</td>
<td>A Meta-Analysis On The Relationship Between Parental Involvement And Academic And Behavioral Outcomes, Especially Among Minority Students</td>
</tr>
<tr>
<td>Jiang, Crystal</td>
<td>178</td>
<td>East Coast Versus West Coast: Survey Differences In Venture Capital Financing Traits</td>
</tr>
<tr>
<td>Johnston, Callum B.</td>
<td>143</td>
<td>Increasing Beginning Teachers’ Self-Efficacy For Teaching Science To Young Children</td>
</tr>
<tr>
<td>Jorquera, Ricardo</td>
<td>260</td>
<td>Overall Life Satisfaction Of Latin American Immigrant Children In Northern Chile</td>
</tr>
<tr>
<td>Kahla, Marlene</td>
<td>367</td>
<td>Student Learning Styles Adaptive Model: Preliminary Research Using Fleming’s VARK Model</td>
</tr>
<tr>
<td>Kamuche, Felix U.</td>
<td>237</td>
<td>Does The Integration Of Technology In The Classroom Improve Student Learning? An Empirical Study</td>
</tr>
<tr>
<td>Kanjilal, Kakali</td>
<td>313</td>
<td>Cointegration And Causality Between Clean Energy Usage And Economic Growth In India</td>
</tr>
<tr>
<td>Kao, Hui-Sung</td>
<td>201</td>
<td>The Establishment And Characteristics Of Audit Committee And Value Relevance</td>
</tr>
<tr>
<td>Keller, Gary</td>
<td>173</td>
<td>Proposing Alternative Masters Degrees Models For Small Colleges/Schools Of Business</td>
</tr>
<tr>
<td>Kelly, Daniel</td>
<td>324</td>
<td>Hidden STEM: Identifying Meaningful STEM Career Paths For Underrepresented Students</td>
</tr>
<tr>
<td>Keser, Askin</td>
<td>349</td>
<td>The Relationship Between Job Workload And Intention To Leave Among Different Professionals In Turkey</td>
</tr>
<tr>
<td>Keskin, Sevgül</td>
<td>320</td>
<td>A Comparison Of Cognitive Demand Levels Of Questions In Numbers Content Domain</td>
</tr>
<tr>
<td>Key, Kimberly</td>
<td>372</td>
<td>Accounting Quality And IFRS Adoption: Evidence From Korea</td>
</tr>
<tr>
<td>Kim, Jeong Youn</td>
<td>372</td>
<td>Accounting Quality And IFRS Adoption: Evidence From Korea</td>
</tr>
<tr>
<td>Kim, Young Mee</td>
<td>342</td>
<td>Vocalization Of Reading For Communicative Ability And Integrated Language Learning In Secondary Science Gifted Education</td>
</tr>
<tr>
<td>Koc Avsar, Emel</td>
<td>261</td>
<td>An Implementation On E-Book Reading Habits In Turkey</td>
</tr>
<tr>
<td>Kotze, Beatrix</td>
<td>259</td>
<td>Enhancement Of Post Graduate Skills Through An Educational Programme</td>
</tr>
<tr>
<td>Kuo, Bor-Chen</td>
<td>203</td>
<td>Assessing Parenting Skills Of Mothers Of Preschool Children With Developmental Delay In Taiwan</td>
</tr>
<tr>
<td>Kuo, Bor-Chen</td>
<td>204</td>
<td>A Study On Children’s Development Of Motor Concepts</td>
</tr>
<tr>
<td>Kutaka-Kennedy, Joy</td>
<td>346</td>
<td>The Intersection Of Generational Differences And Technological Innovations: Implications For The Future Of Education</td>
</tr>
<tr>
<td>Lau, Xiao Xiong</td>
<td>260</td>
<td>Overall Life Satisfaction Of Latin American Immigrant Children In Northern Chile</td>
</tr>
<tr>
<td>Lautensach, Alexander K.</td>
<td>231</td>
<td>Learning Sustainable Cultural Safety In A Crowded, Warming World</td>
</tr>
<tr>
<td>Lautensach, Sabina W.</td>
<td>231</td>
<td>Learning Sustainable Cultural Safety In A Crowded, Warming World</td>
</tr>
<tr>
<td>Lechner, Thomas A.</td>
<td>369</td>
<td>A Study Abroad Option For The Introductory Financial Accounting Course Utilizing The Monopoly® Board Game To Enhance The International Cultural Experience</td>
</tr>
<tr>
<td>Author</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Li, Cheng-Hsaun</td>
<td>204</td>
<td>A Study On Children’s Development Of Motor Concepts</td>
</tr>
<tr>
<td>Li, Juan</td>
<td>233</td>
<td>A Study On The Change Of Spoken Language Into Children’s Story - Based On Sun Jingxiu’s Theory Of Story Education</td>
</tr>
<tr>
<td>Lin, Chin-Kai</td>
<td>203</td>
<td>Assessing Parenting Skills Of Mothers Of Preschool Children With Developmental Delay In Taiwan</td>
</tr>
<tr>
<td>Lin, Chin-Kai</td>
<td>204</td>
<td>A Study On Children’s Development Of Motor Concepts</td>
</tr>
<tr>
<td>Lo, Ming-Jae</td>
<td>203</td>
<td>Assessing Parenting Skills Of Mothers Of Preschool Children With Developmental Delay In Taiwan</td>
</tr>
<tr>
<td>Lorenzo-Romero, Carlota</td>
<td>223</td>
<td>Fashion Marketing: The Future Is Coming</td>
</tr>
<tr>
<td>Lues, Ryk</td>
<td>254</td>
<td>Education And Skills Development Amongst Managers And Food Handlers As A Positive Behavioural Change Mechanism To Ensure Safety And Quality</td>
</tr>
<tr>
<td>Lues, Ryk</td>
<td>289</td>
<td>Novel Approaches To Teaching Research Methodology At Universities Of Technology: A South African Perspective</td>
</tr>
<tr>
<td>Luis Gatica, Kathia</td>
<td>381</td>
<td>The Imminent Destiny Of The Teacher’s Training College Of The State Of Puebla</td>
</tr>
<tr>
<td>Luis Gatica, Kathia</td>
<td>382</td>
<td>General Aspects Of Teacher Leadership</td>
</tr>
<tr>
<td>Luk, Edwin</td>
<td>379</td>
<td>Level Of Participation And Satisifaction Of A Whatsapp Tutorial Chat Group: A Case Study Of University Students In Hong Kong</td>
</tr>
<tr>
<td>Maffei III, Francis R. “Skip”</td>
<td>212</td>
<td>Quitting Your Boss: Examples Of Reducing Employee Dissatisfaction And Turnover</td>
</tr>
<tr>
<td>Maggs, Jill Carol</td>
<td>277</td>
<td>East Meets West: The Classroom Experiences Of Chinese Students At An American University On Chinese Soil</td>
</tr>
<tr>
<td>Mahmutovic, Adnan</td>
<td>151</td>
<td>Get Rid Of Your Dictators: Five Writing Exercises</td>
</tr>
<tr>
<td>Marchante-Mera, Andrés J.</td>
<td>224</td>
<td>Does Destination Choice Affect Environmental Attitudes Of European Tourists?</td>
</tr>
<tr>
<td>Marion, James</td>
<td>332</td>
<td>Project Manager Leadership Styles: Task Vs. People-Oriented</td>
</tr>
<tr>
<td>Mas-Ruiz, Francisco</td>
<td>239</td>
<td>The Effect Of Collective Brand On Price Premium</td>
</tr>
<tr>
<td>Matsumoto, Vail</td>
<td>190</td>
<td>Developing Educational Synergy Through Standards, Culture, And Place</td>
</tr>
<tr>
<td>Matsuyama, Yumi</td>
<td>307</td>
<td>Instilling Values For Sustainable Development: Transferring An ESD Art-Inspired Education Model To Nonindigenous Cultural Contexts</td>
</tr>
<tr>
<td>Meeampol, Sasivimol</td>
<td>336</td>
<td>Commercialize Research Management System In Thailand</td>
</tr>
<tr>
<td>Mehta, Meera</td>
<td>164</td>
<td>Can Interest Free Banking Be Interesting For India?</td>
</tr>
<tr>
<td>Meyer, C. Kenneth</td>
<td>378</td>
<td>From Agripolis to Ecopolis: Building the City of the Future</td>
</tr>
<tr>
<td>Micciche, Laura</td>
<td>140</td>
<td>Writing, Movement, And Place As Teaching Tools</td>
</tr>
<tr>
<td>Michael, Orly</td>
<td>252</td>
<td>The Six-C Pyramid For Teachers In The Multicultural Class</td>
</tr>
<tr>
<td>Miles, Richard</td>
<td>172</td>
<td>Working With Teachers For Teachers</td>
</tr>
<tr>
<td>Mondéjar-Jiménez, José</td>
<td>213</td>
<td>Labour Income Configuration For Spanish Self-Employed Workers</td>
</tr>
<tr>
<td>Mondéjar-Jiménez, José</td>
<td>220</td>
<td>Sustainability And Its Relationship With Consumer Perception</td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Sustainable Tourism Indicators: A Review Of The Main Proposals At Local Level</td>
<td>215</td>
<td></td>
</tr>
<tr>
<td>A Photograph Exhibition: Cultural Events' Strategy In Tourism</td>
<td>222</td>
<td></td>
</tr>
<tr>
<td>Fashion Marketing: The Future Is Coming</td>
<td>223</td>
<td></td>
</tr>
<tr>
<td>In Speech Beyond Words: Creating A Call For Conscience And Inclusion In Music For Solo Piano</td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>Ethical Issues In Small Businesses: Case Study Of Azerbaijan</td>
<td>282</td>
<td></td>
</tr>
<tr>
<td>The Law And Economics Of The Regulation Of Mobile Money In Uganda</td>
<td>328</td>
<td></td>
</tr>
<tr>
<td>Impact Of Scarcity Of Funds On The Behavior Of Emerging Angel Investors: Experiences From India</td>
<td>169</td>
<td></td>
</tr>
<tr>
<td>Does Destination Choice Affect Environmental Attitudes Of European Tourists?</td>
<td>224</td>
<td></td>
</tr>
<tr>
<td>Production Controlling In The Age Of Digitalization – A Learning Factory Concept For Interactive Education</td>
<td>310</td>
<td></td>
</tr>
<tr>
<td>Working With Teachers For Teachers</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Leapfrogging Graduate Training At Makerere University From Conventional To Blended Learning Pedagogy</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Intervention Strategies For Teaching Vocabulary To Secondary School Students With And Without Learning Disabilities In Osun State Nigeria</td>
<td>285</td>
<td></td>
</tr>
<tr>
<td>The Comparison of Turkey's Health Status Indicators with OECD Countries: The Multidimensional Scaling and MOORA Application</td>
<td>279</td>
<td></td>
</tr>
<tr>
<td>Innovation Measures And Productivity In Spanish Transport Sector Companies</td>
<td>219</td>
<td></td>
</tr>
<tr>
<td>Student Mobility And Local Government Subsidies In China</td>
<td>293</td>
<td></td>
</tr>
<tr>
<td>Innovation Patterns During Technological Discontinuity In A Multi- Generational High Technology Market</td>
<td>292</td>
<td></td>
</tr>
<tr>
<td>Legal Personhood, Jurisdiction And Academic Freedom Of Universities: Turkey's 2016 Repression On Scholars</td>
<td>246</td>
<td></td>
</tr>
<tr>
<td>Strategic Analytics through Simulation: An Empirical Experience</td>
<td>207</td>
<td></td>
</tr>
<tr>
<td>Quitting Your Boss: Examples Of Reducing Employee Dissatisfaction And Turnover</td>
<td>212</td>
<td></td>
</tr>
<tr>
<td>Australian Mutual Fund Performance</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Development Of An Online Program For Calculating Forecast Accuracy Using A Measure Of Directional Change Accuracy</td>
<td>187</td>
<td></td>
</tr>
<tr>
<td>Logit And Boosting Methods To Validate How Is Stakeholders’ Role And The Priority Order Of Consideration Of Them On The Business Failure Prediction</td>
<td>214</td>
<td></td>
</tr>
<tr>
<td>Production Controlling In The Age Of Digitalization – A Learning Factory Concept For Interactive Education</td>
<td>310</td>
<td></td>
</tr>
<tr>
<td>Testing The Anthropo-Didactic Approach In Order To Interpret The Learning Difficulties In Mathematics For Elementary Students</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>Commercialize Research Management System In Thailand</td>
<td>336</td>
<td></td>
</tr>
<tr>
<td>The Recording Of Households Accounting And The Sufficiency Economy Philosophy In One Rural Area In Thailand</td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>Last Name, First Name</td>
<td>Page No.</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Raveh, Ira</td>
<td>188</td>
<td>Pre-Service Teachers Perceptions Of Important Factors For Good Teaching</td>
</tr>
<tr>
<td>Ready, Kathryn J.</td>
<td>387</td>
<td>Fostering Student Engagement With Community Support In Business Colleges</td>
</tr>
<tr>
<td>Reina-Paz, Mª Dolores</td>
<td>220</td>
<td>Sustainability And Its Relationship With Consumer Perception</td>
</tr>
<tr>
<td>Reitsma, Gerda M.</td>
<td>275</td>
<td>Evaluating The Usefulness Of An Innovative Tax Intervention To Develop Pervasive Skills In South African Tax Students</td>
</tr>
<tr>
<td>Robles, M. Dolores</td>
<td>347</td>
<td>Liquidity And The Size Of Trades Around Credit Event News</td>
</tr>
<tr>
<td>Rousseau, Jennifer Schwall</td>
<td>178</td>
<td>East Coast Versus West Coast: Survey Differences In Venture Capital Financing Traits</td>
</tr>
<tr>
<td>Rubio, Rocio</td>
<td>364</td>
<td>Bank Restructuring In Spain: Preferred Shares</td>
</tr>
<tr>
<td>Sa-ardnak, Arissa</td>
<td>187</td>
<td>Development Of An Online Program For Calculating Forecast Accuracy Using A Measure Of Directional Change Accuracy</td>
</tr>
<tr>
<td>Sabag, Nissim</td>
<td>156</td>
<td>Engineering Student Solutions Of Accuracy Problems: A Case Study</td>
</tr>
<tr>
<td>Sánchez-Ollero, José Luis</td>
<td>216</td>
<td>Psychosocial Risks Of Women Workers In The Public Sector: The Moderating Role Of Job Satisfaction On Work Absenteeism</td>
</tr>
<tr>
<td>Sánchez-Ollero, José Luis</td>
<td>219</td>
<td>Innovation Measures And Productivity In Spanish Transport Sector Companies</td>
</tr>
<tr>
<td>Sancho-Esper, Franco</td>
<td>239</td>
<td>The Effect Of Collective Brand On Price Premium</td>
</tr>
<tr>
<td>Sattayanuwat, Wanasin</td>
<td>171</td>
<td>Enhancing Possible Trade Creation By RCA Matching Approach: Case Study Of Thailand And Korea</td>
</tr>
<tr>
<td>Schaefers, Philipp</td>
<td>310</td>
<td>Production Controlling In The Age Of Digitalization – A Learning Factory Concept For Interactive Education</td>
</tr>
<tr>
<td>Scharf, Claudia</td>
<td>386</td>
<td>Stimulating By Simulating: Fostering Innovativeness In Education</td>
</tr>
<tr>
<td>Segovia-Moratalla, Eva</td>
<td>222</td>
<td>A Photograph Exhibition: Cultural Events' Strategy In Tourism</td>
</tr>
<tr>
<td>Sellers-Rubio, Ricardo</td>
<td>239</td>
<td>The Effect Of Collective Brand On Price Premium</td>
</tr>
<tr>
<td>Sen, Abhijit</td>
<td>225</td>
<td>Creating Global Awareness In Classrooms: Teaching International Communication At A Minority University In North Carolina</td>
</tr>
<tr>
<td>Şengül, Sare</td>
<td>276</td>
<td>Analysis of Zone of Proximal Development of 10th Grade Students Within the Concept of Trapezoids</td>
</tr>
<tr>
<td>Severns, Roger</td>
<td>315</td>
<td>Looking At Some Financial Planning Students: Perceptions And Expectations</td>
</tr>
<tr>
<td>Sevilla-Sevilla, Claudia</td>
<td>213</td>
<td>Labour Income Configuration For Spanish Self-Employed Workers</td>
</tr>
<tr>
<td>Sevilla-Sevilla, Claudia</td>
<td>220</td>
<td>Sustainability And Its Relationship With Consumer Perception</td>
</tr>
<tr>
<td>Sevillano, M. Caridad</td>
<td>357</td>
<td>International Risk Factors And Spanish Company Returns</td>
</tr>
<tr>
<td>Sezer, Renan</td>
<td>320</td>
<td>A Comparison Of Cognitive Demand Levels Of Questions In Numbers Content Domain</td>
</tr>
<tr>
<td>Shaffee, Shenaz</td>
<td>294</td>
<td>Challenges &amp; Successes Encountered In Launching An Intensive English Language Summer Program</td>
</tr>
<tr>
<td>Shank, Jennifer</td>
<td>119</td>
<td>Technology And Music Education: Teaching Preservice Music Educators In The Technological Age</td>
</tr>
<tr>
<td>Author</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Shanklin, Stephen B.</td>
<td>369</td>
<td>A Study Abroad Option For The Introductory Financial Accounting Course Utilizing The Monopoly® Board Game To Enhance The International Cultural Experience</td>
</tr>
<tr>
<td>Siketic, Matija</td>
<td>329</td>
<td>Analysis Of Stock Market Risk-Return Characteristics Of Selected SEE Countries</td>
</tr>
<tr>
<td>Slabbert, Roan</td>
<td>257</td>
<td>Extended Curricula Development At The Faculty Of Health And Environmental Sciences, Central University Of Technology, Free State, South Africa: A Success Story</td>
</tr>
<tr>
<td>Slonie, Jolanta</td>
<td>221</td>
<td>Do TICs Improve The Learning In Classrooms?: A Cross Cultural Analysis</td>
</tr>
<tr>
<td>Sooksmarn, Suparerk</td>
<td>336</td>
<td>Commercialize Research Management System In Thailand</td>
</tr>
<tr>
<td>Stevenson, David P.</td>
<td>297</td>
<td>A Case of Academic Fraud Business Case Studies Paid For Solution</td>
</tr>
<tr>
<td>Stevenson, David P.</td>
<td>298</td>
<td>Death Of An Online Grey Market Vendor Or Simply A Phoenix Awaiting Resurrection</td>
</tr>
<tr>
<td>Sukpaiboonwat, Sivalap</td>
<td>175</td>
<td>Life Insurance And Economic Growth Of Thailand</td>
</tr>
<tr>
<td>Tangvitoontham, Nantarat</td>
<td>148</td>
<td>Hospitals’ Technical And Cost Efficiency Of Thailand</td>
</tr>
<tr>
<td>Tas, Nihat</td>
<td>279</td>
<td>The Comparison of Turkey’s Health Status Indicators with OECD Countries: The Multidimensional Scaling and MOORA Application</td>
</tr>
<tr>
<td>Taylor, Steven</td>
<td>143</td>
<td>Increasing Beginning Teachers’ Self-Efficacy For Teaching Science To Young Children</td>
</tr>
<tr>
<td>TenHaken, Vicki R.</td>
<td>118</td>
<td>Managing For Long-Term Success: Balancing Tradition And Change</td>
</tr>
<tr>
<td>Tiehua, Qu</td>
<td>233</td>
<td>A Study On The Change Of Spoken Language Into Children's Story - Based On Sun Jingxiu’s Theory Of Story Education</td>
</tr>
<tr>
<td>Tolentino, Marta</td>
<td>364</td>
<td>Bank Restructuring In Spain: Preferred Shares</td>
</tr>
<tr>
<td>Trotskovsky, Elena</td>
<td>156</td>
<td>Engineering Student Solutions Of Accuracy Problems: A Case Study</td>
</tr>
<tr>
<td>Urzá M., Alfonso</td>
<td>260</td>
<td>Overall Life Satisfaction Of Latin American Immigrant Children In Northern Chile</td>
</tr>
<tr>
<td>Van Der Merwe, Ben C.</td>
<td>259</td>
<td>Enhancement Of Post Graduate Skills Through An Educational Programme</td>
</tr>
<tr>
<td>van Dyk, Herman</td>
<td>186</td>
<td>Evaluating The Interaction Between International Financial Reporting Standards And South African Tax Law</td>
</tr>
<tr>
<td>Vargas Hernandez, Rubí Del Rosario</td>
<td>381</td>
<td>The Imminent Destiny Of The Teacher’s Training College Of The State Of Puebla</td>
</tr>
<tr>
<td>Vargas Hernandez, Rubí Del Rosario</td>
<td>383</td>
<td>Organizations And The Strategic Plan To Boost Local / Regional Development</td>
</tr>
<tr>
<td>Vargas Hernandez, Rubí Del Rosario</td>
<td>384</td>
<td>An Overview Of The Quality Of Working Life</td>
</tr>
<tr>
<td>Villanueva-Álvaro, Juan-José</td>
<td>221</td>
<td>Do TICs Improve The Learning In Classrooms?: A Cross Cultural Analysis</td>
</tr>
<tr>
<td>Villanueva-Álvaro, Juan-José</td>
<td>222</td>
<td>A Photograph Exhibition: Cultural Events’ Strategy In Tourism</td>
</tr>
<tr>
<td>Viviers, Herman A.</td>
<td>275</td>
<td>Evaluating The Usefulness Of An Innovative Tax Intervention To Develop Pervasive Skills In South African Tax Students</td>
</tr>
<tr>
<td>Vizcaíno Alcantud, Pablo J.</td>
<td>241</td>
<td>Brands That Tell Stories: A Typology According To Its Composition</td>
</tr>
<tr>
<td>Wang, Haiying</td>
<td>226</td>
<td>Impact On Rural Community Caused By The School Layout Adjustment And The Corresponding Strategies</td>
</tr>
<tr>
<td>Wang, Hung-Chih</td>
<td>249</td>
<td>Does The Quarterly Accrual Anomaly Exist In Taiwan’s Stock Market?</td>
</tr>
<tr>
<td>Authors</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wang, Ming-Chang</td>
<td>249</td>
<td>Does The Quarterly Accrual Anomaly Exist In Taiwan’s Stock Market?</td>
</tr>
<tr>
<td>Watanabe, Kanae</td>
<td>355</td>
<td>Comparative Study Of Preschool Children’s Current Health Issues And Health Education In New Zealand And Japan</td>
</tr>
<tr>
<td>Weis, Swantje</td>
<td>386</td>
<td>Stimulating By Simulating: Fostering Innovativeness In Education</td>
</tr>
<tr>
<td>Weissman, Gary</td>
<td>139</td>
<td>Literary Interpretation As An Act Of Writing</td>
</tr>
<tr>
<td>Wittine, Zoran</td>
<td>329</td>
<td>Analysis Of Stock Market Risk-Return Characteristics Of Selected SEE Countries</td>
</tr>
<tr>
<td>Wu, Huey-Min</td>
<td>204</td>
<td>A Study On Children’s Development Of Motor Concepts</td>
</tr>
<tr>
<td>Xiaomin, An</td>
<td>226</td>
<td>Impact On Rural Community Caused By The School Layout Adjustment And The Corresponding Strategies</td>
</tr>
<tr>
<td>Yannelis, Demetrios</td>
<td>269</td>
<td>Access Pricing And Antitrust</td>
</tr>
<tr>
<td>Yildirir Keser, Hilal</td>
<td>350</td>
<td>Comparative Advantages In Tourism Sector: A Comparative Analysis Between Turkey And BRIC Countries</td>
</tr>
<tr>
<td>Yildirir Keser, Hilal</td>
<td>352</td>
<td>TV Series As Cultural Export Products And Their Role In The Economic Development: Example Of Turkey</td>
</tr>
<tr>
<td>Yilmaz, Gozde</td>
<td>349</td>
<td>The Relationship Between Job Workload And Intention To Leave Among Different Professionals In Turkey</td>
</tr>
<tr>
<td>Yilmaz, Gozde</td>
<td>351</td>
<td>The Relationship Between Work-Home Interference And Burnout Among Turkish Journalists</td>
</tr>
<tr>
<td>Yilmaz, Yalcin</td>
<td>351</td>
<td>The Relationship Between Work-Home Interference And Burnout Among Turkish Journalists</td>
</tr>
<tr>
<td>Yogev, Riki</td>
<td>227</td>
<td>Improving Social Competence Of Children With Learning Disabilities By Applying The Enhancing Social Information Processing Program</td>
</tr>
<tr>
<td>Yoshioka, Jon</td>
<td>190</td>
<td>Developing Educational Synergy Through Standards, Culture, And Place</td>
</tr>
<tr>
<td>Yu, Waynele</td>
<td>190</td>
<td>Developing Educational Synergy Through Standards, Culture, And Place</td>
</tr>
<tr>
<td>Yucel, Goksel</td>
<td>271</td>
<td>Sanctions Over False Audit Reports And Audit Failures: Cases From The World</td>
</tr>
<tr>
<td>Yuksel, Asli</td>
<td>192</td>
<td>Are Reversals Predictable In Emerging Stock Markets? The Role Of Market States And Global Factors</td>
</tr>
<tr>
<td>Yuksel, Aydin</td>
<td>192</td>
<td>Are Reversals Predictable In Emerging Stock Markets? The Role Of Market States And Global Factors</td>
</tr>
<tr>
<td>Zeelie, Leandra</td>
<td>289</td>
<td>Novel Approaches To Teaching Research Methodology At Universities Of Technology: A South African Perspective</td>
</tr>
<tr>
<td>Zhou, Qian</td>
<td>205</td>
<td>A Theoretical Analysis On The Controversial Issue Of Teaching Professional In An Institutionalized Perspective</td>
</tr>
<tr>
<td>Zuercher, Deborah</td>
<td>190</td>
<td>Developing Educational Synergy Through Standards, Culture, And Place</td>
</tr>
</tbody>
</table>
Managing For Long-Term Success: Balancing Tradition And Change

Vicki R. TenHaken, Hope College, USA

Introduction

A longevity model developed from research on companies over 100 years old in the United States and Japan (Kanda and TenHaken, 2014; TenHaken 2016) describes five factors underlying these organizations’ long-term success:

1. Strong corporate mission and culture;
2. Unique core strengths and change management;
3. Long-term relationships with business partners;
4. Long-term employee relationships; and
5. Active members of the local community.

Century Club companies have strong corporate cultures and unique strengths that lead to a consistent sense of purpose over the long term. But these companies would not have survived over 100 years of economic, social, cultural, technological, and other challenges without adapting and changing. So how do they then manage to change and adapt with the times while maintaining their culture and the very capabilities that enabled their longevity in the first place? Longevity factors #1 (strong corporate culture) and #2 (unique core strengths and change management) require a delicate balancing act: One cannot build a strong culture and protect unique strengths without dedication to a broadly supported purpose, but such laser-like internal focus can get in the way of the transformations needed to stay relevant with changing realities.

How do Century Club companies achieve this balance of continuity and change? How do strong culture companies avoid becoming too internally focused? Are there actionable practices young companies could employ to help them navigate this delicate equilibrium? One company managing to do a rather remarkable job at this balancing act is Herman Miller, Inc. (founded in 1905), a recognized innovator in furnishings for work, healthcare, education, and living environments. Following are the results of case study interviews conducted with several company executives on this topic (TenHaken 2016).

Herman Miller CEO Brian Walker started the conversation: “In part we are able to balance our commitment to tradition and the need to change by relying on our business partners, specifically outside designers. They come from many different backgrounds and fields of knowledge and prevent us from being too internally- or industry-focused. Second, our design tenets and corporate values play a major role, since they enable us to manage forward while being grounded in the principles that enabled our success. Though certain practices may change, the principles behind them stay solid and absolute. Last, we work hard to have a congruent culture but are insanely open to any and all ideas. Therefore, the most important job for our leaders is often to be good editors. We work as a team to come to a consensus when evaluating ideas based on many differing fields of expertise. We don’t rely on financial goals or market research to make the decisions, which would certainly be easier, but not nearly as robust. This healthy collaboration is a key balancing practice.”

So, stay grounded in the organization’s culture, values, and core strengths, but avoid an overly internal focus and remain open to challenging ideas—easier said than done. Subsequent conversations with Ben Watson, Herman Miller’s Executive Creative Director, and Don Goeman, the company’s Senior Vice President of Research, Design, and Development, elaborated on these ideas. Their very backgrounds exemplify one of the practices they feel is important in maintaining the company’s balance between tradition and change: Goeman is a lifelong HMI employee (30-plus years) and Watson is fairly new to the company (5 years). Though these executives sometimes pull each other in different directions, they agree it is important for the company to have a combination of new blood and long-term employees in leadership positions. Rather than bringing in a new leader and wiping the slate clean or having a
leadership team filled only with lifetime employees who have not experienced other companies or industries, they believe a combination enables a good balance of tradition and change. This mixture of old and new works only if the new leaders make a point of learning the culture, respecting and honoring past traditions, and are committed to becoming good stewards of the company. If an executive from the outside comes in with a personal agenda that challenges the culture, intending to make a name for him/herself, the corporate white blood cells will kick in and expel the infection. As Watson remarked, “the culture itself is more important than the leadership.” Conversely, long-term employees need to be open and willing to listen to suggestions from the new people about things that need to change if the company is to succeed into the future.

Protecting the Culture and Building Core Strengths

As with many Century Club companies, Herman Miller spends a great deal of time teaching its history and culture to employees, as well as with all their business partners. Organizational culture is described as a system of assumptions, values, norms, and attitudes developed and adopted by members of an organization that help them determine acceptable behavior—or “how things are done around here” (Schein 1984). At Herman Miller, one can find these “Things that Matter,” their corporate values, all over the company website and in various pieces of information, including product literature and sales proposals. These principles are taught in new employee orientation and management development programs. Managers reference the principles daily, particularly in decision-making. Adherence to the principles is part of a manager’s performance evaluation. Every few years company leaders gather to discuss these values to make sure they have a common understanding of them and to enhance or elaborate on certain ones, if necessary, to make them relevant for current conditions. “These are things we all believe in and principles we can imagine D.J. De Pree [the company’s founder] would sign his name to,” says Watson.

Some Herman Miller traditions, such as the Watercarrier celebration, are designed specifically to ensure the continuity of the culture. This event celebrates employees who have served the company for 20 years or more. Herman Miller uses the term Watercarrier because “in the life of an American Indian tribe, the Watercarrier was one of the most important and respected positions. Water, like food and air, is essential for survival. Corporations…can become sustaining institutions like tribes. They can be the source of belonging; they can be the locus for achievement; they can be a real life- and work-support system” (De Pree, 1992). During the celebration, all company Watercarriers are reminded that it is their obligation to be tribal storytellers, teaching other employees about the company culture by sharing their own experiences. “Brian [the company CEO] spends a lot of time planning what he says at these events, because this is something special that needs to be protected—it’s like a movement, sort of spiritual in a way,” says Goeman. “These ceremonies extend the culture and bring renewed attention to the things that matter.” In 2015, there were over 1,700 Watercarriers at Herman Miller, a little less than one-fourth of all employees worldwide.

Companies can construct training programs, disseminate speeches by the CEO, and sponsor other programmed activities, but Goeman says what really maintains the culture is a lot of people telling personal stories in their own, genuine way as they have casual conversations in the course of doing their work. He references author and consultant Larry Prusak, who says the greatest impact on transferring culture occurs through storytelling, something former Herman Miller CEO Max De Pree recognized when he began the Watercarrier tradition in 1987. This practice of encouraging and honoring long-term employee relationships is a good example of a program any company could initiate to carry out factor #4 in the longevity model. The inscription next to the Watercarrier sculpture at Herman Miller’s corporate headquarters states this intention: “The tribal watercarrier in this corporation is a symbol of the essential nature of all jobs, our interdependence, the identity of ownership and participation, the servanthood of leadership, the authenticity of each individual.”

Identifying the Need to Change

OK, so define, protect, and build your culture and core competencies. But how does a company with a strong culture resist the tendency to become so comfortable with the way things are that they miss the need to change? How do these companies avoid becoming insular and overly focused on internal behaviors and practices? Especially when things seem to be going fine, why rock the boat by seeking change?
Many Century Club companies, especially smaller firms without the luxury of in-house research groups, rely heavily on long-term relationships with their business partners and others in their community (longevity factors #3 and #5) to help keep them attuned to changes on the horizon that could affect their business. Even with a robust internal research capability, Herman Miller is no different in this regard: “I think it is extremely important to be open to provocation, to listening, to looking outside the company or outside our industry, not getting too stuck inside our walls,” says Watson. “The leadership team spends a lot of time with customers,” explains Goeman. “We are assigned to different accounts, customers, markets—and are responsible to bring knowledge back to the team.” The organization expects everyone, not only the leadership team, to have a significant and rich network, says Watson. “So I’m networking with external designers, and IT people are networking with leaders in that realm, as are our social media people, and so on. And that’s everyone’s responsibility. We expect people to share what they learn, and they can expect they will be listened to. We are dedicated to design and innovation and developing networks, and every aspect of our business has a creative, outward reach.”

Herman Miller’s ability to identify when change is needed is certainly aided by two of its core competencies—research and design. These values not only institutionalize the search for innovation and the expectation of change, but also provide a natural connection to the creative world. “Creative people are the best assimilators of cultural change,” says Goeman. “We have a company that looks to evolve and abandon itself to new ideas from the outside in—this has been a big reason for our longevity.” Organizations such as Herman Miller have been described as possessing constructive organizational cultures (Kotter and Heskett, 1992). Constructive cultures promote individual curiosity, motivation, cooperation, and adaptability. So part of the puzzle of how strong culture companies are able to survive and change is likely the type of culture and core strengths that are at work.

Despite this predisposition for research and innovation, the company leaders readily admitted that many of the major changes at Herman Miller over the last 100 years were born in times of crisis. Change is easier to embrace when survival is at stake. Whether it was the changing way people lived and worked in the early 20th century that pushed the company into modern design or the company’s imminent bankruptcy that forced the need to try something different in 1930—moments of crisis provide pressure to change. Whether the company was moved to diversify in the early 2000s because of an over-capacity in the office furniture industry or because of the far-sightedness of the company’s leaders—who’s to say? The combination of a pressing external need and an internalized willingness to consider change yielded a transformation in both cases.

Recognizing a need to change and figuring out what to actually do, however, are two different things. How does the company make these very difficult decisions about which new ideas to pursue? “There are so many aspects to consider when evaluating new ideas,” says Goeman. “We’re pretty good at deferring, or allowing some of the voices that are strong in certain areas to be vocal there—and other areas self-balance around them. I always want to know what problem is being solved. Ben adds an understanding of our brand, artfulness, and beauty. Other team members add other perspectives. We recognize each other’s strengths, but that doesn’t mean we don’t push back. Only a healthy collaboration allows a balance of forces.”

Watson adds, “For this approach to be successful, you have to ask all the voices around the table to participate, to have an open conversation. We realize there are many experts in different domains at any table, and you have to realize when you’re not the expert and let the appropriate people make those decisions or lead in those moments. There’s a comfort in the ebb and flow of collaboration rather than a dictatorial control.”

The company’s nearly 70 years of experience with participative management helps make collaboration a productive process at Herman Miller (Frost 1996). Leaders understand they can’t just dictate something and expect it to happen—or to have it become accepted and repeated. “Decisions come out of consensus, but we’re not a democracy,” says Goeman. “Not everyone has an equal voice on all matters—we each need to know when to defer to people who know more than we do.” Watson explains that a consensus culture “means you may be asking 97 people around a table what they need. Many things will be in conflict, but in the end a decision needs to be made. Editing, by its very nature, means you have to make a decision. If all you do is listen and gather information, you end up with a stagnant mess. Not making decisions gets you nowhere. But at the same time you have to be clear that you are making decisions based on principles and not on a whim or some personal bias or opinion.”
Building consensus takes time and patience and the ability of individuals to engage in productive dialogue on important issues with differing viewpoints. But taking this time up front pays off in the long run. Most Century Club companies say they take a long time to change, but it is this up-front investment in consensus building, rather than a leader dictating change, that makes the difference in successfully implementing and sustaining innovations, particularly those that may challenge tradition. A decision process based on things such as financial measures or market research can be clearer and certainly easier than a consensus-building process. For many organizations financial goals or constraints become the main factors considered when editing ideas and proposals. “To get deeply engaged in the values of the company and constantly revisiting the founding principles is a time-consuming endeavor, but it’s necessary to make sure the principles forming our culture actually guide decision-making, not just at the top, but throughout the company,” observes Watson.

At one point in the conversation, the Herman Miller executives were asked to respond to typical research questions about ways various authors have suggested companies generate innovative ideas. Using a standard Likert-type survey scale of 1-5, they were posed questions such as:

- To what extent does the company invest in exploration of new ideas vs. exploitation of current strengths?
- To what extent are ideas for new products/markets/etc. generated internally vs. coming from business partners outside the company?
- To what extend does the company have a tolerance for “experiments on the edge” by business units or individual employees vs. central control?
- To what extent does the company practice a “little bets” approach to innovation vs. going for the big idea?

Watson remarked that no matter how hard he thought about these questions, he always ended up answering with a 3. He said, “For instance, we have to make long-term, big bets that are risky; but we also have to do many—many—little bets. It’s a teeter-totter, and though you’re never 50/50 at any one point in time, it goes back and forth and you find the equilibrium. But you must keep the balance, and achieving this becomes part of our decision-making process because we recognize the value in both ends of the scales.”

Clark Malcolm (Herman Miller’s long-term writer, editor, and storyteller) observes that it is this very “both/and” nature of the company’s culture that enables such balance. Answering a 3 on these questions is not an average of the two ends of the spectrum, but truly a process of including both positions in one answer. “Both/and” isn’t an easy or comfortable place to reside for an individual or an organization. Many companies and their leaders don’t have the patience or the fortitude to try to maintain such a precarious stance. (One question the company often asks when interviewing potential employees is “How comfortable are you with ambiguity?”) Living with “both/and” takes intent, an understanding of all the complex factors involved, and a willingness to address the difficulties that will be encountered.

Herman Miller’s core competency of design has given them a history of experience with “design thinking” as a way to solve problems—long before it became a popular term used to describe a formal method of organizational innovation and change—and it certainly helps them with this process of both identifying the need to change and deciding what new initiatives to implement.

**Implementing Change While Protecting the Culture**

History is replete with examples of firms in the same industry where some survive and others have been unable to compete because they are unable to adapt to changing conditions. The ability of an organization to systematically adapt itself to changes that take place in the business environment is one of the primary sources of a sustainable competitive advantage (Kotter and Heskett, 1992). Many companies know they need to change, certainly when faced with a crisis. And most come to a decision, one way or another, about what needs to be done. But how do Century Club companies implement new ideas while staying true to their culture and tradition? Can any culture stay constant over time, given the changing environment experienced by a company that has been in business for over 100 years?

As discussed earlier, having a clear statement of company values that everyone understands is a crucial component in bringing about change in Century Club companies because it provides the baseline of stability from which to launch
new initiatives. However, Herman Miller’s executives agreed that in order to implement certain changes, there are times when they need to question and challenge the practices stemming from their values. Watson explains: “How we carry out our principles may vary, but the values that form our culture cannot be compromised.” When modification of a practice is necessary, the leadership team spends significant time discussing and reaffirming, sometimes elaborating on, the intent and values behind the company’s basic beliefs. “Then we come to the table and have a debate, balancing our differing perspectives and trying to understand why some of the practices we have used to carry out those core principles might need to change,” says Goeman. “Our core principle of transparency and openness tells us we have to engage and be thoughtful about communicating the ‘why’ behind a new way of doing things,” adds Watson. “Over 100 years ago Herman Miller began as a small furniture company in West Michigan. Today, with more than 8,000 people, less than half of them in Michigan, how we implement the company’s principles needs to vary but the principles themselves are sacred cows—the ‘Things That Matter.’ For the company to survive, the practices used to carry out our values may differ by geography, by type of business, and over time,” says Watson. All the “discussion around the table” is to make sure the changing practices are in alignment with the core principles.

Once a decision is made to implement a major new initiative, especially one that involves altering a practice some might see as challenging a core principle, the hard work begins. Having what is termed a constructive corporate culture may predispose an organization’s members to be flexible and adaptive in response to changing environmental conditions, but care must still be taken in how a change is implemented. Herman Miller’s leaders make of point of communicating the change (sometimes ad nauseam, according to Watson), being as transparent as possible—at every level in the company and at every step along the way—about what needs to be done and why. They build the case for change, explain the rationale behind the selected solution, and describe how the new approach will be implemented—including who will be affected and what accommodations will be provided.

Goeman says the company does a fair amount of research about how organizations learn, always trying to improve this process. Former long-time company consultant Carl F. Frost constantly preached to leaders of the company that they need to first build understanding of why a change is needed and what the new practice involves, and then provide good rationale for why employees should accept the new way of doing things, before they can ask for employees’ commitment to a new initiative (Frost 1996). “We also have the benefit of [former CEO] Max De Pree being a great thinker about leadership,” says Watson. “We are able to learn from him, not just through his actions, but through his writing (De Pree 1989 & 1992). This helps future company leaders tremendously.”

Summary

What actionable practices can help a company achieve the tricky balance between tradition and innovation if it wants to survive over the long term? Here are a few:

- Protect, build on, and strengthen your core competencies—those things that make your company special.
- Nurture and pass on your traditions and culture, both at the top and throughout the organization.
- Build corporate memory and preserve culture through employee tribal storytelling.
- Have employees throughout the organization develop external information networks.
- Be open to new, even radical ideas and develop ways to bring them into the organization.
- Listen to all voices that have something to say.
- Develop collaborative decision-making skills in your leaders.
- Be clear about your core principles that will not change, and make sure management behavior and decisions reflect them.
- When new initiatives are to be implemented, particularly if long-accepted practices must change, take the time to explain why the change is necessary but reinforce commitment to key values and principles.
- Communicate, communicate, communicate—yes, over-communicate—in order to build organizational understanding, acceptance, and commitment to new realities.

Leaders of Century Club companies see themselves as stewards of the organizations entrusted to them. Their ambition is first and foremost for the successful survival of the company, not personal recognition. Protecting the traditions and culture of the company while navigating the changes needed to move the company into the future is a delicate balancing process. Drawing on the web of relationships that form the very essence of these companies, it is truly the
The interplay of all five factors in the longevity model that enable a Century Club company’s long-term success.

Resources


TenHaken, V. *Herman Miller, Inc. Case Study Interviews*. Holland, MI 2016.

Technology And Music Education:  
Teaching Preservice Music Educators  
In The Technological Age  
Jennifer S. Shank, Tennessee Technological University, USA

ABSTRACT

Throughout the United States, technology is widely accessible and used in higher education classrooms in a variety of subjects. As society advances through the 21st century, numerous researchers have found advantages and disadvantages of using technology in the classroom to prepare preservice music educators. As educators of the arts, it is critical to employ effective ways of transferring knowledge to students while empowering them to have aesthetic experiences. One major goal is to enhance a society where people are participants and patrons in the arts. The purpose of this presentation is to present and discuss: 1. Current trends in the higher education music education classroom that utilizes technology for formal and informal learning, 2. Discuss advantages and disadvantages of the use of technology in music education classrooms, 3. Transfer of knowledge to incorporate participation and appreciation of students while providing tools to have an aesthetic experience and 4 implications for further research.
Testing The Anthropo-Didactic Approach In Order To Interpret The Learning Difficulties In Mathematics For Elementary Students

Thomas Rajotte, Université du Québec en Abibiti-Témiscamingue, Canada
Sylvain Beaupré, Université du Québec en Abibiti-Témiscamingue, Canada
Dominique Beaudoin, Université du Québec en Abitibi-Témiscamingue, Canada

ABSTRACT

The aim of this research is to increase knowledge about learning difficulties in mathematics. A look at the scientific writings of the last thirty years shows that two major interpretative perspectives emerge from research on the difficulties of learning in mathematics. In the first perspective, the difficulties are studied in terms of the cognitive characteristics of the students. This perspective highlights the need to develop interventions adapted to the specific characteristics of students 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, which is 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 taken alone. More specifically, this framework makes it possible to articulate sociological considerations, such as educational, didactic inequalities and 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 of the interpretation of mathematical difficulties of primary school students.

Keywords: Anthropo-Didactic Approach; Learning Difficulties; Mathematics; Primary School

Research Objective

This research fits into a rich line of work on the difficulties of mathematical learning (Ahmad, 2014, Chopin and 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 primary school students.

This project is an extension of the doctoral thesis supported by M. 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 form 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, and 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 of Quebec students.

**More specifically, this project focuses on three 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 assignment of a diagnosis related to a difficulty of adaptation or learning;

2) To show the evolution of the prevalence of students identified as having difficulties in mathematics according to the primary school cycles by considering the administrative region of belonging as well as the socioeconomic level of the students;

3) Documenting 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 1990s, the Quebec Department of Education took on a major challenge to make education **Turn of success** (Charland, 2005, MEQ, 1997, 1999, Proulx and 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 and Saint-Jacques, 2002, MEQ, 1999).

In order to meet the challenge, specific actions targeting students with handicaps, social maladjustments or those with 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 school failure (MEQ, 1999, Rajotte, 2014). In 2016, 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 means of the other students (16.2%) (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 mathematical skills that go beyond the mastery of a set of technical skills (Mary, Squalli and Schmidt, 2008; Rajotte, 2014).

In order to promote the success of this student population, the ministry has published a framework to support teachers' intervention in the implementation of institutional education policies for students with learning difficulties (Giroux, 2013, MELS, 2003). To this end, teachers are now being asked to adapt their pedagogical interventions to the characteristics and needs of the SHSMLD (MEQ, 1999, 2000, MELS 2007, Proulx and Charland, 2009). Concretely, in the field of mathematics, this request results in the implementation of interventions that are distinct and adapted to the necessity of students with special needs (e.g. disabled students (hearing, visual or organic impairment), dyspraxic or dyscalculic students, students with attention deficit disorder, students with autism spectrum disorder) (Rajotte, Giroux and Voyer, 2014a). This logic of adaptation emerges 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 this adaptation according to the different profiles of the students with handicaps, social maladjustments or learning disabilities (SHSMLD). Moreover, in the last few years, research on learning difficulties in mathematics with an explanatory framework in the cognitive sciences has had little empirical results (Lemoyne and Lessard, 2003; Giroux, 2013).

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, Chopin, 2011, Clanché and 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 Internacional de Encuentros Matemáticos, 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 pupils with learning difficulties (Rajotte, 2015b). The first perspective 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 work adopting an explanatory framework relating to the fields of developmental psychology, neuropsychology and cognitive sciences is linked to the first perspective (Giroux, 2010, Martin and Mary, 2010). Proponents of this approach attribute learning disabilities directly to the student (Rajotte, Giroux and Voyer, 2014b). In fact, they appear intrinsically linked to the functional and cognitive characteristics of the learner (Lemoyne and Lessard, 2003). By adopting this view, the students are perceived as a subject 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 to overcome their difficulties through remedial interventions aimed at modifying his cognitive processes (Rajotte, Giroux and Voyer, 2014b).

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 participate (Perrin-Glorian, 1993; Rajotte, Giroux and Voyer, 2014b). Consequently, teaching is considered from the point of view of setting conditions favourable to learning through didactic interventions that take into account both the mathematical knowledge of the pupil and the specificity of knowledge (Martin and Mary, 2010).

The evolution of legislation and policies specific to special education tends 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, MEQ, 1999, 2000, MELS, 2006, Proulx and Charland, 2009).

Moreover, it is pertinent to question the founding of the ministerial injunction concerning the adaptation of education to the characteristics specific to pupils (Rajotte, Giroux and Voyer, 2014b). Effectively, 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. Indeed, although the work resulting from this second perspective has made it possible to document the peculiarities of the teaching given to the SHSMLD, research in mathematical didactics mainly calls for the implementation of in-depth analyses, which make it difficult to generalize results to large populations of pupils (Giroux, 2013).

Confronted with this observation, Giroux (2013) mentions that the problem of failure and academic difficulties is such complex that it calls analysis tools from the social sciences. Consequently, we must consider the sociological explanatory theses of academic failure whose formulated 50 years ago (Bourdieu and 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 perceived 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 and Sarrazy, 2014, Roiné, 2015), the sociological perspective was supplanted by that of the 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: 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), and 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 and 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 manners 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), will be used. Specifically, the simultaneous convergent design from Creswell (2015) will be implemented in order to operationalize the project. This design is characterized by the 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 and 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 will make it possible to link socio-economic, psychological and didactic variables.

Quantitative component of the research project - objectives # 1 and # 2 of the project

In order to operationalize the quantitative component of the study project, a predictive correlational research plan will be carried out (Pelletier, Boivin and 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 will be used (Fortin, 2010, Voyer, Valois and Rémilard, 2000). Schools in Montreal and Rouyn-Noranda (Abitibi-Témiscamingue) school boards will be identified. Within these schools, Grade 3 and Grade 6 classes will be approached to form subgroups of 150 individuals for each of the grade levels within the two selected school boards. Consequently, collaboration with 600 primary students is anticipated (four subgroups of 150 pupils). The choice of these school boards emanates from the will of the researchers to carry out comparative analyses involving the Quebec metropolis and the rural region of Abitibi-Témiscamingue.

In addition, the low-income indicator of the Quebec Ministry of Education will be considered as stratification variable in the sample (Fortin, 2010). One third of the sample will come from a low socioeconomic background \((N = 200)\), another third from a moderate socioeconomic background \((N = 200)\), and one third from a well-off background \((N = 200)\).
Measurement and instruments

In order to operationalize the research methodology, different variables will be considered: the decile rank of the low-income index and the socioeconomic environment index of the Quebec Ministry of Education (QME), the performance in mathematical problems solving, the socio-demographic profile of parents and whether or not a diagnosis is made for students with handicaps, social maladjustments or learning disabilities (SHSMLD).

The low-income and the socioeconomic environment index will be established by referring to the most recent version of the Quebec Ministry of Education (QME) deprivation indexes. The performance in problem solving will be assessed by the Pearson Francophone Performance Test (TSF). Version A of the test will be administered to students in Grade 3, while a B version of the test will be dispensed to Grade 6 students. A total of 20 problem statements will be administered to students. Then, the sociodemographic profile (age, gender, income, education, marital status) of parents will be established through various indicators from a questionnaire developed by the research team. Finally, the classification of the types of pupils will be done by referring to the different categories of students with handicaps, social maladjustments or learning disabilities (SHSMLD). Characterized participants of SHSMLD will have an accurate diagnosis at the time of data collection.

Analysis

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

Qualitative component - objective #3 of the project

To realize this part of the study, semi-directed interviews will be conducted. The data collected will be compared with the results of the quantitative part of the study in order to create an explanatory model (Miles and Huberman, 2003).

Modalities of semi-directed interviews

In order to gather information about the interpretation of the learning difficulties in mathematics of students with handicaps, social maladjustments or learning disabilities (SHSMLD) and to describe the context within the different codes of SHSMLD are assigned, semi-directed interviews will be conducted. For each targeted school board, two school psychologists, one teacher in a third-grade class, one teacher in a sixth-grade class and two resource teachers will be interviewed. Consequently, 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 and 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 will be divided into three main themes: students HSMLD diagnosis, interpretation of students HSMLD mathematics learning difficulties, and Pedagogical Intervention for students HSMLD.

Data analysis

In order to analyze the qualitative data of the research, we will proceed by a phenomenological analysis of the interviews (Paillé and Mucchielli, 2003). Those analyses focuses 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

The preliminary results will be available in the fall of 2017. These will be disseminated through various congresses and publications.

Author Biography

Thomas Rajotte is a professor at the University of Quebec in Abitibi-Témiscamingue (UQAT). He holds a master's degree in education from the Université du Québec à Rimouski and a doctorate in education from the Université du Québec à Montréal. As a researcher in mathematics education, he is associated with the Center for Interuniversity Research on Training and Teaching (CRIFPE) and the Study Group on Mathematics in Special Education (GEMAS). His research interests include solving mathematical problems, interpreting learning difficulties in mathematics and teaching pedagogy through play.

Sylvain Beaupré is an anthropologist by training. He is currently a professor in the teaching and research unit in education sciences at the Université du Québec en Abitibi-Témiscamingue where he is responsible for the formation of professional education.

Dominique Beaudoin is a candidate for the master's degree in education. Her research interests concern mathematical difficulties for adult students in adult education. She is currently working as the research coordinator for the realisation of this project.

References


régulation des hétérogénéités didactiques. Thèse inédite. Université Segalen Bordeaux 2, Bordeaux.


faut considérer pour être en mesure de bien interpréter. Presses académiques francophones, Saarbrücken.


Innovative Teaching Strategy
To Study Dunhuang Cave Art
Dr Leon K. L. Chew, Zayed University, United Arab Emirates

ABSTRACT

This paper illustrates an innovative teaching strategy to study cave art. I incorporated the ‘Five-W’ instructional approach into the Middle-East art curriculum, based on new findings of my ongoing research since my first visit to the Mogao Caves ten years ago. Collectively known as one of the five groups of cave shrines found in the Greater Dunhuang in northern China, Mogao Caves were first dug out of the cliff in the 4th century, and subsequently created and recreated through the 14th century. Mogao Caves are made up of 735 archaeological caves in total, with a height ranging between 15 m and 30 m. Out of these, 492 caves stretch for about 1600 m to the south, and contain an enormous collection of 45,000 sq. m of frescos, priceless paintings, more than 2,000 painted Buddhist statues and sculptures, and some 50,000 Buddhist scriptures, historical documents, textiles, and other relics. These were first discovered and stunned the world in the early 1900s. Using the Mogao cave art as a springboard, and having worked in a tertiary educational field across countries including China, Singapore, and UK for more than three decades, I designed a new learning experience through artistic practice and aesthetic research adapted for the United Arab Emirates.

Keywords: Art, Buddha, Cave, Dunhuang, Mogao

INTRODUCTION

The name Dunhuang, with the Chinese characters ‘dun’ meaning ‘large’, and ‘huang’ meaning ‘glorious’, seems to call to mind an imagination of extravagant treasures lying within the sand dunes in the desert.

In the greater Dunhuang area, there are five groups of cave shrines collectively known as Dunhuang Grottoes. These five groups are: Mogao Caves, the Western Caves of the Thousand Buddhas, Yulin Caves, the Eastern Caves of the Thousand Buddhas, and the Five Temple Caves. Among these, the most magnificent are the Mogao Caves, which have been recognized as a world cultural heritage.

Mogao Caves

Since 1979, millions of visitors from among international scholars, art specialists, and state leaders of China and foreign countries have been attracted to the Mogao Caves, the most significant archaeological find of China. Strikingly good condition in which they have been preserved, the Mogao Caves are a treasure trove of both the Chinese art and Buddhist art. Outstanding because of their colossal scale, the honeycomb of caves stretches 1.680 meters north to south.

First dug out of the cliff in the fourth century, Mogao Caves are made up of 735 archaeological caves in total, with a height rising from 15 to 30 meters distributed on four different levels. The 243 caves in the northern area were living quarters that were also used for religious practice by the monks. The remaining 492 caves in the south stretching for about 1,600 meters contain an enormous collection of 45,000 square meters of frescos, priceless paintings, more than 2,000 painted Buddhist statues and sculptures, and some 50,000 Buddhist scriptures, historical documents, textiles, and other relics. These were first discovered and stunned the world in the early 1900s.
Art Journey

I first visited the Mogao Caves in 2006. Two years later, I took up the challenge of teaching and doing research in the Gulf. Having worked with a wide spectrum of tertiary students in countries including Singapore, China, and UK for more than three decades, and using my experience from the trip to the Mogao Caves as springboard, I have managed to inject a new dimension into the Middle East curriculum, with an objective of designing a new learning experience through artistic practice, and a new paradigm of esthetic research adapted for the United Arab Emirates.

The first new course I have introduced to the Emirati female students at the Zayed University in UAE is Chinese Painting. Through the redesigned Art History course, I have also taken the students to the East, beginning by a visual journey to the Mogao Caves, as a start to explore architectures, murals, paintings, prints, textiles, ceramics, and sculptures. Both the courses always stir up tremendous interest, and have been over subscribed every time when they are offered. The main motivation for the students is not just their excitement at the opportunity to explore new artistic territory, but to investigate new esthetic theory of Chinese philosophy and culture in general. I am impressed by the students’ sincere quest for new knowledge, and their keen enthusiasm in learning something out of their comfort domain.

I have also introduced the Five-W approach, as an innovative teaching strategy to study artwork. The Five Ws are: 1) Who – Artist, Patron, and Collector; 2) What – Medium and Content; 3) Where – Origin; 4) When – Chronology; and 5) How – Style, Formal Elements, and Principles of Design. Using this approach, this paper offers a relook at the Mogao Caves, Cave 249 and Cave 57 in particular, based on some of my research findings.

Five-W Approach

1 Who

A monk named Lezun founded the Mogao Caves in A.D. 366. It is believed that one of his disciples, Zhiqin, had an unusual meditative experience there. He then hollowed out the first of the caves and expressed his experience visually. The site gradually grew with a community of monks forming there over the centuries. While patrons including the Chinese emperors and foreign dignitaries sponsored the construction of some major caves, Buddhist devotees and merchants may have funded many other caves. The highly decorated caves initially served as a place of meditation for monks, but later developed to serve the monasteries, and finally became a place of public pilgrimage. After the Tang Dynasty, however, the site went into a gradual decline, and the caves were largely abandoned and covered by sand.

In 1900, a Taoist priest called Wang Yuanlu accidentally stumbled upon the caves. Astounded, he hired a man surnamed Yang to transcribe the writings found on the murals. At that time, Chinese officials took little interest in the Dunhuang treasures. Between 1906 and 1919, much of the hand-copied ancient books, manuscripts, literary works, and Buddhist and secular decorative artworks were removed by Aurel Stein, Paul Pelliot, Sergei Oldenburg, Langdon Warner, Kozui Otani, Albert von Le Coq, and others.

2 What

Although Buddhist cave art originated in India, it became quite different by the time it reached Dunhuang. Dunhuang cave art is in fact a combination of the Dunhuang artistic tradition of the Han and Jin Dynasties, the imported styles of the Southern and Northern Dynasties, Tang and Song styles from Central China, and the foreign artistic traditions of India, Central Asia, and Western Asia.

The art of Mogao Caves is a comprehensive art, which combines architecture, sculpture, and painting. Since the caves were dug out of sandstone, painted clay stucco sculptures and murals became the typical media of artistic expression. Although changes in Buddhist thought at different stages did influence the selection of themes for the overall sculptural layout and the murals, it is still possible to put together a complete and unified picture of most of the caves. Distinctively the main focus of Buddhist practise, the painted sculpture is usually placed in a wall niche or on an altar.
in a cave. This is matched harmoniously with the surrounding murals that generally depict complex narratives or detailed decorative visual statement.

3 Where

About halfway between New Delhi and Beijing, Dunhuang is an oasis town situated in the Gobi Desert. It held a strategic position on the trade route between the East and the West over the Silk Road. The group of Mogao Caves is the most magnificent one of the five groups of cave shrines found in the Greater Dunhuang.

4 When

Founded in A.D. 366, the Mogao Caves were constructed with continuous production of Buddhist images in the forms including murals and sculptures from the fourth to the fourteenth centuries. Rediscovered in 1900, many archaeologists and explorers of Central Asia visited the caves between 1906 and 1919. The caves were later re-opened to the public in 1979.

5 How

Cave 249 (Is it a bird? Is it a plane? Is it superman?)

Cave 249 is a typical example of a cave constructed in the Early Period (during Western Wei Dynasty). During this period, the theme and style of Dunhuang cave art show a strong influence of the Buddhist art of India with the cultural roots of Central China. Shades of Indian Buddhism can be seen especially from the clothing of the Buddha in different postures and settings found in the middle part of the walls.

While the centre of the ceiling is painted with large lotuses, heavenly dancers and musicians surround the upper borders of the four walls. The introduction of traditional Chinese mythological themes has created in the murals a dynamic portrayal of flying figures and floating clouds. An example of the flying figures is the apsaras, a highlight of Cave 249.

Figure 1 below shows two flying musician and dancer apsarasas who wear Indian styled coronets and long skirts, with ribbons over their shoulders.

Figure 1: Flying apsarasas in Cave 249
As mentioned earlier, the periodic theme and representational style show a strong amalgamation of the Buddhist art of India and the cultural roots of China, resulting in images that are exaggerated in terms of bodily proportion.

The wire-like lines outlining the various shapes give rise to an expression of vigor and freedom. Attention is given to the balance of the main and secondary lines, sparse and dense lines, thick and thin lines, giving a sense of linear rhythm.

The warm ocher background was gradually replaced by colors that create a contrast to the elegant mixing of painterly vermilion, purple, blue, and shades of green. Two red patches painted on the cheeks of the apsarasas illustrate vitality. Such technique of dazzling coloring and rich visual textures gives the picture a three-dimensional effect.

A general feature of this decorative composition is its fullness, leaving no surface unpainted. The main emphasis of the composition is the two prominent apsarasas, while the rest of the subordinating elements filled the space according to the rules of balance, though asymmetrical, neatness and unity in variety, creating a three-dimensional artistic structure with rhythmic charm and beauty in motion.

**Cave 57 (The “Beauty”)**

Cave 57 was first constructed in Early Tang, and renovated later in Late Tang dynasties. Famously known as the cave of the most beautiful Goddess, the Goddess refers to the female-like Avalokitesvara or Guan Yin Bodhisattva, or popularly known as Goddess of Mercy. It’s painted on the south wall.

Figure 2 below shows the Bodhisattva.

![Figure 2: Avalokitesvara Bodhisattva in Cave 57](image)

The Tang style of drawing, linear and at the same time painterly, is based on a proportionate figure but with certain exaggerated details. The Bodhisattva’s eyebrows, for example, reach the temples; the light and shade treatment to the corners of the mouth made it appear sunken deep; and several layers of fat form a pattern below the chin. The hands are depicted with a tender texture, like those of an infant.
The outlining lines were drawn by manoeuvring the tip of the brush to create rounded, smooth, and yet in-depth strokes for the portrayal of the merciful and compassionate Bodhisattva. The varied mix of cold and warm colours of the Tang style also reflected a resplendent rhythm.

The Bodhisattva was depicted to wear gold coronets, necklaces, jade pendants, waist-brocades, armlets, and bracelets, all added in the form of protruding relief, giving it a real three-dimensional feel.

Leaving no surface unpainted is again the unique feature of yet another full composition. The main emphasis is the central prominent Bodhisattva, with the surrounding figures as subordinating elements. Filling the space with a somewhat asymmetrical balance of figures, the whole composition gives rise to a sense of unity, and yet an expression of variety.

CONCLUSION

The Southern Mogao Caves can be categorised into three periods, namely the Early Period (Sixteen Kingdoms A.D. 366-439, Northern Wei A.D. 440-534, Western Wei A.D. 535-556, and Northern Zhou A.D. 557-580), the Middle Period (Sui A.D. 581-618, Early Tang A.D. 618-704, High Tang A.D. 705-780, Middle Tang A.D. 781-847, and Late Tang A.D. 848-906), and the Late Period (Five Dynasties A.D. 907-960, Song A.D. 960-1035, Western Xia A.D. 1036-1226, and Yuan A.D. 1227-1368).

This paper discussed Cave 249 of the Early Period (Western Wei), and Cave 57 of the Middle Period (Early Tang). It’s hoped that the paper would further inspire a focus to use similar approach to look at other representative caves constructed over the Middle Period and the Late Period. In my opinion, giving them interesting names like the one I gave to Cave 249 and Cave 57, these caves are:

- Cave 427 (Middle/Sui): Do Re Mi;
- Cave 96 (Middle/Early Tang): . . . and the “Beast”;
- Caves 148 (Middle/High Tang) and 158 (Middle/Middle Tang): “Snow White” and the “Seven Dwarfs”;
- Caves 16 and 17 (Middle/Late Tang): The Lost Sutras;
- Cave 61 (Late/Five Dynasties): Exotic Landscape; and
- Cave 465 (Late/Yuan): The Secret Cave.

REFERENCES


Choosing IT Platforms
In The Age Of Stuxnet
Mohammad Dadashzadeh, Oakland University, USA

ABSTRACT

This paper addresses the question of choosing/investing in IT (hardware/software) platforms that avoid quick obsolescence and the underlying dilemmas of choosing proprietary software versus open source software, and opting for managed services such as public cloud computing versus in-house hardware/communication infrastructures. These dilemmas in Strategic Information Systems Planning have become more significant in light of the recent revelations of security backdoors in commercial software, encryption backdoors in communication software, and governmental access to private data on managed services for national security reasons. This presentation considers enterprise-wide challenges and strategies for adopting open source software/hardware in response to these security concerns.
Literary Interpretation As An Act Of Writing
Gary Weissman, University of Cincinnati, USA

ABSTRACT

The work of literary analysis is typically understood in terms of critical reading practices, the assumption being that we can achieve more perceptive and persuasive interpretations of literary works by becoming better readers. This presenter proposes that literary analysis is better understood as an activity conducted largely in and through writing. Addressing literary interpretations as “rewritings” rather than “readings,” he rethinks presumptions that have shaped how literature is taught and analyzed. Taking an approach that crosses various theoretical schools (narrative theory, poststructuralist theory, psychoanalytic theory) and fields that define English studies in the United States (literary studies, creative writing, composition studies), he rethinks the relationship between author, text, and reader; advocates that literary interpretation be recognized as a collaborative, cumulative, and open-ended process; embraces uncertainty to facilitate discovery; and treats the border between credible interpretations and errant misreadings as a gray area in which the most instructive probing of literature may occur. Moreover, he advocates that teachers treat their students’ written analyses of literature not as indications of how well they have done the reading, but rather as first drafts in an ongoing effort to make a literary text meaningful.

AUTHOR BIOGRAPHY

Gary Weissman is Associate Professor of English and Comparative Literature at the University of Cincinnati in the United States. His books include The Writer in the Well: On Misreading and Rewriting Literature (Ohio State University Press, 2016) and Fantasies of Witnessing: Postwar Efforts to Experience the Holocaust (Cornell University Press, 2004). His essays have appeared in a number of journals, including College English, Reader, and Composition Studies, and volumes, including Teaching the Representation of the Holocaust (MLA, 2004) and Third-Generation Holocaust Narratives: Memory in Memoir and Fiction (Lexington, 2016). He works in the areas of literary theory and pedagogy, cultural studies, film studies, and Holocaust studies.
Writing, Movement, And Place As Teaching Tools
Laura Micciche, University of Cincinnati, USA

ABSTRACT
This presentation focuses on a place-based, kinesthetic approach to teaching writing at the postsecondary level. Drawing on a sophomore-level writing course that the author taught during fall 2016, this presentation describes how jogging and walking through the city of Cincinnati, Ohio, in the United States, serves as both content and method for teaching writing. The content emerges from what the class encountered as we moved through various neighborhoods in the city: sounds, smells, observations, and experiences with occupants of each neighborhood. The method that informed the teaching of writing echoed our experiences while running and walking: achieving mindfulness and bodily awareness, being open to imaginative wandering, and learning to appreciate delayed gratification by engaging fully in the process of both writing and running/walking. The presenter will integrate student writing, photos, and sound pieces in the presentation (used with permission) in order to illustrate the outcomes of kinesthetic, situated writing instruction. In addition, she anchors her course conceptualization in recent theoretical frameworks central to teaching and learning, including kinesthetic learning approaches in educational studies and embodied learning models informed by feminist rhetorical theory.

AUTHOR BIOGRAPHY
Laura Micciche Associate Professor of English and Comparative Literature at the University of Cincinnati in the United States. She currently serves as editor of the journal Composition Studies. Her books include Acknowledging Writing Partners (Parlor Press, forthcoming), Doing Emotion: Rhetoric, Writing, Teaching (Heinemann, 2007), and the volume A Way to Move: Rhetorics of Emotion and Composition Studies (Heinemann, 2003, edited with Dale Jacobs), as well as articles in journals including College English, College Composition and Communication, Composition Forum, JAC, Pedagogy, Rhetoric Review, and WPA. She works in the areas of writing studies, with a focus on feminist rhetorical theory, writing pedagogy, and theories of composing.
Increasing Beginning Teachers’ Self-Efficacy For Teaching Science To Young Children

Callum B. Johnston, Francis Marion University, USA
Stephen Taylor, Francis Marion University, USA

There has been discussion on people's willingness to engage in activities which they feel they are adequately prepared to take on and their resistance to those which they believe exceed their abilities and skills, and within this discussion the concept of self-efficacy, the conviction one has that he or she can successfully perform to achieve desired outcomes, finds its origins (Bandura, 1977; Howardson & Behrend, 2015; Velthuis, Fisser, & Pieters, 2014). Evidence exists that teachers' beliefs about their abilities will affect their teaching practices. Those who have confidence in their abilities to teach a particular content area will spend more time in that content area, address the concerns and needs of students in grasping the content, and promote students' academic interests (Anderson, Greene, & Loewen, 1988; Luera & Otto, 2005; Richardson, 1990).

Self-Efficacy, Teachers, and Science

Teaching science is often an area of concern for teachers of young children, usually for a variety of reasons, including personal experiences with science, knowledge of content, and professional preparation to teach science. This may be especially true for teachers of science in early childhood education (Akçay, 2016). It has been suggested that most teachers of elementary science were themselves not taught through hands-on methods as children in their elementary classrooms and that most teachers do not feel comfortable with their personal knowledge of science content (Garcia, 2004; Luera & Otto, 2005; Nabors, 1999). Less than 50% of elementary teachers feel well prepared to teach life science, earth science, and physical science (Banilower, et al. 2013, Garcia, 2004; Kelble & Howard, 1994) while overall less than 40% of elementary school teachers feel very well prepared to teach science in any content area (Banilower, et al. 2013).

Familiarity breeds confidence. A person cannot be expected to be a good airplane pilot unless he or she had spent a lot of time at the controls of an actual aircraft, rather than only studying the books and taking written tests. The same applies for teaching science. Bandura (1977) identified four sources of information in the formation of personal efficacy: performance accomplishment - mastery through practice on the learning environment; vicarious experience - watching others practice on the learning environment; verbal persuasion - believing in one's competency with a given activity through vocal encouragement from others; and emotional arousal - feedback on personal competency based on one's emotional state while performing an action (for example, the feeling of fear when driving a car may inform the driver that he or she is not a good driver). Performance accomplishment is deemed as the most reliable method for raising efficacy because participants are actively engaged with the activity and will develop new skills and knowledge as a result of this practice (Bandura, 1977; Howardson & Behrend, 2015; Kim, 2005). If the preparation of elementary and early childhood preservice teachers for teaching science consists only of mastering information found in textbooks and applied on written assessments, including worksheets, then one must wonder at how competent these teachers will feel in their ability to deliver science to their students outside the parameters of a textbook and a worksheet. Vicarious experience can be beneficial (Howardson & Behrend, 2015), but does not allow the viewer to engage directly with the activity. Science instruction for preservice teachers must include applied experiences if they are expected to be competent and confident in their abilities to teach science to children, because the higher order process skills of predicting, inferring, forming hypotheses, experimenting and identifying occur best when hands-on experiences are encountered (Garcia, 2004).

Science learning should involve the use of hands-on activities and discovery. It also necessitates an instructional approach that promotes skills for identification and posing of scientific questions, designing appropriate investigations to answer those questions, conducting those investigations, analyzing the data to explain the results, and then
communicating those results (Choi & Ramsey, 2009; National Academy of Sciences - National Research Council, 1996). When students conduct investigations applied experiences take place, and data are retrieved that can then be analyzed and communicated in some fashion to others. Teachers who are actively engaged in these investigations with their young students, through guiding, facilitating, and responding to questions and needs, are themselves involved in applied experiences.

The Pilot-Study

When I agreed to teach a science methods course for teacher candidates in early childhood education I wanted to find out if their own self-efficacy in teaching science would be affected by involvement in real-world teaching experiences, so I developed a small pilot study to examine this question. The study involved 29 teacher candidates across three semesters at the university. Eleven teacher candidates participated in the Fall semester, 2015, seven participated in the Spring semester, 2016, and eleven participated in the Fall semester, 2016.

Pre-Survey

On the first day of class the teacher candidates were given a survey (presented below) in which the responses were given a numerical value:

1. How confident do you feel in your ability to teach science to children in kindergarten and the primary grades (1st through 3rd grade)?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat Confident</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2. How interested were you in science as a student in the primary grades (1st through 3rd grade)?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat Interested</th>
<th>Interested</th>
<th>Very Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

3. How prepared, at this time, do you feel to design and teach science lessons to children in kindergarten and the primary grades (1st through 3rd grade)?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Very Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

4. Do you enjoy science?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat Enjoy</th>
<th>Enjoy</th>
<th>Enjoy Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The course proceeded with appropriate science content delivered by lecture and text, with several opportunities for the teacher candidates to participate in simple science experiments. Several weeks into the course, the teacher candidates were provided training in science activities found in the *Growing Up Wild* program (Council for Environmental Education, 2013).

*Growing Up Wild* is the early childhood component for Project Wild, a national initiative to provide wildlife-focused conservation education for K-12 educators and their students. *Growing Up Wild* encourages young children to explore their natural environments through a wide variety of activities (approximately 400 activities) through 27 thematic units designed specifically for early childhood students and educators that encourage art, music and movement. The units are correlated to the National Association for the Education of Young Children's science standards and to the Head Start Domains for early childhood education.

The teacher candidates took on the role of "children" in their training, and were guided through several of the many activities by the trainers. Several of the activities were conducted each semester, such as, "Oh Deer," and, "Owl Pellets," while other activities occurred only in separate semesters, such as, "Bird Beak Buffet," and, "Lunch for a Bear." Each training session lasted three hours.
Lesson Development and Teaching

The teacher candidates were grouped or paired, and then each group or pair developed a lesson plan that addressed one of South Carolina's Academic Standards and Performance Indicators for Science (South Carolina Department of Education, 2014). Each lesson plan incorporated an activity from Growing Up Wild and included content related to that activity. The lessons were taught to a group of either kindergarten, first, or second grade children from either a public school or a local Montessori school (depending on the semester) by the teacher candidates in an outdoor environment at a local county park. Each lesson took approximately 40 minutes to teach, followed by reflection from the teacher candidates. Reflection allowed them to determine what worked well, what could have worked better, how efficient and effective their management of time and personnel was, and to identify newfound strengths and areas for future development as teachers.

Post-Survey

At the conclusion of the semester, approximately three months after taking the pre-survey, the teacher candidates were again provided the same survey instrument in which they responded to the same questions that they had previously answered. They did not have access to their pre-survey responses.

Results

The combined mean for all responses by all teacher candidates in the pre-survey, given at the beginning of the semester for each class, was 2.35, or slightly between feeling somewhat able and able in their overall efficacy in teaching science. This is in line with what the literature reports, and that is that not many of these teacher candidates felt prepared or confident in their ability to teach science to young children. The post-survey, given at the end of the semester for each class approximately three months after the pre-survey and using identical questions, revealed a combined mean for all responses by all teacher candidates to be 3.55, or between feeling able and very able, a significantly higher sense of efficacy.

This preliminary study could not focus on strictly defined cause and effect models because comparison groups were unavailable. Therefore, the study was completed with groups of teacher-candidates who were assessed as to their perceived efficacy for teaching science, which necessitated the use of a statistical measure (t-test for correlated data) that examined the change in their response scores prior to and following the training. When this statistical measure was applied for correlated data, the training effect was shown to be highly significant (p<.0001) in raising teacher-candidate efficacy for science instruction, even after a relatively short time between the pre-and post-survey.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>44</td>
<td>44</td>
<td>88</td>
</tr>
<tr>
<td>(\sum x)</td>
<td>107</td>
<td>159</td>
<td>266</td>
</tr>
<tr>
<td>(\sum x^2)</td>
<td>281</td>
<td>585</td>
<td>866</td>
</tr>
<tr>
<td>SS</td>
<td>20.7955</td>
<td>10.4318</td>
<td>61.9545</td>
</tr>
<tr>
<td>Mean</td>
<td>2.4318</td>
<td>3.6136</td>
<td>3.0227</td>
</tr>
</tbody>
</table>

Table A – t-Test for Correlated Samples Fall, 2015

<table>
<thead>
<tr>
<th>Mean A-Mean B</th>
<th>t</th>
<th>df</th>
<th>P</th>
<th>One-tailed</th>
<th>Two-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1.3333</td>
<td>-9.3</td>
<td>43</td>
<td>&lt;.0001</td>
<td></td>
<td>&lt;.0001</td>
</tr>
</tbody>
</table>

Results Table A
The self-efficacy of the teacher candidates for science instruction was greatly improved because they were able to get hands-on training with science activities and real-world experiences in science instruction in addition to normal class lecture and occasional science experiments.

Teacher Candidate Feedback

The training of the teacher candidates in Growing Up Wild and the opportunity to apply what they learned in authentic teaching experiences allowed them to exit the class with positive feelings about science and teaching at the conclusion of the semester. This is evidenced by just a sample of comments they made regarding their experiences:

"We connected our lesson to the real world by telling students how grownups in society use scientific investigation to find out about animals in the world…Students were challenged to take measurements, make drawings, identify…compare…The students …had to use their five senses to explore and answer questions."
"This was a very rewarding experience. To actually be able to teach the lesson in this environment was a great way to incorporate everything we have learned into one project."

"I was thoroughly excited about the lesson…I know that my students were happy with what they learned and the experience they had…hands-on activities for students are crucial."

"I felt as though this was a very beneficial experience for me as a future teacher. It allowed me to plan a science lesson with a variety of activities and to carry it out accordingly. Often it is difficult to see how a lesson plan full of activities will be carried out and how it causes student learning. It was neat to see how all of our planning and preparation impacted the students' learning. Science is an enjoyable subject and should be taught as such."

"I am very grateful to have received this experience and training. It will really help me to be a better science teacher…”

Discussion

The teacher candidates involved in this pilot study exited from the course with an increased belief, or efficacy, in their abilities to teach science to young children. This was shown to be the result of the methods used in the course to provide them with the tools they need to teach young children, including hands-on training in science activities in the Growing Up Wild program and real-world teaching experiences. These results indicate that teacher candidates benefit in their self-efficacy with science when preparation in science methods includes at least some form of hands-on training and real-world application of that training. Even with a low number of participants in the study, the change from pre-training to post-training scores on the surveys reached a very high statistical significance. Student achievement and efficacy are influenced by teacher efficacy. The increase in teacher candidate efficacy should have a positive impact on the manner in which their future young students perceive science and in their own abilities to be successful young scientists (Anderson et al., 1988; Aslan, 2016; Goddard et al., 2000; Zee & Koomen, 2016).

The limitations of this study are that the results, in terms of the small number of teacher candidates and the localized selection of participants, could not be generalized to other distant environs, but still illuminate the possibilities for improving science teaching performance with methods which are adequately effective and do not overly tax the resources of time and energy. Finding true causal effects require control groups or other experimental groups to determine the impetus for change in teachers' self-efficacy and correlated changes in students' academic success in science, especially in the relatively scantily researched field of early childhood education since the vast majority of studies have been conducted on later years in education. They would also require many more teachers and their respective students, with a focus on teacher ability prior to and following training in early childhood science instruction. The sustainability of results over time, after the teacher candidates have been in their own classroom for months, a year, or years, would be beneficial to know.

Although this pilot study was done with teacher-candidates in a teacher preparation program at a university, and given that many practicing teachers currently do not feel very good about their own abilities to be effective in teaching science, it would be beneficial to provide teachers who are already in the classroom this same opportunity. What this pilot study does illuminate is that teacher efficacy in science may be greatly improved when teachers are given the opportunity to be trained in a science-oriented program and then apply that training in the classrooms in which they teach. If they are confident in their abilities to teach science, then their students will very likely benefit also. This is a good foundation from which to launch into future science instruction with young children.

References


Hospitals’ Technical 
And Cost Efficiency Of Thailand

Nantarat Tangvitoontham, Srinakharinwirot University, Thailand
Papusson Chaiwat, King Mongkut’s University of Technology Thonburi, Thailand

ABSTRACT
This paper aims to estimate the health care technical and cost efficiency of Social Security Office’s contracted hospitals. Also, it identifies factors that influence the efficiency of the registered patients by using stochastic frontier analysis approach. The maximum likelihood estimation suggests that the mean efficiency in production and cost of the hospitals are 0.17 and 1.35 during 2009 to 2011. This implies that only 17 percent of potential output is being realized as efficiency and another 83 percent is inefficiency. This may be because of unskilled manpower and 35 percent of hospitals’ cost is efficiency. Higher bed to staff ratio affects increasing in number of registered patients in both production function (Ordinary Least Square) and production frontier (Maximum Likelihood Estimations). Also, the results reveal that higher input price ratio and more outputs raise both cost of production and cost frontier. Regarding to inefficiency analysis, higher level of Hospital Accreditation influences more technical efficiency and higher cost efficiency. Additionally, private hospitals tend to have better efficiency.

Keyword: Hospital Efficiency, Stochastic Frontier Analysis, Technical Efficiency, Cost Efficiency
Get Rid Of Your Dictators:
Five Writing Exercises
Adnan Mahmutovic, Stockholm University, Sweden

ABSTRACT

The most standard model in creative writing MA and MFA programs is the so-called Iowa workshop model where composition of narratives is taught through constructive feedback from diverse readers, that is, from multiple points of view. A common complement to this model are “reading like a writer” seminars, which largely resemble literary analysis classes, except that the focus lies more on the form and the craft and less on the exegesis of meaning. Within both types of modules, teachers commonly run a series of targeted exercises whose purpose is to rewire the brain and allow for different types of thinking, which serve to improve all the aspects of writing as such. The hope is, as Junot Diaz has frequently put it in his speeches, to get rid of one’s inner dictators and allow “play.” In this philosophy, play as such fosters not only creativity in terms of the content but also the art of composition, whether of fictional or critical narrative (i.e. academic writing). I tend to use such exercises both in my Creative Writing and Literature Studies classes. There are many exercises, some made famous by writers like John Gardner, Francine Lamott, Stephen King, Kurt Vonnegut, and many more. Within the MA in Transnational Writing, I run several established and globally used exercises as well as new ones which I developed specifically in terms of the thematic orientation of the program. In this presentation, I will demonstrate five such exercises and elaborate on the ways in which they serve to improve students’ cognitive and writing skills: word cricket, poetry-to-prose, transposition, translation, and minding-the-style.

ACKNOWLEDGEMENTS

This paper proposal is made in connection to the panel run by Laura Micciche and Gary Weissman and seeks to complement and build upon their presentations.

AUTHOR BIOGRAPHY

Dr. Adnan Mahmutovic is a Bosnian-Swedish writer and lecturer at the Department of English, Stockholm University. His works include a novel, Thinner than a Hair (2010), a short story collection, How to Fare Well and Stay Fair (2012), literary criticism, Ways of Being Free (2012). He is the editor of two volumes on comics studies Which Side are you on (2015) and How Future is Portrayed in Comics (2017). In 2016, he started the first MA in Creative Writing with a focus on Transnational Creativity. Among others, he teaches a course on Editing & Publishing which produces a yearly anthology of international writing, Two Thirds North, now in its sixth year.
Engineering Student Solutions Of Accuracy Problems: A Case Study
Elena Trotskovsky, ORT Braude College, Israel
Nissim Sabag, ORT Braude College, Israel

ABSTRACT
As has been shown in previous studies, engineering students have many difficulties with understanding the important engineering concept of accuracy. The present research investigated engineering students’ achievements when solving simple problems, focusing on measurement accuracy and error. A quantitative research methodology was applied. A multiple choice questionnaire, including twelve questions and simple problems involving different aspects of the concepts of accuracy and measurement error was developed and validated. The questions in the questionnaire were divided into four categories: concepts of accuracy and error, analog presentation of quantity, comparison of errors and accuracy, and number of significant digits in a result; with three questions in each category. Eighty-one engineering students from two engineering colleges and eight study programs—mechanical engineering, electrical and electronic engineering, industrial engineering and management, biotechnology, software engineering, optical engineering, water industry and quality, and reliability engineering—participated in the study. The comparison of the results in each category indicates that the achievements of the students from two colleges are considerably close. Students reached the highest achievements in the category of concepts of accuracy and error (an average grade of 72 out of 100). This fact demonstrates sufficient knowledge of basic notions concerning accuracy. The achievements in three additional categories were much lower. The lowest scores were achieved in the categories of comparison of error and accuracy of different measurement instruments, and the number of significant digits in the result (average grades of 38.3 and 32.7, respectively). These outcomes show that the students successfully answered the questions and solved simple verbal problems concerning definitions and the relationship between accuracy and error. However, they demonstrated insufficient performance in solving more sophisticated problems that demand deeper understanding of these concepts, such as comparison of error and accuracy of different measurement instruments, and finding the number of significant digits in the result. Previous studies have shown the existence of the misconception that the more digits to the right of the decimal point, the more accurate the measurement. The results of the current research demonstrate that this misconception is strongly held and widely spread among engineering students.

Keywords: Measurement, Accuracy, Error, Misconception.

INTRODUCTION
Accuracy is one of the most basic engineering concepts widely used in engineering practice. The engineering definition of the accuracy concept is given by the international vocabulary of metrology (2008, p. 21): “Measurement accuracy is the “closeness of agreement between a measured quantity value and a true quantity value of a measurand” (measured parameter).

Accuracy can be characterized by error. There are two ways to define error: absolute error is the difference between true value and measured value, and relative error represents the ratio of absolute error to true value. A measurement is more accurate when it offers a smaller measurement relative error.

The concept of accuracy is widely used in engineering practice. Thus, Engineering ethics in practice: A guide for engineers (2014) emphasizes the importance of the accuracy concept for engineering design: “accuracy and attention to detail ensures better engineering solutions, just as inaccuracies and carelessness in engineering can mean failure of engineering projects, which can in many cases mean financial failures, accidents, injuries and deaths”; Competency Standard for Professional Engineer (2010) points out that an engineer in practice “applies a wide range of engineering tools for analysis, simulation, visualization, synthesis and design, including assessing the accuracy and limitations of
such tools”. The concept of accuracy is extremely important for engineers, and, therefore, the engineering educator must pay appropriate attention to this concept and involve it in the learning process.

A learning process is always accompanied by students’ incorrect interpretation of basic learning concepts. According to pedagogical theory, these misinterpretations can be classified as misconceptions and misunderstandings. As stated by Smith, diSessa, and Roschelle (1993) in their classical study, students have their early theories based on their daily experience or intuitive perceptions, which can provide the roots for development of misconceptions in science learning. Cromley and Mislevy (2005) define students’ misconceptions as “ideas derived from daily experience that students bring to their learning experience and that contradict scientific understanding and [are] often resistant to change”.

Different approaches to the research of misconceptions exist in pedagogical literature. Thus, the authors of Science Teaching Reconsidered: A Handbook (1997) categorise all misconceptions as follows: preconceived notions that are rooted in everyday experiences; non-scientific beliefs that include views learned by students from sources other than scientific education, such as religion or myths; conceptual misunderstandings of basic scientific ideas; vernacular misconceptions that arise from the use of words meaning one thing in everyday life and another in a scientific context; and factual misconceptions, which are falsities often learned at an early age and retained unchallenged into adulthood of the students. The authors of the current paper support the approach of Goris and Dyrenfurth (2012), who distinguish between misunderstandings and misconceptions. Acquisition of new knowledge may lead to both misconceptions and misunderstanding. Misunderstandings usually relate to a lower level of difficulty and can be corrected relatively easily by repeated explanations and problem solving. Misconceptions, on the other hand, are stable thought tendencies that are very resistant to change. Additionally, misconceptions are robust, they appear in a large number of students, and overcoming them requires a fundamental change in the learners’ concepts.

The paper describes the results of the advanced stage of a longitudinal study that referred to engineering students’ understanding of accuracy. Various aspects of the issue were investigated in previous studies. For example, one study (Trotskovsky, Sabag, Waks, and Hazzan, 2015), showed that engineering students taking basic electricity and electronics courses demonstrate misconception about the accuracy concept in problem solutions using engineering models. Trotskovsky and Sabag (2014a) pointed out that engineering students at an engineering college from different engineering programs—mechanical engineering, electrical and electronic engineering, and industrial engineering and management—demonstrated insufficient understanding of the concept of accuracy and the relationship between accuracy and error in measurement.

The purpose of the current study is to broaden the research population and to answer a question: are misconceptions and misunderstanding of the concepts of accuracy typical of engineering students from different engineering colleges?

**METHODOLOGY, QUESTIONNAIRE, AND RESEARCH POPULATION**

A quantitative research methodology was applied in the research. The main research tool - a multiple-choice questionnaire, including questions and simple problems involving different aspects of the concepts of accuracy and measurement error, which was used in the previous study (Trotskovsky and Sabag, 2014) - was redeveloped and validated. The questions in the questionnaire were divided into four categories: concepts of accuracy and error, analog presentation of quantity, comparison of errors and accuracy, and the number of significant digits in the result. Each category included three questions, with a total of 12 questions. For the questionnaire validation in the initial stage of the current research, we used the test answers from 25 engineering students of College 2, which were not included in the results presented in the current paper. Cronbach's alpha, which is the most common measure of internal consistency, was calculated for the results of the initial test. It equals 0.54. According to Nunnally (1967), in preliminary research the acceptable range of values for Cronbach’s alpha is 0.5 – 0.6, so the obtained value of Cronbach’s alpha is suitable for the current research. The questions in the questionnaire given in the Appendix are ordered in four categories. However, the questions in the questionnaire given to the students were mixed to prevent similar answers to questions belonging to the same category.

The research population consisted of 81 engineering students from two engineering colleges: 33 from College 1 and 48 from College 2. They learned in eight study programs: mechanical engineering, electrical and electronic
engineering, industrial engineering and management, biotechnology, software engineering, optical engineering, water industry and quality, and reliability engineering. The participants filled out the questionnaires in an internet form. All the answers were collected and analysed.

RESULTS

A descriptive analysis of the percentage of students’ correct answers according to each category was performed. Table 1 presents the participants’ statistical results for every question (Q1, Q2, and Q3), average values in every category with college distribution, and the total average value in each category.

Table 1. Percentage of students’ correct answers according to category and college

<table>
<thead>
<tr>
<th>Category</th>
<th>College 1</th>
<th>College 2</th>
<th>Average College 1</th>
<th>Average College 2</th>
<th>Total Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of accuracy and error</td>
<td>Q1 81.8</td>
<td>Q2 75.8</td>
<td>Q3 60.6</td>
<td>College 1 72.7</td>
<td>College 2 70.8</td>
</tr>
<tr>
<td>Analog presentation of quantity</td>
<td>Q1 90.9</td>
<td>Q2 51.5</td>
<td>Q3 18.2</td>
<td>College 1 53.5</td>
<td>College 2 63.9</td>
</tr>
<tr>
<td>Comparison of errors and accuracy</td>
<td>Q1 36.4</td>
<td>Q2 54.5</td>
<td>Q3 27.3</td>
<td>College 1 39.4</td>
<td>College 2 37.5</td>
</tr>
<tr>
<td>The number of significant digits in the result</td>
<td>Q1 51.5</td>
<td>Q2 0.0</td>
<td>Q3 42.4</td>
<td>College 1 47.9</td>
<td>College 2 34.0</td>
</tr>
</tbody>
</table>

DISCUSSION AND CONCLUSIONS

It can be seen that the results of both colleges are very consistent, and the percentages of the correct answers in all the tables are relatively close.

The highest percentage of correct answers (an average of 72.7% for College 1 and 70.8% for College 2) was received for the category covering concepts of accuracy and error. The questions in this category referred to the definition of measurement accuracy (Q1), to relationships between measurement accuracy and error (Q2), and understanding the fact that every measurement includes a measurement error (Q3). According to the results, it can be concluded that engineering students’ understanding of the main concepts of accuracy and error is sufficient.

In the second category—analog presentation of quantity - students achieved relatively middle-range scores (an average of 53.5% for College 1 and 63.9% for College 2). It is interesting to see that for Q1, which verbally presented the optional answers with a very clear written statement as the measured value between minimal and maximal borders, the students reached very high grades (90.9% and 97.9%, respectively). For Q2 and Q3 where the measured values were visually presented using pictures of analog instruments and the students were asked to use the visual information to choose the correct answer, the students achieved lower grades. Thus, for Q2 (51.5% and 66.7%, respectively) a car speedometer with a needle is shown, and for Q3 (18.2% and 27.1%, respectively) a thermometer with an alcohol column is displayed. It can be concluded that the textual presentation of the optional answers in the form of a written statement causes the very high percentage of correct answers. The visual presentation of the measurement instruments produced a significantly lower level of correct answers. For Q2 where students dealt with the picture of a car speedometer, they are familiar with this kind of measurement and the scores are higher than for Q3, where the young men and women see the picture of an archaic thermometer that they might not have used in practice. It can be assumed that real life skills of the students caused the higher level of correct answers for Q2 compared with Q3.

Two additional categories—comparison of errors and accuracy and the number of significant digits in the result - which refer to more complicated relationships and demand a deeper understanding of the concepts, reached the lowest grades (an average of 39.4% and 31.3% for College 1, and 37.5% and 34.0% for College 2). In both categories the results provided low proportions of correct answers, mostly less than 50% (except for Q2 for College 1 at 54.5% and Q1 for College 2 at 56.3% in the third category, and Q1 for both colleges at 51.5% and 54.2%, respectively).
The study revealed two interesting circumstances that can be classified as students’ misconceptions and misunderstandings. The first is reflected by the fact that Q2 in the category of the number of significant digits earned a zero percentage of correct answers for both colleges. An absolute majority of the students choose the incorrect answer 4 (78.8% for College 1 and 79.2% for College 2). When solving the problem, the students calculated the current over the resistor using the Ohm law, got the value with periodical fraction and selected the answer with the maximal number of digits after the decimal point. They did not relate to the statement that the measurement used a digital ammeter with two digits for displaying the whole part of the result and two digits after the decimal point. It is interesting to point out that in the previous study (Trotskovsky and Sabag, 2014) exposed that a significant number of students thought that measurement accuracy is presented as the number of digits after the decimal point in the measured value. This fact was interpreted as a misconception. In the current study an extremely low proportion of students choose the second answer for Q1 in the category relating to concepts of accuracy and error, indicating that measurement accuracy is the number of digits after the decimal point in the measured value (9.1% and 0.0%, respectively). However, it can be assumed that this strong misconception was expressed by the answers in Q2 in the category relating to the number of significant digits. Therefore, it can be claimed that the misconception—that measurement accuracy is higher when the number of digits after the decimal point is larger—exists.

An additional insight into students’ misunderstandings can be provided by analysis of students’ answers to Q2 and Q3 in the category relating to comparison of errors and accuracy. Both the questions require comparing the accuracy of two instruments. One possible answer is that they are not comparable, because the measurements are of different parameters. No student chose this answer for Q2, but almost half of the students (51.5% for College 1 and 45.8% for College 2) chose this answer for Q3. The difference between the questions is that Q2 requires comparing the accuracy of two electrical instruments: a voltmeter and an ammeter (both familiar to every student who has studied the introduction to electrical circuits), whereas for Q3 the students need to compare the accuracy of two very different instruments: a manometer and a timer. Therefore, students misunderstand that accuracy is a relative parameter expressed by a percentage, and the accuracy of very different measurement instruments can be compared.

The analysis of students’ answers in the third and fourth category allows us to conclude that engineering students from both the colleges have misconceptions and misunderstandings regarding the accuracy concept.

The results of the current study are in line with the results of previous research (Trotskovsky and Sabag, 2014), where the answers to the questions involving higher thinking skills reached the lower percentage of the correct answers. According to the taxonomy of problem-solving activities or PST (Plants, Dean, Sears, and Venable, 1980), most of the questions in the first and second categories can be classified as a routine problems, where problem solving is well-known to the student, whereas the questions in the third and fourth categories refer to the interpretation taxonomic level, which requires more complicated implementation of the students’ learning skills. Therefore, student achievements in the third and fourth categories are lower than in the first and second categories.

It can be concluded that students from both colleges demonstrated a sufficient understanding of the basic accuracy terms, but their practical skills concerning problem solving as it refers to the accuracy issue are inadequate. Additionally, the study revealed that students’ misconceptions and misunderstandings of the accuracy concept are strong. With the aim of helping engineering students become familiar with the operation of accuracy concepts, engineering educators - lecturers of theoretical courses, instructors of practical laboratory courses, and project supervisors - must include the accuracy issue in their learning material, require that students evaluate the accuracy of measured parameters and designed systems, and develop their practical skills concerning the issue.

REFERENCES


APPENDIX – THE QUESTIONNAIRE

Concepts of accuracy and error

Q1 – Measurement accuracy is

1. The degree of closeness between the measured value of a specific parameter and its true value.
2. The number of digits after the decimal point in the measured value.
3. The smallest measured value that can be presented by the measuring instrument.

Q2 – Which is the correct assertion?

1. If the measurement error goes up, then the measurement accuracy goes up.
2. If the measurement error goes up, then the measurement accuracy goes down.
3. Measurement error and measurement accuracy are independent of one another.

Q3 – During a lab experiment Michael saw the result on the display and claimed that the value of the measured voltage is 3.12V accurately. What do you think about Michael’s claim?

1. The claim is correct, because this is the measurement result.
2. The claim is incorrect, because every measurement has a measurement error.
3. The claim is incorrect, because Michael can make a mistake in the measurement process.

Analog presentation of result

Q1 – The room temperature is measured using a thermometer with an accuracy of ±10%. The instrument shows 20°C. What is the temperature in the room?

1. $18^\circ \leq T \leq 20^\circ$
2. $20^\circ \leq T \leq 22^\circ$
3. $18^\circ \leq T \leq 22^\circ$

Q2 – Car speed is measured using a speedometer whose needle is shown in the following picture:
The needle thickness is about half of a graduation (the interval between two adjacent markers). The speed scale is graduated in \( km/h \). What is the car’s speed?

1. 180\( km/h \)
2. 182.5\( km/h \)
3. \( 175 km/h \leq v \leq 185 km/h \)
4. 178.5\( km/h \)

**Q3** – The room temperature is measured using a thermometer with an alcohol column is a reading as shown in the following picture. The maximal temperature is \( +52^\circ \) and the minimal temperature is \( -22^\circ \).

![Thermometer reading](image)

How should you report the room temperature?

Choose the most correct answer:

1. 24\( ^\circ \)
2. \( 23.5^\circ \leq T \leq 24.5^\circ \)
3. \( 23^\circ \leq T \leq 25^\circ \)

**Comparison of errors and accuracy**

**Q1** – The weight of 52g is measured by two instruments. The first is analog with a range marked from 0g to 100g. The second is digital that displays two digits of the weight in grams. Which answer is correct?

1. The result of the analog instrument is better than the result of the digital instrument.
2. The result of the digital instrument is better than the result of the analog instrument.
3. There is no difference in the accuracy of both the instruments.

**Q2** – The voltmeter measures the voltage on the resistor in an electrical circuit and shows \( 5V \). It is known that its measurement deviation is \( \Delta V = 0.5V \). The ammeter measures the current in an electrical circuit and shows \( 10A \).
It is known that its measurement deviation is \( \Delta I = 0.5A \). Which instrument has the higher measurement accuracy?

1. Ammeter
2. Voltmeter
3. The accuracy of both instruments is equal.
4. Not comparable, because the measurements are of different parameters.

**Q3** – The measurement of the pressure in a pipe gave the value of \( 28\text{Bar} \). Also, the measurement of the travel time of a toy train on a particular track gave \( 66\text{sec} \). Which instrument supplies the highest measurement accuracy?

1. Pressure meter
2. Time meter
3. The measurement accuracy of both instruments is equal.
4. Not comparable, because the measurements are of different parameters.

**Number of significant digits in result**

**Q1** – Robert measured an electrical current with an ammeter, which has a measurement error of \( \pm 0.05A \), and reported it like this: \( I = 2.1234 A \). What do you think of his report?

1. It is incorrect; the report must be \( I = 2.12A \).
2. It is incorrect; the report must be \( 2.07A \leq I \leq 2.17A \).
3. It is correct; the report must be \( I = 2.1234\ A \).
4. It is incorrect; the report must be \( 2.0734\ A \leq I \leq 2.1734\ A \).

**Q2** – In the lab experiment I measured a current over a resistor of \( 330\Omega \) using a digital ammeter with two digits for displaying the whole part of the result and two digits after the decimal point. The voltage on the resistor is \( 2.35V \). What is the most correct way to report the measurement result?

1. 7.12mA
2. 7.1212mA
3. 7.12mA
4. 7.121212mA

**Q3** – A body with a mass of \( 2.34kg \) moves with constant acceleration of \( 0.17m/s^2 \). The force that acts on the body is measured with a digital force meter, which has three digits after the decimal point. What is the most correct way to report the measurement result?

1. 0.39N
2. 0.3978N
3. 0.397N
4. 0.4N
A Meta-Analysis On The Relationship Between Parental Involvement And Academic And Behavioral Outcomes, Especially Among Minority Students
William H. Jeynes, Witherspoon Institute, NJ; California State University, Long Beach, CA, USA

ABSTRACT

The results of six meta-analyses on parental involvement are presented examining its relationship to student outcomes. Special attention is paid to: 1) the various components of parental involvement, 2) parental involvement's association with minority student achievement, 3) its differing effects by student age, and 4) the influence of parental involvement programs. The results of these studies are discussed.

NOTE

Portions of the presentation have been previously published individually in journals. However, what is unique about this presentation is that I have never published an article that examines the combined results of these meta-analyses. I did give a speech at the University of Antwerp sharing a good deal of what I present here. However, some of the meta-analytic results will be totally new and will not have been shared, even in Antwerp.
Can Interest Free Banking Be Interesting For India?
Dr. Meera Mehta, Delhi University, India

ABSTRACT
The success of Islamic Banks across the globe against the backdrop of the recent financial unrest is being acknowledged by all in the financial world. However, it is yet to make its presence in India. The recent RBI proposal to introduce an “Islamic window” in India’s conventional banking setup has once again started a debate on this very important and sensitive issue. The Indian Economy with the second largest Muslim population in the world has a huge potential for Islamic Banking. Islamic Banking can also prove to be a solution to the growing income inequality among classes which to a large extent is responsible for the many suicides being committed by the financially distressed people specially farmers in India. This empirical study on Islamic Banking explores for its need in India against its Conventional Banking setup and studies Islamic Banking as a solution for including a large section of the unbanked Muslim’s into the process of economic growth.

Keywords: Islamic Banking, Conventional Banking, Muslim’s, Economic

INTRODUCTION
Islamic Banking- a new concept for non-Muslim countries is being successfully practiced by many countries in the middle-east and after the financial meltdown even the western countries have adopted Islamic banking as an alternative to the conventional banking system. It is also being promoted as a banking system to complement the much accepted conventional banking as it is based on the principle of asset backed transactions. Islamic banking is based on the principles of Islam as governed by Shariah (An Arabic term meaning ‘the way to the source of life’) laws. Islamic laws strictly prohibit interest-Riba thus, Islamic banks function on risk sharing basis i.e. the bank, the provider of the funds and the user of the fund share the profits and losses equally.

WHAT IS ISLAMIC BANKING?
Islamic Banking is a faith based banking system. It’s a system of banking that is in agreement with the basic principles of the Shariah laws (rules and values laid by Islam). As the Shariah laws disallows the charging of “Riba” (the Arabic term for interest) for all the transactions related to accepting and lending of money. Interest free banking system (as called in Pakistan) or Ethical banking are the other terms used for Islamic banking. This system of banking, strictly prohibits any business that involves interest. Interest is in fact, strictly prohibited (Haraam) in Islam. Islam also prohibits investment in activities considered immoral, according to Shariah. Thus, investments in businesses involving alcohol, drugs, tobacco products, pork products, arms and ammunition, and pornography are all forbidden under Islamic Banking. This system also prohibits gambling and speculative activities. However, these banks encourage participation by non-Muslims

Meaning of Islamic Banking for India
Islamic Bank for India will mean Interest free banking which will help in filling up the wide income disparities and will also make banking accessible to all.

Objective of the paper: The objectives of the paper are:
1. Understanding Islamic Banking and its concepts.
2. To study the possibility of Islamic Banking as a solution of financial inclusion of Muslims.
3. Understanding the problems in adopting Islamic Banking in India.

**Literature Review**

The idea of Islamic banking has been studied by many scholars. However, there seem to be no difference in the overall meaning of the concept as defined by each one of them.

According to Dar and Presley, (2000) An Islamic bank, is just like any conventional bank, it performs the role of a financial intermediary as well as assumes the function of a trustee and custodian of people’s money or financial assets the difference being that its operations are governed by the sharia laws. The payoff to its clients is a share in profits and /or loss.

Rammal and Zurbruegg (2007) views Islamic Banking as a banking system that follows the Islamic sharia law, which is monitored by Islamic rules in its transactions.

Bello (2007) conveys that it’s a banking system which is consistent with the practices and principles of Islamic sharia law and its application is based on the development of Islamic economics.

Chapra (1985): Chapra points out that Islamic banking is not just elimination of interest. He strongly predicted Islamic banks are distinctively different from the conventional banks on the basis of their nature, outlook and operations. Besides the prohibition of riba, he considered it essential that Islamic banks, since they handle public funds, should play a social-welfare-oriented role rather than a profit-maximizing role.

Ahmed (2008) posted that Islamic banks are financial institutions whose policy and dealings are dedicated to principles governing Islamic sharia law which prohibits payment or receipt of interest on all its operations.

Siddiqi (1968): His work in Urdu in 1968 was among the first few scholars to make an original effort by providing a fairly detailed outline of Islamic banking. His version of Islamic banking was based on transactions of mudaraba and musharaka. His representation was an explanation of mudaraba based financier-entrepreneur as a two-layered relationship, by quoting numerous hypothetical and arithmetic examples he explained the concept of transactions undertaken by Islamic Banks in considerable detail. According to Siddiqui Islamic banks mainly perform three functions which includes charging fees, commissions or other fixed charges for services provided; financing of mudaraba businesses and partnership based on sharing of profit and loss; and as a part of social welfare providing services free of charge. Through his work he suggested the adoption of interest-free banks as a viable alternative to interest-based conventional banks.

To sum the statements of these scholars, Islamic banking is one that is based on certain unique religious and ethical principles that differ from those of conventional banking.

**Principles Of Islamic Banking: The pillars of Islamic Banking**

The principles of Islamic banking are approved in the holy Qur’an, which Muslims believe are the revered words of God as revealed to the Prophet Mohammed. These principles of Islamic banking have been therefore categorized into four individual concepts.

- **Proscription of Interest:** The Sharia Law strictly prohibits Interest (Riba or Usury). According to this principle the lender does not charge any interest or no additional amount should be charged over the money lent. Simply put, when money is made from money (by way of interest) it threatens the well-being of the entire society as the investors then become more interested in the rate of interest and returns assured that, they do not bother about the uses to which their money is put, the result of which may be negative also.

- **Moral Standards:** This principle concerns the investment activities being undertaken by the Islamic banks. According to Sharia Law all the investments made should be for the well-being and benefit of the society and the environment. Thus, investments in activities like trading in alcohol, gambling, real estate for constructing casinos etc. are strictly prohibited in Islamic Banking. Even when investing in share trading or
securities market these banks should check the activities being undertaken by the companies to establish the fact that the companies business is in line with the Sharia Law.

• **Social Standards:** This principle believes that Islamic banks should undertake social projects in their attempt to serve the society. Most importantly these projects should be in the form of profit free loans given for a short period of one year. This way, these banks will help in promoting just and equitable distribution of income and wealth in the society.

• **Liability and Business Risk:** This principle attempts to explain that Islamic banks should be fair in their distribution of risk or uncertainty. Therefore, the financer has a rightful share in the profits only when he undertakes certain responsibility which can be in the form of supplying an asset or any other assistance. Sharia law clearly states that “Profit comes with liability” i.e. he who agrees to bear the risk or liability of loss will be entitled to a share in profits.

**Research Question: Can Islamic Banking be a solution for financial exclusion?**

According to the Committee report on Financial Sector Reforms,

“Certain faiths prohibit the use of financial instruments that pay interest. The non availability of interest-free banking products (where the return to the investor is tied to the bearing of risk, in accordance with the principles of that faith) results in some Indians, including those in the economically disadvantaged strata of society, not being able to access banking products and services due to reasons of faith. This non availability also denies India access to substantial sources of savings from other countries in the region. While interest-free banking is provided in a limited manner through NBFCs and cooperatives, the Committee recommends that measures be taken to permit the delivery of interest-free finance on a larger scale, including through the banking system. This is in consonance with the objectives of inclusion and growth through innovation. The Committee believes that it would be possible, through appropriate measures, to create a framework for such products without any adverse systemic risk impact.”

Islamic Banking will also facilitate Financial Inclusion as it’s observed that:

- The population of Muslim in India is about 180 million which is more than 14% of total population. However, 80% are financially excluded owing to non-availability of ISLAMIC BANKING.
- Sachar committee claims that Indian Muslims have a share of 7.4% in saving deposits while they get only 4.7% in credit.
- According to a recent report Muslims got only 2% of the 6PSBs’ priority sector loans ,in the last two years. (TOI-March 14, 2016)
- According to RBI annual report for 2007-08, Indian Muslims annually loose around Rs.63,700 crores which is 27% of their deposits (Vohra, 2008). Therefore this large number of Muslims population needs ISLAMIC BANKING services in India.
- Indian economy would benefit from inflow of funds from GCC Countries.
- Opportunity to promote entrepreneurship by providing finance on the basis of profit and loss and risk sharing.
- Islamic Banking can work as a complementary to Conventional banking. During recent financial crisis Islamic banks were less affected compared to conventional banks.
- With the introduction of Islamic Banking, the problem related to inadequacy between the labour and capital ratio can also be solved through equity finance, which can be a new revolution in the field of agriculture and unorganized sector

According to Sachar Committee report (2005),

“Muslims avail just 4% and 0.48% of the credit from NABARD and SIDBI respectively. And the Muslims credit deposit ratio is only 47% compared to the average of 74%. In places like Lakshadweep with 95% Muslim population, the credit deposit ratio is mere 9.3%. States like Uttar Pradesh, Bihar, Assam and West Bengal etc. (with considerable Muslim population) have credit deposit ratios much less than all India average for credit deposit ratio and people living in these states have much low per capita credits compared to
national per capita credits average. This reflects injustice in part of Indian Muslims to utilize their savings for economic growth”.

“In India thousands of crores earn in interest is kept in suspended accounts, as believers do not claim it. The assets controlled by Muslims are estimated to 1.5 trillion dollars and growing at 15% a year. In Kerala alone it is reported that this money could be above 40,000 crores. Research reveals that a handsome bulk of money in India owned by the believers is lying idle which if invested in profit sharing basis, and utilized properly can have a major impact on the Indian economy.” (According to a report published in RBI legal news and views Journal 2005 / Vol. 10 - Issue No.2) (sabakka).

Challenges for ISLAMIC BANKING in India

- **Regulatory framework:** Banking in India is governed by: Banking Regulation Act 1949, RBI Act 1934, and Cooperative Societies Act and Negotiable Instruments Act 1961. Many sections of these acts contradict to the basic tenets of Islamic banking. For instance, as per section 21 of the Banking Regulation Act payment of interest on deposits is mandatory; sections 5(b) and 5(c); specifically prohibits investments based on profit and loss sharing; and section 8 of the Banking Regulation Act 1949, which reads “No banking company shall directly or indirectly deal in buying or selling or bartering of goods.” directly contradicts the Murabaha concept of Islamic banking wherein banks can enter into sale and purchase agreements.

- **Support infrastructure:** Commercial banks borrow from other banks or the RBI to meet their short term funding requirements, for which they pay interest (repo and reverse repo) but since interest based transaction are not allowed in Islamic banks they can’t do so. Islamic banks being partners in business are under the obligation to closely monitor their investments in various businesses, as well as ensure that the funds are managed properly. This requires specialized and expensive supervisory infrastructure.

- **Dearth of Islamic banking professionals:** Islamic Banking if, introduced in India will face a serious shortage of Islamic banking experts and trained personnel as very few institutes provide training on Islamic Banking, which may lead to a shortage of experienced Islamic banking professionals.

- **Lack of awareness:** The misconception that this kind of banking is only meant for Muslims is yet another barrier that Islamic Banking faces in non-Muslim countries. Most people are under the that it is only meant for Muslims, whereas in Malaysia, UK and elsewhere, 40% of the customers of Islamic Banks are Non-Muslims. Thus educating people and creating awareness will be another challenge for these banks.

Suggestions for INDIA:

- As per the latest RBI directives it is clear that ISLAMIC BANKING can’t be adopted in India under the current legal framework. India can adopt Islamic Banking by following the UK example and introduce new laws to govern the Islamic Banking business.

- It is important make people aware of the concept of Islamic Banking, the State can play constructive role in promoting this subject by including it in the curriculum of professional courses.

- The misconception that ISLAMIC BANKING is only for Muslims must be dispelled, and awareness for Islamic Banking as an alternative and ethical style of banking should be created through Public forums by organizing seminars and discussions.

CONCLUSION

Between 2001 and 2011 the Muslim population in India grew by 24.6% (Times Of India, 26th August, 2015). Thus, there is an immense need and scope for Islamic Banking in India. India should introduce Islamic banking as Interest-Free Banking (IFB). This way the misconception that it’s meant for only Muslims can also be removed. IFB will help in financing the small and landless farmers as well as involve them in the process of growth. Moreover by not adopting IFB, India is losing the opportunity of garnering capital from a large section of the Muslim population as well as from Islamic nations in the Middle East and elsewhere. IFB should not be seen as a threat to India’s principle of secularism rather it should be adopted as an opportunity wherein it complements Conventional Banking. Also it is essential to recognise IFB as a gateway to growth and a step towards financial inclusion after all “We need to take a hundred small steps in the same direction that will collectively take us very far instead of focusing on a few large, and usually
politically controversial steps” Dr. Raghuram Rajan (A Hundred Small Steps, 2008).

REFERENCES


Ariff, Mohammad: —Islamic Banking!, University of Malaya.


Hasan Zubair: —Islamic Banking at the Cross Roads: Theory versus Practice

Khan, M. F. 1983. 'Islamic banking as practiced now in the world' in Ziauddin, Ahmad et al. (eds.).


WEBSITES

- http://www.iibf.org/journals/journal20/vol5no4art1
- http://www.labnol.org/india/knowledge/sharia-compliant
- http://economictimes.indiatimes.com/articleshow/2172818
- http://www.islamicvoice.com/August2005/IslamandEconomy
Impact Of Scarcity Of Funds On The Behavior Of Emerging Angel Investors: Experiences From India
Dhruva Nath, Management Development Institute, , India

ABSTRACT
This paper attempts to study an interesting phenomenon amongst angel investors in the Indian Startup Ecosystem. Namely, in an environment where later stage funding is getting scarce, and therefore angel investors do not get the exits they look for, what happens to their investment behavior? Specifically, we look at Emerging Angels, who do not have much experience in angel investing and typically invest small amounts. Our findings are interesting - Even in the absence of exits in the foreseeable future, Emerging Angels continue to invest. Two key reasons exist for this behavior. First of all, Emerging Angels do not invest purely for money – they do so to be part of a club, to learn, and in some cases to be actively involved. Secondly, the typical ticket size of such investments makes it highly affordable to do so. This is therefore one avenue for funding which continues to remain available to Startups.

Keywords: Angel investor, Emerging Angel, Startup, Funding

1. INTRODUCTION AND LITERATURE REVIEW

In today’s world, several countries are reeling under slow economic growth. In this environment, India is one of the few large countries which continue to maintain healthy growth rates of 7% per annum and above (World Bank 2016). In fact the World Bank forecasts that the Indian economy will continue to post robust growth in the coming years. One of the reasons for this is the large and rapidly growing middle class of consumers – 250 million strong, according to some studies. More importantly, this is a highly aspirational middle class, driven in part by the exposure to the Western World through TV, movies, and of course the Internet, which has already reached over 462 million users, or 34.8 % of the population (Internet Live Stats 2016). In other words, it is an accepted fact that India is a large, rapidly growing economy, and will continue to grow.

This trend received a further fillip in the year 2014, when the present government, under Prime Minister Narendra Modi, took over. Mr. Modi has focused single-mindedly on development, creation of jobs, and ensuring a better life for Indians through high growth. His government has taken some path breaking decisions, one of which is the introduction of GST, or the Goods and Services Tax, to replace a plethora of complex Indirect Taxes that currently exist. It is expected by a swathe of economists, that GST could add perhaps two percentage points to India’s current GDP growth. The other more recent decision taken by Mr. Modi, which could have a disruptive impact on India’s economy, is the demonetization of high denomination notes. Importantly, this demonetization has been accompanied by programs such as Digital India (Digital India 2016), which attempts to empower every citizen to carry out his day to day transactions through digital means, all the way from banking, buying and selling, e-learning, to government services such as registration of a marriage, birth or death. The other key program launched by the Prime Minister is Startup India (Startup India 2016), which attempts to create an environment where entrepreneurs of all kinds are encouraged and supported. It is easy to imagine the phenomenal impact programs such as Digital India and Startup India can have on the way Indians live and therefore on the economy. Further, in this environment it is obvious that Startups would rapidly proliferate across multiple sectors, and that is exactly what has happened, with Startups such as Flipkart, Snapdeal, Ola Cabs, OYO Rooms, Grofers, MakemyTrip etc. (Entrepreneur 2016).

What are the funding opportunities available to Startups? Morrissettee (2007) has indicated that there are three broad stages of funding, each involving a different kind of investor. First of all, there are family and friends. These would
obviously invest very early on, perhaps when the Startup is nothing but a concept. The amounts involved would also be fairly small. Subsequently, once the business has gained some traction, or perhaps after a successful pilot, funding is provided by Angel Investors or simply Angels (Amis and Stevenson 2001, Benjamin and Magulis 2001, Prowse 1998). These are typically rich individuals (also called HNIs or High Net Worth Individuals), who invest at an early stage. Typical investments in a venture by an individual angel vary from $25,000 to $250,000, according to Morrissettee (2007). There is also an interesting sub-category of Angel Investing called Crowd funding (Schwienbacher and Larralde 2012), where a large number of people invest small amounts in a company, typically on-line. And then you have the Venture Capitalists or VCs, which are typically Mutual Funds that have raised money from various sources, and which invest significantly larger amounts, but only in companies that have reached a certain size (Fenn et al. 1995). In other words, we have the first stage of funding from family and friends, which is small in size and has the maximum risk. In the next stage we have angels who invest larger amounts but only after some indications that the business may work out. And later on when the business has achieved a certain size and rate of growth, VCs come in with larger amounts.

Interestingly, VCs find it difficult to manage their investments if there are too many investors in their investee companies, and therefore the usual practice is that angel investors get an exit if and when VCs enter. Further, hopefully the business has grown from the time the angels invested to the time the VCs are getting in, and therefore the valuations that the angels get at the time of exit are higher than the valuations when they made their investment. Of course, not all such investments are fortunate enough to reach this stage. It is a known fact that out of every ten Startups, roughly five will simply die, three to four will just about survive and therefore give normal returns, whereas one or two investments will hopefully boom and lead to very high growth in valuations. And this is where angel investors hope to make their money.

Nath (2015) has described an interesting category of angel investors called Emerging Angels, who invest much smaller amounts – typically as low as $5,000. Developing countries such as India have a very large number of such angels (Sabarinathan 2014), in part due to the significant opportunities that their growing economies offer. These are angels who generally do not have much experience in private equity investing. In fact they may not have any significant experience even in Stock market investing, or worse, may have lost money on the stock market. Our paper deals with angel investors, and specifically Emerging Angels in developing markets such as India.

2. THE PROBLEM WITH FUNDING

One of the problems with funding today is that global liquidity is getting scarcer with time (Demos 2016). This problem has spilled over to India as well (Sachitanand 2017, Chanchani 2015). Further, a very large percentage of Startups have not been able to create viable business models, and continue to depend on larger and larger rounds of funding for their very survival. In the process, valuations have been coming down (Sachitanand 2017, Chanchani 2015). Clearly, this has made VCs very cautious and therefore later stage funding is drying up. This is the situation across the world, and it is even more so in emerging markets such as India. Clearly this would have an adverse impact on the exits that angel investors hope to get. Many Startups which were able to get early stage funding from angel investors, are now not able to get later stage funding and are therefore forced to close down. Importantly, the magical growth story of Startups gets highly visible press coverage, and therefore even non investors are aware of what is happening.

This raises an interesting question – If later stage funding by VCs is going down, what is the impact on early stage funding by angel investors? Since angels – like all other investors – are looking for an exit at some later stage of investment, and a lot of these exits are not taking place because of a scarcity of funding, does that have a negative impact on their investment plans? Or are there other reasons which continue to keep these angels motivated and willing to fund Startups? In other words, does the investing behavior of angels change over time, as they discover that exits are tougher to achieve? This is the question we examine the present paper, specifically with regard to Emerging Angels, since these angels are newer to the game than regular angels, and are therefore more likely to be impacted by any such changes in the external environment.
3. LEAD ANGELS

For our research we have selected Lead Angels, which is one of the leading angel investor networks in the country (Lead Angels 2016). Headed by its Founder and CEO, Sushanto Mitra, who has had extensive experience in running an incubator as well as an angel network, Lead Angels has been in existence for about three years now, and has branches across five cities in India. Each angel investor who wishes to join the network pays a membership fee of Rs. 60,000 (approximately $1000) per year, and this membership is renewable. Prospective Startups are evaluated and shortlisted by the Lead Angels secretariat, and asked to make presentations to the member angels. Based on interest, a thorough business analysis is done, typically by one or two interested members, along with financial and legal due diligence. Once these stages are cleared, members are invited to invest. At the time of writing this paper, Lead Angels has 124 members, or angel investors. Some of these have been members for over two years, and some would have joined recently. All of them are in the category of Emerging Angels as described in Nath (2015). In other words, most of them do not have much experience as angel investors, and the amounts invested per company would be small, typically between $5,000 and $10,000.

The author of this paper has been a member of Lead Angels ever for over two years now. This has been extremely helpful in this study because angel investors are private individuals and not much data is available about them in the public domain (Sabarinathan 2014). However, being a member of the network, the author was able to collect data that would not otherwise have been available – both quantitative data as well as interviews with the other members.

Further, since the purpose of this research is to track the behavior of Emerging Angels over time, we need to study members who have been around for some length of time. Specifically, we look at those members of Lead Angels who have been around for 15 months or more at the time of writing this paper – or in other words, members who joined before August 2015. On this date, Lead Angels had 89 members on its rolls. Interestingly, many of these angels had been around for over a year before this date, and had already made some investments. We therefore work with this base of 89 members and study their investment behavior over the next fifteen months till November, 2016.

It is also important to examine the Startups that these angels had invested in. Till August 2015, members of Lead Angels had invested in eight Startups as follows:

1. A branded beauty salon service at home
2. An on-line aggregator for co-working office spaces
3. A portal providing skills development and measurement, to help in employment
4. An eCommerce site selling merchandise with logos of cartoon characters
5. An eCommerce site into gaming – both on line and off line
6. A branded cleaning service provider for homes
7. A learning portal for K12 school children
8. A tech Startup helping indoor navigation

Interestingly, with the exception of the skills development portal, all the other Startups were growing in revenue ever since their inception. However, in an attempt to get this growth, they were incurring heavy marketing and sales costs, and therefore all of them were reporting significant “burn” (net cash outflow) per month. In other words, to survive and continue to grow, all these Startups required additional rounds of funding. Unfortunately, in the current environment, funding was hard to come by. In fact none of the above eight Startups was able to raise the next round of funding from new investors, even though their business models were robust and they were showing growth.

Two of these Startups were acquired by larger player in similar spaces in an all-stock deal. All the rest moved to survival mode by cutting costs and therefore bringing down the burn – which was actually a good thing in the long run. The important thing to note is that in none of these did the existing investors get an exit – which after all is the very purpose of investing. It is important to note that exits take time, and three years is usually the minimum. But Emerging Angels are new to this kind of investing and therefore expect returns faster. In other words the Emerging Angels may have expected returns through exits but did not get them till the time of writing this paper. And this forms the backdrop for this paper – how do Emerging Angels behave over time when next round funding is scarce and
therefore the expected exits do not take place? Do their levels of commitment to angel investing remain intact, or do they reduce significantly?

4. INVESTMENT BEHAVIOUR OF THESE EMERGING ANGELS

As mentioned in the previous section, in August 2015, Lead Angels had 89 members and therefore this defines our sample size. We look at two measures of commitment, as follows: First of all, members who renewed their membership. As mentioned earlier, each year a member needs to renew his membership, for which he pays a membership fee of approximately $1000. This was a small commitment, and obviously indicated some level of continuing interest in angel level investments. Secondly, we looked at members who continued to invest, and since the minimum investment size was typically $5000, this indicated a larger commitment and therefore higher level of interest than simply renewing.

Table 1 shows how many of the members who existed in August 2015, renewed their membership during the following year:

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of members in Aug 2015, who renewed their membership during the next year</td>
</tr>
<tr>
<td>Percentage of members who had invested in at least one start-up till August 2015, who renewed their membership during the next year</td>
</tr>
<tr>
<td>Percentage of members who had invested in two or more Startups till August 2015, who renewed their membership during the next year</td>
</tr>
</tbody>
</table>

It is interesting to note that of the members who were on the rolls in August 2015, as many as 72 % renewed their membership subsequently. Among members who had made at least one investment prior to August 2015, 76 % renewed, and among those who had made two or more investments, a significant 81 % renewed their membership. Two important comments are in order here. First of all, these are very high renewal figures, particularly in the light of the fact that next round funding was not available for any of the Startups that had been invested in, and therefore no exits had taken place. In fact exits were nowhere on the horizon, which makes it all the more interesting. Clearly, the investors must have had solid reasons for continuing their membership – and thereby paying $1000 – in the face of no results and more importantly no results expected in the foreseeable future. We will examine these reasons in the next section.

Secondly, it is reasonable to assume that members who had already invested in one Startup till August 2015, were serious Emerging Angels, and therefore logically they would have a higher percentage of renewals. And by extension, those who had invested in two or more Startups till August 2015, were more even serious and therefore even more likely to renew. These comments are borne out by the figures in Table 1, where the renewals go up to figures as high as 76 % and 81 % respectively.

Our next step was to measure investments (see Table 2).
Table 2

| Percentage of members in Aug 2015, who made at least one investment subsequently | 41 % |
| Percentage of members who had invested in at least one start-up till August 2015, who made at least one additional investment subsequently | 51 % |
| Percentage of members who had invested in two or more Startups till August 2015, who made at least one additional investment subsequently | 70 % |

From Table 2 it can be seen that 41 % of members who were on the rolls in August 2015, made at least one investment during the next 15 months. Interestingly, of those who had already made at least one investment till August 2015, 51 % made additional investments subsequently. In other words these investors – who appear to have shown their seriousness to invest, continued to invest in spite of no exits and no likelihood of next stage funding in the foreseeable future. This is a significant finding. One would have expected this number to be far lower with investors waiting for results before investing once more. To take this point further, of the investors who had invested in two or more Startups till August 2015, as many as 70 % invested further in the next fifteen months. Once again the clear message – as in the case of renewals – appears to be that serious Emerging Angels continue to invest even though funds at the next level are scarce.

Incidentally, there were further indications of this tendency. Since next stage funding was not available, two of the eight Startups mentioned above went in for a Rights Issue. Roughly a third of the existing investors went ahead and invested in these two companies. Given that in both cases, the reason for the issue was that the burn was unsustainable and that external funding was not working out, the success of these Rights Issues was all the more surprising. Once again, this points to the fact that serious investors do not appear to be put off by lack of next round funding, and continue to invest.

It is also instructive to examine the number of new members who joined Lead Angels – and therefore paid the membership fee of $1000 after August 2015. As mentioned earlier, 72 % of the earlier members had renewed their membership, or an actual figure of 64 out of 89 members. In other words, 25 older members did not renew their membership. However, by November 2016, the number of members had grown to 124. In other words, we had 25 + (124-89) or 60 new members joining in the fifteen months after August 2015, and therefore paying their membership fee. It is important to note that angel investing is a highly close knit club, and new members come in almost entirely through referrals by existing members. In other words, not only did 72 % of the members renew their membership, but they also brought in a significant number of new members.

And finally, it is interesting to note that some of these Emerging Angels were also members of other angel investing network. Consequently, even if they had stopped investing through Lead Angels or even discontinued their membership, a few of them continued to invest through the other networks. If we were to consider these additional investments, the figures we have for investments by these emerging angels would be even higher than those reported in this paper.

5. WHY DID THESE EMERGING ANGELS KEEP ON INVESTING

The data shared in the previous section is obviously interesting. While next stage funding is drying up, investing by Emerging Angels seems to continue unabated. To delve deeper into this phenomenon, we spoke to twenty Emerging Angels from Lead Angels, specifically those who had renewed their membership and continued to invest.

The first unanimous opinion we got from everyone we spoke to was that these Emerging Angels enjoyed being part of the so called “club”. The monthly meetings were fun and gave the members a chance to meet friends and network. Belonging to the club was highly motivating. And given that most angels were financially well off, an annual
The membership fee of $1000 was a very small amount of money to pay for this privilege, which explains the high rate of renewals. In fact several members regretted the fact that their existing professional life did not permit them to attend these meetings more often. Interestingly, several members were actually keen to renew their membership, but could not do so because it was not feasible to attend meetings – either because they lived far away, or because they had moved to a different city or even gone abroad.

The second fact that emerged from our interviews was that each one of the investors was looking at being a part of the exciting new opportunities thrown up by the rapid change both in business and in technology, such as machine learning, bots, and phone based payments. Most of them did not want to be left out of the revolution that was sweeping the world and India in particular. As a very simple example, after the Prime Minister’s dramatic announcement on November 8, 2016, demonetizing high value currency notes, there was tremendous interest in Startups that had anything to do with digital payments. This was based on the assumption that digital was the way to go, and any company in this space was likely to boom. Clearly no one wanted to be left out of such a revolution. Interestingly, the monthly meetings of the “club” contributed to this very significantly. Since the background of members was varied, each meeting would throw up one or two members who were experts in a particular field. In case these members were positive and articulate, it would sway other members into investing into this particular venture.

Another finding from our interviews was the learning involved in angel investing. Startups wanting to raise money and therefore making a pitch at the monthly meetings of Lead Angels, came with a wide variety of businesses, many of them based on new technologies. Members found this a terrific way to learn and therefore keep up with global trends. In fact many members invested in companies where they thought they would continue to learn, in addition to the returns they expected. One specific category of investors was those with their own businesses, typically in traditional areas. These investors also used the opportunity to learn about new opportunities that were thrown up in meetings – and where interested, they would invest.

Some of the Emerging Angels who had time on their hands, also looked upon angel investing as a kind of side activity, albeit part-time. They were keen to spend time and evaluate companies to invest in, and some even got involved in strategizing for their investee companies. In fact, many more members would have liked to be involved in regular strategy sessions with their Startups, had it not been for time constraints.

Interestingly, many Emerging Angels were not too concerned about exits. They viewed these investments as opportunities, and were willing to wait it out. It was assumed that good solid companies that showed growth and ultimately sustainability would be able to get funding sooner or later. Many members looked at angel investments as a diversification of their portfolio, and were willing to look at the associated risks, as long as the amounts invested were small.

And this brings us to two key issues with Emerging Angel investments. First of all, one crucial difference between later stage funding and Emerging Angel funding was the quantum of investment involved. As mentioned earlier, Emerging Angels typically invest very small amounts in each company – starting from $5000 – compared to the larger amounts invested by VCs in later stages, or even the traditional angels who invest between $25,000 and $250,000 per Startup (Morrissettee 2007). As a corollary, Emerging Angels are able to put small amounts in several Startups, without making these investments a large, significant percentage of their portfolio of investments. And that appears to be the key – small investments, and therefore lower absolute risks – a factor that was mentioned by several of the Emerging Angels. Had the amounts involved been larger, many of them indicated that their likelihood of investing would have been substantially lower.

Secondly, for Emerging Angels, investments are not only about money or making money. There are other significant factors, such as being part of a club, regular meetings with friends, learning, etc. which go into this activity. And of course the fact that investment sizes are small and highly affordable, helps.

6. **AND WHY DID SOME DROP OUT**

To complete the study, we also spoke to a few of the members as well as the management at Lead Angels to understand the reasons why some of the angels had dropped out. As mentioned above, a few of them had either moved to a...
different town or even a different country, and therefore could not attend meetings – which were a prime motivator for being part of the club anyway. Many others lived and worked far away from where the monthly meetings were held (this was typical of Mumbai, a long, narrow city), and it was too inconvenient for them to attend meetings. Several others had started their own ventures and did not find the time to attend these meetings. Of course there were also some who, after attending meetings sporadically for a year, did not find it worthwhile to continue.

An interesting fact emerges from this analysis. Most of those who could not attend because they lived far away, or because they had shifted to a different city, would have remained members had they been able to attend these meetings – for instance if these meetings were held in their city, or closer home. In other words, the interest levels and therefore possibly investment levels would be higher than those we have mentioned in this paper, further supporting the findings of this research.

Further, at least some of the members who left the Lead Angels network, continued to be part of some other angel network, and have continued to invest. Once again therefore, the percentage of angels continuing to invest is likely to be even higher than the figures mentioned in this research.

7. CONCLUSIONS AND DIRECTIONS FOR FUTURE RESEARCH

This paper has attempted to study an interesting phenomenon in the Indian Startup Ecosystem. Namely, while later stage funding is getting scarce, early stage investing by angel investors, or more specifically Emerging Angels, continues almost unabated. Two key reasons exist for this behavior. First of all, Emerging Angels do not invest purely for money – they do so to be part of a club, to learn, and in some cases to be actively involved. Secondly, the typical ticket size of such investments – $5000 to $10,000 – makes it highly affordable to do so. Of course in the process, they are also investing in possible disruptive growth stories, which make the investments even more attractive. This is therefore one avenue for funding which continues to remain available to Startups.

Some open questions remain. We have studied angels who have been investing for the last two odd years and have not seen any returns. What happens if the next stage funding remains elusive for a few more years, and our Emerging Angels do not get exits? Would their patience still hold, or would they cut down on their investing? Would the non-monetary returns such as membership of a club, regular “fun” meetings, constant learning etc. ensure that they continue to invest? Secondly, what happens with the more traditional angel investors – those that invest larger amounts – in this fund-scarce environment? Would they also be willing to make these larger investments for the non-monetary returns discussed in this paper? And finally, we have studied Emerging Angels in India. It would be instructive to do a similar analysis in other developing economies, particularly those that are large and growing rapidly such as China, South Africa and Indonesia. Clearly, these are interesting subjects and further research is required.

ACKNOWLEDGEMENTS

The Author gratefully acknowledges support received from Sushanto Mitra, Founder and CEO of Lead Angels, as well as from all the members of Lead Angels that he interviewed as part of this research

REFERENCES


Chanchani, M 2015, With investors tightening purse strings, startups sober up to lower valuations, Economic Times, Dec 29, 2015

Digital India 2016, Digitalindia.gov.in, Ministry of Electronics & Information Technology, Government of India


Lead Angels 2016, www.LeadAngels.in


Sabarinathan, G 2014, Understanding Angel Investing in India - An Exploratory Study based on Publicly Available Data, Unpublished working paper no. 448, Indian Institute of Management, Bangalore


Schwienbacher, A, and Larralde, B March 2012, Crowd funding of Small Entrepreneurial Ventures, Oxford Handbook of Entrepreneurial Finance, Oxford University Press

Startup India 2016, Startupindia.gov.in, Ministry of Commerce and Industry, Government of India

Australian Mutual Fund Performance

Sasipa Pojanavatee, Silpakorn University, Thailand

ABSTRACT

This study investigates the performance of Australian equity mutual funds and the stock market index in Australia for 110 equity mutual funds that have been in operation from 2000 to 2010. The equity mutual fund results estimated through Sharpe, Treynor and Jensen’s alpha performance measures of risk adjusted performance are negative, which means that equity mutual fund performance is inferior to the market portfolio performance. Furthermore, middle and small-cap equity mutual funds have out-performed the large-cap equity mutual funds over the three study periods.

I. Introduction

Most of the empirical studies on mutual fund performance have concluded that, on average, mutual funds do not outperform their respective benchmark (Elton et al., 1996b). A number of Australian studies focused on superannuation funds and unit trusts have used monthly and annual data, and replicated the data over a short-term study period (Bird et al., 1983). The few studies to have examined equity mutual funds in Australia require closer examination in a number of respects. First, they represent an Australia market where the performance levels of the equity mutual funds are conditional on the state of the economy, and the different equity mutual fund categories can differ fundamentally in terms of portfolio objectives. It is thus of crucial interest to investigate whether there are differences in the performance levels of equity mutual funds across different classifications. Second, the equity mutual funds plays a vital role in Australia in terms of investment and saving, capturing 40.11% of the mutual fund assets under management in the first quarter 2012, according to European Fund and Asset Management Association (2012). Third, an increased access to equity markets provides expanded opportunities for investors to diversify their investments. However, there is limited evidence of Australian equity mutual fund being investigated. New evidence from the Australian market allows individual investors to obtain practical and innovative ways to manage equity mutual funds and to obtain the skills of professional managers in charge of these funds. The remainder of this article provides an explication of the Methodology, Data and Results of this research.

II. Methodology and Data

In order to analyse the open-end equity mutual funds of Australia, the study examines the risk adjusted performance by calculating the Treynor and Sharpe ratios and Jensen’s alpha determined from an estimation of the Capital Asset Pricing Model (CAPM).

The Treynor ratio (1965) uses excess returns on the funds while the scales of excess returns on the funds come from the Beta of the fund. The Treynor ratio is expressed as,

\[ T_{it} = \frac{R_{it} - R_{ft}}{\beta_{it}} \]  (1)

where \( T_{it} \) is the Treynor measure of fund \( i \) at time \( t \); \( \bar{R}_{it} \) is an average return of fund \( i \) at time \( t \); \( \bar{R}_{ft} \) is an average rate of return on a risk-free security over the period studied at time \( t \); \( \beta_{it} \) is the Beta (systematic risk) of fund \( i \) at time \( t \).

Sharpe (1966) uses the standard deviation of the fund return and excess return to evaluate reward per unit of risk. The Sharpe ratio is expressed as,

\[ S_{it} = \frac{R_{it} - R_{ft}}{\sigma_{it}} \]  (2)
where $S_{it}$ is the Sharpe measure of fund $i$ at time $t$; $\sigma_{it}$ is the standard deviation of fund $i$ at time $t$.

Jensen’s alpha (1968) suggests a different concept of risk. Jensen is concerned only with systematic risk (Beta) for scaling the returns of the portfolio. The Jensen technique involves measuring the fund performance based on the value of the constant term $\alpha_{it}$. The CAPM can be reformulated under Jensen’s alpha to give:

$$\left( R_{it} - R_{ft} \right) = \alpha_{it} + \beta_{it} \left( R_{mt} - R_{ft} \right) + \varepsilon_{it}$$  (3)

Equation 3 is a regression model, with an intercept $\alpha_{it}$ which is the risk adjusted excess return of a fund $i$ at time $t$ (Jensen’s alpha). $\bar{R}_{it}$ is an average return on fund $i$ at time $t$; $\bar{R}_{ft}$ is an average rate of return on a risk-free security at time $t$; $R_{mt}$ is the return on a stock market at time $t$; $\beta_{it}$ is the Beta (systematic risk) on fund $i$ at time $t$. $\varepsilon_{it}$ is the random error term for fund $i$ at time $t$.

The hypothesis relating to equity mutual fund performance is based on the all equity mutual funds and the stock market benchmark and asserts that the performance of equity mutual funds is not different from that of the stock market.

The data employed in this study are daily closing prices of open-ended equity mutual funds traded on the Australian Stock Exchange during the period 2000-2010. Three study periods are considered, namely the period before the global financial crisis in 2007, the period after it, and the full period. Historical data are obtained from the Morningstar Direct Database. The 90 day bank accepted bill rates are used as a proxy for the risk-free rate for the Australian market. The S&P/ASX All Ordinaries index is the market benchmark. The study analyses 110 equity mutual funds comprising 53 large-cap blend funds (LB), 22 large-cap growth funds funds (LG), 13 large-cap value funds (LV), 6 middle and small-cap blend funds (MSB), 14 middle and small-cap growth funds (MSG), and 2 middle and small-cap value funds (MSV).

### III. Results

This section discusses the results of the fund performance evaluations, with the results presented in Table 1. For each of the six equity mutual fund categories, the study provides the average fund performance estimates, which is sufficient to documenting the results as opposed to presenting estimates for all 110 equity mutual funds. Accordingly, the study did not report the $t$-statistic for each and every sub-category of equity mutual funds, since the hypothesis tests are made between all equity mutual funds and the benchmark.

From Table 1, the results support the rejection of the null hypothesis and the acceptance of the alternative hypothesis at the 1% and the 5% significance levels over the three study periods. The results show that the equity mutual fund performance levels are different to the stock market. Therefore, the rejection of the null hypothesis supports the findings of Praetz (1976), who studied Australian mutual fund performance levels using the risk adjustment of the Sharpe, Treynor and Jensen approaches. This study observes that the average daily ratios for all fund categories are lower than the relevant benchmark, indicating the equity mutual funds performed poorly during periods of economic expansion and recession.
Table 1 The results of fund performance levels

<table>
<thead>
<tr>
<th>Panel 1: From 3rd January 2000 to 2nd July 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
</tr>
<tr>
<td>ASX</td>
</tr>
<tr>
<td>LB</td>
</tr>
<tr>
<td>LG</td>
</tr>
<tr>
<td>LV</td>
</tr>
<tr>
<td>MSB</td>
</tr>
<tr>
<td>MSG</td>
</tr>
<tr>
<td>MSV</td>
</tr>
<tr>
<td>All funds</td>
</tr>
<tr>
<td>t-statistic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel 2: From 3rd July 2007 to 31st December 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
</tr>
<tr>
<td>ASX</td>
</tr>
<tr>
<td>LB</td>
</tr>
<tr>
<td>LG</td>
</tr>
<tr>
<td>LV</td>
</tr>
<tr>
<td>MSB</td>
</tr>
<tr>
<td>MSG</td>
</tr>
<tr>
<td>MSV</td>
</tr>
<tr>
<td>All funds</td>
</tr>
<tr>
<td>t-statistic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel 3: From 3rd January 2000 to 31st December 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
</tr>
<tr>
<td>ASX</td>
</tr>
<tr>
<td>LB</td>
</tr>
<tr>
<td>LG</td>
</tr>
</tbody>
</table>
The performance measures reveal that domestic equity mutual funds underperformed in comparison to the market portfolio during the pre-recession and recession periods and these results are reflected over the full period. The possible reasons for the divergence in performance levels are fund expenses, risk, cash flows, tax efficiency and timing effects. These factors might be significant determinants of after-tax equity mutual fund returns. Financial theory dictates that securities with high systematic risk should have high pre-tax returns. Carhart (1997) provides evidence that the levels of fees and expenses charged by mutual funds have an effect on returns. Peterson et al. (2002) offers evidence that risk, investment style, past pre-tax performance and expenses are important determinants of future after-tax returns. Furthermore, the middle and small-cap equity mutual funds outperform the large-cap equity mutual funds over the three study periods. This is in line with previous studies, including Chen et al. (2004) and Bello (2009). These studies find that fund size is negatively related to fund performance. They demonstrate that the large capitalization equity mutual funds underperform smaller capitalization equity mutual funds. The evidence also shows that Australian equity mutual funds have lower systematic risk than the stock market according to the Beta over the three study periods, indicating that equity mutual funds seem to diversify into less risky securities than the stock market portfolio.

IV. Conclusion

An equity mutual fund is an asset traded in Australia that serves as an indirect investment vehicle for direct portfolio investment in the Australian stock market. This study offers the investor and fund managers a detailed analysis of the performance of equity mutual funds in Australia in terms of how equity mutual funds performed during the pre-crisis and post-crisis periods. The overall conclusion is that performance of equity mutual funds is negative in both recession and non-recession periods, which is inferior to the average of the market portfolio performance. A defensive strategy has been adopted for equity mutual funds. The study finds that middle and small-cap equity mutual fund performance levels are better than large-cap equity mutual fund levels. Thus, middle and small-cap equity mutual funds offer a great investment for investors who are interested in investing in equity mutual funds. The results show that the systematic risk and the total risk of equity mutual fund returns are lower than the stock market portfolio. This demonstrates that the equity mutual funds hold less risky securities than the stock market portfolio. The findings that reveal the high number of funds with negative alphas support the efficient market hypothesis, which suggests there is no potential to gain abnormal returns with publicly available information.

References


Enhancing Possible Trade Creation
By RCA Matching Approach:
Case Study Of Thailand And Korea
Wanasin Sattayanuwat, Srinakharinwirot University, Thailand

ABSTRACT
This study proposes the new approach, Wisarn’s RCA matching approach, to examine the trade effect among RTA’s member states. The method refers to the concept of comparative advantage by Ricardian model. Trade between two countries can benefit both countries if each country exports the goods in which it has a comparative advantage.

In examining trade effects, I employ the Reveal Comparative Advantage (RCA) Index accompanied to Trade Intensity Index (TII) and tariff rate to identify trade creation and trade diversion. This is the first study to use RCA, TII, and tariff rate to identify products that might have potential trade creation or trade diversion.

This study focuses on ASEAN-Korea Comprehensive Economic Cooperation Agreement (CECA); case study of Thailand-Korea. I calculates revealed comparative export advantage (RCAX) and revealed comparative import advantage (RCAM) and matches RCAX and RCAM of Thailand with RCAX and RCAM of Korea. The data are supplied by PS-TAS-HS Revision 2 2007-2011, the International Trade Center at the six-digit product categories. I choose the top200 - 300 export products and top 200 - 300 import products in 2011.

Under ASEAN-Korea CECA tariff regime, Thailand and Korea would offer trade preference to each other and hence trade between them would increase. Given Thailand’s point of view, the increase in exports to and imports from Korea would occur under the following 5 conditions; namely (1) possible trade creation in favor of Thailand’s export, (2) possible trade creation in favor of Thailand’s import, (3) possible trade creation through product differentiation and production network, (4) possible trade diversion in favor of Thailand’s export, and (5) possible trade diversion threat on Thailand’s import.

Therefore, under this approach, we can identify which product we should promote and which product we should minimize and be restricting in the future.
Working With Teachers For Teachers

Tony Cripps, Nanzan University, Japan
Richard Miles, Nanzan University, Japan
Sean O’Connell, Nanzan University, Japan

ABSTRACT

This presentation will focus on the need to provide pedagogical support for in-service senior high school English teachers in Japan. A brief outline of the research project will be provided along with how the data was collected and analyzed. A new initiative seeking to improve English language education in Japanese senior and junior high schools was proposed by the Japanese Ministry of Education, Culture, Sports, Science and Technology in 2013. In response to this initiative, an ongoing research project has sought to uncover the specific pedagogical needs of Japanese senior high school English teachers and to address these needs.

Qualitative data was gathered by conducting a series of in-depth, one-on-one interviews, with Japanese senior high school English teachers (n=20). The transcripts were analyzed using grounded theory (Strauss & Corbin, 1998; Radnor, 2002). The interviews revealed that the teachers had two primary pedagogical concerns: low student motivation to learn English, and a lack of access to readily available practical activities (or the necessary experience and training to develop such supplementary materials). The findings also suggest that a lack of support for teachers in Japan is the main obstacle preventing them from enriching their abilities and their classes.

The presenters will explain how this ongoing research project is trying to meet the teachers’ needs through the provision of practical teaching workshops. These workshops were designed to further engage and empower these teachers to develop their own skills and create more practical and motivating materials.

Keywords: Pedagogical Support, Teachers’ Needs, Teaching Workshops
Proposing Alternative Masters Degrees Models For Small Colleges / Schools Of Business
Gary F. Keller, Eastern Oregon University, USA

ABSTRACT

Over the past two decades, the number of institutions offering Masters of Business degrees has expanded to meet market demand. The sheer expansion has created what Kim and Mauborgne (2015) would describe as a red ocean. As more small colleges/schools of business enter the Masters business degree marketplace, the inevitable decisions of how to attract customers and make a profit must be made; thus, the unconscious plunge into the Masters business degree red ocean (look alike curricula and price sensitive tuition) is made. Must small colleges/schools of business that compete in a red ocean accept the predictable mediocre return on their investment/energy? This paper offers alternative Masters in business models for small colleges/schools of business. Alternate specialized business accreditation pathways, eight foundation principles and seven distinctive curricula are proposed to renew and create a fresh competitive advantage for small business college/schools. The end state is freedom from the Masters business degrees red ocean.

Introduction

Over the past two decades, the number of institutions offering Masters of Business degrees in a variety of modalities has expanded to meet market demand. From 2011-2012, “191,571 people graduated from U.S. schools with advanced degrees in business, some 25.4% of all the master’s degrees conferred. That compares with 178,062 master’s degrees in education, or 23.6%, of all the advanced degrees” (Byrne, 2014, para. 3). The sheer enlargement of the number of MBA program offerings has created what Kim and Mauborgne (2015) would describe as a red ocean. In a red ocean environment, a proliferation of competitors exists and the nature of the red ocean business strategy is to beat the competition (or at least gain a fraction of the existing marketplace), exploit existing demand and compete nearly exclusively on price. As more small colleges/schools of business (defined by Collegedata (2016) as having fewer than 5,000 students) enter the Masters marketplace, the inevitable decisions of how to attract customers and make a profit must be made; thus, the unconscious plunge into the masters red ocean is performed. Must the inevitable product offering for small colleges/schools of business that compete in a red ocean to deploy a variation of a red ocean marketing/operational strategy and accept the predictable mediocre return on their investment/energy? This paper suggests some alternatives to business strategies as usual for small colleges/schools of business that desire to take a different tactic when contending in the Masters of Business bazaar.

Is Specialized Accreditation Necessary?

A common path that many small colleges/schools of business take when offering masters business degrees is to secure specialized accreditation from the AACSB, ACBSP or IACBE for the college/school. The purposes for accreditation are numerous including marketing appeal, faculty recruiting, leverage for internal university resources, recognition as an elite institution and etc. (Roller, Andrews, & Bovee, 2003). It could be argued that “just as regional accreditation became the standard for universities in the 1950s, specialized accreditation is the standard for schools of business in the 2000s” (Tullis & Camey, 2007, p. 50).

Institutional leaders must query the motivation for pursuing a specialized accreditation distinction. If accreditation is designed to enhance the business degree programs’ marketing appeal (essentially seeking parity with others in the red ocean) or for internal institutional maneuverings, the time, energy and short and long-term costs for the effort may...
delay or detract from creating a blue ocean Masters business program. Kim and Mauborgne (2004) define a blue ocean as a market space where “demand is created rather than fought over. There is ample opportunity for growth that is both profitable and rapid” (p. 82). One prominent question institutional leaders should discuss when seeking accreditation is this; will the accreditation credential will provide greater benefits to the college/school compared to the perceived value of the customer or the customer’s employer?

Several substitutions for traditional academic specialized accreditation are available for reflection that may simultaneously lend professional and marketing credibility to the small college/school’s masters business programs and create a blue ocean opening. Two world class sources for certification contemplation are the American Society for Quality (ASQ) and the International Standards Organization (ISO). Ponder the instant recognition that both entities invoke among industry groups, employers and those seeking a business degree that offers a distinctive competitive advantage. Additionally, both the ASQ and ISO have global “brand” recognition. This quality acknowledgment would enable small colleges/schools to confidently extend their Masters business programs beyond local, regional or national boundaries while simultaneously gaining the recognition of quality/practicality of employers. The instant acknowledgement of respected global industry accrediting quality [organizations not only would provide the program’s graduates, faculty and recruiting efforts (students and faculty) with a unique “endorsement” but also provide the school/college with a marketing leadership position – “the only MBA program in the locale / region to be certified by the ISO or ASQ.” Finally, a college/school could seek to be “compliant” with their choice of an academic specialized accreditation entity or ISO/ASQ to avoid the cost and, to an extent, restraints that complete certification require. The primary advantages of the compliance strategy are not only cost reductions but the ability of a college/school to make programmatic changes at its discretion rather than needing and waiting for the approval of any of the above accrediting organizations. The ISO/ASQ certification provides a college/school with an exclusive brand positioning advantage compared to larger or legacy competitors and is a step in the creation of a local/regional/online blue ocean.

Innovation for the Small Masters Business Program

Defining and determining which Masters business programs are innovative is an art. What one institution, dean or faculty may consider pioneering others may dismiss as unworthy of attention or serious consideration. Consider that the first MBA program taught exclusively by academicians or first online MBA program offerings were dismissed or marginalized by the academic community. Given the inherent risk adverse nature of small college/schools to jeopardize a steady source of students and revenue with their current “proven” programs, many institutions resign themselves to compete in the Masters business red ocean.

Byrne (2015) offered some insight into the characteristics of innovative MBA programs. Some of the noted attributes of groundbreaking programs ranged:

from the unique and novel growth and scaling initiative at Northwestern University’s Kellogg School of Management to the University of Illinois’ bold decision to launch a $20,000 online MBA program based entirely on massive open online courses (MOOCs). In fact, the majority of the most impressive business school innovations are built on technology. They include Harvard Business School’s creation of the classroom of the future, an idea that borrows as much from TV broadcasting as it does from old fashioned classroom teaching, as well as the ongoing effort by William & Mary’s Mason School of Business to crowdsourcing a curriculum review that will lead to an overhaul of its MBA program. (para. 3-4)

Rampton (2015) created a list of the 15 Most Innovative MBA Programs. Rampton’s criteria were those MBA programs that “understand the importance of entrepreneurship and innovation through courses that can take students across the world and deliver critical thinking skills” (para. 2). Rampton’s list contains the names of the usual high end MBA programs ranging from the Harvard Business School to Case Western Reserve’s Weatherhead School of Management.

There are many clever arguments that a small college/school can make to maintain the status quo. The strongest case for preserving a small college/school’s existing state of affairs in the Masters red ocean is the assertion that those cited by Rampton have the luxury of taking risk. As stated above, small college/schools tend to be conservative when
making changes to a consistent, profitable MBA programs. However, they do so at their own peril. Once an MBA program is established (regardless of modality), it has become a part of the food chain in a red ocean. The claim that a small college/school program cannot “compete” with the top MBA programs is specious. Once an MBA program is established (regardless of modality) the college/school’s leadership has either consciously or worse, unconsciously, chose to become a component of the red ocean food chain. Survival in a red ocean is possible, maybe even comfortable for a while; however, inevitably the need to adapt to survive will emerge. The general “remodeling” of MBA programs usually involves catching up with those who were willing to break from the accepted models; consider the Wharton School was created in 1891. Small colleges/schools can pursue a different route.

Some Suggestions for a New Masters Model

Eight principles are the foundation for renewing a small college/school’s Masters business program. The end state is freedom from the Masters business red ocean. The eight principles are:

Renewal Principle #1: Major MBA Curricula Change is Occurring

The Association to Advance Collegiate Schools of Business (AACSB) estimates that 75% of business schools have made some changes to their curricula. The leading MBA programs (Yale, Stanford, Wharton) are de-emphasizing traditional discipline-based courses…in favor of a focus on leadership skills, innovation, social responsibility and a global perspective. (Loftus, 2011, para. 4)

Renewal Principle #2: Creative Destruction of MBA Curricula

“In many instances, you are seeing them (MBA curricula) being destroyed and rebuilt.” (Loftus, 2011, para. 4)

Renewal Principle #3: Preparing Students for Businesses That Don’t Exist

According to Wharton Dean Thomas Robertson “Today they (business leaders) work in hedge funds and biotechnology…None of that existed 20 years ago.” (Loftus, 2011, para. 8)

Renewal Principle #4: There is no best curriculum

Renewal Principle #5: There are only the best curricula

Renewal Principle #6: MBA Programs Exist in a Crowded Marketplace

“The problem, it seems, is the proliferation of B-grade B-schools. Universities are now conferring 74 percent more business degrees than they did in the 2000-2001 school year. Much of that torrid growth has been driven by part-time and executive MBA programs at less-than-prestigious institutions looking to cash in. And while the supply of business grads has continued to grow, the WSJ finds that pay for young MBAs has dipped 4.6% since the recession, reflecting both the slow job market, and the fact that the degree seems to have lost some of its cache.” (Weissmann, 2013, para. 2)

Renewal Principle #7: Demand for MBAs & MSs Has Not Declined

Over the long term the total number of business master’s degrees (MBA plus MS) awarded each year by U.S. schools has grown rapidly, from 26,000 in 1970 to 168,000 in 2009.

But growth in recent years has been in one-year Specialized Master of Science (MS) degrees in business, while traditional two-year MBA degrees have leveled off. (Yeaple, 2012, para. 7)

Renewal Principle #8: The Blue Ocean Strategy was the inspiration of this Alternative Model.
Red Ocean Strategy

- Compete in existing market space.
- Beat the competition.
- Exploit existing demand.
- Make the value/cost trade-off.
- Align the whole system of a company's activities with its strategic choice of differentiation or low cost.

Blue Ocean Strategy

- Create uncontested market space.
- Make the competition irrelevant.
- Create and capture new demand.
- Break the value/cost trade-off.
- Align the whole system of a company's activities in pursuit of differentiation and low cost.

The New Model

As noted above, there is no best curriculum. A small college/school has an advantage over larger organizations. The clandestine enabler for a small college/school is the ability to change quickly, secure the initial lead and continue to transform as competitors from the Masters business red ocean emerge to imitate the first mover’s proposition.

Masters in Business Programs - Distinctive Curricula (1+1 = 7)

In the proposed model the small college/school would offer two Masters Degrees with seven options.

1. MBA -Traditional (existing curriculum with refurbishments) and use of existing delivery and cohort model.
2. MyMBA – A personalized MBA
3. MBA – Fast Track – An accelerated completion format
4. MBA – Online
5. MSM – Traditional (existing curriculum with refurbishments) and use of existing delivery and cohort model.
6. MSM – Online
7. MyMSM – Personalized

Option 1: MBA -Traditional (continue to use the college/program’s existing curriculum with refurbishments) and use of existing delivery model. In many cases the “traditional” model is a face to face, cohort structure. While the existing MBA program may be the “bread and butter” for the small college/school, a renewal is recommended not simply to refresh it but also significantly improve it with changes such as:

- Introduction of an “onboarding” Friday night -Saturday seminar the weekend before the first MBA course begins. The seminar would familiarize new Masters students to the curriculum, each other and faculty, grading, quality expectations and other operational components of the program including the selection of their thesis or capstone project topic.
- Integration of a toll-gate process into the MBA Traditional curriculum to evaluate student fit and potential to successfully complete program requirements.
- Assignment of a Faculty Counselor to each student.
- An analysis of course sequencing should be made in partnership with curriculum subject matter experts (i.e. the College of Education) to determine if the existing MBA course arrangement facilitates or hinders learning and knowledge retention.
- All courses should be reviewed to ensure that the competencies and desired characteristics used to admit students are infused into each course and can be measured and evaluated.
- An exclusive MBA pre/post survey should be included in each course to measure the degree of learning that students report they experienced during each course.
An annual evaluation of the data derived from the toll-gate assessment process, grades and pre/post surveys should be conducted to determine if this MBA curriculum, faculty members and students are achieving the goals of the program.

Options 2-4 (2) MyMBA – A personalized MBA, (3) MBA – Fast Track – An accelerated completion format and (4) MBA – Online

- The key component of MBA Choices 2-4 is a Common Competency Platform.
- The Common Competency Platform for the new MBA options consists of the following courses:
  1. Management and Leadership: Key Similarities, Desirable Differences
  2. Contemporary Financial Analysis
  3. Understanding and Unleashing Creativity
  4. Business Endurance Principles
  5. Personal and Professional Ethics

Note: No separate course to write the thesis are included in the new options. A major introspective paper and PowerPoint presentation presented to a two-three-person faculty member committee would replace the thesis requirement.

Once the Common Competency Platform is completed; students in the new MBA programs (options 2-4) would select 4 of the following courses (examples – not an inclusive list) to complete their degree requirements; with approval of their Faculty Counselor and the MBA Director.

1. Crisis Preparation and Disaster Management
2. Anticipating, Locating and Deciphering Problems
3. Critical Thinking Proficiency – From Data to Information to Decisions
4. Blue Ocean Strategy
5. National and Global Value Chain/Logistics Management
6. Great Management Literature – Wisdom from Classics and Great Thinkers
7. Historical and Contemporary Affairs – Understanding global cultures, societies, governments, legal developments, events and trends
8. Technological and Social Trends and Their Impact on Consumers
9. Agribusiness and Natural Resources Management
10. Organic Agriculture Business Development
11. Talent Acquisition, Development, Retention and Deployment
12. Female Leadership Evolution – From Senior Executive to CEO to the Boardroom
13. Generating Profits from “the Bottom” – Profitable Business in Developing Countries
14. Comprehending and Utilizing Traditional and New Media
15. Psychology, Demographics, Economics and Statistical Tools to Navigate Future Trends
16. Thriving in a Minority/Majority America and World

New MBA Product Lines From one product offering to “Brand Extension”: Options 3-4: MBA – Fast Track, MBA – Online

- MyMBA – Personalized - The MyMBA curriculum is designed to offer a segment of EOU MBA students with course and specialization options that most small college/schools cannot realistically offer (example strategy simulation, econometrics, advanced IT and etc.).
- MyMBA students would be required to take the Common Competency Platform in either a face to face or online format.
- After completing the Common Competency Platform requirement, the student could enroll in 4 Massive Open Online Courses (MOOCs) offered by academically qualified universities (ex. Harvard, Yale, MIT, and etc.) as determined by college/school’s faculty/administration.
- The small college/school would create an independent study course sequence to accommodate the personalized MyMBA option. The student, with consultation and under the direction of a Faculty
Counselor, would “audit” Massive Open Online Course (MOOC) classes that would qualify as part of the personalized degree and complete assignments created by the appropriate faculty member.

Option #3: MBA – Fast Track (An accelerated completion format)

- The MBA Fast Track degree is designed to offer an MBA to those ready, willing and able to complete their degree requirements in 8-9 months.
- This degree is presented in a face-to-face modality and offered in the following sequence:
  - After the “onboarding” Friday night - Saturday seminar the weekend before the first course begins is completed, a pre-course assignment is assigned by the faculty member due before the first week of the course start.
  - Common Competency Platform classes are offered in 2 week blocks; each class meets Monday – Friday (6:00 PM -10:00 PM) and on Saturday, 1:00 PM – 5:00 PM), Sunday is a free day. During the class week, a group project is required. Upon completion of each course a final assignment is due 15 days after the course end.
  - After a one month pause the next sequence of classes is conducted to complete the Common Competency Platform.
  - After the Common Competency Platform is complete, students are free to enroll in the new curricula courses or Personalized Degree.

MBA – Fast Track Sequence Example

Start date: Month 1.

- Week 1: Onboarding weekend – Begin preparations for lead in assignment for first course and reading material.
- Week 2: Course 1 (submit leading assignment), attend classes, work on team project, complete course.
- Week 3: Course 2 (repeat requirements as noted for Course 1).
- One month break, time to complete trailing assignments and prepare for next pair of courses.

The one exception to the 2-week course sequencing format is for Contemporary Financial Analysis which would be the only course scheduled over a 2-week period.

Option #4: MBA – Online

The MBA Online offering would follow any of the curricula format offerings noted above thus providing the small college/program more curricula options to offer than its typical local/regional competitors.

Masters Degree #2 - Masters in the Science of Management

- Logic – Diversification of Masters degree product offerings.
- A growth degree – opens up not-for-profit sector and non-quantitative oriented managers.
- Facts: Growth in recent years has been in one-year Specialized Master of Science (MS) degrees in business, while traditional two-year MBA degrees have leveled off. (Yeaple, 2012)
  - MSM Degree: Speed provides the competitive advantage
    - The MSM should follow the MBA Fast Track model and on-line platforms as they offer the speed to completion feature.
    - The key differences between the MBA and MSM will be admission requirements, content of two of the Common Competency Platform courses and selection the specialty options.
    - Students from a variety of backgrounds can migrate to the area that they wish to upgrade their skills or learn new management skills.
Masters in the Science of Management Degree Options

Three New Degree Options - MSM – Traditional (existing curriculum with refurbishments) and use of existing delivery and cohort model, MSM – Online and MyMSM – Personalized.

- Key competitive MSM advantage – one year or less degree completion – no thesis.
- Ability to attract individuals who do not have management experience compared to MBA degree.
- Build on the Common Competency Platform similar to the MBA degree.
- Use essentially the same Common Competency Platform MBA courses:
  1. Management and Leadership: Key Similarities, Desirable Differences
  2. Contemporary Financial Analysis
  3. Understanding and Unleashing Creativity
  4. Business Endurance Principles
  5. Personal and Professional Ethics

Note: No separate course to write the thesis will be included in the new options. A major introspective paper and PowerPoint presentation presented to a two-three-person faculty member committee would replace the thesis requirement. This activity would be a graduation requirement and be included in the student’s MSM fees.

MSM Students Select 4 of the Course Options to Complete/Specialize (non-inclusive)

1. Crisis Preparation and Disaster Management
2. Anticipating, Locating and Deciphering Problems
3. Critical Thinking Proficiency – From Data to Information to Decisions
4. Blue Ocean Strategy
5. Management of Non-Profit Agencies
6. Great Management Literature – Wisdom from Classics and Great Thinkers
7. Historical and Contemporary Affairs – Understanding global cultures, societies, governments, legal developments, events and trends
8. Technological and Social Trends and Their Impact on Consumers
9. Talent Acquisition, Development, Retention and Deployment
10. Female Leadership Evolution – From Senior Executive to CEO to the Boardroom
11. Comprehending and Utilizing Traditional and New Media
12. Thriving in a Minority/Majority America and World
14. Managing Family Owned Businesses
15. Protecting Intellectual Property
16. Not-for-Profit Agency Revenue Diversification
17. Managing Religious/Spiritually Based Organizations

Conclusion

This presentation of alternative models for Masters degrees for small colleges/schools of business is designed to create a blue ocean space and break out of the existing Masters business red ocean. The key advantages to the expanded Masters products include:

1. MBA/MSM enrollment not reliant on the traditional university/college enrollment funnel.
2. Creation of new product space rather than competing for a small share in a crowded market.
3. Protect and grow the small college/school’s MBA program equity and brand.
4. Create additional revenue streams – degree upgrades, summer institutes, and constantly evolving new program offerings.
5. Demonstrate the value generation capacity of a small college/school to leverage its faculty and capital resources to serve the unique needs of the small college/school’s service area.
A small college/school does not have to implement all of the components noted in the above models simultaneously. Rather, the model offers the flexibility to implement the changes incrementally to allow the small college/school to scale up faculty, online technology capacity and related “back-office” requirements to meet increased enrollment. However, the model provides a low-risk opening to break away from the red ocean in which it currently competes.

References

Byrne, J. (2014). Why the MBA has become the most popular master’s degree in the U.S. Retrieved from http://fortune.com/2014/05/31/mba-popular-masters-degree/


Yeaple, R., (2012). Is the MBA obsolete? Retrieved from (forbes.com/sites/ronaldyeaple/2012/05/30/is-the-mba-obsolete/)

The Recording Of Households Accounting And The Sufficiency Economy Philosophy In One Rural Area In Thailand
Aotip Ratniyom, Srinakharinwirot University, Thailand

ABSTRACT
The Recording of Households Accounting in Thailand is a financial management tool for family and has more important to the Sufficiency Economy Philosophy. The Sufficiency Economy Philosophy the embodiment of His Majesty King Bhumibol Adulyadej’s work ethic that has long emphasized moderation, knowledge and reasonableness, has led the way in Thailand’s efforts across many sectors of development. On average households in one rural area of Thailand who recorded household accounting succeeded in generating a surplus. The households have to be conscious and planning payment by themselves. The valuable planning must record the right thing about income and expenditure, including the way to increase income and decrease expenditure for unnecessary goods and services, lead to be the success of the Thai economy.

Keywords: The Recording of Households Accounting, The Sufficiency Economy Philosophy, Household Income, Household Expenditure and Net Saving
Life Insurance And Economic Growth Of Thailand
Sivalap Sukpaiboonwat, Srinakharinwirot University, Thailand

ABSTRACT
During the last decade, there has been faster growth in life insurance premium, insurance investment asset, insurance reserve, and insurance capital fund which raise questions about its impact on economic growth. This paper investigates the relationship between life insurance and economic growth in Thailand. This test uses the time series data to investigate this relationship. The result confirms that life insurance enhances economic growth because all insurance variables have a positive and significant causal effect on economic growth. Thus, functions of insurance companies are to be financial intermediaries, performing mobilization and allocation of investment in capital resources, physical capital and human capital are important for Thailand’s economic growth.

Keywords: Life Insurance, Financial Intermediary, Physical Capital, Human Capital, Economic Growth
East Coast Versus West Coast: Survey Differences In Venture Capital Financing Traits
Jennifer Schwall Rousseau, The Cherrystone Angel Group, USA
Crystal Jiang, Bryant University, USA
M. Cary Collins, Providence College, USA

ABSTRACT

We explore the relationship between a venture capital (“VC”) firm’s geographic region and the investment traits it most highly prizes. We survey U.S. East Coast and West Coast venture capital firms and rank order important investing traits, or funding components. Those traits are Return on Investment (ROI), management team’s experience, defensible product, industry barriers to entry, current investment by entrepreneur, macroeconomic conditions, business plan analysis, current portfolio risks, and additional controls. For the 68 responding firms, we find the top ten funding components, or traits, for each of the two regions. Our results suggest there are significant differences between the two VC regions and their ranking of significant funding components. Our most significant finding revolves around financial statements. East Coast venture capitalists rank financial statements as one of the most significant traits of a potential investment, while West Coast venture capitalists rank ideas and development potential much higher than East Coast venture capital firms. There are distinct differences between the rankings of these two VC markets based on our survey data.

NOTE

The survey data were taken from Ms. Schwall-Rousseau’s honors thesis at Bryant University.
Advancing The Interpretation Of The Du Pont Equation
Kavous Ardalan, Marist College, USA

ABSTRACT

In financial statements analysis it is common to start with the ratio analysis and then analyze the Du Pont Equation. The purpose of this paper is to advance the interpretation of the Du Pont Equation, which provides an overall financial view of the corporation. As a result of this interpretation, the order in which financial statements analysis is commonly performed should be changed. That is, in financial statements analysis, one should start with the analysis of the Du Pont Equation, to gain an overall understanding of the financial situation of the corporation, and then perform the ratio analysis, to gain a detailed understanding of the financial situation of the corporation.
Evaluating The Interaction Between
International Financial Reporting Standards
And South African Tax Law

Herman van Dyk, North-West University, South Africa

ABSTRACT

The fundamental theory underlying accounting, or external financial reporting, relates to the conveyance of historical financial information about the financial performance, financial position and cash flows of an entity in order to facilitate economic decision making by stakeholders such as investors and credit providers. Since ownership and management of corporations are often separated, accounting can also serve as a monitoring action to ameliorate the agency problem that results from the divergent goals of shareholders (owners) and directors (managers).

Conversely, the function of taxation is to raise sufficient revenue to defray public expenditure. Several theories exist which describe how taxes ought to be imposed. The most prevalent of these theories is the ability-to-pay theory. Von Schanz, Haig and Simons advocated that the income tax base should be equal to the sum of consumption and change in net worth.

In South Africa, the corporate income tax base, referred to as taxable income, is defined in the Income Tax Act. This definition does not refer to amounts reported in the financial statements, but rather includes receipts and accruals earned by the entity, exempts certain amounts and allows a deduction for expenditure incurred in the production of income. Although the reported accounting profit has no bearing on taxable income from a legislative perspective, the practical reality is that the reported accounting profit serves as a starting point for the calculation of taxable income when filing a corporate income tax return. The accounting profit must then be adjusted to taxable income taking cognisance of the differences between complex accounting standards and intricate tax law. Furthermore, accounting systems are generally aimed at reporting financial performance and financial position and are not primarily designed for tax reporting. The preparer of the tax return therefore faces the daunting task of seeking out differences between accounting standards and tax law in a system principally designed with the former in mind. Depending on the nature of transactions entered into by an entity, a large number of differences could exist which would require numerous adjustments to be made increasing the risk of inaccuracies. If such differences remain undiscovered, the accounting profit becomes the de facto tax base.

Recent developments in tax legislation have resulted in increased references to accounting standards, specifically to International Financial Reporting Standards (IFRS) contained within the legislation. For example, certain taxpayers that typically enter into a large number of transactions involving financial instruments are now subject to so-called IFRS-based taxation on such instruments.

The first part of this study evaluates the fundamental differences and similarities that exist between IFRS and extant South African tax law. The second part of the study considers the implications if IFRS should be adopted as a corporate income tax base in South Africa. Lastly, the study considers the appropriate accounting treatment of dividends tax imposed on in specie dividends in light of the historical accounting treatment of its predecessor tax.
Development Of An Online Program For Calculating Forecast Accuracy Using A Measure Of Directional Change Accuracy

Arissa Sa-Ardnak, Silpakorn University, Thailand
Prasopchai Prasunon, Silpakorn University, Thailand

ABSTRACT

The purposes of this study were 1) to create an online program for calculating forecast accuracy by using a measure of directional change accuracy and 2) to develop an online user guide for calculating forecast accuracy by using a measure of directional change accuracy for students.

Results show that 1) the developed program consists of three stages: importing truth values and forecast values at the input stage, calculating forecast accuracy by using a measure of directional change accuracy at the data processing stage, and exporting graphs of data and forecast values at the output stage; 2) when comparing the accuracy of forecast calculated by the online program with the excel program, it was found that there were the same results which was equal to 100 percent; 3) the online program was very satisfactory to 2 lecturers and 113 students using the online program; the average for satisfaction was 4.12; and 4) the quality of the online user manual evaluated by the three experts was at a very good level.

Keywords: Online Program, Forecast, A Measure Of Accuracy, Directional Change Accuracy

1. Introduction

The business world today experiences fierce and complex competition. Problems in the business sector may trigger economic problems as a whole, as that which occurred in Thailand in 1997 and in many countries in the world, e.g. Mexico, from 1994 to 1995, Argentina, in 1995, the Czech Republic in 1997, Brazil from 1998 to 1999, and Ecuador in 1999 (Prasopchai Pasunon and Pranee Nilkorn, 2008). For business management, data validity and reliability are required; a competitive advantage is efficient information management. An important step for business planning, business policy formulation or business strategy formulation is forecasting. Business data forecasting helps optimize businesses in terms of manufacturing, finance and accounting, human resource management, and marketing management.

Forecasting involves predicting events in advance and the probability of future circumstances. Efficient forecasting relies on different factors, e.g. researchers’ knowledge, experience, data availability or integrity, and calculation tools. Forecasting has been brought into focus since 1960. Forecasting techniques have been rapidly developed due to the focus on data used for predicting the future. In particular, in today's business circle, competition of which is complex, future data forecasting is another way for reducing risks involved with investment. The key component of forecasting is data, especially historical data, because it provides patterns and trends of circumstances in the future. Thus, great importance should be attached to data entered into a forecast (Prasopchai Pasunon, 2006).

A forecast is usually developed based on different forecasting models and these models are developed based on hypotheses. Thus, consideration of a forecasting models’ suitability for characteristics of a set of data is essential. Generally, to determine the appropriateness of any forecasting model, its forecasting accuracy is usually taken into account. Uncertainty about forecasting is associated with four main factors (Fair, 1980), as follows:

1) Errors in forecasting, 2) Estimating the coefficients in forecasting models, 3) Exenous variables, and 4) Model misspecifications.
Measurement of forecast accuracy is therefore important. Frechtling (2002) divided forecast accuracy measurement into two approaches – 1) Traditional approach, whereby accuracy is considered based on errors, e.g. the mean absolute deviation (MAD), mean square error (MSE), mean percentage error (MPE), and mean absolute percentage error (MAPE) and 2) The DCA (directional change accuracy) approach, whereby forecast accuracy is considered based on changing trends in forecasting and which presents accuracy through percentages. This approach is not popular because of its relatively complicated steps for calculations.

A problem encountered during the instruction of the courses “Business Forecasting” and “Sales Forecasting” in the Business Administration Program of the Faculty of Management Science, Silpakorn University, is creating an understanding about DCA measurement. However, the Faculty has attached great importance to information technology in instruction, academic services, and research, with an emphasis on the integration of knowledge in order to create new knowledge. The more data is used for forecasting, the more complicated the DCA approach will become. Despite having logical principles and providing easy result interpretation, the DCA approach is not popular because it involves complicated calculations.

The author has believed that preparing an algorithm for the DCA approach and then a DCA-based online forecast accuracy computing program will be useful for classroom instruction, academic services, as well as publicizing of statistical methods and information technology. The program can be utilized to check the accuracy of data forecasting in various aspects.

2. Objectives of the Research

1) To develop a DCA-based online forecast accuracy computing program.
2) To prepare a manual for a DCA-based online forecast accuracy computing program for students.

3. Research Methodology

Data used in forecasting was time series data. This involved samples of business data forecasting on a 10-period basis and random data samples from three 3rd-year undergraduate students from the Business Administration Program (General Business Management, majoring in Operations Management), who enrolled for the course 761 408: Business Forecasting in the second semester of the Academic Year 2014. This used the moving average method, which involved the following data:

1) The price of PTT’s shares from 19 December 2014 to 18 March 2015.
2) The price of pineapples from January 2007 to December 2011.
3) The weather forecast for Mae Hong Son province from 1 January to 28 February 2015.

Method – The forecast accuracy calculation involved the DCA approach developed by Frechtling (2002), whereby $\text{DCA} = \frac{K}{N} \times 100\%$, when $K$ represents the number of times when the directional change forecast is accurate and $N$ represents the number of directional change measurement in the forecast.

Programs – PHP and HTML are used in conjunction with MySQL, which can be used both on the Internet and offline.

Language – The language used in the program is Thai and its users are allowed to choose between keying in values and using values from other file types, such as Excel, for data processing.

Population – The population of this research consisted of personnel from the Faculty of Management Science, Silpakorn University, and external program developers, from the Academic Years 2013-2014. The research consisted of three parts, as follows:

System analysis and design – Samples were randomly selected in the 1st semester of Academic Year 2013, using the Question Guidelines in Appendix A. The samples consisted of: 1) Two instructors from the General Business Management Program, 2) Third-year undergraduate students from the Business Administration Program – five from the General Business Management Program (majoring in Operations Management) and fifteen from the Marketing Program, who were all linked to instruction in the courses ‘Business Forecasting’ and ‘Sales Forecasting.’ 3) General users, i.e. four computer personnel, general user personnel, seven instructors, and ten undergraduate students from the
Trial – One hundred and thirteen samples in the Academic Year 2014 were selected using the Questionnaire in Appendix B. The samples were comprised of: 1) Two instructors from the General Business Management Program, 2) Undergraduate students from the Business Administration Program – five 4th-year and twelve 3rd-year students from the General Business Management Program (majoring in Operations Management) and sixteen 4th-year and eighty 3rd-year students from the Marketing Program, who were all linked to instruction in the courses ‘Business Forecasting’ and ‘Sales Forecasting.’

Evaluation of the quality the program manual – This was conducted by three experts in business forecasting and business software in the second semester of the Academic Year 2014, using the Questionnaire in Appendix C. The experts consisted of: 1) An instructor who was an Assistant Professor (Ph.D.) from the General Business Management Program, Faculty of Management Science, Silpakorn University, 2) an instructor who was an Assistant Professor (Ph.D.) from Burapha University, and 3) An instructor who was an Assistant Professor Doctor from the Faculty of Education, Prince of Songkhla University.

The research period was one year, from December 2013 to November 2014.

4. Summary and Discussion of Research Results

4.1) Process of program development

Based on the analysis and design of the system for developing a DCA-based online forecast accuracy computing program during the brainstorming session, it was found that:

The instructors of business and sales forecasting-related subjects in the Faculty’s Business Administration Program commented that this program should accept data via different methods, e.g. keying in data with a Data Value Form and importing data from Excel files that users have. They commented that the program should allow users to select types of forecasting and calculate accurate, complete and auditable results. They also commented that the program should involve simple steps, consist of comprehensive functions, display necessary results, be user-friendly, be free to download, have a display with an attractive graphic design, be able to export reports in different file formats, e.g. printable format, Excel format (for checking the calculation results) and non-editable format, like PDF, and allow for beautiful, orderly report formats.

Some students from the Faculty’s Business Administration Program who enrolled for the business and sales forecasting courses commented that this program is able to import data from different file formats without having to key in data, is user-friendly and convenient, can be used online anytime free of charge, can be used on any device, e.g. tablet or smartphone, has a display with a modern, is beautifully-colored design, provides a calculation with a single click, provides accurate and reliable results, and can print out a report as needed, e.g. through a printer and can export a PDF file.

The program users commented that the program should be easy to use, be modern, consist of user-friendly windows, provide flexible use, be able to reconfigured, have a beautiful graphic design, be downloadable free of charge, and should not be too big so that the download time is not too long. They also suggested that this program should be able to be used on the Internet anywhere and anytime; provide easy data filling, fast calculation, forecasting that offers 80% or over 50% of accuracy and high reliability; produce different forms of graphs; and be able to print files out via printer or send files via email.

The program developers viewed that program design provides users with choices of data input patterns and types of calculation with a Data Value Form. They also suggested that using the program, users should be allowed to type data or import CSV files (MS-DOS). CSV files are similar to Excel files but are much easier to import because the work space code is clearly separated from the design code. In addition, the columns used for filling in the data must match the file format, which requires only a single piece of working paper. Using PHP and HTML, data processing is available online, without the need to store data in a database.
4.2) Trial

Evaluation of satisfaction with the use of the DCA-based online forecast accuracy computing program among two instructors from the Faculty’s General Business Management Program and 113 undergraduate students from the Business Administration Program, consisting of five 4th-year and twelve 3rd-year students from General Business Management (majoring in Operations Management), as well as sixteen 4th-year and eighty 3rd-year students from Marketing, who were all linked to instruction in the courses “Business Forecasting” and “Sales Forecasting” in the Academic Year 2014 – The majority of the respondents were females (60.87 percent), students (98.26 percent), from Marketing (83.48 percent), and 3rd-year students (80.00 percent), and the majority (56.52 percent) earned an average monthly income between 5,001 and 10,000 baht.

Experience in program utilization – Most of the respondents had never used the program (73.91 percent). As for those who had used it (26.09 percent), they mostly used it once a quarter (43.33 percent) and once a month (43.33 percent). The average duration spent on using this program each time was 1-2 hours (56.67 percent), and their knowledge about forecast accuracy measurement was at a moderate level (60.87 percent). Aspects of the satisfaction were as follows:

Easy to use: The respondents’ overall satisfaction with the program use was at a high level, except for the aspects ‘convenient use’ and ‘compatibility to all devices,’ which gained the highest level of satisfaction.

User interface: Their overall satisfaction with the program use was at a high level, except for the topic ‘Font formats and colors are suitable,’ which gained the highest level of satisfaction.

Accuracy – Their overall satisfaction with the program use was at the highest high level, except for the topic ‘The program accepts data as specified by users,’ which gained the highest level of satisfaction.

Benefits – Their overall satisfaction with the program use was at a high level, except for the topic ‘The program facilitates computing,’ which gained the highest level of satisfaction.

4.3) Preparation of the Program Manual

The result of program evaluation from these three experts was mostly at a very good level. Their very-good-level evaluation results were given to these descriptions: 1) This manual has systematic organization, 3) This manual provides modern or updated technical knowledge, 4) This manual appropriately uses text for describing steps or procedures, 5) This manual uses symbols or pictures to convey meanings, 6) This manual is useful for higher education and academia, and 8) This manual is practical.

Their good-level evaluation results were given to these descriptions: 2) This manual contains easy-to-understand content, 7) This manual provides a list of references, 9) This manual provides a clear presentation (e.g. order of contents, table of contents, and illustrations), and 10) The manual’s overall quality is good.

The first expert suggested that this manual can be published without making any revisions, while the other two agreed that some items in the manual should be revised before it is published, but expert review is not needed.

4.4) Discussion

Examples of popular programs for statistical forecasting data analysis in academic circles include:

SPSS (Statistical Package for the Social Sciences) – This program is used to achieve efficient statistical data analysis and data management. Users can analyze data using different types of statistics and display analysis results in the form of tables or charts. However, users are required to enter large amounts of data and select statistical instructions on their own, which are limitations for users with inadequate statistical knowledge.

SAS (Statistical Analysis System) – Characterized by various functions, this program has an expensive user’s license and does not fulfill the need for a comprehensive use of statistical forecasting.

The R program – This freeware program is used for statistical and graphic computing using the R language, which
has been developed to replace the S language. As a functional programming language (FPL), the R language has case sensitivity, through which users can write functions. This allows it to be used for statistical and graphic modeling.

Warin Keaitnukul and Athakorn Kengpol (2008) studied the application of advanced purchasing planning by using linear programming by means of the program Microsoft Solver. The research results revealed that the program achieved the lowest cost and achieved the objective of keeping inventories in compliance with policies at the same time. It also provides sensitivity analysis of each condition.

All of the above-mentioned programs are package software or software that has been developed for particular usage. They are used by entering data, selecting instructions for statistical usage, and displaying computing results. They do not produce a report that shows the overall results or display overall ratios in a graph at once, and the values displayed are only those selected by users. All of these are limitations for users, which result in difficulties in usage. The program under this research project can respond to actual needs because it has been developed based on a needs survey conducted on participating instructors and students. As a free program, it can import data by keying in or importing prepared Excel files. Users do not need to enter in a large amount of data, which provides more convenient and faster work, and they can choose types of prediction. It offers fast data processing and is available for use on the Internet anywhere and anytime. As for report displaying, this program will show all types of errors at once and a pie chart that illustrates the proportions of accuracy. This is consistent with the research by Jarumon Nookhong (2009), who studied a raw rubber price time series prediction system using the artificial neural network, polynomial regression, and support vector regression. The artificial neural network was found to be the best model for developing the price prediction system in the form of a web application. The NET technology via the ASP.NET language and the SQL Server 2000, a database management system, served as a tool for developing this system, which assisted in analyzing trends of rubber prices and using data for decision-making about formulating rubber industry plans in the future. The system experts’ and general users’ overall satisfaction with the system was at a high level.

The DCA-based forecast accuracy measurement involves the accuracy of events when a forecasting model provides correct forecast. A rise or fall in directional change in actual situations and in models is usually displayed through percentages. It will be easier to understand if it is used to forecast data with directional change. Norawat Luangtong and Nantachai Kantanantha (2016) investigated the selection of the appropriate agricultural yield forecasting models for four types of crops: in-season rice, off-season rice, cassava, and pineapple in top three provinces in terms of yield. This was conducted by comparing the results of three causal forecasting methods: linear regression analysis, a genetic method mixed with linear regression analysis, and the artificial neural network. The research found that the artificial neural network provided the lowest mean absolute percentage error in all types of crops. Kitti Tangkanjanapas and Pornanong Budsaratrakul (2015) studied the results of four performance of default-risk probability prediction models: a case study of corporate bonds in Thailand. The models consisted of the Merton Model, Barrier Option Model, the average of probability from Merton Model and Barrier Option Model, and the Accounting-based Model (Altman-Z-Score Model). The research found that the Barrier Option Model was more accurate than the Accounting-based Model. The Merton Model provided the most accurate prediction, yet none of these models was sufficiently efficient for predicting ranking. There might be factors other than financial data that affected the ranking. However, an additional test with companies that issued bonds but were stopped from trading common stocks to companies with financial problems revealed that the Altman-Z-Score Model performed well in prediction. Supatra Wisakarn and Auttapol Suebponsakorn (2015) compared the preciseness in forecasting the Thai baht vs the U.S. dollar between the ARIMA-GARCH Model and the ARIMA Model. The unit roots test by the Augmented Dickey (Fuller test method) revealed that ARIMA (2,1, 2) with EGARCH (1,1) provided the most accurate prediction.

5. Recommendations for Further Research

1) Applying the DCA-based online forecast accuracy computing program for entrepreneurs.
2) Applying the DCA-based online forecast accuracy computing program for predicting matters that focus on rising and falling directional change, e.g. gold and stocks.
3) Developing a forecast accuracy computing program using the trend change accuracy method.

Acknowledgements

Research Grant ICT Campus’s Fund for Research and Development. (2013)
References


Pre-Service Teachers Perceptions Of Important Factors For Good Teaching
Ira Raveh, ORT Braude Engineering College, Israel

ABSTRACT

In this article there will be presented a preliminary study that aims to characterize how the pre-service teachers perceive the factors that have a potential to promote good teaching. The research participants were 12 students who took part in a course called Micro Teaching, as part of the teachers’ preparation program at the department of teaching in an engineering college. The research tool is a questionnaire given during the seventh lesson of the course. In the questionnaire the students were asked to write a letter to their course colleagues and to offer five recommendations for improving their colleagues’ teaching. The students' recommendations discussed in the article relate to four main themes: the usage of teaching aids during the lesson, relationship with students, active learning and good lesson planning.

Keywords: good teaching, pre-service teacher experiences, perceptions of good teaching.

Introduction

Good teaching is an issue that lies in the core of educational research because of its influence on the effectiveness of schooling and on students learning (Goldhaber, 2002). Many factors of good teaching were indicated by the researchers (Devine, Fahie & MacGillicuddy, 2013; Goldhaber, 2002; Porter & Brophy, 1988), however, little is known about the pre-service teachers’ perceptions of factors that can increase the quality of teaching. While taking into account that the perceptions of pre-service teachers could be reflected in their future teaching, it is important to investigate these perceptions.

Literature Review

Porter & Brophy (1988) indicated some outstanding categories of good teaching: teaching style, personal traits, differentiation, and professionalism and student participation/relationship. Teaching Style is comprised of giving clear instructions, including innovations in teaching, helping students understand what needs to be learned and why it is important for them, as well as teaching for understanding, connecting the material to previous topics and to everyday lives, giving appropriate assessment, providing strategies for effective learning and providing opportunities for independent learning activities, good preparation to the lessons and knowing and covering the curriculum. Personal traits refers to being compassionate and sympathetic, having qualities of integrity and fairness, having high moral values and trying to pass these onto students. Differentiation consists of recognizing the individuality of each student and understanding of his/her socio-economic and cultural background. Professionalism refers to being a good team player with the staff, participating in extra-curricular activities, establishing and maintaining good parent/teacher relationships, being willing to engage in professional development, being well-informed of the syllabus and using appropriate instructional materials, being self-critical and evaluating one’s own performance. Student Participation/Relationship includes evaluating and respecting students' opinions, the ability to identify the quiet/shy student, having a passion for working with children/young people, and challenging each student to go beyond their comfort zone.

Devine, Fahie & MacGillicuddy (2013) examined important characteristics for good teaching with different kinds of teachers in different schools working with various students. Five factors were particularly accentuated: Passion for teaching and learning, Social and moral dimension (leading by example, becoming a good role model); Reflective practitioner (engaging in professional development, seeking advice from colleagues and reflecting on what has been taught); Effective planning and management of learning; Love for children. Goldhaber (2002) referred to the factors...
that affect students learning the most: teachers’ degrees and experience levels, subject-matter knowledge (as measured by degrees, courses, and certification in that area); teachers’ pedagogical knowledge and teachers’ academic skills, such as their verbal ability.

As mentioned above, there are many factors that can be involved in good teaching, however, little is known about the pre-service teachers’ perceptions of factors that can increase the quality of teaching.

The Research Setting

The goal of the presented preliminary study is to characterize how the pre-service teachers perceive the factors that have a potential to promote good teaching.

The research participants were 12 students who took part in a course called "Micro Teaching" as part of the teachers’ preparation program in the department of teaching in the engineering college. During the course each student had to teach two 20-minutes lessons, while each lesson received feedback from the course colleagues and the lecturer.

The research tool is a questionnaire given during the seventh lesson of the course, and after each student has taught one of the two 20-minutes lessons. The answers were analyzed according to a qualitative methodology. In the questionnaire the students were asked to write a letter to their course colleagues and to offer 5 recommendations for improving their colleagues’ teaching in the second lesson, based on the colleagues teaching methods in the first lesson.

Findings

The first theme that was revealed by the analysis of the participants’ answers was the usage of teaching aids during the lesson. Three following aspects are connected to this theme:

6 out of 12 participants related to the usage of the board. The examples of the answers:

“It’s important to keep the board arranged, to divide the board to parts”.

“Remember to write on the board the most important things and notions”.

“Remember to write headers and definitions”.

6 answers included the usage of student notebooks. For example:

“It’s important to give the students explicit instructions regarding what to write in the notebooks”.

7 answers included recommendations regarding integration of manipulatives in the lesson:

“It’s important not to burden them with worksheets/manipulatives during the lesson”.

“The usage of concrete manipulatives assists to understanding”.

The second theme, induced from the student answers, was relationship with students.

7 participants recommended to treat the student’s answers and the learning outcomes in a nice and a meaningful manner during the lesson.

2 answers included recommendation of being attentive and patient to learners during the lesson.

The third theme dealt with active learning during the lessons.

5 answers included the reference to the importance of practice and assimilation of new material during the lesson.

4 students recommended to encourage students thinking during the lessons. For example:
“When asking some question during the lesson, don’t give the answer immediately. Give some clues and time for the students to think”.

The fourth theme aroused from the answers was **good lesson planning**. This theme included general recommendation as represented in following three categories:

4 students mentioned effective **time planning**.

4 students stressed the importance of appropriate **balance between the theoretical part and practicing** in the lesson. For example:

“Don’t burden with theoretical topics”.

“It’s highly recommended that the practical part will be bigger than a theoretical part of the lesson”.

3 students stressed the **importance of different parts of lesson**: having an introduction, body of the lesson and a conclusion.

The “good lesson planning” theme also included specific subject matter recommendation, as presented in the “connectivity” category.

3 participants emphasized the importance of **connectivity** during the lesson. The examples of the answers are:

“It’s important to connect the new material to the previous material”.

“The integration of examples from everyday life in the lesson and a linkage of the learned material to the everyday experience assists in understanding”.

**Preliminary Conclusions and Planning the Continuation of the Research**

The analysis of the participants’ answers revealed that the pre-service teachers’ recommendations for good teaching is related to four main themes: usage of teaching aids, relationship with students, active learning and good lesson planning. The **usage of teaching aids, active learning and good lesson planning** themes correspond to Porter & Brophy’s (1988) **teaching style** category. The **good lesson planning** theme is also compatible with Devine, Fahie & MacGillicuddy’s (2013) factor of **effective planning and management of learning**. The **relationship with students** theme is connected to Porter & Brophy (1988) **Student Participation/Relationship** category and to Devine, Fahie & MacGillicuddy’s (2013) **Love for children** factor.

Subsequently in the research, it is intended to form a questionnaire that will enable to get a complementary quantitative information regarding the research interest.

**Author Biography**

Ira Raveh is a lecturer at Academic ORT Braude College, Karmiel, Israel and Oranim – Academic College of Education, Tivon, Israel. She holds a BSc and PhD in Technology and Science Education from the Technion, Haifa. **ORT Braude Academic College for Engineering, P.O. Box 78, Karmiel, Israel.**

**References**

Devine, D, Fahie, D and MacGillicuddy, D (2013) What is ‘good’ teaching? Teacher practices and beliefs about their teaching, Irish Educational Studies, Vol 32, Issue 2; 83-108


Developing Educational Synergy Through Standards, Culture, And Place
Lori Fulton, University of Hawaii at Manoa, USA
Jon Yoshioka, University of Hawaii at Manoa, USA
Vail Matsumoto, University of Hawaii at Manoa, USA
Deborah Zuercher, University of Hawaii at Manoa, USA
Waynele Yu, University of Hawaii at Manoa, USA

ABSTRACT
Standards have driven United States educational policies and practices for more than two decades (Hamilton, Stecher, & Yuan, 2008), however, those standards are often based on the views of the mainstream culture, making the implementation of the standards ineffective for diverse populations (Deering, 2006). While standards have a place, we believe it is important to also develop teachers who are culturally responsive to their students’ needs, who understand the importance of place-based education, and who see themselves as leaders in promoting learning and equity for all. Based on these principles, we approach what we do as teacher educators using a culturally relevant, place-based pedagogy that addresses teacher education standards. We have tested our ideas in two geographically separate school systems 2,500 miles apart, developing strong relationships to ensure that teacher candidates have the opportunity to learn about and to practice the ideas and strategies they are learning. This paper aims to share the outcomes of these pedagogical practices and how the relationships have helped teacher candidates become more confident in their teaching ability and successful in their practice.

Educational policies and practice in the United States have been shaped by standards-based reform movements, which began with the Improving America’s Schools Act (IASA) (1994) and continued on through the No Child Left Behind Act of 2001 (NCLB) and now with the Every Student Succeeds Act (2015). All of these federally mandated measures have attempted to standardize education by setting academic expectations for students, but have struggled to obtain their intended outcomes. This could be due in part in that the expectations often align with mainstream culture but do not take into account local culture, issues, and practices. While a goal of these standards-based reforms was to provide all students with equal opportunities for education, this has not been the case. We believe it is because teaching and learning is not a one size fits all endeavor, but rather that education practices must be tailored to meet the needs of the students they serve.

One way we have found to successfully integrate standards into the classroom involves using “culturally-responsive teaching” (Gay, 2010). Gay (2010) defines this as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (p. 31). Ladson-Billings (1995) believes that through this way of teaching, students are successful academically, gain a deeper understanding of their culture, and learn how to advocate for themselves. One way to promote cultural responsiveness is through place-based education, which can add to the perspectives of standards-based education and allow students to learn traditional practices and address local concerns while becoming active participants/citizens in a global community. Two of the main strategies we use to develop this educational synergy are developing and leveraging school/university/community partnerships, and creating and assigning student projects that teach content through culturally based practices.

Presenters will share examples of how this has been implemented in two geographically separate locations, bringing in relevant examples of cultural traditions, learning through place, and learning about place. Two examples of cultural traditions that were used to teach teachers about science and mathematical content, include the imu, or a below ground oven, and siapo, a traditional art form. In using these traditions to teach, students learned content through a culturally relevant experience as well as one that passes down cultural values and knowledge. One example of learning through place includes how an outdoor classroom was created to allow the students to learn in a natural environment. A second example of learning through place occurred when we invited a park ranger share his
knowledge with us on a hike with teachers in a national park, allowing the teachers to better understand the native and invasive species and the impact invasive species can have on an environment. Teachers were also encouraged to learn about place through community tours and touring the land grant institution. These empowering, place-based practices will be elaborated upon to demonstrate how teaching and learning in these ways allows teachers to develop culturally rich lessons that also address the call for standards-based education.

The positive impact of these types of teaching endeavors is evident on many levels. One example of a positive benefit was seen in how place was integrated at the school, university, and community levels with the creation of our University’s first Professional Development School (PDS) relationship between a College of Education and an entire Department of Education (DOE) complex (five elementary, one intermediate and one high school). A second example details the steps a school’s administration took to take prospective teachers on a community tour so that the teacher candidates could learn about the community they would be working in and the students they would be teaching and the resulting student driven project that resulted from it. Furthermore, we have heard from principals that they can spot a teacher who has participated in our program, through the creative means by which they engage their students.

References


In Speech Beyond Words: Creating A Call For Conscience And Inclusion In Music For Solo Piano
Ruth Morrow, Midwestern State University, USA

ABSTRACT

There is little music for solo piano which may be seen unambiguously to represent human rights, but that which does exist is powerful. Without the direct use of text to communicate words within a performance, it is up to the performer/s and audience members to contextualize the extra-musical associations to which a piece or group of pieces relate as specified by the composer. This paper will address the above general topic before focusing on solo piano music which brings the plight of those less fortunate into the light – whether of the past or the present. Composers discussed will include Margaret Abonds, Louis W. Balllard, and Frederic Rzewski; performers discussed shall include Helene Grimaud and Gabriela Montero. The paper will also address the issue of inclusion – that it is up to all of us to keep not just music alive, but also its relevance to social justice and human rights. The issue of understanding a music only through one lens – even should that be the same gender/race/cultural/social lens as is the composer – keeps us segregated and isolated. What happens to one of us affects us all, and our retelling of the story from various vantage points shows both empathy and compassion. Just as music – no matter into what label it is dropped – is music, are we all part of one global humanity.

Paper:

There is little music for solo piano which may be seen unambiguously to represent human rights, but that which does exist is powerful. Without the direct use of text to communicate words within a performance, it is up to the performer/s and audience members to contextualize the extra-musical associations to which a piece or group of pieces relate as specified by the composer. Some compositions give clues to such associations: it may be the title, or a quote used as preface. Sometimes the association comes from letters or conversations of the composer, and some pieces are commissioned as commemoration and/or to heighten awareness of general or specific human rights issues.

How can music speak to the horrors of human indignity and simultaneously increase our awareness of human rights issues and heighten our empathy for those less fortunate? How can music serve as an emotional witness to the turmoil created not only in those unjustly treated but also to an audience? How can music which does address these issues do so in a way that is at once enlightening and inspiring – especially if that music were created for solo piano – that is, without the use of words as part of the message within the composition?

Such music, while sufficient on its own, becomes even more powerful with a verbal introduction of some kind, be that within the performance or through the use of program notes. Most music is created out of individual needs of composers and patrons, often with little regard for any larger societal idea. Correspondingly, most hearers choose music which serves their individual purpose of the moment: tranquility, stimulation, or often just organized noise accompanying everyday events. While one may listen to music for entertainment and escape, introduction to the musical correlation between a specific piece and the human rights issue for which it was composed – equality, food for all, and an end to mass killings, for example – create the potential for a powerful musical experience linking the listener to ideas of social engagement, community involvement and cooperation, human rights, and social justice.

A search on JSTOR for “solo piano music” and “human rights” reveals articles on “piano,” “piano music,” and “human rights,” but nothing on “solo piano music and human rights.” (JSTOR search results, 2016) Similarly, an internet search yields no conjoined results save one undocumented youtube video entitled “Piano concerto #5 in C, a Human
Rights concerto, in three movements” in which the photo does not match the computerized music and no attribution is given for possible composer or performers. (youtube, 2011) There is precedent for pianists performing works on recitals to raise money for human rights issues, but none found to use music written for the same purpose. There are numerous human rights works written for larger combinations of instruments, from chamber music through symphonies, from the War Requiem of Benjamin Britten to John Adams’s On the Transmigration of Souls, written directly after the September 11, 2001 terrorist attacks in New York City, United States, and premiered in September 2002, or for instruments and voices, from individual songs though oratorios, and it is encouraging that a search for literature on the broader topics, “music and human rights” and “classical music and human rights,” yield articles on the efficacy (or not) of musical activism, the value (or not) of El Sistema, as well as links to various musicians’ groups for human rights. Broader issues of music and its inclusion in human rights initiatives or of music and conflict transformation, however important, are beyond the scope of the current paper, though the work of others should not go unnoticed.

There are performers who work to bring awareness to specific rights issues: Gabriela Montero works tirelessly to promote awareness of the suffering prevalent within Venezuela, and Hélène Grimaud has founded and continues to work with the Wolf Conservation Center in South Salem, New York, USA (one might say that wolves have nothing to do with human rights, but others postulate that how we treat pets and wildlife is indeed indicative of our level of concern for other humans). Groups working for such awareness include Musicians for Human Rights, Musicians without Borders, and Art for Amnesty and Music for Human Rights (both under the umbrella of Amnesty International).

My research on solo piano music which heightens awareness of human rights issues grew out of the spring 2016 preparation and performance of Margaret Bonds’ Troubled Water, a fantasia on the spiritual “Wade in the Water” (now seen as code for telling those using the Underground Railroad how to best avoid discovery and capture) in combination with a call for papers and presentations at the Music Council of the Three Americas 2016 conference: Decolonizing Music, one of the threads for discussion being music and human rights. The proposal, “In Speech Beyond Words: Creating a Call for Conscience and Inclusion in Music for Solo Piano,” was accepted and presented during the conference at the National Conservatory of Music in San Juan, Puerto Rico, October, 2016. During that lecture-recital, I performed parts or all of pieces from three different American composers: one Latin American, one Native American, and one African American. The choice of composers thus bridged from among the various peoples colonized under western European forces.

Heitor Villa-Lobos: The Three Maries

Heitor Villa-Lobos (1889-1959) has been described as “the single most creative figure in 20th-century Brazilian art music”. (Behague, 2001) Writing more than 2,000 works covering genres both vocal and instrumental, Villa-Lobos is perhaps best known for his Bachianas Brasileiras - nine suites for various combinations of instruments and voices. As Três Marias (The Three Marias) was written for solo piano in 1939. The three movements, Alnitah, Alnilam, and Mintika, are each written for a star in Orion’s Belt (in the constellation Orion). Villa-Lobos wrote the following note (a poem in the original Portuguese), which was included in the score when the three pieces were published collectively in 1959:

> These three pieces for piano are written on a Brazilian children’s story: Once there were three little girls, “The Three Marias of Earth,” who romped and played in the of countryside of Brazil. They were always gay and the best of friends. Smilingly they traveled all the paths of life together.

> That this trinity might serve as a perpetual symbol of the union of humanity, Destiny has preserved them as eternal stars in the heavens to illuminate the path for the other children of Earth. (Villa-Lobos, 1959)

How does this piece portray and/or illuminate human rights issues? Perhaps in the best of all possible worlds: as a hope that we all may live our lives in harmony with others.
Louis W. Ballard: “The Cherokee Variation”

The piano is not at all the first instrument that comes to mind when thinking of music of Native American composers. Powerful and evocative music does exist for it, however, among the compositions of Cherokee-Quapaw composer Louis W. Ballard. Trained in indigenous culture while growing up in Oklahoma, the addition of piano lessons led Ballard to three university degrees in music and a career which included Director of Music and Performing Arts at the Institute of American Indian Arts in Santa Fe, New Mexico, and the Director of Music Curriculum Programs for the United States Department of the Interior, Bureau of Indian Affairs in addition to composing. His music has been heard across the United States and around the world. His thoughts on Native American music may be heard in his credo: “It is not enough to acknowledge that Native American Indian Music is merely different from other music. What is needed in America is an awakening and reorienting of our total spiritual and cultural perspectives to embrace, understand and learn from the Aboriginal American what motivates his musical and artistic impulses.” (Louis W. Ballard biography, 2002-2011)

The Four Moons is a ballet pas de quatre written in 1967 for the Second Oklahoma Indian Ballerina Festival and commemorating the 60th year of Oklahoma statehood. Solo dances were written for Oklahoma Native American prima ballerinas of the Cherokee, Choctaw, Shawnee, and Osage tribes as each requested to depict their tribal heritage, and variations of each solo have been excerpted for solo piano performance. Unlike the Choctaw, Shawnee, and Osage variations, which depict the joyful and proud spirits of tribal dance, “The Cherokee Variation” depicts the Trail of Tears. (Louis W. Ballard musical works, 2002-2011) Yvonne Chouteau, who danced the variation, said, “My soul came to life in my variation in ‘The Four Moons,’ which depicted the struggle of the Cherokee people driven out to Oklahoma, and the pathos of my heritage.” (Dunning, 1982) “The Cherokee Variation” ends with a chord on “G” simultaneously major and minor – representing, potentially, the internal conflict felt to this day by all Native Americans as they live between two worlds and cultures.

Margaret Bonds: Troubled Water

Margaret Bonds, widely known during her lifetime as pianist, composer, and arranger of Negro spirituals, has not received the same attention since her death in 1972. The first African-American pianist to solo with the Chicago Symphony, she grew up in the Chicago area and studied first at Northwestern University and then the Juilliard School. She collaborated with poet Langston Hughes, had her song “Peach Tree Street” recorded by Louis Armstrong, and taught composer Ned Rorem. (Chadbourne, 2016)

Troubled Water is one movement from the 1967 Spiritual Suite of Margaret Bonds – the only published movement of the suite (which also includes “The Bells” and “The Valley of the Bones”). Each movement is based on a Negro spiritual; for Troubled Water the spiritual is “Wade in the Water.” “Wade in the Water” has its own history as a caution to slaves on the Underground Railroad to – literally – wade in the water so as to through any trackers and their dogs following them to lose their scent. (Pathways to Freedom | Secrets: Signs and Symbols | Music, 2016) Troubled Water spins a virtuosic fantasy around the spiritual’s tune and lyrics. In the liner notes for the CD Senku: Piano Music by Composers of African Descent, on which pianist William Chapman Nyaho includes Troubled Water, the poet Maya Angelou wrote:

This beautifully crafted work states the refrain and verse of the spiritual in various guises. The broad sweeping melody is initially spiced up by complex rhythmic accompaniments and harmonized with elements of the blues and jazz. It is then restated in a more languid tempo, beautifully embellished in the gospel tradition of piano performance. This work becomes increasingly more driven, building up to a grand climax with the juxtaposition of the two parts of the refrain Wade in the Water and God’s gonna trouble the water. (Angelou, 2003)

As with the Villa-Lobos and Ballard works mentioned beforehand, Troubled Water becomes more representative of human rights with verbal introduction. While a variety of verses are available for “Wade in the Water” (most likely due to oral transmission from person to person and generation to generation) and many in an audience might have a general understanding of the plight of the slave in the early centuries of the United States, is that information emotional as well as intellectual? Hearing that not only were the lyrics generally acquainting escaping slaves with methods to
evade capture, but that the lyrics “chilly water is dark and cold; it chills my body but not my soul” allude to the necessity of absolute quiet in addition to the lack of scent: if a baby cried it was put underwater, and hopefully still alive once danger passed. As Spock said, “The needs of the many outweigh the needs of the few.” (Meyer, 1982)

Research continues for additional solo piano music created for human rights, the most recent find being Mel Stallwood’s Rhapsody for Utøya, concerning the massacre on the Norwegian island of 66 students on 22 July, 2011. My hope is to create music as well as find those pieces already composed. To date 12 pieces for solo piano music have been located which heighten awareness of human rights issues. I have initiated a composition activity with the working title of the “BEAD-no-R Project” – B, E, A, and D are all letters of the musical alphabet while R is not, yet all 5 letters are necessary in order to spell “bread.” To date, pieces for “bed” and “bead” are in the works, as well as a word game over issues of hunger and poverty for children to help them to think outside themselves as they listen to the music. Additionally, I hope to be able to commission substantial works which heighten hunger, poverty, unjust incarceration, and other human rights issues from composers around the world.

In an interview about his composition of On the Transmigration of Souls, John Adam stated, “If pressed, I’d probably call the piece a “memory space”. It’s a place where you can go and be alone with your thoughts and emotions. The link to a particular historical event – in this case to 9/11 – is there if you want to contemplate it. But I hope that the piece will summon human experience that goes beyond this particular event.” (Adams, 2016) The same holds true for each piece of music uncovered and newly composed, that our experience will transcend the piece and the event to bring us each to call for conscience and inclusion.

It is up to all of us to keep not just music alive, but also its relevance to social justice and human rights. The issue of understanding a music only through one lens – even should that be the same gender/race/cultural/social lens as is the composer – keeps us segmented and isolated. No matter our race, gender identity, sexual orientation, color, religion, national origin, age, or disability, what happens to one of us affects us all, and our retelling of the story and the performing of the piece from various vantage points show both empathy and compassion. Just as music – no matter into what label it is dropped – is music, are we all part of one global humanity.

References

(n.d.). Retrieved from Studymaths.co.uk: http://studymaths.co.uk/contact.php
Barback, J. (2013, April). Enrichment or acceleration or both? How to best provide for gifted students. New Zealand.


http://www.allmusic.com/artist/margaret-bonds-mn0000676047


DATATUR. (2015). Reporte Semestral de Conectividad Aérea de México. SECTUR.


Are Reversals Predictable In Emerging Stock Markets? The Role Of Market States And Global Factors
Riza Demirer, Southern Illinois University Edwardsville, USA
Asli Yuksel, Bahcesehir University, Turkey
Aydin Yuksel, Isik University, Turkey

ABSTRACT
This paper examines the time-series predictability of reversals in an emerging stock market, Borsa Istanbul. We find that the state of the market has significant predictive power over payoffs to the contrarian strategy. The profitability of the contrarian strategy is primarily driven by short-term reversals for past winner stocks, particularly following negative market states. On the other hand, oil return is found to absorb much of the predictive power of macroeconomic variables and global risk proxies. We argue that the predictability of contrarian payoffs could be utilized to improve the profitability of contrarian strategies via conditional models.

JEL Classification Code: G14, G15

Keywords: Reversals, Emerging Markets, Oil Price, Borsa Istanbul
Noriko Kurata, Tokyo University of Science, Suwa, Japan

ABSTRACT

Ten years have passed since Fundamental Ordinances on Local Autonomy began to be established by local governments in Japan. Fundamental Ordinances on Local Autonomy are considered to be higher than many other ordinances, and so may be said to be a kind of local government constitution. The purpose of this research paper is to clarify the development of Fundamental Ordinances on Local Autonomy using expressions of legal force as a basis. Our results indicate that the use of expressions of legal force is on a downward trend, while words relating to the heads of local governments have significantly increased. On the other hand, what was described as expressions of legal force in terms of public announcements was common in the initial Fundamental Ordinances on Local Autonomy and in the most recent Fundamental Ordinances on Local Autonomy; in other words, there was no change. As such, it was suggested that Fundamental Ordinances on Local Autonomy have, while continuing to obligate public announcements, changed on the whole from a design of imposing obligations to one of indicating the direction of local governments.

Keywords: Local government; Local autonomy; Fundamental Ordinances; Design of ordinances.

1. Introduction

Ten years have passed since Fundamental Ordinances on Local Autonomy (hereinafter, “FO”) began to be enacted by local governments in Japan. As decentralization policies throughout the country have progressed, local governments have begun to enact these ordinances as bases for arranging autonomy according to the characteristics of a given area. The enactment of these ordinances is voluntary. As of December 2016, 361 such ordinances have been enacted, or around 20% of local governments.

With regard to opinions promoting the enactment of FOs, as, due to the revision of the Local Autonomy Law, the grounds for formulating “comprehensive plans” which comprise the highest plans of local governments, has disappeared, it is assumed that establishment of FOs is necessary to serve as a basis. In addition, even if authority is delegated to local governments from the national government by decentralization, since local governments do not have ordinances relating to autonomy, showing how to cooperate with residents to promote community development is necessary.

As an opinion against the enactment of FOs, there are concerns that, if they impose obligations to cooperate with community development, FOs may become sources of discriminatory treatment in the case that residents are unable to fulfill their obligations.

Under these circumstances, this research was conducted with the aim of contributing to decisions to consider enactment by clarifying the characteristics of enacted FO and their changes of the design over time.
2. Background

A fundamental ordinance on local autonomy, or FO, is a regulation made with the purpose of increasing the autonomy of local government policies and institutions. [1] Of those ordinances patterned after “basic structures” via the consensus of citizens, FOs are defined [2] as those that “emphasize citizen autonomy”. In many local governments that regulate and establish fundamental policies for decision-making and administration within those governments, FOs are known as “constitutions” because they are set up as the supreme laws in the area.[3, 4] An FO primarily regulates the nature of citizen autonomy within a local government. Its significance may perhaps be found in its declaration of the will of citizens to design how communities will be built and to voluntarily administer the area, even with ongoing regional decentralization and the mergers of cities, towns, and villages. [5, 6] There are some negative opinions about enacting FOs; they point out that there are administrative organs that get by with citizens collaborating to build communities, and that enacting FOs poses a risk of creating second-class citizens unable to collaborate from among those that are temporally, economically, or physically disadvantaged. [7]

As far as studies on FOs with statistical methods go, there are those that demonstrate patterns by carrying out a principal component analysis of contained provisions using the composition of the entire text, [8] and those which consider as their mission conducting text mining using preambles. [9] There has also been a study on FOs that identified the fact that local governments where birth rates are low tend to create more comprehensive FOs [6].

Quantitative analysis has also been done in previous research on FOs, but few have followed their changes over time. The author clarified regarding FOs changing over time as follow:

• Words expressing obligation and obligation to make effort in the most recent group decreased at a statistically significant amount compared with the initial group, meanwhile, in the most recent group, words expressing ‘making efforts to implement’ increased statistically with significant difference. [10]

• Expressions relating to the subject of community development referring to the meaning the heads of local governments and residents in the most recent group increased to a statistically significantly degree. In particular, the increase of words referring to the heads of local governments is notable. Meanwhile, words referring to local governments have decreased significantly. [10]

When judging whether to actually establish them or not, it is necessary to analyze a large number of established FOs following the time-series. By comparing the design of previous ordinances with the most recent ones, it will become clear how far to regulate in order to respond to the problems of a given era. Therefore, in this research, the analysis focused on clarifying the following point:

• What kind of words are related to expression of legal force and what do they make obligatory? How is this changing over time?

3. Method

Of the enacted FOs, the initial 20 cases and the most recent 20 cases were selected to serve as subjects. The initial FOs were enacted between 2001 to 2004, while the most recent FOs were enacted in 2015 and 2016.

Before the analysis, the structures of words were confirmed by morphological analysis. At this time, those units that form meaning through being comprised of combinations of multiple words were forcefully extracted as one word. As for the extracted words, “expressions relating to legal force” were selected from predicates used as legal terms. In selection, expressions ranging from “obligation” with strong legal force to “obligation to make effort” with weak legal force were categorized. Each classified word was organized by style. (Table 1)

These preprocessing operations were done in both the initial group and the most recent group.

“KH Coder” was used to text mine the texts for analysis. With regard to the morphological analysis tool, word class information was assigned with “Chasen”. “Tagging” of expression information was done manually for words such as “expressions related to legal force”. After that, an index including the contexts before and after the keywords was
created by “KWIC (keyword in context) Tool”. Using these indexes, the kinds of words that appeared immediately before and after the keywords were collected by “Collocation Statistic”.

Table 1: Representation content of “expressions related to legal force” specified for extraction.

<table>
<thead>
<tr>
<th>Obligation (gimu)</th>
<th>Implementation (jisshi)</th>
<th>Rules (gensoku)</th>
<th>Obligation to make effort (doryoku gimu)</th>
<th>Making efforts to implement (doryoku jisshi)</th>
<th>Best efforts (doryoku gensoku)</th>
<th>Possible (kanou)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must (nakereba naranai)</td>
<td>Shall (suru)</td>
<td>Shall (suru mono to suru)</td>
<td>Must endeavor to (tsutomenakereba naranai)</td>
<td>Endeavor to (tsutomeru)</td>
<td>Shall endeavor to (tsutomeru mono to suru)</td>
<td>May (dekiru)</td>
</tr>
</tbody>
</table>

4. Results and Discussion

Regarding the analysis of the above point, the following results were obtained.

Using “Collocation Statistics”, “verbal nouns” located before a keyword, expressions of obligation using “must”, were extracted. Verbal nouns are nouns that can become verbs by connecting them to the verb suru (“to do”). By analyzing this, one can know what is being obligated by looking at what is located before the expression of obligation.

As for the top 10 words in the initial group, as shown in Table 2, the most frequently detected was “public announcement”. As for the top 10 words in the most recent group, as shown in Table 3, the most frequently detected were “management / respect”, followed by “public announcement / carry out”.

As the term “public announcement” ranked highest in both the initial group and the most recent group, what was being obligated to be announced publicly and by whom is shown in Table 4. As a result, methods of submitting Comments ranked higher in the initial group, but in the most recent group proposed plans and political proposals ranked highest.

Table 2. Frequency of words related to obligatory expressions using “must” (initial group).

<table>
<thead>
<tr>
<th>Extracted words (Verbal nouns)</th>
<th>Total</th>
<th>Left 5</th>
<th>Left 4</th>
<th>Left 3</th>
<th>Left 2</th>
<th>Left 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 public announcement</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>2 respect</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>3 action</td>
<td>11</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>4 measure</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 management</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6 policy</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7 carry out</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>8 support</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>8 exercise</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>10 establishment</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>10 hold</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>10 consideration</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 3. Frequency of words related to obligatory expressions using “must” (latter group).

<table>
<thead>
<tr>
<th>Extracted words (Verbal nouns)</th>
<th>Total</th>
<th>Left 5</th>
<th>Left 4</th>
<th>Left 3</th>
<th>Left 2</th>
<th>Left 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>management</td>
<td>15</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>respect</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>public announcement</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>carry out</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>register</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>operation</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>administration</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>promote</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>measure</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>tender</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4. Subjects of “public announcements” that form compound words with expressions of obligation using “must”.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Submitting comments</th>
<th>Financial conditions</th>
<th>Proposed plans and political proposals</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial group</td>
<td>24</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Latter group</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

In the above, we investigated public announcements focusing on “obligations”. Table 5, focusing on publications not limited to obligatory publications, analyzes what kind of legal force is regulated with regard to the implementation of public announcement. As a result, in the initial group, expressions of obligation were the most numerous, but in the most recent group, expressions of implementation were the most numerous, followed by expressions of obligation and rules.

Table 5. Frequency of “expressions related to legal force” that form compound words with “public announcement”.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial group</td>
<td>71</td>
<td>24</td>
<td>9</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Latter group</td>
<td>55</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

A: Must (nakereba naranai)  
B: Shall (suru)  
C: Shall (suru mono to suru)  
D: Must endeavor to (tsutomenakereba naranai)  
E: Endeavor to (tsutomeru)  
F: Shall endeavor to (tsutomeru mono to suru)  
G: May (dekiru)

Among these results, although the items mandated by FOs are generally public announcements, with regard to the point that the words management, respect, and carry out are increasing, it can be inferred that there is a connection with the fact that words relating to the heads of local governments have been significantly increasing. In other words, as the duty of the heads of local governments is the administration of local governments and carrying out measures, it seems that there was a tendency for it to change with the increase in words relating to the heads of local governments. On the other hand, public announcement is ranked highest even over time, and so it can be said that it is characteristic of FOs that there are many descriptions about public announcements.

In terms of the subject of public announcements, the number of words relating to proposed plans and political proposals is increasing at the cost of words relating to methods of submitting Comments.
This is a change from a perspective which publicly announces how residents should submit Comments and how the heads of local governments respond to them, to one in which it is more important for heads of local governments to publicly announce proposed plans. The exchange of opinions and public announcement of opinions between residents and the heads of local governments is now obvious, and it may be more contemporary to publicly announce plans and policies at the planning stage. In contradiction to this idea, making plans and policies public at the planning stage may be an attempt to avoid the cumbersome and time consuming exchange of opinions and public announcements between residents and the heads of local governments.

From a different perspective on what to emphasize, such changes over time may be occurring due to adjustment with other ordinances. FOs are often placed at the top of the hundreds of various ordinances in local governments. In order to avoid duplication, where specified in other ordinances, methods of submitting Comments may not be stipulated in FOs. Discussion regarding this point must proceed after taking an overview of the entire set of ordinances of each municipality.

5. Conclusion

Terms related to expressions of obligation were public announcement, administration, respect, and carry out. It can be inferred that there is a connection between the increase in administration, respect, and carry out and the significant increase in words relating to the heads of local governments.

Public announcements are frequently top-ranking in both the initial and most recent ordinances, and so it can be said that their presence is characteristic of FOs. Expressions with strong legal force are used for “public announcements”, a point which has not changed between the initial FOs and the most recent FOs. It was revealed that one of the bases of FOs is the imposition of public announcements.

In terms of the subjects of public announcements, the number of words relating to proposed plans and political proposals is increasing at the cost of words relating to methods of submitting Comments. Regarding this point, we would like to separately carry out discussions that include technical aspects such as coordination with other ordinances.

References


Moteki, Y. Mission statements in Japanese local governments: Text mining for machizukuri basic ordinances. Journal
Appendix

Frequency of expressions relating to legal force. [10]

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>235</td>
<td>889</td>
<td>67</td>
<td>143</td>
<td>33</td>
<td>69</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>(10.59%)</td>
<td>(40.06%)</td>
<td>(3.02%)</td>
<td>(6.44%)</td>
<td>(1.49%)</td>
<td>(3.11%)</td>
<td>(4.87%)</td>
</tr>
<tr>
<td></td>
<td>Most recent group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>160</td>
<td>1.174</td>
<td>73</td>
<td>96</td>
<td>178</td>
<td>99</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>(5.49%)</td>
<td>(40.26%)</td>
<td>(2.50%)</td>
<td>(3.29%)</td>
<td>(6.10%)</td>
<td>(3.40%)</td>
<td>(4.05%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>395</td>
<td>2.063</td>
<td>140</td>
<td>239</td>
<td>211</td>
<td>168</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>(7.69%)</td>
<td>(40.18%)</td>
<td>(2.73%)</td>
<td>(4.65%)</td>
<td>(4.11%)</td>
<td>(3.27%)</td>
<td>(4.05%)</td>
</tr>
</tbody>
</table>

\[ \chi^2\] = 45.50  
\[ \chi^2\] = 0.01  
\[ \chi^2\] = 1.08  
\[ \chi^2\] = 27.51  
\[ \chi^2\] = 67.01  
\[ \chi^2\] = 0.24  
\[ \chi^2\] = 1.83  

A: Must (nakereba naranai)  
B: Shall (saru)  
C: Shall (saru mono to suru)  
D: Must endeavor to (tsutomenakereba naranai)  
E: Endeavor to (tsutomeru)  
F: Shall endeavor to (tsutomeru mono to suru)  
G: May (dekiru)

Frequency of expressions related to subjects of community development. [10]

<table>
<thead>
<tr>
<th></th>
<th>Heads*</th>
<th>Local governments**</th>
<th>Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial group</td>
<td>128</td>
<td>521</td>
<td>573</td>
</tr>
<tr>
<td></td>
<td>(5.77%)</td>
<td>(23.48%)</td>
<td>(25.82%)</td>
</tr>
<tr>
<td>Latter group</td>
<td>369</td>
<td>414</td>
<td>883</td>
</tr>
<tr>
<td></td>
<td>(12.65%)</td>
<td>(14.20%)</td>
<td>(30.28%)</td>
</tr>
<tr>
<td>Total</td>
<td>497</td>
<td>935</td>
<td>1,456</td>
</tr>
<tr>
<td></td>
<td>(9.68%)</td>
<td>(18.21%)</td>
<td>(28.35%)</td>
</tr>
</tbody>
</table>

\[ \chi^2\] = 67.56  
\[ \chi^2\] = 72.27  
\[ \chi^2\] = 12.11  
\[ \chi^2\] = 72.51  
\[ \chi^2\] = 67.01  
\[ \chi^2\] = 0.24  
\[ \chi^2\] = 1.83

Heads*: Mayors  
Local governments**: prefecture, city, town, village
The Significance Of Hip Hop Music In Participatory Research Studies That Involve The Youth

Priscilla Nyawira Gitonga, *Kenyatta University, Kenya*
Aletta Delport, *Nelson Mandela Metropolitan University, South Africa*

**ABSTRACT**

This article discusses the use of hip hop music in social and human science research studies which aim to conscientise young people. The article was informed by a research process that engaged female late adolescents who identified strongly with hip hop music (Gitonga, 2012). Hip hop music constituted an integral component of the research process, as it was used to stimulate participation and reflection. Participatory research methods, namely drawings and lyric inquiry, were used in conjunction to elicit narrative data. The findings illustrate that the use of hip hop music during this research process facilitated empowerment and liberation of the participants. We thus argue that hip hop music has inherent attributes that provide adolescent research participants with spaces within which they can reflect on and articulate the continual, interactional and situational dimensions of their lives (Gitonga & Delport, 2015).

**Keywords:** Hip Hop Music, Lyric Inquiry, Adolescents, Participatory Research Approaches

**AUTHOR BIOGRAPHIES**

**Priscilla Gitonga** is a lecturer, researcher and consultant attached to the department of music and dance, *Kenyatta University Kenya*. She achieved her Doctoral degree in education at the *Nelson Mandela Metropolitan University, South Africa*. Her research interests include identity studies, youth and adolescent studies, musicology, music education, hip hop and popular music, and foundation phase education. She is also a performing and recording artist in Kenya.

**Prof Aletta Delport** is associate professor and the Director of the School for Initial Teacher Education in the Faculty of Education at the *Nelson Mandela Metropolitan University* in Port Elizabeth, South Africa. Her area of expertise includes arts education for the non-specialist teacher, music education, cultural identity, and educational transformation.

**REFERENCES**


The Establishment And Characteristics Of Audit Committee And Value Relevance

Hui-Sung Kao, Feng Chia University, Taiwan
Man-Hsuan Chang, Feng Chia University, Taiwan

ABSTRACT

This paper contends that as one of the functions of audit committees is the monitoring of financial reporting, audit committees should be able to enhance the value relevance of financial reports. By expanding the equity valuation model developed by Ohlson (1995), this paper explores whether audit committees boost the value relevance of accounting information. Meanwhile, the characteristics of audit committees are described with four dimensions, in terms of proactive-ness, independence, involvement and professionalism in order to examine the correlation between the characteristics of audit committees and the value relevance of financial reports. The empirical results suggest that the presence of audit committees increases the value relevance of accounting information. This paper also finds that the higher the proactive-ness, independence and professionalism, the greater the value relevance of accounting information on earnings. The stronger the involvement of audit committees, the greater the value relevance of book value information is. Stated differently, the more pronounced the characteristics of audit committees, the more capable they are to effectively monitor. The positive feedback from the market will in turn boost the value relevance of the earnings information or the value relevance of book value information. The research findings can serve as a reference to the regulator in the promotion of audit committees and the pricing valuation by investors.

Keywords: Audit Committee, Characteristics Of Audit Committee, Value Relevance, Ohlson Model
Core 474: Immigration: Achievements And Perils At The Core Of Our Nation
Ulrike Brinksmeier, Mount St. Joseph University, USA

ABSTRACT

The presentation will take the listener from the development of a liberal arts core capstone experience to the implementation and subsequent modifications of the same. At Mount St. Joseph University (MSJU) the Core Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. This course will examine US immigration from a personal, historical, political, socio-economical, and psychological perspective.

As a first generation immigrant to the United States of America, this author is very familiar with the legal processes of immigration, interested in the history of immigration in this country, and concerned with the current flood of illegal immigrants to the same.

MSJU’s liberal arts core curriculum is based on six major learning outcomes and twenty-three performance indicators. These are mapped throughout all courses coded to the core; the upper level performance indicators are to be assessed in the core capstones. All assessment artifacts are developed in conjunction with the Director of Institutional Assessment and the Director of the Center for Teaching and Learning Excellence.

The presentation will introduce the listener to the five modules of the course (Module I: The student’s knowledge of family’s immigration; family achievement/contribution in Cincinnati (or first settlement in US); immigration in Cincinnati. Module II: Immigration and the Fear of the Unknown: WWI and the treatment of German Immigrants in Cincinnati; WWII and the treatment of Japanese immigrants in the US; 9/11 and the treatment of immigrants thereafter Module III: Immigration and the economy; the importance of push and pull; what is the immigrant’s contribution to the Common Good past and present? Module IV: Immigration and political implications in the 21st century; the booming business of immigrant detention. Pondering possible solutions for the current immigrant problems. Module V: Legal immigration in the 21st century: what is the process; case studies of 21st century immigrants; finale: attendance of Naturalization Ceremony), and will focus on the embedded learning outcomes, performance indicators, and assessment artifacts of the same.

The presentation will share challenges encountered in the process as well as course content, structure and classroom activities that have proven to be successful. With our experience in curriculum development and modification, we have furthered the scope and impact of interdisciplinary studies throughout the University.

In 2012 Mount St. Joseph University revised its Liberal Arts Core Curriculum. The Curriculum Task Force designed and faculty approved an overall theme The Common Good, first established in the freshmen seminar Common Ground, then thread through a multitude of different core curriculum classes, culminating in a core capstone.

The core capstone was to be a summative experience of the liberal-arts Core Curriculum; course designers had to consider interdisciplinary content of significant global scope with perspectives of the Common Good. Additionally, course-embedded assignments were aligned to baccalaureate rubrics to provide summative assessment data for the baccalaureate learning outcomes. Faculty members interested in the design participation, formed a support group, which later on developed into a learning community, assuring that each capstone course followed the established guidelines for content and assignments. Assignments had to be approved by the assessment coordinator. At Mount St.

Joseph University (MSJU) the Core Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind.

As a first generation immigrant to this country this writer is very familiar with the long, difficult process of obtaining permanent residence status and later US citizenship. Having lived through the lengthy process raised the interest in US immigration policy study from its beginnings to the current, and led to the development of Core 474: Immigration: Achievements and Perils at the Core of Our Nation.

Course Content

Mount St. Joseph University is located in Cincinnati, OH, one of the largest German settlements in the United States and many of the attending students come from the Greater Cincinnati area. The German influence on Cincinnati culture is undeniable to this day, not only because of the largest Oktoberfest outside of Munich, Cincinnati’s sister city, but also for the availability of many culinary treats of German origin. Thus it was feasible to begin the first module of the course by exploring German immigration to Cincinnati and study the contributions of German immigrants to the culture and Common Good.

Students learned about the three waves of German settlement and the reasons behind it. Many had heard about the section called “Over the Rhine” in downtown Cincinnati, but did not realize its origin. German settlers imported their love for clubs and societies; Turnverband was an exercise society; Maennerchor was a men’s choir. The May Festival, the oldest choral festival in the US and still a cultural highlight in Cincinnati today, was founded by German immigrants out of their love for singing. The Cincinnati Symphony Orchestra, still healthy today, was also founded by German immigrants. At the same time, German settlers in Cincinnati formed the first trade unions in the nation. Cincinnati’s musicians union is called “Local 1”, the first of its kind in the US. Trade unions worked for social justice such as the eight hour work day, public transportation, public education, etc. Additionally, German settlers founded so called aid societies for most trades. For a small monthly fee these societies provided financial aid in time of need. German settlers were also known to take care of their elders. The Jewish Old People’s Home was the first institution of its kind in Cincinnati, demonstrating the willingness to take care of one another and one’s older population.

German language instruction became part of the public school curriculum in Cincinnati. German Americans published two daily newspapers in the German language, one leaning towards the Democratic Party views, the other towards the Republican political view. Students were surprised to learn that one could live in Cincinnati without ever having to speak English. Even court cases were known to be held in German, if both parties spoke the language. German architecture is clearly identifiable among many public buildings, tenant homes, former beer gardens, and churches in the greater Cincinnati area. One cannot deny the tremendous influence German settlers have had on Cincinnati. The question is: did they assimilate into American culture, or were they able to superimpose their German culture onto American life?

The topic of the second module is the treatment of immigrants in time of fear. Students studied what happened to German immigrants during and after World War I; the internment of Japanese-Americans after the attack on Pearl Harbor during World War II; the treatment of immigrants after 9/11. Current students in the course are already making connections to President Trump’s executive order on immigration.

When WW I broke out in 1914, Cincinnati’s German immigrants were deeply involved with local politics, namely the Prohibition. Cincinnati had more breweries, beer gardens, and pubs than any other city in the nation, and most were run by and employed German immigrants. In July 1915 Judge John Schwaab made the following statement: “the drink question is forced upon us by the same Hypocritical Puritans as over there are endeavoring to exterminate the German nation.” (Tolzmann, p. 110.) This statement makes abundantly clear the deep cultural and political devide that existed between Anglican Americans and German Americans in Cincinnati at the beginning of the war. Students learned that German-Americans were politically active and outspoken; they did not support the democratic President Woodrow Wilson. This would lead to severe consequences after the United States entered WW I. Nativism dominated the political landscape in Cincinnati. Preachers expressed their point of view from the pulpit: “there are not enough telegraph posts in Cincinnati to hang all the Herman Huns that should be hanged.” “I would rather kiss a pig than
Students were surprised by this language, but were drawing connections to 9/11 and beyond. German language instruction was prohibited and on April 9th, 1918, Cincinnati City Council passed the following ordinance: “Whereas, the United States of America is at war with Germany and Austria, and as a number of streets, avenues and places in the City of Cincinnati have names which commemorate political and military places and persons of those countries, amounting to propaganda in behalf of set foreign governments, and their ideals and institutions, intolerable to a free America…this council is of the opinion that there is good cause for the change of names…” As a result family names, business names, and street names were anglicized. After the war German-Americans left Over the Rhine, settled in west side suburbs, and purposely did not pass the German language on to the next generation.

To understand what happened to Japanese Americans after the attack on Pearl Harbor, students read Julie Otsuka’s *When the Emperor Was Divine*. In this short novel Otsuka expertly describes the physical and emotional experiences of an interned Japanese American family from the perspectives of the parents, the daughter, and the son. It begins with the mother’s reading of the evacuation notice, her stoic acceptance of what needs to be done, her killing the family pets, and preparing the children for the trip ahead. It ends with the family’s reunification after three years of internment, the father a broken man, not able to leave the house, the mother forced to clean other people’s homes and washing laundry, because there were no opportunities for Japanese women, and the children wishing they were Chinese and once again accepted by their former school friends.

Additionally, students watched the PBS documentary *Time of Fear*, which includes original TV footage from 1942 and beyond. It provides rare commentary from interned Japanese Americans, who were children at the time. Now adults, their memory of the emotional impact of internment and the changes it brought to family life, are as vivid as if it had happened yesterday. Students are introduced to the Japanese concept of acceptance *Shikata ga nai*, it cannot be helped, and have an opportunity to see how Japanese Americans tried to achieve the best outcome from an extremely difficult situation. They get acquainted with the Japanese notion of privacy, when women describe how they would take showers at four in the morning to avoid being seen naked. The documentary clearly articulates the differences between Issei and Nisei, the first and second generation of Japanese Americans and the pressures placed on each due to the internment. Japanese American family life will be forever changed after 1945.

Japanese Americans were not the only ones affected by the internment. Most camps were located in out of the way rural areas. The camps portrayed in the above mentioned documentary were located in southeast Arkansas, an area of severe segregation and poverty. The documentary explores the reactions of the natives to the influx of 16,000 “foreigners” on their tiny home towns. There was fear and resentment on both sides, an important aspect for students to be exposed to.

Further group discussions relates the treatment German Americans and Japanese Americans to immigration events that happened after 9/11 and those now taking place under the Trump administration. Students are asked to choose articles they find relevant, summarize the content, and present it to the class as basis for discussion.

Module three’s topic is immigration and the economy, the importance of push and pull. When do we allow immigration from certain parts of the world, when do we enact laws such as the Chinese Exclusion Act and why? What is the immigrant’s contribution to the Common Good past and present? Students study a brief history of immigration laws in the United States and identify the fairness or unfairness of the same. In *The Devolution of US Immigration Policy: An Examination of the History and Future of Immigration Policy* Jeremiah Jaggers identifies four areas of immigration: “This article critically reviews four widely accepted eras of U.S. immigration policy (open door, regulation, restriction, liberalization). These eras are based on federal efforts to regulate and control immigration since the American Revolution until the twenty-first century. In addition to identifying salient historical, legislative, political, and social forces shaping immigration policy in each era, considerable attention is given to changes over the past decade. Modern realities have shaped what the authors propose as a new era of immigration policy (devolution), based on the significant social and legislative ramifications in the United States since September 11, 2001.” Students are asked to consider what future immigration policy might look like.

From an economic perspective one of the guiding questions is: do immigrants really take away jobs from American citizens? In his article *Immigration and the Economy: Beyond the Zero-Sum Game* Galen Carey argues “Many assume the United States has a fixed number of jobs that are there to be ‘taken.’ Such static, zero-sum thinking is profoundly
at odds with reality. Throughout US history, immigration has been closely correlated with economic growth. Immigrants and native-born Americans play complementary roles in the American economy, rather than directly competing for the same jobs."

Finally, students study cases of human trafficking as it relates to the economy and immigration.

Module four topic covers immigration and political implications in the late 20th and early 21st century; the booming business of immigrant detention. Students are asked to ponder possible solutions for the current immigrant problems based on what they have read and believe might help correct the problem in the future. The basis for this module is the book *Killing the American Dream: How Anti-Immigration Extremists Are Destroying the American Dream*, by Pilar Marrero. While written in 2012, the book still is very relevant in 2017. Marrero’s analysis of why federal immigration reform attempts have failed since Ronald Regan in 1986 and the consequences thereof is superb. A first generation immigrant herself, she offers the following observation: “The impressions I had of America came from television shows and movies, where you rarely ever saw an actor of color, and what life was really like for minorities and immigrants in the major cities, much less small towns, was never portrayed.” This opens a discussion question: What cultural values or portrayals is the United States exporting to other countries? Marrero explains the failure of the 1986 federal attempt at immigration reform, namely Reagan’s Amnesty Law as follows: “The Amnesty Law legalized and integrated e million people into American society, but it failed to create long term mechanisms for hiring foreign workers in the industries that would most need them according to fluctuations in the economy…As long as there is no simple, effective immigration system with sufficient numbers of work visas in place, no amnesty, no matter how broad, and no border wall will block the flow of ‘illegal’ immigrants if the country continues to hold out its most precious treasure: a job, and a chance to succeed.”

Students are asked to research the basis of these two statements, discuss the issues surrounding them, and compare and contrast the events of 1986 to today’s situation. In order to expand student’s perspectives they are asked to study the last federal attempt at immigration reform, Bill Clinton’s immigration law of 1996. “The immigration law of 1996 was the most stringent legislation of its kind in modern US history. It reduced judicial review, deportations and detentions were increased, the options for asylum seekers were restricted, and it required citizens who sponsor immigrants to prove they could support them if need be.”

Students study the effects of 9/11 and the radicalization of anti-immigrant laws that followed; they learn that immigration policy was re-defined and became a question of national security; they become aware of the nativism/hate movement towards immigrants that followed 9/11 and is still apparent today.

With no federal move towards immigration reform, individual states take immigration law into their own hands. Students study the effect and consequences of SB 1070, also known as the Arizona Law, and HB 56, the Alabama Law. Both laws require police officers to check the immigration status of anyone at a routine stop. Local police have direct connections to ICE, the Immigration and Custom Enforcement, and if police find an undocumented person, ICE will ask the local department to hold that person until s/he can be moved to a detention facility. The documentary *Lost in Detention* examines President Obama’s tough immigration enforcement and helps students understand the consequences of mass deportation, particularly on the families and children of deportees. Originally initiated to remove undocumented men and women who had committed a felony, ICE is now expected to deport 400,000 human beings per year, in order to not see the organization’s budget cut. The documentary makes it abundantly clear that the number of hardened criminals among the undocumented population is minute, thus forcing ICE officers to search for anyone who might be undocumented. Someone who forgets to turn on a turn signal, might be stopped by police, and if undocumented, will be picked up by ICE.

Students also learn the conditions in those detention centers; many are run by private prison management companies. They are overcrowded, with very limited space for deportees, who might have been shipped to the facility from a different state, without knowledge of the family back home.

It is essential to understand why people might enter the US without the proper vetting and paper work to begin with, particularly young children, who come to this country by themselves. The HBO documentary *Which Way Home* plays an important role in that leaning experience. It follows the travels of several boys and young men from South America and Mexico, who try to reach the US by jumping on freight trains. The film explicitly highlights the dangers of riding
the trains, escaping the gangs who want to rob/kill the migrants, and the few people who try to help them along the way with what little food or water they might be able to spare. Additionally, the documentary illustrates the extreme poverty and horrendous living conditions these youngsters are fleeing from. For the most part students are aware of what poverty looks like in the US, but most have never been exposed to the kind of poverty that exists in some Latin nations.

An additional source that adds human perspective to the illegal immigration issue is Morgan Spurlock’s documentary Immigration from the FX series 30 Days, 2nd season. A member of the Minuteman Project, heavily armed ordinary citizens patrolling the US border to prevent illegal immigrants from entering the US, is placed with an undocumented Mexican family, who live in a one bedroom apartment in Los Angeles. He has to share their life and lifestyle for thirty days. This means he cannot have ID on his body and has to work as a day laborer, just like his host. A legal immigrant from Cuba, he shares the Spanish language with the family, but is violently opposed to their illegal status. Over the course of the film, his view softens somewhat as he gets acquainted with the members of the family, particularly the mother and oldest daughter who shares her dreams of going to college and buying into the American Dream. He also travels to the small Mexican town where the family originates from and observes firsthand the level of poverty they escaped, no toilet, no running water, no roof over their head, and no work to make changes for the better.

Lastly, students study the history and subsequent failure of the Dream Act, discussed in Killing the American Dream and brought to life in the documentary The Dream Is Now. What should be done with the young undocumented immigrants who were brought to this country by their parents as children? They did not have voice in the decision making process and most do not remember the country they were born in. They have been through the public school education in the United States, they feel more American than Latin. Would it not be to the American advantage to legalize them and allow them to become successful members of the workforce, paying their fair share of taxes and contributing to social programs, such as Medicare, and Social Security? Students investigate DACA (Deferred Action for Childhood Arrivals) and learn that President Obama’s executive action allowed children who entered the country before the age of 16 and before June 2007 to receive a two year work permit and exemption from deportation. What will happen to these recipients under the Trump administration? What should be in the best interest of the United States? These questions are discussed calmly and logically; answers need to be supported with evidence. Students also realize the enormousness of the problem and try to come up with measures of reform that make sense to them.

Course Assessment and Assessment Artifacts

In addition to the above mentioned graded discussions and activities, students are asked to write three major papers that address both course and baccalaureate learning outcomes. The following is a list of MSJU’s baccalaureate learning out comes and performance indicators. 

Learning Outcomes & Performance Indicators The purpose of an undergraduate education at the Mount is to provide students with a broad range of learning experiences in order to create a habit of mind conducive to a lifetime of learning in a diverse society. Mount St. Joseph University has developed baccalaureate learning outcomes and performance indicators (LOPIs) to assist in the evaluation of student learning. These LOPIs are not intended to capture all of the personal and professional development students should achieve over four years of a collegiate experience, nor should a student expect to realize these outcomes solely through core curriculum or discipline-specific courses. Rather, students should be able to demonstrate through their collective experiences (e.g., coursework, research, cooperative education, service learning, travel abroad, work study, campus activities, volunteer work, etc.) how they have achieved these outcomes.

Baccalaureate Degree

1. Communication - Effectively express ideas in oral and written formats
   a. Oral presentation - Deliver an effective oral presentation designed to enlighten or persuade.
   b. Effective language and style - Write using language that is clear, fluent, and consistent with conventions of Standard English.
   c. Use of sources - Use and document sources appropriately.
   d. Content development - Develop compelling content to fulfill the assignment.
2. Critical Thinking - Support claims and conclusions
   a. Problem definition - Describe the complexities, factors, and scope of a problem
   b. Information literacy - Use appropriate scholarly evidence to support a position.
   c. Quantitative literacy - Apply mathematical evidence or models to support a position.
   d. Scientific literacy - Apply scientific evidence or models to support a position.
   e. Synthesis - Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.

3. Ethics - Reason about right and wrong
   a. Ethical Self-Awareness - Discuss one’s core beliefs and their origins.
   b. Catholic Social Teaching - Describe fundamental principles of Catholic Social Teaching. Ethical Analysis - Recognize ethical issues within a complex context.
   c. Application of Ethical Perspectives - Propose and defend a solution to an ethical dilemma.

4. Social Responsibility - Understand how civic engagement can promote the common good
   a. Charity heritage - Describe the Sisters of Charity legacy of service.
   b. Social change - Explain how social injustice is perpetuated and overcome.
   c. Civic Engagement - Describe how individual actions can be personally and collectively beneficial.
   d. Global interdependence - Examine your individual and communal responsibility for the global community.

5. Cultural Competence - Analyze the diversity of human cultures
   a. Cultural self-awareness - Articulate the norms and biases of one’s own culture.
   b. Awareness of other cultures - Demonstrate understanding of the values, beliefs, biases, and practices important to members of another culture.
   c. Global diversity - Contrast the diversity of history, values, politics, and economic conditions in developing and developed nations.

6. Integrative Learning - Integrate life and learning to create meaning and value
   a. Blending experience and knowledge - Connect experiences inside and outside the classroom.
   b. Connections across disciplines - Apply knowledge from more than one discipline to address a complex issue.
   c. Self-reflection - Reflect on how a liberal arts education has enriched your understanding of life’s big questions.

The first paper is created around a CLA assignment, addressing human trafficking as it relates to immigration and the economy. Students are provided with the data/sources they need to fulfill the assignment. It assesses the following learning outcomes and performance indicators: LO 1 d; LO 2 c,d,e; LO 3 a, c.

Note: This assignment was designed by the writer’s colleague Dr. James Bodle, Professor of Psychology at MSJU. It is being used with permission.

Human Trafficking Assignment

In order to complete this assignment, imagine that you have been going to a local restaurant for a couple of years, but that recently something has started to make you uncomfortable. You like the food quite a lot, and the owner has always seemed friendly, but lately you wonder just how friendly she really is. You had started going to this restaurant not too long after it opened a couple of winters ago. You were excited that you could support a new, locally owned business, and the food was extremely good.

Your first sign of discomfort came one night when you wanted to go to the restroom, but opened the kitchen door by mistake. Everyone in the kitchen became silent the second that you opened the door, and they all looked at you with a look that seemed uncomfortable. Of course, you immediately backed out and found the restroom, but this discomfort stayed with you. When warmer weather came, you were walking from the parking lot, which is in the rear of the restaurant, and you noticed that the screen door to the kitchen seemed blocked shut. Over several weeks, you also noticed that there is very little noise from the kitchen, aside from the sounds of cooking. Nobody seems to talk with each other, and the one time that you saw a worker looking out toward the parking lot, they immediately looked away.
All of the kitchen workers seem young, thin, and look to be from somewhere in Central America. The small bits of conversation that you have heard were clearly in Spanish.

Recently, you saw something on the news about human trafficking, and this made you begin to wonder about the workers at this restaurant. You recently learned from a neighbor that the owner of the restaurant keeps a small apartment on the second floor of the building and that all of the workers live in that small space. You and your neighbor were discussing this at a Civic Club meeting a week ago, and the president overheard the conversation. During the meeting, the president brought up this issue and asked you to write a formal report about the situation, since an actual case of human trafficking in your neighborhood would be a very serious problem.

Your assignment is to write your official report to the Neighborhood Civic Association. In your report, you should describe the situation at the restaurant; state whether you believe that this is a case of human trafficking or not; support your claim based on the guidelines and evidence that is provided; and suggest a plan of action. In your report, you should clearly cite the evidence provided and indicate how well this situation in your neighborhood compares with the typical profile of persons who are trafficked.

In order to complete this assignment, you have the following resources:

- The United Nations 2014 report on trafficking
- The Ohio 2014 report on trafficking
- Guidelines for recognizing trafficking from the End Slavery Cincinnati web site
- “The Travesty of Trafficking”—a journal article describing the legal context of trafficking in the United States

Your final report should include the following:

- You should write a compelling argument to state and explain your conclusion that this is or is not an example of human trafficking;
- You should describe the most compelling evidence from the materials provided that convince you that this situation is or is not typical of human trafficking;
- You should very clearly indicate how your Neighborhood Civic Association should respond. This means that you should clearly convince them of your conclusion, based on the evidence, and you should clearly state the most ethical plan of action based on that conclusion. If there is a problem, tell them how they should respond. If there is not a problem, convince them that there is no need to respond.

Your paper should be typed, 12 font, 2 pages in length (more if needed)

The second paper is based on research. Students are to ponder possible solutions to the current immigration issues and asked to design a possible solution. The following learning outcomes and performance indicators are assessed: LO 1 b, c, d; LO 5 c; LO 6 b.

Scholarly Paper

Pondering Immigration Reform

Throughout this course we have studied immigration from the perspectives of history, culture, public policy and discourse, economics, psychological perspectives, and religion. The complexity of this problem is so broad that it cannot be solved by one academic discipline. The purpose of this paper is to evaluate and synthesize scholarly perspectives about possible solutions to our current immigration problem and develop steps towards immigration reform from the perspective of the Common Good. You may limit the focus of your paper to one of the following question prompts, but be sure to identify your central focus or question and consider and discuss opposing points of view:

1. Should we open our borders?
2. Should we only take refugees?
3. Should we only take in people with certain skills?
4. How are other countries dealing with this problem?

As you contemplate possible solutions, the following questions might serve as a springboard (they are listed in random order):

1. What are the actual costs of border enforcement with fences, technology, and staffing?
2. What should happen to the booming business of immigrant detention?
3. Do you believe that immigration poses a national security/terrorist threat?
4. With a current arrest quota of 1000 illegal immigrants per year, what should the role of ICE (Immigration Custom Enforcement) be?
5. Should the Patriot Act be amended/changed?
6. Should the Dream Act be recalled or amended?
7. Some believe that immigrants suffer socioeconomic deprivation and societal exclusion which might lead to radicalization. Do you think that is true in the United States?
8. Do employer sanctions lead to tension and labor shortages in some sectors?
9. How do we best deal with the thousands of minors entering our country illegally?
10. Are we killing the American Dream?

Your paper should be at least five pages long, 12 font, double spaced. Be sure to include a Works Cited page with a minimum of five sources. You may use any citation style, as long as it is applied consistently. Your sources should not have a commercial agenda and blogs are not acceptable. Please use scholarly journals (not magazines or trade publications, see here for distinction: http://library.msj.edu/content.php?pid=173308&sid=1473910 and http://library.sdsu.edu/reference/news/what-does-peer-review-mean

The final paper is reflective. Related to the students’ solution to immigration reform, they are asked to reflect on how their liberal arts education both in the classroom and off campus have informed that solution. The following learning outcomes and performance indicators are assessed: LO 1 b; LO 4 d; LO 6 a, c.

Reflective Paper

In an earlier paper you were asked to ponder a solution for our nation’s current immigration problem based on scholarly research. You are now being asked to reflect on your “solution” from a more personal perspective. Who and what informed your solution decision? What role did your education at the Mount play, both in the classroom and away from campus? How would you describe the global impact of your solution? How is it reflective of the Common Good?

Do you feel that you and your country have a responsibility to the global community? How is that reflected in your solution? Is your life diminished by the suffering of others?

Conclusion

While it appeared daunting at times trying to design course imbedded assignments with the dual function of providing course content assessment and the assessment of baccalaureate learning outcomes, early data suggests that this attempt has been successful. Students’ papers indicate that they are comfortable and able to observe and discuss highly complex issues from a variety of perspectives. The connection between the scholarly and reflective paper appears to work well for students. The CLA assignment seems to be the weakest, possibly because it was designed by a professor who had attended a conference on the development of such assignments. The content’s connection to the overall course content is difficult to establish. It is currently under revision.

References

(n.d.). Retrieved from Studymaths.co.uk: http://studymaths.co.uk/contact.php


Barback, J. (2013, April). Enrichment or acceleration or both? How to best provide for gifted students. New Zealand.


DATATUR. (2015). Reporte Semestral de Conectividad Aérea de México. SECTUR.


---


ii (Tolzmann, 1994)

iii (Tolzmann, 1994)

iv (Tolzmann, 1994)

v (Jaggers, 2014)

vi (Galen, 2011)

vii (Marrero, 2012)

viii (Marrero, 2012)

ix (Marrero, 2012)

x (Catalog, 2017)
Assessing Parenting Skills Of Mothers Of Preschool Children With Developmental Delay In Taiwan

Ming-Jae Lo, National Taichung University of Education, Taiwan
Chin-Kai Lin, National Taichung University of Education, Taiwan
Bor-Chen Kuo, National Taichung University of Education, Taiwan

ABSTRACT

The objective of this study was to determine the parenting skills of mothers of preschooler with developmental delay. The self-designed questionnaire is divided into nine parenting skill dimensions: demand satisfaction, preparation, generalization, active, gestalt, personality adaptation and simultaneous learning, mastery, socialization, and behavior counseling. Using stratified random sampling, 225 mothers of preschool children with developmental delay aged 3–6 years in Taiwan were selected for the survey; the valid samples amounted to 199. Most of the physical or mental disability relevant evidence of preschool children with developmental delay was come from Child Development Joint Assessment Report (N=157, 78.9%). It was followed by medical certificate (N=56, 28.1%), proof of physical and mental disability (N=55, 27.6%), major illness/injury certificate (N=12, 6.0%). Among all the development delay types, the type of language development delay (N=153, 76.9%) was the highest level of physical and mental disability. It was followed by motor development to physical (N=99, 49.7%), cognitive development (N=87, 43.7%), emotional development (N=71, 35.7%), social development (N=69, 34.7%), self-care ability (N=43, 21.6%), physiology development (N=21, 10.6%). The Parenting Skills Scale was a 4-point scale. The survey revealed that the overall parenting skill (M = 2.80) of the mothers of 3–6 year-old-children with developmental delay approximated toward the “achievable” score; “demand satisfaction skill” (M = 3.17) scored the highest among the nine parenting skills, falling in the “achievable” range; whereas “gestalt skill” (M = 2.60) scored the lowest but was still higher than the median, with it ranging between “partly achievable” and “achievable.” The result was to help mothers of preschooler with developmental delay identify the advantage and weaknesses in their parenting skills and accordingly provide relevant recommendations for improvement.

Keywords: Parenting Skills, Mothers, Preschool Children with Development Delay
A Study On Children’s Development Of Motor Concepts

Chin-Kai Lin, National Taichung University of Education, Taiwan
Huey-Min Wu National, Academy for Education Research, Taiwan
Cheng-Hsaun Li, National Taichung University of Education, Taiwan
Bor-Chen Kuo, National Taichung University of Education, Taiwan

ABSTRACT

The concept of motor is the function of the frontal cortex of human brain. The main function is to understand what the motor is going to do (Ayres, 1985). This is called conceptualization of motor (Rothi & Heilman, 2014). The concept of action can be developed through the integration of visual and proprioceptive senses caused by muscle contraction. When you see someone else to do the action or feel yourself to move, you can link to the meaning of the action, which is the formation of motor representation in the brain. The motor concept could also be established through the integration of auditory and proprioceptive senses, but this study focused on the the integration of visual and proprioceptive senses. Motor praxis is a kind of motor planning. Motor planning includes the motor concept formation, motor planning, motor execution (Bundy, Lane & Murray, 2002). Many children have developmental dyspraxia. They demonstrate the problem to perform slowly to motor concept, thus lack of action planning capabilities and affect the implementation of functional movement. In the past studies in the motor praxis, many studies focused on the motor execution, however, in the research of motor concept is very lacking, so this study is mainly to explore the development of motor concept, with the important factors of motor concept.

The participants were 4 to 6 years old in kindergarten, and the non-random sampling method was used to select 8 schools. A tool of “the computerized assessment for motor concept” was used as a research tool for this study. There were 5 subtests including the concept of fine motor, gross motor, basic activity of daily living, instrumental activity of daily living, and symbolic motor. A total of 615 valid samples were collected, aged between 4 and 6 years (M = 49.45 months, SD = 9.6). Boys 295, girls 320, and gender did not differ significantly on age. The number of 4, 5, and 6 years old were 238, 270, 105 children respectively. The descriptive, t test, one way and two way ANOVE were used to analyze the research data.

Results from the two-factor ANOVA analysis showed that age had no interaction with sex (F = 1.03, p > .05). The main effect of gender, age, showed that the concept of girls’ motor concept was significantly better than boys (t = 3.05, p < .05). There was no difference of children’s age on the motor concept. (F = 66.9, p <.05). The motor concept of children with 6-year-old was significantly greater than 5 years old, the action concept on 5-year-old was significantly greater than 4 years old. The average score of action concept for the children with 4, 5, and 6 years old was 44.7, 51.38, 55.33 respectively. So the concept of action has the effect of development. The study found that the item 34 (flinging clothes) was the most difficult item since the least number of children pass. The most difficult subtest for the preschooler was the instrumental activity of daily living subtest. The conclusion is that children’s motor concept has a developmental effect.

Keywords: Motor Concepts, Praxis, Preschooler, Development
A Theoretical Analysis On The Controversial Issue Of Teaching Professional In An Institutionalized Perspective

Tien-Hui Chiang, Zhengzhou University, China
Qian Zhou, Zhengzhou University, China

ABSTRACT

For structural-functionalism, one set of the common traits of traditional professionals, such as medical practitioners and engineers, can be viewed as the criteria for evaluating whether a given occupation has the right of claiming its professional status or not. Under the influence of this professionalism, teaching practitioners have devoted themselves to acquiring this right as evidenced by the fact that initial training has been extended to even the level of postgraduate. However, for interactionalists, professionalism adopts a predetermined assumption so that it ignores the dynamic nature of social development, which is able to regulate the professional status of a given occupation. Such an interactive approach highlights the concept of professionalization. Furthermore, Marxists argue that structural-functionalists have ignored the impact of proletarianization on the white collar. While professionals gradually lose their control over their practices, the title of profession functions as a self-regulated icon that prevents them from collaborating with the working class and, in turn, creates the ideology of de-politicization sustaining the interests of the ruling class. By adopting a theoretical analysis, this article argues that these criticisms neglect the influence of the institutionalized value system on social operation, which is the core element in sustaining the notion of profession.

Keywords: Teaching Profession, Professionalism, Professionalization, Proletarianalization, Institutionalized Value

I. INTRODUCTION

For structural-functionalists, different functions of occupations will constitute a stratification system and its top occupiers, professionals, need to be rewarded with a high level of autonomy, social status and numeration. They have devoted themselves for develop a set of professional traits that drove teachers to meet such criteria. As traditional professionals, such as doctors, lawyers and engineers, are viewed as the prototype for developing the professional criteria, professionalism, they adopted, overlooks the dynamic of social development that constantly reshapes the characters of occupations and their positions in the division of labor. This weakness lets interactionists insist that professionalization is the best concept to describe its interactive relation with social changes, which lead to professional development for teachers. Marxists also questions professionalism because its homogeneous assumption ignores the linkage between power and selfishness. They further applied the principle of proletarianization to question the legitimate status of professionalism because there are little or no differences between occupations. Profession, thus, serves as an ideological means that facilitates its practitioners to acquire legitimate authority commanding in practices and service charges by the creation of professional titles, or becomes the mechanism of social control that assists their employers to reduce their desire of industrial actions by addressing the linkage between professional titles and their professional behaviors.

II. TRAIT-BASED PERSPECTIVE AND PROFESSIONALISM

Structural-functionalists came first to explore the traits of professions and their position in the division of labor. For E. Durkheim [1], there is a historical evolution from a low to a high degree of specialization in society. He demarcates two main types of society. The first one is based on mechanical solidarity, requiring a lesser degree of specialization,
where people were bound together by primary institutions, such as families and localities. In the second type of society, an industrialized form, like modern society, has a great degree of differentiations of division of labor so that the state has an on-going difficulty of obtaining consensus from a massive number of individuals because of the increasing gap between the state and social members. Durkheim notes, however, that there are mechanisms that function to maintain social cohesion and that these include occupational groupings and associations. Thus for Durkheim, besides unifying individuals into the secondary group within society, occupations develops solidarity and cohesion in spirited sentiment so that a system of shared values and norms resulting from such increased density and reflecting society's needs integrates or re-integrates individuals into itself [2][3]. As scientific knowledge differentiates the division of labor, more occupations are able to maintain social equilibrium by providing unique and diversified functions that meet the multi-requirements of social members. This under-going process of functional evolution for survival is inevitably to formulate a stratification system that can be classified into five categories in social contribution, descending from top to bottom, namely profession, semi-profession, skill, semi-skill and non-skill. Higher material and prestige rewards, often involving greater power, are consequently distributed to important positions so that professionals occupy the top of the stratification system [4].

T. Parsons [5] argued that the characteristics of the medical practitioner were the key reference point for many others who claimed as the profession: achievement, universalism (the application of scientific knowledge by technically competent, trained personnel), functional specificity, affective neutrality and collectivity-orientation. M. Lindsey [6] identified seven criteria to evaluate an occupational group's professional claim: 1) a certain period of training, 2) a body of specialized skills and knowledge, 3) able to make rational judgments and responsible for their results, 4) non-personal gain, 5) a system of performance standards, 6) a full-time work, and 7) a continuing search for new knowledge and skill.

These authors have all argued that professions are definite occupational groups having certain functions within society. They have also tended to converge on argument that their location within the division of labor depends upon possession of a body of specialized and intellectual knowledge, a rigid selection of new recruits for ensuring their mental ability able to acquire such knowledge, a certain period of initial training, a high degree of autonomy, a high level of rewards including salaries and social status, an association with control over new recruitment and the introduction of a code of professional conduct in order to regulate practitioners' behavior, and professional development. While trait-based approaches profile the profession as a particular category of occupations and attempt to establish a clear-cut definition in which occupations are dichotomized as professions/non-professions, the profession tends to be seen as a homogenous group belonging to a special category of occupations with a definitive list of different traits from other occupations. However, some researchers argue from the case of medicine that members of a profession do not share the same identity, values, definitions of role and interests [7] [8]. Such a homogenous perspective thus fails to count the impact of selfishness on social operation, leading to manifest or latent conflicts at the expense of social solidarity [9][10].

III. INTERACTIONIST PERSPECTIVE AND PROFESSIONALIZATION

G.H. Mead [11] argues that language, functioning as a biological endowment of the higher orders of animal life which humans possess, allows them to engage in a process of social interaction and communication which gradually shapes their selves. Rejecting behaviorism, defining behaviors as mechanical responses to the stimulations in automatically neuronal reflections, for Mead, human beings are seen as the social creature that equips with a reflective mind and the awareness of self-consciousness which enable them to store, retrieve and filter experiences. This social awareness lets humans take the social interactional encounter’s reactions as the feedback for modifying their original behaviors and, in turn, they develop appropriate selves, shifting from ‘I’ to ‘me’. As social interactions are a continuous process, the development of self is adhesive on the social context. Following Mead's interactive perspective, scholars have problematized the universal concept of professional traits so that the archetypal professionals, such as doctors, lawyers and engineers, become a focus of interpretative studies. G.L. Anderson [12] argues that as new professions emerge in a new society because they come to satisfy the public's requirements. The emerging objectives of professional service are neither always clear nor immutable. As conditions change, the objectives of even the older profession will change as well so that professions are not an all or nothing state and their nature needs to be interpreted as a continuum within occupational studies. For E. Greenwood [13], as social changes reformulate the boundaries between a professional and non-professional and make them fluid and unstable, their differences is best narrated not as a qualitative but a
quantitative one. Attributes are not the exclusive monopoly of professions; nonprofessional occupations also possess them, but to a lesser degree.

Interactionists view professions as a continuous process so that professionalization is viewed as the best notion for interpreting the development of professions. While professionalization has fixed the shortcomings of professionalism that is the core philosophy of trait-based approaches, interactionists embody a vital deficiency deriving from its micro-level focus as evidenced by the fact that conflicts between professions and their employers are a social fact. The British government, for example, has adopted the philosophy of neo-liberalism and conducted a centralized mode of educational policy in order to improve the quality of human capital through education, which is the core element in enhancing international competitiveness [14][15]. This centralized mode creates a typically bureaucratic setting, addressing the hierarchical arrangement of power, which comes to undermine teachers’ professional voice.

IV. PROLETARIANIZATION

K. Marx argues that in order to obtain more exploitative profits, capitalists tend to minimize the costs of production by reducing the laborers’ wage. Simplifying the production process that deprives of professional skills and thought is viewed as an effective way to achieve this intention. As mechanical production is able to break down productive processes into manifold and small operations that don’t require special skills and intellectual faculties, proletarians eventually become a universal class alongside the expansion of capitalism [16]. L. Althusser [17] argues that the introduction of automation and mechanization will deskill mental workers, such as technicians and even higher level of managers, so that proletarianization becomes a universal phenomenon occurring on all types of employees. Proletarianization comes to generate the state of alienation so that jobs are unable to serve the means of self-expression and self-achievement [18]. However, proletarians could develop awakened collective consciousness and, then, initiate political and even revolutionary actions to overthrow the capitalist system [19]. Although this predication doesn’t happen because of the decomposition of proletarians triggered by the emergence of middle classes [20], service classes [21] [22] and the new petty bourgeoisie [23], the phenomenon of proletarianization remains firmly. Alongside the development of institutional system, most workers, including professionals, are absorbed into waged employee so that they are subjective to bureaucratic regulations that deteriorate their latitude to some degree. Applying the dogma of proletarianization, critical radicals argue that there is little or no essential difference between occupations. Professional title, thus, remains as an ideological tool for exercising social control. While identity generates a meaning orientation that shapes self-awareness and regulates interactions with others [24], a professional title contains a social expectation coming to define what and why the manner and behavior are appropriate. Through the process of socialization, the internalized value tends to curb people’s motives away from the bio/innate impulse [25] so that professionals will commit to professional/educated manners, behaviors and attitudes and, in turn they will be shackled within the domain of self-restriction stepping away from the scope of industrial actions. This is because the practitioners incline to accept a professional title so that they automatically demand themselves to act like professionals so that their minds are away from the thought of industrial unions. G. Grace [26] argues that while the ethic of legitimated professionalism preserves autonomy over the manner of day to day delivery of service, this psychical inclination tends to result in de-politicization and incorporation because maintaining the neutrality is viewed as a gateway for sustaining their professional standing.

While the cannon of proletarianization stems from Marx’s insights into economic activities, human activities are not limited to economic sphere. As argued by K. Mannheim [27], advances in industrial technology can be linked to processes of proletarianization, whereas technology also advances outside the economic sphere. The development of diversified knowledge is able to trigger the differentiation in social classes so that the dichotomy between capitalists and proletarians cannot fit in modern society. The universal principle of proletarianization, thus, over homogenizes all types of occupations. For P. Woods [28], teaching is an art where teachers do not have specific rules or procedures to follow because it involves very complicated processes of reasoning, selection, judgment and decision. For J. Nias [29], this unique character constitutes primary school teachers’ own identity different from others. It is very hard to apply the universal principle of proletarianization to evaluate educational outcomes as well. As argued by J. Storey [30], selection and interpretation bestow the consumer a great degree of authority that allows them not subjective to the domination of the text but able to command its existence and value. Accordingly, teacher autonomy will still exist, to some degree, even in a centralized context.
V. CONCLUSIONS

Although the trait-based perspective has some weaknesses such as the homogeneous assumption and neglect of conflicts, both interactionists and Marxists over undervalue the social contributions of professionals to social operation. As the reward system is able to motive people’s commitments in jobs and discriminate their different contributions to social development, professionals, occupying the top ranking of the stratification system, obtain a legitimate right claiming a high level of social status and salaries. While this privilege may facilitate its possessors to obtain personal gains, selfishness is not the core element in social operation in a normal situation so that the reward system is to safeguard the principle of functional production associated with public interests. This axiom indicates that the professional status was born not because of privilege but the requirement of society.

REFERENCES


Strategic Analytics through Simulation: An Empirical Experience
Rajnandan Patnaik, Institute of Management Technology, India
Milind Fadnavis, Institute of Management Technology, India

ABSTRACT

Analytics seems to have become the modern practice of businesses. Most companies across the world are now embracing data analytics as their corporate practice towards better performance. However, numerous Indian businesses have embraced analytics to legitimize their decisions. Indian business schools, in their quest to create industry relevant managers, now focus on improving their curriculum with heavy focus on analytics towards the end of the business education program. Most Indian business schools that normally create generic business managers are faced to find a way to improve the analytics capability of their students in a short time. This paper shares an empirical approach that improved the strategic predictive analytics skill of the students by wrapping the analytics course around a comprehensive on-line simulation game.

The empirical approach considers the Indian business schools’ legacy of traditional approach to teaching through lectures and case studies, yet goes beyond to wrap the course of Strategic Analytics around Capsim, a comprehensive business simulation. The paper also looks at the learning ease and willingness of these students to embrace simulation resultant data, and use the analytical tools for predicting the outcome of the simulated business. As the research outcome is likely to be inductive in nature, Grounded Theory method is used in this action research to exemplify the theory that is grounded in data. Grounded theory emphasizes the generation of theory from data, and the dynamic data that the simulation generates, acts as a starting point to analyze and reconfirm the proposed action.

The paper finds that not only it is important to understand the level of data analytics proficiency of students required for the business or job at hand, but also to understand the level of strategic analytics proficiency that can be achieved during the business management course duration of about 2 years. The paper affirms the resistance points from the students and their response, and reinforces their motivations and objectives. This paper shares a novel approach of not only generating dynamic data for analytics, but shows the students their predictive accuracy by advancing the simulation game and debriefing the results.

Keywords: Strategic Analytics, Business Simulation, Hybrid Teaching, Business Education, Grounded Theory
ABSTRACT

Employees leave an organization every day for a myriad of reasons and with the cost of replacing employees continuing to grow each year, what can be done? Based on the employee successful selection for a position in a company; the question that many managers ask is “Why do good employees quit?”. Many companies believe that more money is the top reason that people quit their jobs; however, it is shown in this review that rated one of the top reasons employees quit their jobs is to get away from their Managers. The reviewed literature will show that employees quit their Boss; not their jobs. Reviewed in this paper are five very successful leaders who have run thriving organizations, what they did, and what they felt was important to have a successful organization.

Keywords: Leadership, Behavior, Organizations, Hiring, Re-Hiring, Systems

INTRODUCTION

The primary motivation for this article is to explore why employees “Quit their Bosses” and what can be done to decrease this anomaly. Leadership and the ability to lead a team of two or two hundred is a skill workers entering or moving upward in the workforce need to have available to them. Given that leadership is a key component of the research focus “Why do employees quit their boss?” For definitional purposes the words, Boss, Leader, Manager, and Supervisor will refer to the person who sets the culture and environment of the workplace. After studying and presenting the Leadership Systems Model (Burian, Maffei, Burian, and Pieffer, 2014) the model clearly defines a modeled system that can be used to integrate workers into the Workforce. Additionally, if the flow is followed through the process; are there areas that are not working?

RESEARCH AND SUPPORTING LITERATURE

As the baseline for the article let’s assume that the hiring process for a worker went well and the new employee has accomplished the job tasks successfully. If everything is going well and the employee is successful, then why do employees continue to “Quit their Boss”? as asserted in the AOL, CompuServe (2016) article, the “No. 1 Reason People Quit Their Jobs” is that “People leave managers not companies”. This assertion of employees quitting their bosses is reinforced by the Gallup Study released in 2015 that found “about 50% of the 7,200 adults surveyed left a job to get away from their manager” (Snyder, 2015). The Healthfield (2015) article continues on to define the top eight reasons employees leave their jobs and identified the top reason employees depart is that “Employees resign to get rid of a bad boss”. Again in 2016, Healthfield (2016) found that the “Relationship with Boss” is at the top of the list for reasons to leave a job.

Oswald, Proto, and Sgroi (2015) research determined that, “We have found that happier subjects are more productive and they should strive to make their workplaces more emotionally healthy.” If this has been proven; why still do so many employees “Quit their Boss?” According to Oswald (et al 2016), if the employee is happier at work, they will be more productive, and will stay at this job longer. The next logical question would be how does the manager or boss cultivate and maintain a happy and productive workforce?
Stein, (2016) discusses simple ways for the boss to cultivate a happy and functional workforce. In the discussion of the research, Stein (2016) follows the Burian (et al., 2014) model by identification and defining “Hiring Happy Personalities.” A review of Stein’s (2016) process outlines some fundamental traits for having a highly functional and happy workplace environment. Following the Leadership Systems Model (Burian, et al), when one reviews the Internal and External Enablers and Constraints, Stein says that we should:

• Encourage Some Selfish Thinking
• Show that you care about your employees
• Focus on the Positive
• Give back to your employees

If a workplace is functional and has a proactive or happy environment, then what is the cost of having to fire and re-hire employee’s? What is the cost of rehiring and training new employees? In 2014, Credit Suisse worked to reduce attrition to that end just to reduce attrition by 1% by moving employees into other positions. Credit Suisse estimates that they saved 75 to 100 million dollars in rehiring and training costs. The estimates by Credit Suisse were reinforced by the research results of Mehar (2016). The Merhar (2016) research has validated and determined that numerous studies have predicted “every time a business replaces a salaried employee, it costs 6 to 9 months’ salary on average.” Other researchers have hypothesized that “losing a salaried employee can cost as much as two times their annual salary.”

The research of Boushey and Glynn (2012) analyzed thirty case studies and found that, employee turnover cost the businesses one-fifth of a worker’s yearly salary. Boushey and Glynn (2012) asserted from their research that “For all positions except for executives and physicians” the cost of turnover was 21% of an employee’s salary.”

Borysenko’s (2014) research was more detailed in the costing factors for employee hires by defining levels of employee hires and was able to determine, “When you consider all of the costs associated with employee turnover – including interviewing, hiring, training, reduced productivity, lost opportunity costs, etc.

• For entry level employees between 30% to 50% of their annual salary.
• For mid-level employees, upwards of 150% of their annual salary
• For high-level or highly specialized employees 400% of their annual salary

Lucas (2013) states that “Estimates run as high as 150 percent of annual salary.” She additionally states that Turnover is expensive. Sometimes it cannot be avoided, but when it can, you should avoid it by doing the right things for your employees.”

As we will see from our review of our five successful leaders; “doing the right things for your employees” certainly is a step in the right direction. Even though the research could be continued; Ruh, (2016) states that “Smart companies work hard to measure employee satisfaction and act to minimize turn over. It is cheaper to keep your current employees motivated and productive that it is to find, hire, and train new ones.”

The research has determined that many individuals are leaving their jobs because of their boss. Simply stated, “People do not leave their jobs; they leave their managers.” The true cost of replacing an employee is seen as quite large as defined by the research of Merhar, Boushey and Glynn, and Borysenko. What can be done to modify the results of poor leadership and at the same time reducing the costs to hire and re-hire employees? One question to be asked, how does the boss (leader) make the workplace happy and more productive as Stein states above?

Profiles of Successful Bosses

After reviewing the research and literature addressing why employees quit their jobs and the cost of replacing an employee; it is felt that this may be the time to review the steps a few successful “Bosses” have taken to make the workplace happy and productive environment? The successful “Boss” research and reviews will cover successful Military Leaders; Successful Sports Coaches; and Successful Business “Bosses”.
Michael Abrashoff – Captain Naval Ship

The first successful “Boss” to be reviewed is U. S. Navy Captain Michael Abrashoff. Captain Abrashoff assumed command of the USS Benfold, a guided missile destroyer, which was described as “a ship armed with every cutting-edge system available, it was like a business that had all the latest technology but only some of its productivity” (Abrashoff, 2002). When one looks at an organization, whether it be a Navy Ship or a business; when it is only marginally productive; one should see, what problems exist.

In the military, employees are contracted for a certain amount of time. When times are good, sailors or soldiers have a tendency to re-enlist with more frequency. In other words, they choose to stay with their organization. When the employees are unhappy with a less than excellent unit; they choose to leave with more regularity. At the time that Abrashoff took command, “Less than half of all sailors reenlisted for a second tour of duty.” The ship Benfold had a retention rate of 28%. “In short, the ship was souring nearly three out of four of its youngest sailors” (Abrashoff, 2002). At that time it took approximately $34,000 to train a recruit and this does not count the time it takes for the recruit to be implanted in the wellbeing of the ship.

Therefore, we had a ship with a very low retention rate and it was described as a ship with “only some of its productivity”. What did the boss do in order for the USS Benfold to be awarded the Spokane Trophy which is awarded to “The most combat ready ship in the Pacific Fleet” in seven months after taking command and the retention rate increased from 28% to 100% in the two most critical categories?

In Abrashoff’s (2002) words:

- See the ship through the eyes of the crew or in civilian terms: See the organization through the eyes of the employees
- Communicate, Communicate, Communicate
- Create Discipline by focusing on purpose
- Listen aggressively

Abrashoff got to know his people; he found out what their goals were; he found out about the families of his employees and he worked with his sailors so that they could get closer to meeting their goals. As part of his knowing his employees, he sent birthday cards and anniversary cards to his employees and their families. He did not do this through email; he sent cards via “Snail Mail”. As Abrashoff (2002) stated, ‘People think that if you send a compliment online it’s as good as the human touch – it’s not’.

Abrashoff organized a welcome for all new employees (sailors). Why go through a long arduous cycle of getting the new employee infused into the work force when one can do it much quicker with a caring introduction and welcome? Abrashoff (2002) found that if the Leader does the following, workplace morale can be improved:

“Praise them. Reward them, go out and thank your employees. “Show me a manager who ignores the power of praise – I will show you a lousy manager.” “The more that I thanked them for their hard work; the harder they worked.” Encourage people not only to find better ways to do their jobs; but have fun doing them. Empower people – empower your people but at the sometime give the guidelines.”

An area that seems to get overlooked in this day of emails and technology communications, it seems that the personal touch has disappeared. Abrashoff states this and to further follow up on “Technology Thank You” versus a personal note via “Snail Mail”. Florence Issacs, past president of the American Society of Journalists and Authors, states that, “The personal touch is so rare that it stands out.” Additionally, as Hoberbreckht (2016) states, “There is just too much email flying around. Important messages are missed, junk email consumes your precious time, and the result is an enormous inefficiency.” Giving a complement via email can certainly get lost and it loses its effect.

Even though Abrashoff stated this in 2002, it is clear by what Issacs and Hoberbreckht state; he was not wrong. Let’s use “Snail Mail”, it can be seen by the individual’s family and it shows that one has taken the time to write the note...
and sign it. Why is this so hard?

**Herb Kelleher – CEO Southwest Airlines**

An example of an exceptional company and an exceptional Boss is Herb Kelleher, The CEO who built Southwest Airlines with “integrity, butts and nuts” (Freiberg, 1996). “In an industry that is still reeling from the $12.8 billion loss it posted between 1990 and 1994, Southwest was the only airline to be profitable during that period. Southwest Airlines is the only U. S. airline to earn a profit every year since 1973” (Freiberg, 1996).

“Southwest Airlines had one of the lowest turnover rates in the airline industry”. According to the U. S Department of Transportation, Southwest Airlines has the best customer service record in the airline industry. How was this accomplished? Were employees quitting their boss or were they working hard to make the company successful? What were some of the philosophies of the CEO to keep the company profitable and the employees happy and successful?

Kelleher’s philosophy was to “Get out among the troops.” The Boss does not need to sit in his/her office. He/she needs to be out among the employees setting the example and “Cheering” on their great work. Spend one-third of your time out of the office. “Spend more time with your people and less time with other CEOs” was a Kelleher philosophy.

Similar to Abrashoff, Kelleher felt that employees will do a great job if one gives them the responsibility and the freedom to “think on their own”. Give your employees the mission, give them guidance, and let them go. Obviously one has to keep an eye on things; but then again by “Being out among the troops”, this can be accomplished. Kelleher felt that people assume ownership.

Abrashoff and Kelleher both demonstrated that employee praise was important to their employees. Abrashoff (2002) stated to “Praise them, reward them, go out and thank employees.” Kelleher said to “Celebrate everything. Measure, reward and recognize people who protect and promote the culture.”

Kelleher sent birthday cards to the Texas Legislature; he sends 75,000 greeting cards each year. Develop a sincere interest in every family member. “Have celebrations to create memories; Have celebrations, acknowledge what’s important, what you value. Let’s celebrate and give people the opportunity to say hello and good-bye.” Kelleher continually focuses on – “Develop a genuine interest in the knowledge of others: ask to learn, listen to learn, and watch to listen.” In other words, Communicate, Communicate, Communicate.

**Lou Holtz – Football Coach (College and Professional)**

The question is how does “A rail-thin 135-pound kid with marginal academic credentials and a pronounced speech impediment” become:

- The only coach in NCAA History to take six different teams to a bowl game, always by the second year, never inheriting a winning team
- The only coach in NCAA History to take 4 different teams to the top-twenty in final ranking
- The only coach in NCAA History to win 5 bowl games with different teams (Holtz, 2006).

One could say that this coach, Lou Holtz, just could not hold a job; but there must more to it than that. He was not an employee who had people quitting their boss; but there has to be similar leadership skills and beliefs of successful Bosses.

The Holtz philosophy is to “Treat others like you would like to be treated.” “People take an interest in those who are interested in them” (Holtz, 2006). This is done by rewarding excellent work; showing publicly how much the Boss appreciates the subordinate; and as Holtz states, “Leading is easy when people want to be led.”

Holtz’s (2006) key thoughts are when he says that “Everyone you meet asks three questions
• Can I trust you?
• Are you committed to excellence?
• Do you care about me?

Holtz made sure that he took care of those who worked hard and did a good job. He encouraged all who he was associated with to “do the best in every single phase of your life.” So once again we have found a leader who took an interest in his people; reinforced his people with public rewards; and encouraged people to do their best and to allow them to succeed on their own.

Colin Powell – US Secretary of State

Colin Powell is from an immigrant family and grew up in New York. He did not graduate from Harvard, Massachusetts Institute of Technology, or Stanford. He graduated from the City College of New York. He served four presidential administrations, was the Chairman of the Joint Chiefs of Staff of the United States Military which means that he was the highest ranking military individual in the United States. Additionally, he served as the Secretary of State of the United States (Powell and Koltz, 2012).

He is famous for his thirteen rules. But he worked his way to the top; so looking at some of his philosophies should be worth the time. What can be found is that his philosophies are very similar to our other chosen leaders, military or civilian.

Two of these rules resonate throughout each of our leaders’ philosophies: Share Credit and Remain Calm, Be Kind. Powell believes in these standards. “A kind word, a pat on the back, a well-done, provided one-on-one and not by mob email is the way you share credit” (Powell and Koltz, 2012). “When something goes well, make sure you share the credit down and around the whole organization. Let the employees believe they were the ones who did it. They were” (Powell and Koltz, 2012).

Powell (2012) also believes that, “Every person in an organization has value and wants to be recognized. Every human being needs appreciation and reinforcement. There are no trivial jobs in any successful organization. “But there are all too many trivial leaders who don’t understand this oh so simple and easy principle.”

Powell (2012) admitted numerous times that he is a restless guy; that he liked to move around. A great example of this is when he was the Secretary of State, “escaped from his security detail” and wandered into the parking garage to talk to the parking attendants. If the Secretary of State can wander to the parking garage and talk to the attendants who were probably making just a little more than minimum wage; a boss at any level can leave his/her office and talk to his/her employees. This can be paid back many times over.

Secretary Powell is one leader who favors asking the individual who does the job 40 or more hours per week how it can be done the best or better. Powell wanted people with imaginative ideas and those who could see a problem coming. “I treasure the person who sees opportunity before anyone else and smells risks and threats early” (Powell and Koltz, 2012).

John Wooden – Collegiate Basketball Coach

A clear demonstration of Leadership and Communication is when Wooden stated that: “Regardless of the situation you face as a leader, you must believe and teach those under your leadership that success is theirs when together you summon the will to put forth everything you have” (Wooden and Jamison, 2005).

A review of Wooden demonstrated a pedigree built over years of demonstrated leadership:

• The Winning Basketball Coach of 10 NCAA National championships in 12 years
• Won 88 straight games and four perfect seasons
• Named “Coach of the Century” by ESPN (Wooden and Jamison, 2005)
Does Coach Wooden have a different philosophy than our other selected leaders? Does he believe that it is done a different way than the other highlighted leaders? Probably not.

One of the quotes that Mr. Wooden felt was of crucial importance was – “Ultimately, I believe that what leadership is all about: helping others to achieve their own greatness by helping the organization to succeed” (Wooden and Jamison, 2005). Again the Communication Aspect comes into play. The leader/boss has to be able to communicate the mission to others to be understood and accomplished.

Like Powell’s 13-steps, Mr. Wooden developed a Pyramid of Success. Between his cornerstones of this Pyramid forming the foundation of success involved “positive interaction with people – Communication again. As Wooden (2005) says, “An effective leader is very good at listening, and it is difficult to listen when you’re talking.” A key tenet of Coach Wooden’s leadership that seems to come through is in his philosophy “Work without joy is drudgery. Drudgery does not produce champions, nor does it produce great organizations.”

Again, similar to how Coach Lou Holtz said it “Do you care about me?” Wooden (2005) states it as, “I believe that most people, the overwhelming majority of us, wish to be in an organization whose leadership cares about them.” Once again almost identical to Coach Holtz – wooden states that “Nobody cares how much you know until they know how much you care.”

Each individual must feel valued. “From the secretary to the superstar salesperson and the senior manager.” Another similarity to Colin Powell when he was Secretary of State and visited the parking garage attendants. He found out who had the power at the garage. As so often seen in this research “Private and Public Praise”. “Acknowledgement, a pat on the back, a wink, a nod of recognition or praise from someone you hold in high esteem is most powerful.” Make sure that all praise is genuine and appropriate”. “Reward the Qualities that Count.”

CONCLUSIONS

Each leader researched and reviewed for this article had the same generalized opinion that the employee must be communicated with, be care for and treated with dignity and respect, be visible, and display humanity and humility. The tenets of Lou Holtz focus are on the employees how they are treated and respected. Two of Powell’s thirteen rules resonate throughout each of the reviewed leaders’ philosophies: Share Credit and Remain Calm, Be Kind. A leader that is trusted is more successful than a leader that does not respect the employee and cannot be trusted by the employee.

SUMMARY

It has been shown through research why employees quit their jobs and the estimated costs of rehiring employees. The research has demonstrated that there are a large number of employees who “Don’t quit their jobs; They quit their Boss.” This article is suggesting the reason why employees quit their jobs is because of the “Boss or Leader” and what can be done to reduce the costs as well as the large depletion of employees?

As addressed, the cost to hire and then re-hire employees can be quite expensive; the research has demonstrated that if employees are happy, their production increases; the question each employer needs to ask is “What can we do to make our employees happy and productive? As has been shown, success can be found by following these philosophies and by following the philosophies of several successful “Bosses”.

The results from the different studies all demonstrated that if the “Boss” treats the employees as we would like to be treated, success should follow. If we, as their “Boss or Leader, “reward them; if we communicate with them; if we get out of the office and talk to them; and if we allow them to be part of the organization, the turnover rate decreases and the company can save millions of dollars in the re-hiring process and our organizations. Whether they be an Airline, a football team, basketball team, or a government office they can function with much more efficiency.
AUTHOR BIOGRAPHIES

Dr. Mark A. Pieffer. He is currently the Department Chair, University College at Trident University International; previously he was the Chief Academic Officer and University Dean of the School of Business at Jones International University. Prior to Jones International University, Dr. Pieffer was with Colorado Technical University where he served for twenty-one years in the Academic Area, the last seven years as the President of the Denver Campuses, where the campuses were named the Best Campuses of over 80 Campuses of Career Education Corporation. He received his Doctorate in 1996 from Colorado Technical University in the area of Management and is also a graduate of the University of Richmond, Virginia with a Master’s Degree in Psychology and Central State University of Ohio with a BA in Psychology. Dr. Pieffer has over 23 years of leadership and management experience in the United States Army.

Dr. Francis R “Skip” Maffei III. He is currently an adjunct faculty member at Post University. Dr. Maffei comes from JIU after 5+ years as a Program Director to Post University an online university. He received his doctorate in 1997 from Colorado Technical University in Management and is a graduate of the Defense Acquisition University’s Program Manager certification program. Dr. Maffei has over 25 years of experience in the military in various leadership and management related positions. He holds an MS degree in Logistics Management from Florida Institute of Technology as well as a BS in Industrial Management from the University of Akron.

Dr. Philip E. Burian, CM, CMQ/OE. He is currently a Professor of Information Technology (IT) Evaluation at Western Governors University. Dr. Burian was previously a Professor of Business Administration at Briar Cliff University, Sioux City, Iowa and the Chair of the Business and Management Department at Colorado Technical University in Sioux Falls, South Dakota. Dr. Burian has held various academic rolls to include adjunct faculty, Dissertation Chair, and Department Chair. He received his doctorate in 1997 from Colorado Technical University in Management. Dr. Burian has over 30 years of experience in the military and with industry in various leadership positions from startup to Fortune 500 companies. He holds a MA degree in Management from Webster University as well as a BS in Electronics and Technology from Chapman University.

Dr. Pamela S. Burian. She is currently a Professor and MBA Program Capstone Evaluator at Western Governors University. Dr. Burian received her doctorate in 2012 from The University of South Dakota. Dr. Burian has over 15 years of experience in industry and education in various positions to include environmental, water management, and geological engineering. She holds a MS degree in Management from Colorado Technical University as well as a BS degree in Geological Engineering from Colorado School of Mines.

REFERENCES

(n.d.). Retrieved from Studymaths.co.uk: http://studymaths.co.uk/contact.php
Barback, J. (2013, April). Enrichment or acceleration or both? How to best provide for gifted students. New Zealand.
Barden, O. (2014). Winking at Facebook: Capturing Digitally Mediated Classroom Learning. E-Learning and
Digital Media, 554-568.
DATATUR. (2015). Reporte Semestral de Conectividad Aérea de México. SECTUR.


Labour Income Configuration
For Spanish Self-Employed Workers
Guillermo Ceballos-Santamaría, University of Castilla-La Mancha, Spain
José Mondéjar Jiménez, University of Castilla-La Mancha, Spain
Claudia Sevilla-Sevilla, Universidad Nacional de Educación a Distancia (UNED), Spain

ABSTRACT

Applied Economics have traditionally distinguished between functional (or primary) income and personal (or secondary) income, being primary income the one that arises from remunerating the production factors, and secondary income, the product of a redistribution made by the public sector. Primary income is further divided into remuneration for work (labour factor) and business surpluses (capital factor). As a blend of both types of earnings, mixed income comprises the remuneration received by self-employed workers. Determining the primary income obtained by these small businesses is a complex labour, given the difficulty that comes from splitting the received income into labour income and capital income. Furthermore, it must be taken in account the non-monetary benefit that implies the satisfaction of being one self’s boss. This essay reflects how self-employed workers’ labour is remunerated according to a series of socio-demographic variables, as well as to some other variables related to human capital, to employment history, and to the branch of activity their enterprises belong to.

Keywords: Self-Employment, Remuneration, SME (Small And Medium-Sized Enterprises)
Logit And Boosting Methods To Validate How Is Stakeholders’ Role And The Priority Order Of Consideration Of Them On The Business Failure Prediction

Alba María Priego de la Cruz, University of Castilla-La Mancha, Spain
Esteban Alfaro Cortés, University of Castilla-La Mancha, Spain

ABSTRACT

Taking into consideration that business conceptualization is understood as a set of relationship among stakeholders which can affect or are affected by the firm’s main issues, the purpose of this paper is to analyze how is the stakeholders’ role and the priority order of consideration of them on a business failure prediction situation though the stakeholders model proposed by Freeman (1984). For this purpose, logistic regression and boosting methods were applied using a matched sample firms of 2,352 Spanish Small and Medium Enterprises (half of them failed and non-failed), during the years 2006-2010. The results from logit models indicate that stakeholders present the following roles in a situation of business failure prediction: on one hand, customers' financial support II and workers' economic support are positively related with the business failure; and, on the other hand, added value generated by customers and shareholders' financial support have a negative relationship with the business failure. Moreover, the empirical results from boosting could improve the accuracy level of our results and show the priority order of the stakeholders that firms should consider. Taken together, our findings demonstrate that stakeholders’ roles matter for business failure prediction situation, moreover, their effects dependent on complexity of the firm and in the year previous of business failure that firm is. Furthermore, these results have important policy and practical implications in the management of the firm because they can help to prevent a situation of business failure.

Keywords: Stakeholders Theory; Logistic Regression; Boosting; Business Failure Prediction
The economic crisis that began in 2008 has highlighted the need to adapt the tourism sector to factors that affect its development, given that the major impact this sector has on economic growth and job creation makes it key to economic recovery. The current situation prompts a need to improve the perception of quality and sustainability of tourist destinations, leading as such to the concept of Sustainable Tourism.

The use of indicators is a key element in understanding and evaluating the level of sustainability of a tourist destination, but these indicators should be used at a local level since tourism activities take place in very specific locations. Accordingly, this paper examines the main research papers that analyse sustainable tourism at a local level, and identifies two primary shortcomings: the lack of consensus as to which indicators should be used, and the lack of a general-purpose local sustainable tourism indicator, given that the proposals developed so far are based on specific geographic areas.

Keywords: Sustainable Tourism, Indicators, Local Level
Psychosocial Risks Of Women Workers In The Public Sector: The Moderating Role Of Job Satisfaction On Work Absenteeism

Elisa I. Del-Cubo, University of Malaga, Spain
José Luis Sánchez-Ollero, University of Malaga, Spain

ABSTRACT

Transformation in the management of human resources in the public sector has led to new approaches to the organization of work within a setting characterised by a strict hierarchy and entrenched procedures. These changes are often understood in different ways, leading to individual and collective attitudinal responses that have an impact on job satisfaction and the experience of stress. Given the high percentage of women who work in the public sector and their traditional social role, we analysed their perceptions of and responses to psychosocial risk factors in relation to work absenteeism. A structural equations model was used to determine the psychosocial factors associated with absenteeism and the moderating role of job satisfaction with the aim of developing programs for the prevention of psychosocial risk among women working in the public sector workers.

Keywords: Public Sector, Job Satisfaction, Psychosocial Risk, Gender, And Work Absenteeism.
Determinants Of The Elasticity Of The Supply Of Housing In Spain During The First Decade Of The 21st Century

Ricardo Urrestarazu Capellán University of Málaga-Spain,
Jose Luis Sánchez Ollero University of Málaga-Spain
Alejandro García Pozo University of Málaga-Spain

ABSTRACT

The extraordinary behavior of the Spanish residential market, which have been expressed long and intense periods of growth in units produced and prices up to the year 2007, facing a fall also prolonged and intense in the same variables in the following years, raise the need to study what supply factors have determined and facilitated these dynamics, and how these factors have been able to adapt to changes in demand for real estate. There is evidence that there is an inelastic behavior in the supply of housing during the years of growth of the real estate market, which became elastic in times of depression. They are therefore the factors that determine the housing supply which determines its elasticity; such as the supply of its raw material, land, regulation, development and control of the public authorities, and the ability of property developers to respond adequately to changes in demand, determined by the expectations of benefits and its size and structure productive.

Keywords: Residential Market, Inelastic Housing Supply, Land, Property Developers
Horizontal And Vertical Coordination And Integration Of Subjects Of The Department Of Applied Economy Courses Of Degree In Tourism At The University Of Malaga

Alejandro García Pozo, University of Málaga, Spain

ABSTRACT

The Department of Applied Economics (Economic Structure) of the University of Malaga has its headquarters in the Faculty of Economics, although its professors teach in six centers of our University. We intend to develop the proposed project, specifically in the Faculty of Tourism where we have actually assigned six subjects in the four courses of the degree in Tourism.

After five years of implementation of the new curricula in Tourism, it seems appropriate to carry out a process of horizontal and vertical coordination and integration of the contents of the subjects taught by the department's professors. The main objectives to be achieved with this project in its two years have been: first, to improve the quality of the contents of the subjects of the degree, which in some cases may have overlapped in part. Second, to equip the set of subjects of our department in the Faculty of Tourism of the horizontal and vertical coherence, that is necessary.

Keywords: Applied Economic, University of Málaga, Student
Innovation Measures And Productivity In Spanish Transport Sector Companies

Alejandro García-Pozo, University of Malaga, Spain
José Luis Sánchez-Ollero, University of Malaga, Spain
Míriam Ons-Cappa, University of Malaga, Spain

ABSTRACT

The Spanish transport sector is an economic sector of immense and growing strategic importance to industry, trade, and mobility. However, its contribution to the improvement and balance of the Spanish economy is not well known even though, according to data from the Ministry of Public Works (2015), in 2014 the transport sector contributed 6.6% to market services and 5% to the national gross value added, with a 30% growth rate compared to the previous year in both cases. The transport sector consumes almost 40% of Spanish total energy consumption, which is indicative of the size of the sector.

The methodological approach used in this study was based on the CDM structural model proposed by Crépon et al. (1998). The main advantage of this model is its capacity to integrate investment in R&D and the generation of knowledge and production innovation. The data used in the estimations were obtained from the Technological Innovation Panel (PITEC) database. PITEC is a panel-type database jointly prepared by the Spanish National Institute of Statistics (INE) and the Spanish Foundation for Science and Technology (FECYT). The econometric results show that reducing the environmental impact has a statistically significant and positive effect at all stages of the innovative process and above all on labour productivity of transport firms, where the improvement of labour productivity can reach 8.35% compared to non-ecoinnovative companies. This finding could alert firms in the transport sector to the need to improve their activities by adopting environmentally proactive attitudes.

Key Words: Innovation, Productivity, CDM Structural Model, Transport Sector
Sustainability And Its Relationship With Consumer Perception

Claudia Sevilla-Sevilla, Universidad Nacional de Educación a Distancia (UNED), Spain
Mª Dolores Reina-Paz, Universidad Nacional de Educación a Distancia (UNED), Spain
Guillermo Ceballos-Santamaría, University of Castilla-La Mancha, Spain
José Mondéjar Jiménez, University of Castilla-La Mancha, Spain

ABSTRACT

The Spanish tourism industry is increasingly concerned with integrating sustainability criteria into its company policies, although we can say that it is being done in an unequal way. Spain received during 2016 just over seventy-five million tourists, for the first time reaching a figure so considerable. Spain continues to be one of the main national tourist destinations. This work has analyzed how the consumer values certain actions related to sustainability and what aspects are the best valued and influencing the moment of purchase of certain tourism products. It was decided to carry out a quantitative analysis to have sufficient and necessary information to establish the influence of certain actions that promote sustainability in the perception of the consumer in Spain.

Keywords: Tourism, Sustainability, Consumer Perception, Hotel
Do TICs Improve The Learning In Classrooms?: A Cross Cultural Analysis

María Cordente-Rodríguez, University of Castilla-La Mancha, Spain
Jolanta Sloniec, Lublin University of Technology, Poland
Juan-José Villanueva-Álvaro, University of Castilla-La Mancha, Spain

ABSTRACT

The necessity of improving academic’s results raise the discussion about if students really improve their learning using information and communication technologies (ICTs).

The use of ICTs in classrooms from any academic institution is generalized, it happens to answer the necessity of modernizing the education. This challenge has led to form professional, teachers and trainers, with the aim of teaching using ICTs.

On the other hand, it is raised the question about the possible influence of country’s culture on attitudes, perceptions, preferences and answers to a specific issue (Zhou, Dai y Zhang, 2007).

The aim of this paper is to evaluate the use of ICTs in education centers, specifically in the area of university teaching. This analysis is developed through a compared analysis between two countries from the European Union, Spain and Poland. This comparison allows us to understand the role of culture in the adoption of technologies.

In order to develop this paper we have collected information from the universe of college students, through two samples from two universities, one in Spain and other in Poland.

The final aim of this research is identifying the strengths and weaknesses, which will act as a reference to guide the education policies in both institutions, giving ideas to improve the academic’s results.

Keywords: Academic Achievement, ICTs, Education, Culture
A Photograph Exhibition:  
Cultural Events’ Strategy In Tourism  
Juan-Antonio Mondéjar-Jiménez, University of Castilla-La Mancha, Spain  
María Cordente-Rodríguez, University of Castilla-La Mancha, Spain  
Eva Segovia-Moratalla, University of Castilla-La Mancha, Spain  
Juan-José Villanueva-Álvaro, University of Castilla-La Mancha, Spain

ABSTRACT

The global competence between the different tourism destinations continues to raise challenges for them, which try to develop innovative and appealing strategies and tools to their potential visitors.

The organization of cultural events highlights between these strategies. Its objective is not only to attract tourist flows during the low demand periods of the seasonal cycle, but it also act as transmitters and generators of promotion and brand of a territory (Ferruci, 2009).

On the other hand, the celebration of events contributes to offer value and enrich the experiences of visitors according to them needs.

In order to develop this paper, information comes from secondary sources is used with the final aim of analysing the impact of an exhibition’s celebration in the city of Cuenca.

It is about the exhibition “La poética de la libertad” of the Chinese artist and activist, which has also visited London and New York before visiting Spain.

The final aim of this research is identifying the strengths and weaknesses of this strategy, which will act as a reference to guide the tourism policies in the destinations. It gives some ideas to improve the results in terms of visitors and visibility.

Key Words: Cultural Events, Effects, Tourism
Fashion Marketing: The Future Is Coming
Juan-Antonio Mondéjar-Jiménez, University of Castilla-La Mancha, Spain
Carlota Lorenzo-Romero, University of Castilla-La Mancha, Spain
María Cordente-Rodríguez, University of Castilla-La Mancha, Spain
María-Encarnación Andrés-Martínez, University of Castilla-La Mancha, Spain

ABSTRACT

Fashion is a global business and fashion marketing is a new strategy for this international area. “The future is coming” because the digitization of the market has been changing relationships between customers and firms. For consumers being more informed, they have become more demanding, seeking to play an active role in interactions with the firm.

The aim of the present paper is to show, through a literature review, the relevance of introducing online co-creation or open collaboration activities between customers and brands into a significant sector in Spain, the fashion industry. This study is performed through a market research company. The research developed is qualitative, and the information collection technique that is used is the in-depth interview. This paper aims to analyze the co-creation strategy, which is the active participation of the user, the innovation strategy used in Spanish companies in the fashion and accessories sector. To that end, a qualitative research has been developed through in-depth interviews with academic institutions, professional associations and companies in the fashion and accessories sector.

The emergence of the Internet has contributed to the consumer's role in exchange relationships moving from passive to active. This active participation, or co-creation, is spreading to sectors such as the fashion and accessories sector. This can be carried out through brainstorming, solutions, improvements or transformations within the fashion industry in Spain based on the active participation of consumers and interactions between brands and customers. We also highlight the importance of multichannel presence in the fashion industry, with online means of communication serving as an excellent platform for effective communication channels and participation based on preferences, opinions and/or customer contributions.

Key words: fashion marketing, qualitative study, co-creation.

ACKNOWLEDGMENT

This paper is part of the research project, granted by the Ramón Areces Foundation, entitled “La colaboración abierta en Internet como estrategia de innovación e internacionalización del sector de moda y complementos [open collaboration in the Internet as innovation and internationalization strategies by fashion industry]” (2015-2017).
Does Destination Choice Affect Environmental Attitudes Of European Tourists?
Juan Antonio Campos-Soria, University of Malaga, Spain
Alejandro García-Pozo, University of Malaga, Spain
Andrés J. Marchante-Mera, University of Malaga, Spain
Anibal Núñez-Carrasco, University of Malaga, Spain

ABSTRACT
Different studies have shown that environmental activists at home display an attitude-behaviour gap when they go on holiday. Attribution theory investigates why people who are actively involved in protecting the environment at home do not maintain this type of behaviour when they go on vacation, which may have negative environmental consequences, albeit involuntarily. This paper contributes to a better understanding of such hypothesis analyzing tourists' environmental attitudes distinguishing when they decide to go on holiday domestically or abroad. The paper takes advantage of multilevel approach because destination choice may affect pro-environmental attitudes of tourists heterogeneously across European countries. Since the individuals are nested into countries, a random slope logistic model specifically may take into account such hierarchical data structure considering simultaneously individual and contextual variables (Rabe-Hesketh & Skrondal, 2012). This model can adequately split the variation in environmental support of tourists into a between-individual level and a within-country level, allowing the intercept and/or the coefficients (slopes) to vary randomly across countries. The analysis is conducted for EU-27 countries, combining micro-data, correspond to the Flash Eurobarometer 281 drawn from the European Commission and data from the European Value Survey, and macro-data from different international sources. The study concludes that the environmental concerns of tourists when travelling domestically were around 15% higher than those travelling abroad. Additionally, the random slope variance regarding destination choice parameter is statistically significant, which allows us to explore the underpinning behind the heterogeneous pattern across countries. In fact, tourists from The Netherlands, Ireland or Spain do not show significant differences in their behavior when traveling outside or within borders.

Keywords: Tourist’s Environmental Attitudes, Multilevel Analysis, Attribution Hypothesis, Destination Choice
Creating Global Awareness In Classrooms: Teaching International Communication At A Minority University In North Carolina
Abhijit Sen, Winston-Salem State University, USA

ABSTRACT
The need to create global awareness amongst students has been going on for a decade or more at Winston-Salem State University. Winston-Salem State University (WSSU) is one of the constituent universities of the University of North Carolina System (UNC System). The minority student demographics at WSSU are different from other NC public universities like the flagship campus of Chapel Hill (University of North Carolina). Winston-Salem State University is categorized as a Historically Black Colleges and Universities (HBCU). Recently globalization in the form of global themes, global content and global concepts have been incorporated in majority of the courses taught in the arts, humanities and social sciences. International communication deals with global media history, concepts, data, facts and trends and other global content. International Communication is inherently constructed with the intention of making students aware of world events, issues and media trends. The paper will outline the pedagogical methods and technology used to teach and make students aware of global media players, media issues and communication policies. Course materials, syllabus, student surveys and student feedback will form the basis of the paper. This paper will also look at how the course fits into the university mission, curriculum goals and paradigm by fulfilling the objective of making students aware of global issues, events and cultures.

Keywords: Globalization, Global Concepts, Global Media, International Politics, Mass Communication, Communication
Impact On Rural Community Caused By The School Layout Adjustment And The Corresponding Strategies
An Xiaomin, Northeast Normal University, China
Wang Haiying, Northeast Normal University, China

ABSTRACT

Since the 1990s, the school layout adjustment policy has made the remarkable progress, but also causes the massive rural schools sudden vanishing. The rural school large scale reduction brings influence for the local village. The pointed achievement should be carried on the rural area to decline the influence. This is one of the important questions in the school layout adjustment policy.

Keywords: School Layout Adjustment; Rural Community; Endogenous Mechanism
Improving Social Competence Of Children With Learning Disabilities By Applying The Enhancing Social Information Processing Program

Riki Yogev, The College for Academic Studies, Israel

ABSTRACT

Children with learning disabilities (LD children) are often characterized by social isolation, rejection, low social status, problems with interpersonal communication, as well as problems of self-regulation and social metacognition. Based on existing social metacognitive models and on empirical findings – showing that student self-generated questions are a potent vehicle to improve metacognitive processes – a theoretical model of social metacognitive information processing was formulated. Based on this model the intervention of Enhancing Social Information Processing Program (ESIPP) was developed.

The ESIPP combines the enhancement of both social information processing and metacognitive strategies.

The study was initiated as a response to teachers' complaint referring to behavior disorders in the classroom caused by LD students' deficiencies in social competence. The purpose of the study was to examine the effectiveness of the ESIPP as an instrument for improving the social competence and behavior of LD children.
Beyond Teaching: Teachers As The Agents Of Change For School Development In Early Childhood Education
Dora Ho, The Education University of Hong Kong, China

ABSTRACT
Traditionally, the role of teachers is largely confined to the context of teaching in the classroom. Recently, teacher as the agents of change is increasingly viewed as a key factor determining the quality of modern schools. This paper aims to offer insights into how teacher leaders act as the change agents for school development in a Chinese educational context. Early childhood education in Hong Kong is selected as a research site for study. The local early childhood education sector has historically been characterized by minimum training and a modified form of apprenticeship. With the public call for quality early childhood education, the Hong Kong government has been increasing investment in teacher professional development. Given that, the qualifications of early childhood teachers have been improved in the last decade. Therefore, preschool teachers have identified themselves as professionals. Adopting a case study approach, the study reported in this paper is to examine the changing role of teacher leaders for school development. Semi-structures interviews were conducted with preschool principals, key stage coordinators (also known as student cohort coordinators), and classroom teachers to investigate their perspectives on teachers as the agent of change. The findings indicated that the key stage coordinators who are teachers holding functional posts took on leading roles beyond classroom in various areas including curriculum and pedagogy, teacher professional development, home-school collaboration, and community-school involvement. Meanwhile, the classroom teachers mainly acted as followers in the change process. The practice of teacher as change agents is emerging in early childhood education in Hong Kong where hierarchical power and structure is a pervasive source of influence. However, the practice of change agency was largely operated in hierarchical structures. That was different from the form of change agency can be created within a non-hierarchical collaborative network which is separate from the managerial power as documented in the Western literature.
Learning Sustainable Cultural Safety
In A Crowded, Warming World
Alexander K. Lautensach, University of Northern British Columbia, Canada
Sabina W. Lautensach, Human Security Institute (Canada)

ABSTRACT
Among all the pressing needs for educational innovations that we face today, arguably the most imperative is the need to elicit learner’ active collaboration towards a ‘Great Transition’ into a secure and sustainable future for humanity. Among the numerous challenges that this endeavour entails, the anticipated arrival of unprecedented numbers of climate refugees will severely challenge the capacities of host institutions to maintain human security - connecting to a second pressing need, namely to promote and maintain cultural safety for newcomers and hosts.

We focus on the question how compatible those two educational projects might be. To what extent could a Transition curriculum include and inform a curriculum for cultural safety? Neither one can be successful without the other. In general the two educational projects are reconcilable and inform and reinforce each other. However, some specific objectives of the Transition curriculum, mainly in the affective domain, require careful attention to cultural differences and reasoned compromise.

INTRODUCTION
The 21st century has brought unprecedented upheaval on a global scale. Anthropogenic warming and its effects on regional climates are changing our physical and ecological environments in ways that we are just beginning to understand. Our social environments include increasingly large numbers of people of which many communicate, and are exposed to, diverse cultural messages. This is not the same planet that humanity and its cultures evolved on, and our traditional socio-psychological coping mechanisms are frequently being strained (McKibben 2010).

The complex challenges in our crowded, warming world range from increased susceptibility to natural disasters through ever increasing collective demands on ecological support structures, to a decrease in the capacity of those structures due to their ongoing deterioration (Dobkowski & Walliman 2002). The availability of resources per capita is severely limited in many regions and is decreasing further globally. Global climate change will reduce agricultural productivity, biodiversity and public health, and rising sea level rise will flood costal lowlands, many of them densely populated. Consequently, unprecedented numbers of displaced people will need to find shelter in host communities with vastly different cultural traditions. Human security will be further weakened through knock-on effects on socio-political structures, national and regional economies and healthcare systems. Because of the widespread failures of many governments to proactively prevent those challenges (Lautensach & Lautensach 2014; 2013), the remaining options have been reduced mainly to mitigation and adaptation. That is where education can make a difference, through new curricula and innovative teaching towards a ‘Great Transition’ (Raskin 2016) into a sustainable and secure future (Stone & Barlow 2010; Lautensach & Lautensach 2010).

Sustainability refers to resource use, population stasis and waste processing (Heinberg 2010). Human security is described by the four pillars of socio-political, economic, health-related and environmental security (Lautensach & Lautensach 2013). The Transition itself is inevitable and can no longer be painless, but some strategic choices and opportunities remain (Rees 2014). Instead of a grand collapse we will probably face differentiated disintegration, which creates room for creative counter strategies, based on an alternative successful praxis. The foremost imperative of a humane Transition is to sustain the acquired civilizational level under a regime of drastically reduced resource use (Welzer 2016: 220). Education can help prepare learners to take an active part in the Transition and to help avoid the worst consequences, provided that curricula are specifically revised and customised toward that purpose. (Orr 2004; Parkin 2010)
Among the numerous proposals on education for sustainability or ‘Transition education’, many have focused on the ways and means of sustainable lifestyles, the reasons for their importance, and the urgency of the issues. Proposed curricula include learning outcomes in the cognitive and the affective domains. The latter includes attitudes, values, beliefs and motivations. Much less attention has been paid to the cultural roots of behaviour on the individual and collective levels (Rees 2010), and on the diversity of cultural norms that inform those affective determinants of behaviour. In many situations it is cultural contingencies, particularly those that form the dominant culture of consumption and growth that stand in the way of effective and large-scale behaviour change (Welzer 2016).

A second duty of formal education is to provide for the cultural safety of students and teachers, particularly at a time when classrooms increasingly harbour contingents with diverse cultural traditions (Lautensach & Lautensach 2011a; Harrison et al 2013). The cultural safety of learners depends on the effective teaching of a person or family from another culture by a teacher who has undertaken a process of reflection on his or her own cultural identity, recognizing the impact of the teacher’s culture on his or her own classroom practice (NCNZ 2011: 7) and applying effective intercultural competencies.

Culturally safe education is free of “any action that diminishes, devalues or disempowers the cultural identity and well being of an individual” or group (NAHO 2006: 3). Cultural safety can transform power imbalances, neutralize institutional discrimination, and address the effects of colonization (Ramsden 2005). For those reasons one might consider culturally safe education a necessary condition for any educational achievement by culturally marginalized students. Beyond schooling, an education for cultural safety can make a substantial contribution towards the peaceful resolution of intercultural tensions by ‘preparing to be offended’ (Lautensach & Lautensach 2015).

Given the overarching priority of Transition education at this time, as well as the importance of cultural safety for educational success, reassurance is needed that the aims and methods of one curriculum do not conflict with the success of the other. We are developing a project to test this hypothesis using quantitative empirical data in our home region of northwestern British Columbia. In this paper we take a theoretical approach to compare and evaluate learning outcomes that are used in Transition education and cultural safety education, respectively. Our objective is to assess the possible extent of conceptual and moral contradictions as well as the potential for mutual reinforcement.

We reviewed the literature and the authors’ personal practice to identify the major learning outcomes and pedagogical strategies of the two curricula. The learning outcomes and strategies apply both to public schooling and to teacher education. Each outcome or strategy was assessed for its possible effects and dependence on the other curriculum.

**Curriculum for Cultural Safety: A Brief Overview**

**Learning Outcomes**

These learning outcomes were compiled from a cursory literature review (Krathwohl 1964; Noddings 1995; Schonert-Reichl & Hymel 2007; Gay 2010; Lautensach & Lautensach 2011a; Brewer & McCabe 2014; Brown & Krasteva 2014).

**Cultural Awareness & Sensitivity:**

Social-Emotional Learning focuses on happiness, “caring and supportive interpersonal relationships, empathy and care for others, making responsible decisions, and desisting from risky and health-compromising behaviours” (Schonert-Reichl & Hymel 2007: 21).

Demonstrate awareness of the importance of cultural safety; show interest in issues and policies relating to cultural safety; show respect for beliefs and values in others that disagree with one’s own; show concern for the welfare of others; become adept at identifying possible causes of inadvertent offence proactively; demonstrate commitment to social improvement;
Cultural Competencies:

Demonstrate skills for intercultural communication, leadership, conflict resolution, negotiating value differences, establishing a joint culture of tolerance and fairness;

Explicate and analyse the hidden curriculum for its messages (e.g. cultural parochialism, contradictions); safely discuss perceptions on discriminatory attitudes encountered in the community and in the curriculum; explore and discuss the potential of culturally responsive local self government; reconcile conflicting moral priorities in the pursuit of cultural safety (e.g. tolerance and justice); prioritise non-violence as a moral principle; explore and adopt non-violent alternatives to conflict resolution.

Achieving Cultural Safety: (Lautensach & Lautensach 2011a)

Explain alternative moral theories and principles, as well as moral and logical reasoning; compare and evaluate possible strategies to make education culturally safe and to educate for cultural safety in wider society; empower learners to tolerate inadvertent cultural offence, to appreciate the benefits of cultural pluralism & of limiting cultural relativism; help peers understand how they can adopt culturally safe practices and why they should.

Educational Strategies

In addition, the following contextual and pedagogical strategies are recommended (Lautensach & Lautensach 2011a; Meyers 1993; Meyer et al 2014; Gay 2010; Noddings 1995):

- Alleviate teachers’ uncertainties about their job security; strengthen teachers’ confidence with value education (especially through modeling); address controversial issues; allow cultural groups to define their own learning space in the classroom; infuse curriculum with minority languages from the community and their cultural traditions; implement affirmative action wherever the consensus calls for it; implement diverse collaborative styles; allow students to collaboratively construct learning goals; create a safe forum for personal stories; enable students to make authentic connections to learning and to each other; remove the air of illegitimacy about caring, including the deconstruction of cultural stereotypes about gender, ethnicity and socioeconomic status.

Transition Education: Analysis of Compatibility

Education for a successful Transition includes six major aims which were explicated in detail elsewhere (Lautensach 2010). They are listed below, along with conducive learning outcomes and strategies, followed by evaluative comments how the curriculum reconciles with cultural safety. The six aims apply also to teacher education, with a special emphasis on epistemological skills, philosophical foundations, comprehensive content knowledge, well-rounded ethics and active participation in professional communities of practice focusing on sustainability education (Lloyd, Smith & Paige 2011; Santone et al 2014; Cloud 2014).

For the sake of brevity, only a small selection from a much larger body of curriculum content is given, adequate for the analysis at hand. (Cloud 2014; Parkin 2010; Welze, 2016; Potter 1988; Orr 2004; Lloyd, Smith & Paige 2011; Oakes & Lipton 2007; Jones, Selby & Sterling 2010; Senge 2014; McKibben 2010; Lautensach 2010; Lautensach & Lautensach 2011b; Lautensach 2013)

Adopt a concept of progress that is informed by sustainability (e.g. increasing human welfare in a reductive economy)

Demonstrate ecological literacy in its diverse transdisciplinary, cognitive and affective aspects (Nichols 2010; Simmons 2014); critically analyse manifestations of the growth paradigm; apply ecological principles and the theory of adaptive systems to the dynamics and sustainable well-being of human populations in social-ecological systems; ask “what is growing, where, for whom, and at what cost?” (Parkin 2010: 73); distinguish the ideals of acceptable survival from the mere survival of the greatest number; explore and adopt sustainable
and equitable alternatives in health care; explain historical case studies of sustainability challenges; nurture respect for nature, for precaution and for small enterprise; adopt the principles of sufficiency within limits of growth, of justice and restraint, and of holistic economic cost assessment; starting from earth systems science, consider the Gaia model to enrich one’s personal environmental ethic.

These outcomes are not in direct conflict with cultural safety. Yet, potential points of conflicts exist between culturally contingent views about progress and survival, utility of nature and non-humans, and the limits of humanism.

*Replace anthropocentrism with an ecocentrist environmental ethic.*

Distinguish between statements of value and of fact; distinguish ontologically subjective concepts (e.g. the right to a clean environment) from ontologically objective ones (e.g. the limits of carrying capacity); adopt a perspective of holistic valuing of nature and of regarding humans as part of nature (as is evident in many indigenous belief systems); describe the function of ecological communities inside and outside of the human body; demonstrate resistance against the dominant custom of commodifying nature (and almost everything else) and exploiting it purely for human ends; learn how to convince others to adopt sustainable values; reconcile one’s aspirations towards personal freedom with the constraints of social justice and ecological limits.

As with the preceding aim, a potential for disagreement arises from conflicting worldviews and assumptions about the position of humans in nature.

*Acquire the cognitive and affective skills required to collaboratively meet the challenges.*

Apply footprint analysis to development issues and their implications; practice ethical reasoning and metaethical analysis; develop your own learning skills and attitudes; become more perceptive of and adaptive to environmental and social change; contribute to sustainable waste management for your family and community (the ‘six Rs of sustainability’: reduce, reuse/repurpose, recycle, refuse, rethink, rot) and explicate their importance; develop informed skepticism towards unsubstantiated propositions, dogmatism and demagoguery, including appeals to ‘common sense’, ‘rationality’, ‘realism’ and ‘human nature’; broaden your scientific understanding of nature; complement expertise in sustainable lifestyles with well-reasoned explanations why they are important and to what extent they might help; develop reflective analysis; recognise and revise those unquestioned assumptions and habits of thinking that lead well-intentioned people into ecologically catastrophic decisions; acquire learning skills at the individual as well as social levels.

These skills do not conflict with those required for cultural safety. In fact, they are likely to reinforce them – except perhaps when the learner’s newly developed skepticism turns towards religious dogma and cultural traditions.

*Acquire a vision for and awareness of the future that includes change and sustainable solutions.*

Visualise utopias that transcend the ‘present-plus’ pretences of ‘futuropathic’ agents; experience self efficacy in activist ‘communities of practice’ committed to Transition goals; cultivate informed hope over defeatism; recognise and appreciate quality over quantity in human endeavours; become aware of anthropogenic environmental change and ecological overshoot and how they affect the prospects and human security of communities; support projects that are planned within ecological limits and critique constructively those that are not; ask “and then what?” and “who benefits?”.

It seems inconceivable how any culture would envision the future entirely as a continuation of the present. In fact, many cultures harbour similar ideals about a more just, humane and secure future, and their moral codes are informed by those aspirations. In the context of visioning utopias, the potential for mutual reinforcement between the two curricula seems to exceed any potential for conflict.
Adopt a non-parochialist view of environmental values and academic inquiry.

Reconcile moral pluralism with the primacy of sustainability, i.e. the imperatives of behaviour change towards sustainable norms; adopt values of global humanism, tempered with ecological holism; show your affiliation to your home place, tempered with appreciation of the rest of the world; adopt an ethic of cultural pluralism and social justice, tempered with respect for universal human rights; support local ‘slow’ movements over traditional modern ‘development’; adopt a global vision of causes, effects and interdependence and pay attention to local implications; share local resources equitably and sustainably.

Depending on how strongly a person adheres to the specific norms and principles dictated by their culture, there is potential for conflict with the openness and conceptual flexibility advocated in this aim. Every culture contains by definition an element of parochialism, which manifests in the discussions about headscarves and other cultural symbols in the public sphere. However, as both cultural safety and social sustainability depend on the parties’ abilities to overcome such rigid mindsets and finding common ground, there is also a potential for synergy. A particular culture may also be expected to give up more than its fair share of values for the sake of universal ideals such as human rights. A functional code of cultural pluralism may only demand that “we need fully to understand and appreciate the viewpoint of a particular standard before we judge it as inadequate” (Gbadegesin 2009: 32).

Become liberated from exploitative dependencies.

Analyse the reasons for the failure of mainstream education to bring about substantial Transition reforms to date (obstacles include scientific illiteracy, inequity of opportunities, misleading messages about ontology and the social construction of knowledge); explicate the hidden curriculum and its messages (dispositions, guiding myths, skills & knowledge); critique status quo attitudes, norms, beliefs and ideals, especially when they are dictated by the hegemonic ‘Everything, Always” culture of consumption and growth; demonstrate a will to participate in acts of resistance to that hegemon; accept the discomfort that arises from discordant actions and dissent.

As with the preceding aim, the possibility of agreement or conflict with cultural safety principles depends on the amount flexibility on all sides. Counterhegemonic attitudes and actions are generally frowned upon in traditionalist cultures.

To be effective, a Transition curriculum must strike a balance along several continua. On the continuum of learning outcomes it must balance between the cognitive, affective and psychomotor domains (Singleton 2015). On the geographical continuum, the challenge is to include and be informed by, global as well as local, place-based considerations. On the social continuum, it must address various levels of agency from the individual through family, community, regional, national and global dimensions. On the cultural continuum it must be as inclusive as possible, accommodating diverse cultural views, narratives, metaphors and beliefs as much as they fit with the sustainability principle of ‘living within our means’. This balanced, inclusive approach renders Transition curricula largely compatible with cultural safety.

Beyond the boundary, there is no compatibility with cultures that deny the inevitability of a Transition and the imperative to minimise associated harm, as with the ‘culture of denial’ (Derby 2010). Other tests of compatibility focus on how a culture defines ecological intelligence (Bowers 2009). This includes how it deals with the taboos around overpopulation and a woman’s control over her fertility, with the exploitation of non-humans and ecosystems solely as means to human ends, how it constructs the extent of individual autonomy, and possibly how it addresses the question of meat consumption on an overpopulated planet. If a compromise is feasible, the foremost requirements are always a forum for open discussion, an open mind, and a commitment to a secure future.

CONCLUSIONS

Official curricula are now providing educators with a modicum of support with regards to sustainability imperatives and social justice agenda. That support falls short where the two curricula are not effectively connected, which happens
all too often. For example, education about human rights and social justice rarely takes into account resource constraints and ecological limits (Ehrlich & Ehrlich 2010; Lautensach 2015). This paper provides educators with a compendium of learning outcomes and teaching strategies for both curricula, as well as reassurance that they do not necessarily contradict but can reinforce each other in the classroom.

Our findings suggest that education in cultural safety and education for sustainability are largely compatible in their requisite skills, attitudes and conceptual content. Both struggle against the obstacles of cultural hegemony and unexamined harmful messages in hidden curricula. Both face political backlash, sometimes from the same powerful groups with hidden agenda. The main areas of conflict between Transition curricula and cultural safety curricula, according to our analysis, is not framed by factual priorities or disagreements over cognitive outcomes but by differences in values and ideals, which are of course culturally defined and reproduced.

The primacy of cultural and affective factors as determinants of human behavior is now widely accepted. Evidence includes the failure of curricula that overemphasize cognitive outcomes (i.e. many traditional school curricula) to effect substantial behavior changes towards sustainability (Saylan & Blumstein 2011); nor has the massive progress in scientific modeling and understanding of environmental problems had much impact on the continuing increase of global overshoot (Rees 2014). On the other hand, in some cases changes to dominant cultural and moral priorities have made some impressive behavior change possible (Welzer 2016). Comparisons of historical cases of societies that succeeded to cope with sustainability challenges, with societies that collapsed as a result of failing to do so, indicate that the primary difference between the two lies in their cultural norms and their flexibility to adapt them to new contingencies (Diamond 2005).

In that context the particular areas of conflict between the two curricula gain in significance. Choosing between the irreconcilable norms of two cultures is difficult because it requires reasoned objections to cultural relativism, objections that clearly place one culture’s values above those of another. As difficult as such an endeavor may seem, it is supported by successful historic precedents where cannibalism, human sacrifice and legal slavery were abolished after intensive discussions invoking humanist ideals. Other objections that are still being contested include the culturally sanctioned ritual mutilation of babies and children, as well as societal attitudes towards recreational drug use. All those objections resulted in, or aim at, the abandonment of specific cultural values where they could be shown to conflict with human dignity or the values informing the Universal Declaration of Human Rights. We suggest that those precedents might indicate a way how the two curricula might be reconciled, namely by asking the question which violates the human rights of present and future generations to the least extent.

In both curricula the educator needs to take a carefully considered approach, respectful of divergences in views, pointing out common goals and their desirability. Making every attempt at reconciliation is imperative; a hypothetical culture that refuses to make any attempts to become more sustainable is unlikely to find cultural safety when cohabiting with others. In today’s crowded world where cohabitation can hardly be avoided such a culture would find it increasingly difficult, if not futile, to withdraw and isolate itself to prevent further intercultural conflict, or to live forever beyond its means. Likewise, a society that neglects the universal need for cultural safety in today’s multicultural globalised context cannot achieve sustainability in its socio-political sense. This mutual interdependence amplifies the imperative to reconcile.

Notwithstanding the synergy of the two curricula, each communicates the need for sacrifices. The particular kind of modernization that the Transformation requires includes the fiercely contested reduction of privileges, including our own in affluent, developed societies (Welzer 2016: 131); this can even impose limitations on human rights according to some interpretations (Lautensach 2015). Likewise, cultural safety sometimes requires the mutually negotiated renouncing of incompatible views – moral territory that nobody gives up easily. However, in both cases the payoff of
greater security makes it entirely worthwhile. Making this clear to students from the beginning should ease the educator’s task.

REFERENCES


Brewer, Courtney A. & Michael McCabe. 2014. *Immigrant and Refugee Students in Canada*. Edmonton, Alberta: Brush Education.


Derby, Paul. 2010. Not all cultures should be preserved: The culture of denial; its effects on sustainability, and what should be done about it. *The International Journal of Environmental, Cultural, Economic and Social Sustainability* 6 (6): 105-116.


Simmons, Bora. 2014. Essential Elements of Sustainability Education. *Journal of Sustainability Education* 6 (May). http://www.jsedimensions.org/wordpress/content/essential-elements-of-sustainability-education-


A Study On The Change Of Spoken Language Into Children's Story – Based On Sun Jingxiu's Theory Of Story Education

LI Juan, Northeast Normal University, China
Qu Tiehua, Northeast Normal University, China

ABSTRACT

Telling stories to children is an important part in children's education, and listening to stories is happy for them during their childhood. In the traditional society, telling stories and listening to stories are important part in children's life, but in the current society, telling story is gradually replaced by the "parent-child reading." But the educational values between two approaches are different. The purpose of this paper lies in exploring how the language needs of children are represented in the co-reading style based on written language, and to attract children into the world of story. In general, the story language is written language. Even though the author try to simplify story language, to comply with the children's cognition, but the strong formal written language is found in a variety of picture books and story books. If we pay full attention to children's ability to understand, we will try to avoid the strong formal language.
Does The Integration Of Technology In The Classroom Improve Student Learning? An Empirical Study
Felix U. Kamuche, Morehouse College, USA

ABSTRACT

The search of the literature reveals that higher education is entering a rapidly changing environment because of technology (Kamuche, 2005; Muir-Herzig, 2003; Mitchell 1982). Young people within today’s generation are different. The world is getting smaller and smaller every day. For example, communication has become instantaneous and more responsive.

This rapid transformation of technology is redesigning the way students learn today. Technology is in our everyday life. Everything we do today require some type of technology use. We use smart board, smart notebook, smart TV, iPads, Mac Notebooks, interactive games, video games, mobile apps, social media, texting, cell phones, labs and many more in our day to day lives. Though prevalent, does technological integration belong in the classroom? It is important for educators in higher education to explore and understand how these changes affect the students’ academic achievement.

The purpose of this study is to examine and analyze the impact of technological integration in the basic statistics classroom and its effects on academic success. The motivation for this study was to find out how technology integration affects student learning.

The sample for this study consists of undergraduate students who are enrolled in the sophomore and junior level basic statistics course at a historically black college. The research will be focused on the hypothesis that a significant relationship exists between technology integration performance and undergraduate students’ academic achievements.

The experimental group, students with technology integrated education, was compared to the control group, students without technology integrated education. Test scores for the first semester and second semester were compared between the technology education and non-technology education students. A significant difference was found in the academic performance between the experimental and control groups. Results of this study indicate that overall the integration of technology in the classroom impacts the academic performance of students in their basic statistics. The findings of this research also provide significant information about the need of integrating technology into classrooms. This lend support to earlier studies (Costley, 2014; Banitt, Theis, and Van Leeuwe 2013; Means, 2010; Becta, 2008; Rockman et al, 2002; Schacter, 1999; Sivin-Kachala, 1998; Kulik, 1994).
The Effect Of Collective Brand 
On Price Premium 

Ricardo Sellers-Rubio, University of Alicante, Spain 
Francisco Mas-Ruiz, University of Alicante, Spain 
Franco Sancho-Esper University of Alicante, Spain 

ABSTRACT

This study examines the effect of firm advertising investment and firm reputation on the prices of experience goods, as well as the moderating effect of collective brand strategy. The central assumption of this paper is that a collective brand can increase or decrease perceived differentiation among the individual brands associated with a collective brand; and thus, collective brand membership can moderate the effects of firm advertising investment and firm reputation on an individual brand’s price. The results obtained with a panel of companies in an experience goods industry (i.e., winery) show that firm and collective reputations are positively associated with product price, and that advertising investment is positively related to product price. In addition, the relative effect of a collective brand on product price is higher when the company has a higher advertising investment a higher individual brand reputation.

Keywords: Price, Experience Good, Collective Brand, Firm Reputation, Advertising, Winery Industry

1. INTRODUCTION

Marketing researchers have not found clear evidence on the price-quality correlation (see Gerstner, 1985; Kirchler, Fischer and Hözl, 2010). Results also find large variation across product categories (Caves and Greene, 1996). Specifically, some authors from Industrial Economics have focused their attention on experience goods, where product quality is not known before purchase (especially in the agrifood industry), and they try to explain the unclear price-quality relationship based on the idea that consumers can rely on a firm’s reputation and on a collective reputation to form expectations of product quality. Thus, the consumers’ willingness to pay for an experience good would be a function of firm reputation (Klein and Leffler, 1981) and of collective reputation (Tirole, 1996; Landon and Smith, 1997, 1998).

Particularly, this paper is focused on the collective brand strategy versus non-collective brand strategy because a collective brand could be a powerful indicator of quality if the collective reputation of the product is high (see Tirole, 1996); thus, quality would be guaranteed by an umbrella brand name. A collective brand is defined as a signal that identifies the goods or services produced by firms belonging to an association, and it guarantees the origin, the nature or quality of certain goods and services. Our attention is directed to public collective brands because a public or governmental institution could endorse product quality. A public collective label can be designed to ratify the product quality of the member companies, which can sell their products with a legal guarantee and the prestige of the superior quality of the specified geographical region and/or production method. For example, the Protected Designation of Origin (PDO) (e.g., wines of Rioja) is a public collective brand, which is used to describe foodstuffs which are produced, processed and prepared in a given geographical area using recognized methods (see Loureiro and McCluskey, 2000).

To date, researchers have examined the relationship between experience product price and firm and collective reputation indicators (e.g., Landon and Smith, 1997, 1998; Loureiro and McCluskey, 2000; Schamel, 2009; Costanigro, McCluskey and Goemans, 2010; Cacchiarelli et al., 2016). Generally speaking, results show that firm and collective labels act as a sign of superior quality for consumers, who are willing to pay a price premium for them. However, a firm’s advertising investment might also have an effect on the experience product price, and the absence of advertising investment could bias the estimation of the relationship between price and firm and collective reputation (Landon and Smith, 1997). Basically, consumers are uncertain about the cost of producing a quality product and, thus,
do not know the price that guarantees a minimum quality. In this situation, high advertising investment makes it likely that the consumer considers the associated premium price as a guarantor of a minimum product quality (Klein and Leffler, 1981). This premium price acts as a quality guarantor, supporting the idea that the firm’s investment in quality is valuable information for the consumer. Our interest expands this idea by considering whether the decision to belong (or not) to a collective brand moderates the effect of firm advertising investment and firm reputation on price; which has important implications for managers.

Thus, the objective of this study is to examine the effect of firm advertising investment and firm reputation on the prices of experience goods, as well as the moderating effect of collective brand strategy versus a non-collective brand strategy. The methodology is based on the application of regression models with panel data. The empirical analysis is made in an experience goods industry, the Spanish winery sector, given the proliferation in the wine market of public collective brands (i.e., Protected Designation of Origin labels –PDO). Concretely, PDOs are used in Spain as recognition of superior quality, resulting from individual differential characteristics due to the geographical environment where the raw materials are produced and the product is made and the influence of the human factor. These PDOs are used by a plurality of companies under the control and authorisation of the titleholder (the Regulatory Council of each PDO), which certifies that the products comply with certain common requisites, especially those concerned with quality, geographical origin, technical conditions or method of production.

2. LITERATURE REVIEW

Regarding the original theoretical research of the relationship between price and quality, the complete information model (Rosen, 1974), in the field of Industrial Economics, assumes that consumers have access to low-cost or free information on the current quality of a product. This model holds that product price is explained by its current quality and by other specific product characteristics. However, from the point of view of experience goods, some specific characteristics are only known by consumers after purchase or consumption. Thus, Reputation Theory with asymmetric information (Klein and Leffler, 1981; Kreps and Wilson, 1982; Milgrom and Roberts, 1986; Tirole, 1996) proposes two different models to explain product price, which consider firm reputation and collective reputation, respectively (see Landon and Smith, 1997, 1998).

On the one hand, the theoretical models considered by Klein and Leffler (1981), Kreps and Wilson (1982), Kreps et al. (1982), Milgrom and Roberts (1986) explain firm reputation through the past quality of a firm’s products. Within an experience good context, product quality is imperfectly observable prior to purchase and can only be determined through its use. If these experience goods are not frequently bought, the information on the current quality of the product is not available to consumers or is costly to acquire. This means that consumer demand will depend, at least in part, on consumer predictions around the quality of the product. In this sense, these models assume that the reputation of a company is only a function of its past quality and proposes that the price of a company’s product is explained by its reputation based on the past quality of its output.

On the other hand, the theoretical model proposed by Tirole (1996) uses group information to approximate the quality of the product of the company. Within this context, collective reputation acts as a proxy of the aggregated individual reputations. In industries with a large number of producers, the specific information on the current or past quality of a given company is not easily available and it will only be possible (or it would be cheaper) to obtain information on the quality of a group of companies with which the company in question can be identified. This group information can be used as an indicator of the product quality of a company in the group. In this sense, if consumers infer the quality of a single firm from the quality reputation of a group of firms, this model assumes that the product price of a single firm might be explained by collective reputation instead of single firm current or past quality. At an empirical level in the wine industry, Landon and Smith (1997, 1998) find that wine prices are explained by the collective reputation of the Protected Designations of Origin of Bordeaux, supporting the idea that a single firm can be identified by the average quality of the group of firms of the PDO which it belongs to.

Apart from these theoretical arguments, there is also a need to empirically control the firm’s advertising investment when trying to identify the main drivers of an experience product price, as this could have an important influence on the relationship between price and firm and collective reputation (Landon and Smith, 1997). In fact, the Klein and Leffler (1981) theoretical model also considers that consumers are not able to perfectly forecast quality based on price. A firm can fix a higher price than another because there is a price premium based on its quality or, alternatively,
because it is less efficient in its production process. In this context, the consumer will also consider the fact that the firm is investing in advertising. A firm which is investing sufficiently in advertising implies that it cannot allow a quality deception as advertising signals the presence of specific selling costs and, thus, the price premium size. We extend this idea by considering that collective brand membership can moderate the effects of firm advertising investment and firm reputation on price.

Some theoretical economic models have proposed a relationship between advertising investment and firm quality and price in the context of asymmetric information between firms and consumers. However, they have not analyzed the role of firm and collective reputation as quality proxies. A pioneer theoretical proposal (Gerstner, 1985) suggests that asymmetric information might impede consumers from making informed judgments of firms’ products. In this sense, low quality product producers could advertise and prosper. Further, advertising competition could lead to market inefficiency. Specifically, effective price competition would be impeded by the coexistence of other strong advertising appeals (e.g., to motives of health, beauty and romance) that could affect consumers’ valuations, in the sense that demand would be primarily directed towards advertised products (Parker, 1995). However, this argumentation has been criticised by a second alternative theoretical model which holds that previous arguments do not consider consumers’ perceived quality (Ali and Sechandri, 1993). Thus, Nelson (1974) holds that advertising on experience products, whose quality can only be assessed after consumption, foments market efficiency (see also Klein and Leffler, 1981; Milgrom and Roberts, 1986). Thus, markets would be segmented based on near-full information, and consumers would choose the utility that maximizes their price-quality bundle. And consumers’ perceived quality would only decline when consumers with full information are willing to pay a lower price (Parker, 1995). In addition, this second theoretical model holds that the existence of a weak price-quality correlation is an indicator of imperfect markets, as in perfect markets competition and consumer learning would eradicate high price/low quality products. However, this theoretical argument has been criticised (see Kirchler et al., 2010) as market efficiency must be judged on occurring losses, and the price-quality correlation is not a proper indicator of losses.

At an empirical level, several papers have analyzed the role of advertising investment in the price-quality relationship after advertising deregulation in industries with asymmetric information between sellers and buyers. Although the results find similar results to those predicted by two previous theoretical models, the argument differs substantially. In this sense, in line with the theoretical model of Gerstner (1985), Parker (1995) shows that big advertisers offer lower quality and do not need to charge low prices to compete in the market. However, this result is explained through an extreme form of information asymmetry in optometry services, where self-deceiving consumers rely on an “illusory” quality as they think they can judge product quality, and they are satisfied with low quality/high price products (i.e., “sweet lemons”, according to Akerlof, 1970). Finally, empirical studies from Feldman and Begun (1985) show results contrary to the previous theoretical models, as although the entrance of advertisers does not reduce quality—as in the Nelson (1974) theoretical model—it, the low price of advertisers compared to non-advertisers decreases market prices. These authors hold that this result is explained as advertisers rely on brand names and have lower marginal costs as a consequence of scale economies in service delivery (e.g., equipment acquisition), and this leads to a lower price for the consumers.

This paper extends these ideas by considering the moderating role of collective brand membership in the interaction between firm reputation and advertising investment in order to explain experience product prices. Some researchers (see Fernández-Barcala and González-Díaz, 2006) raise the importance of the coexistence of quality signals when more than one brand name appears on the same product (i.e., co-branding), and apply the benefits of brand extensions into new product areas (see Smith and Park 1992; Nijssen 1999). In this sense, firms that belong to a collective brand and also employ their individual brand (i.e., co-branding) might achieve a higher brand equity (measured by a price premium) than an individual brand. From a marketing perspective, this could be explained because the complementariness between both brands guarantees different quality attributes to the consumers and increases consumers’ positive attitudes (Fernández-Barcala and González-Díaz, 2006). However, these authors also suggest the influence that advertising investment might have, as a single brand (that does not belong to a collective brand) could achieve the highest price premium when it has a high control over its product quality and has the brand name that most clearly addresses consumers. The strongest single brand image might be achieved by its high advertising investment.
From the Marketing point of view it is worth noting that the goal of generic advertising is to increase primary demand (the size of the pie), but without affecting the single market share of any producer (the share of the pie). This is explained as generic advertising improves category beliefs, increases across category differentiation and reduces price-elasticity of the advertised category (Chakravarti and Janiszewski, 2004). However, although collective brand producers might not be worried about the effectiveness of generic advertising in terms of primary demand, they may be worried about the effect on individual brand shares, especially in markets with previous differentiation. In fact, as time passes, some collective brand producers are able to differentiate their own products through product heterogeneity in an experience attribute (e.g., taste), heterogeneity in consumers' preferences towards this product attribute, as well as a high perceived value of differentiation with respect to the product cost of production. This individual brand differentiation can increase sales for individual brands and create a brand-level belief that can be subsequently strengthened or weakened by generic advertising. In other words, as generic advertising has an effect on individual brand-level beliefs, it could also affect individual brand-level demand. Consequently, if generic advertising has a differential effect on the individual brands’ demand, it is very likely that it also increases or decreases the perceived differentiation among the individual brands within the category and, thus, has an effect on price elasticities within the category (Chakravarti and Janiszewski, 2004).

In this paper the Chakravarti and Janiszewski (2004) proposal is followed, which considers these two advertising frameworks (brand advertising and generic advertising). First, individual brand advertising might improve brand beliefs, and these could increase product differentiation and reduce substitutability. Thus, consumers would be less prone to price changes. Second, if generic advertising has a differential influence on individual brand demand, it is very likely that it also increases or reduces perceived differentiation of the individual brands within the category and, therefore, it would affect price elasticities in the category. In this sense, this paper assumes that a collective brand can increase or decrease perceived differentiation among the individual brands (created by firm advertising and individual brand reputation) that belong to the collective brand and, therefore, there is a three-way interaction effect of “collective brand membership”, “firm advertising investment” and “individual brand reputation” on the experience product price. Summing up, in an experience good context, where the quality of a product is imperfectly observable prior to purchase and can only be determined through its use, it is necessary to control the effect of collective brand membership when analysing the effect of firm reputation and advertising investment on product price.

3. METHODOLOGY AND SAMPLE

3.1. Methodology

The methodology is based on various regression models with panel data that explain the price of the experience product. The proposed model considers product price as a function of the company and collective reputation, as well as the advertising investment of the company. As the dependent variable is the single product price instead of the company, this paper also considers several specific characteristics of the products. Concretely, the price of product \( i \) of company \( j \) in period \( t \) (\( P_{ijt} \)) is specified in terms of the quality reputation of company \( j \) producing product \( i \) in period \( t \) (\( R_{ijt} \)), the collective reputation in period \( t \) (\( c_{ijt} \)), the advertising investment of company \( j \) in period \( t \) (\( A_{jt} \)), and a set of characteristics of product \( i \) in period \( t \) (\( Z_{it} \)) and a set characteristics of company \( j \) in period \( t \) (\( X_{jt} \)). Thus, the proposed model can be specified as:

\[
P_{ijt} = P(R_{ijt}, c_{ijt}, A_{jt}, Z_{it}, X_{jt}) + \varepsilon_{ijt}
\]

where \( \varepsilon_{ijt} \) is a mean zero random variable with variance \( \sigma^2_{\varepsilon} \). The partial derivative of this function with respect to every characteristic represents the marginal consumer willing to pay for this specific characteristic (Landon and Smith, 1998). An extension of this model allows us to test if a collective brand strategy versus a non-collective brand strategy can moderate the effects of firm advertising investment and firm reputation on price.

3.2. Sample, Data And Variables

The empirical analysis is performed on a sample of companies operating in an experience goods industry, the Spanish
wine sector, between 1999 and 2013. The final sample used for the empirical study is made up of 7,920 wine references that belong to 488 different wineries. 696 wines are marketed without a PDO, while 7,214 wines are marketed under the umbrella of one of the 81 different PDOS represented in the sample. Among the PDO wines, 4,679 are marketed under a Designation of Origin, while 2,535 are marketed under other types of PDO (Qualified Designation of Origin, State Wines, Quality Wines with Geographical Indication, etc.).

The dependent variable is the price of product \( i \) (per bottle) of company \( j \) in period \( t \) \( (P_{ijt}) \). The price is deflated by the Spain Consumer Price Index (CPI) so that all prices are in constant 1999 euros. Given that the distribution of real wine prices is highly skewed, we consider the natural logarithm of the real price as the dependent variable \( \ln P_{ijt} \).

The independent variables used to explain the price of the products of the companies are the following:

(1) Individual brand reputation of company \( j \) producing wine \( i \) \( (R_{ijt}) \). As firm reputation is assumed to be a function of the firm’s past output quality (Landon and Smith 1998), the brand reputation variable is represented by the first lag of the quality index of the individual brand \( i \) \( (Q_{ijt-1}) \). The wine quality index is obtained from the guide “Los Mejores Vinos de España Repsol” (from 1999 to 2013).

(2) The collective reputation \( (R_{ijt}^c) \). We use as collective reputation indicator a dummy variable, which takes a value of 1 if the company belongs to a collective brand (PDO), and 0 otherwise.

(3) Advertising investment \( (A_{jt}) \). This variable is obtained from the INFOADEX database. Because advertising investment is based on cost, using a contemporaneous index raises the problem of endogeneity bias. To overcome this problem we employ a (one-period) lagged advertising investment index. Because the index is based on last period cost, the index becomes an exogenous measure. In addition, as advertising has a persistent effect over time, we use the stock of advertising goodwill \( (G_{jt}) \) of firm \( j \) in period \( t \).

Finally, this paper considers several control variables related to some product and company characteristics. On the one hand the characteristics of product \( i \) \( (Z_{it}) \) are the following: (1) Type of wine. This paper considers various types of wines, including red, white or others. This variable is measured through a dummy variable, called “Red wine”, which takes the value 1 if the wine is red, and 0 otherwise (white wine and others) (Oczkowski, 2001). (2) Age of the wine, distinguishing between “Joven”, “Crianza” and “Reserva”, which depend on the time of ageing in barrels (i.e., cellaring potential; see Oczkowski, 1994). This variable is measured through a dummy variable, called “Young wine”, which takes the value 1 if the wine is not aged (Joven), and 0 otherwise (Crianza and Reserva). (3) The grape’s year of vintage. This variable controls for older vintages having higher prices (Oczkowski, 1994; Schamel, 2009).

On the other hand, the following company \( j \) \( (X_{jt}) \) characteristics are considered: (1) Age of the company, measured in years since its creation. (2) Size of the company, measured through asset volume. (3) Number of products of the company appearing in the wine guide.

Table 1 shows the descriptive statistics of the variables used.
Table 1. Descriptive statistics.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.D.</th>
<th>Min.</th>
<th>Max.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Variables</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Price (€)</td>
<td>19.461</td>
<td>27.617</td>
<td>1.290</td>
<td>748.000</td>
<td>7910</td>
</tr>
<tr>
<td>Individual Reputation</td>
<td>90.448</td>
<td>2.370</td>
<td>80.000</td>
<td>99.000</td>
<td>7910</td>
</tr>
<tr>
<td>Collective Reputation</td>
<td>0.912</td>
<td>0.283</td>
<td>0.000</td>
<td>1.000</td>
<td>7910</td>
</tr>
<tr>
<td>Advertising Investment</td>
<td>164.520</td>
<td>520.055</td>
<td>0.009</td>
<td>5956.155</td>
<td>7910</td>
</tr>
<tr>
<td>Adv. Invest. Goodwill</td>
<td>308.390</td>
<td>1006.377</td>
<td>0.754</td>
<td>9222.192</td>
<td>7207</td>
</tr>
<tr>
<td><strong>Control Variables</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red Wine</td>
<td>0.628</td>
<td>0.484</td>
<td>0.000</td>
<td>1.000</td>
<td>7910</td>
</tr>
<tr>
<td>Young Wine</td>
<td>0.547</td>
<td>0.498</td>
<td>0.000</td>
<td>1.000</td>
<td>7910</td>
</tr>
<tr>
<td>Vintage (Year)</td>
<td>2003.042</td>
<td>5.043</td>
<td>1851.000</td>
<td>2012.000</td>
<td>6956</td>
</tr>
<tr>
<td>Firm Age (Years)</td>
<td>26.565</td>
<td>20.051</td>
<td>0.000</td>
<td>101.000</td>
<td>7910</td>
</tr>
<tr>
<td>Firm Size (1000’s €)</td>
<td>56507.741</td>
<td>89229.094</td>
<td>6.000</td>
<td>565369.000</td>
<td>6326</td>
</tr>
<tr>
<td>Number of products</td>
<td>4.140</td>
<td>2.761</td>
<td>1.000</td>
<td>19.000</td>
<td>7910</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5021</td>
</tr>
</tbody>
</table>

4. RESULTS

Table 2 shows the estimates of the regression equations with panel data. Although we only present the results without fixed effects, similar results are obtained when estimating the same equations with fixed effects. Generally speaking, the results are robust as the significance of the parameters holds among equations. The results show the significant relationship between the price of experience products and individual and collective reputation. Further, the significance of the parameters of the variables “advertising investment” and “stock of advertising goodwill” in equations 2 and 5 reflect the value of considering these variables. The inclusion of these variables in the estimations does not change the significance of the variables that reflect the individual and collective reputation of the firm.

As can be seen from Table 2, the coefficient of the individual brand reputation is significant and positive, which is consistent with Landon and Smith’s (1997, 1998) results. This also supports Klein and Leffler’s (1981) result that the price of a company’s product is explained by its reputation based on the past quality of its output. In addition, the coefficient of the collective brand reputation is positive and significant, which is also consistent with Landon and Smith’s (1997, 1998) findings. It also supports Tirole’s (1996) result that the price of a product is also explained by the collective reputation of a group of firms. That is, it seems that consumers willing to pay for an experience good would be a function of a firm’s reputation and of the collective reputation.

Regarding the variable advertising investment (flow and stock of advertising capital), the coefficients are significant and positive (see models 2 and 5). These results suggest that higher advertising investment leads to higher product price. Thus, according to Klein and Leffler’s (1981) theoretical model, it seems that advertising investment is valuable information for the consumer as it signals the presence of specific selling costs and, thus, the magnitude of a sufficient price premium to motivate high quality production.
To further analyze previous relationships this paper also considers if the decision of belonging (or not) to a collective brand moderates the effects of firm advertising investment and brand reputation on price. In this sense, a two-way interaction between “advertising investment” and “individual brand reputation” has been estimated (see models 3 and 6), as well as a three-way interaction between “advertising investment”, “individual brand reputation” and “collective reputation” (see models 4 and 7). The results show that the coefficient of the two-way interaction between “advertising investment” and “individual brand reputation” is positive and statistically significant, indicating that the effect of advertising investment is stronger for brands with higher individual reputation. However, the three-way interaction coefficient is not statistically significant, suggesting that the effect of collective reputation does not moderate the interaction between advertising investment and individual reputation.

Table 2. Estimates of models (Standard deviation in brackets).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
<th>Model 4</th>
<th>Model 5</th>
<th>Model 6</th>
<th>Model 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>102.001***</td>
<td>117.508***</td>
<td>117.379***</td>
<td>117.019***</td>
<td>103.715***</td>
<td>103.581***</td>
<td>103.238***</td>
</tr>
<tr>
<td>Brand reputation $R_{ij}$</td>
<td>0.204***</td>
<td>0.201***</td>
<td>0.202***</td>
<td>0.202***</td>
<td>0.204***</td>
<td>0.206***</td>
<td>0.206***</td>
</tr>
<tr>
<td></td>
<td>(0.005)</td>
<td>(0.005)</td>
<td>(0.005)</td>
<td>(0.005)</td>
<td>(0.005)</td>
<td>(0.005)</td>
<td>(0.005)</td>
</tr>
<tr>
<td>Collective reputation $R_{ij}^c$</td>
<td>0.163***</td>
<td>0.162***</td>
<td>0.163***</td>
<td>0.149***</td>
<td>0.167***</td>
<td>0.167***</td>
<td>0.153***</td>
</tr>
<tr>
<td></td>
<td>(0.030)</td>
<td>(0.031)</td>
<td>(0.031)</td>
<td>(0.032)</td>
<td>(0.030)</td>
<td>(0.030)</td>
<td>(0.031)</td>
</tr>
<tr>
<td>Advertising investment $A_{ij}$</td>
<td>-</td>
<td>9.93×10-5***</td>
<td>8.10×10-4</td>
<td>1.05×10-3*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1.86×10-5)</td>
<td>(6.1×10-4)</td>
<td>(6.34×10-4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$R_{ij} \times A_{ij}$</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$R_{ij} \times R_{ij}^c \times A_{ij}$</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Advertising goodwill $G_{ij}$</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5.02×10-5***</td>
<td>4.04×10-4*</td>
<td>5.26×10-4*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(9.17×10-6)</td>
<td>(2.99×10-4)</td>
<td>(3.12×10-4)</td>
<td></td>
</tr>
<tr>
<td>$R_{ij} \times G_{ij}$</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$R_{ij} \times R_{ij}^c \times G_{ij}$</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7.79×10-7***</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2.93×10-7)</td>
</tr>
</tbody>
</table>

Control variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
<th>Model 4</th>
<th>Model 5</th>
<th>Model 6</th>
<th>Model 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red wine</td>
<td>0.177***</td>
<td>0.159***</td>
<td>0.159***</td>
<td>0.161***</td>
<td>0.178***</td>
<td>0.178***</td>
<td>0.180***</td>
</tr>
<tr>
<td></td>
<td>(0.024)</td>
<td>(0.021)</td>
<td>(0.022)</td>
<td>(0.022)</td>
<td>(0.021)</td>
<td>(0.024)</td>
<td>(0.024)</td>
</tr>
<tr>
<td>Joven wine</td>
<td>-0.181***</td>
<td>-0.176***</td>
<td>-0.176***</td>
<td>-0.175***</td>
<td>-0.181***</td>
<td>-0.181***</td>
<td>-0.180***</td>
</tr>
<tr>
<td></td>
<td>(0.023)</td>
<td>(0.022)</td>
<td>(0.022)</td>
<td>(0.022)</td>
<td>(0.023)</td>
<td>(0.023)</td>
<td>(0.022)</td>
</tr>
<tr>
<td>Vintage year</td>
<td>-0.059***</td>
<td>-0.060***</td>
<td>-0.066***</td>
<td>-0.066***</td>
<td>-0.060***</td>
<td>-0.060***</td>
<td>-0.060***</td>
</tr>
<tr>
<td></td>
<td>(0.007)</td>
<td>(0.004)</td>
<td>(0.037)</td>
<td>(0.004)</td>
<td>(0.007)</td>
<td>(0.007)</td>
<td>(0.007)</td>
</tr>
<tr>
<td>Firm age</td>
<td>-0.002***</td>
<td>-0.003***</td>
<td>-0.003***</td>
<td>-0.003***</td>
<td>-0.003***</td>
<td>-0.003***</td>
<td>-0.003***</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.001)</td>
</tr>
<tr>
<td>Firm size (Ln)</td>
<td>-0.011*</td>
<td>-0.015**</td>
<td>-0.015**</td>
<td>-0.015**</td>
<td>-0.019**</td>
<td>-0.019**</td>
<td>-0.019**</td>
</tr>
<tr>
<td></td>
<td>(0.006)</td>
<td>(0.006)</td>
<td>(0.006)</td>
<td>(0.006)</td>
<td>(0.006)</td>
<td>(0.006)</td>
<td>(0.006)</td>
</tr>
<tr>
<td>Number of products</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td>0.002</td>
<td>0.003</td>
<td>0.003</td>
<td>0.003</td>
</tr>
<tr>
<td></td>
<td>(0.003)</td>
<td>(0.003)</td>
<td>(0.003)</td>
<td>(0.003)</td>
<td>(0.003)</td>
<td>(0.003)</td>
<td>(0.003)</td>
</tr>
</tbody>
</table>

| Number of observations   | 5466             | 5021             | 5021             | 5021             | 5466             | 5466             | 5466             |
| Adjusted R-squared       | 0.419            | 0.427            | 0.427            | 0.427            | 0.422            | 0.422            | 0.423            |
| F-statistic (p value)    | 189.339 (0.001)  | 170.932 (0.001)  | 163.535 (0.001)  | 156.942 (0.001)  | 182.588 (0.001)  | 174.658 (0.001)  | 167.659 (0.001)  |
| Year fixed effects F-Stat. (p value) | 9.204 (0.001) | 11.473 (0.001) | 11.443 (0.001) | 11.392 (0.001) | 10.174 (0.001) | 10.138 (0.001) | 10.090 (0.001) |

Dependent variable: Ln(Price). All the equations consider temporary fixed effects (year dummy variables included but not shown). ***: p<0.01 **: p<0.05 *: p<0.1
investment” and “individual brand reputation” is negative and significant. This result suggests that the positive effect of individual brand reputation on price is lower as the firm invests more in advertising. In other words, the positive influence of advertising is higher for firms with low individual brand reputation. In this sense, consumers are less (more) prone to pay a premium price for high (low) quality products when the firm invests more in advertising. According to Parker (1995), it seems that advertisers rely on brand names and have lower marginal costs as a consequence of scale economies, and this leads to a lower price for consumers. Advertising investment can lead to a higher level of sales and scale economies in production, which are associated with lower prices.

The results show that the interaction coefficient between “advertising investment”, “individual brand reputation” and “collective reputation” is significant and positive. Thus, when the firm belongs to a collective brand, consumers are prone to pay a premium price for high quality products as the firms invest more in advertising (flow and stock of advertising capital). In this sense, the coherence between individual and collective reputation is reinforced as the firm invests more in advertising. It seems that a collective brand differentially influences individual brand demand as, according to Chakravarti and Janiszewski (2004), generic advertising would increase perceived differentiation among individual brands that belong to the collective brand and, thus, would have an effect on their price elasticity.

5. CONCLUSIONS

This study examines whether pricing experience products as a function of firm advertising investment and firm reputation depends on a collective brand strategy versus a non-collective brand strategy. Our central assumption is that a collective brand can affect perceived differentiation among the individual brands belonging to the collective brand and can moderate the effects of firm advertising investment and firm reputation on an individual brand’s price. While previous studies on this topic analyze the price-quality correlation by considering firm and collective reputation, as proxies of company product quality, this study empirically controls the effect of advertising investment as it could have an important influence on this correlation. In addition, previous research to date has analyzed the relationship between advertising investment and firm quality and price in the context of asymmetric information between consumers and firms, but it has not analyzed the role of quality reputation from the point of view of individual and collective brands.

The results of the study reveal (from a sample of panel data of Spanish wineries) several interesting findings in the sense that firm and collective reputation are positively associated with product prices. However, managers should also consider the influence of some company strategies, such as advertising investment. In fact, our findings show that although advertising investment has a positive effect on prices, the moderator effect of this variable on the relationship between firm reputation and price is negative. Thus, the relative positive effect of firm reputation on price decreases as the firm invests more in advertising. Finally, the results show that when the firms belong to a collective brand, consumers are more prone to pay a price premium for high reputation products as advertising investment increases.

This study has relevant managerial implications. First, our results reinforce the evidence that supports price-quality correlation in experience goods, where quality is not easy to value before consumption, as opposed to low complex products where the empirical correlation has traditionally been stronger and consumers can easily recognise quality. Specifically, the finding of a positive association between price and firm and collective reputation supports the protectionist policy of public collective labels developed in Europe and in Spanish Autonomous Regions. It seems that wine consumers formulate their quality predictions on the product of a company using information on the products of other similar companies, giving a core value to the quality indicators of the group. Thus, firm and collective labels are signs of superior quality by consumers, who are willing to pay a premium price for experience goods, by avoiding situations such as high-price/low-quality products. The value that consumers attach to public collective labels implies that managers of public or governmental institutions, which guarantee the quality of the umbrella brand name, should provide continual information to the market on the characteristics of their products. Second, our findings suggest that certain strategies of the company, such as advertising investment, may help to explain the price. Thus, firms that invest in advertising should take into account that this is important information for the consumer, as it evidences a premium price linked to quality. Third, the results suggest that choosing a collective brand strategy can play an important role in the pricing of a company. In particular, a collective brand allows the associated company to have higher prices when the company has higher advertising investment and higher individual brand reputation, compared to a company not associated with a collective brand. When firms invest in advertising and, along with their individual reputation, are able to differentiate their product in the collective brand, this collective brand can have the potential to increase
perceived differentiation of the individual brands within the category, and this differentiation would affect price elasticities within the collective brand.

REFERENCES


Brands That Tell Stories: A Typology According To Its Composition
Pablo J. Vizcaíno Alcantud, University of Castilla-La Mancha, Spain
Miguel Ángel Gómez Borja, University of Castilla-La Mancha, Spain
Cristina del Pino, University Carlos III, Madrid, Spain

ABSTRACT

Advertising, a form of communication based on persuasion of audiences to achieve goals, draws on constructs of other disciplines - in a transversal way - to adapt its commercial manifest to the changing context in which it develops its action. Following this logic, the concept of storytelling (roughly defined as the process of planning and telling stories) burst into the advertising arena. The emergence and use of storytelling concept in disciplines such as management and marketing, motivated in the last years by the influence of the political communication campaigns during the presidential election of the 70’s and 80’s in the United States.

This evolution, which has served the advertising discipline itself, has led to an increase of studies about the concept of advertising storytelling from different approaches. Through the prism of brand management, Fog, Budtz, Munch and Blanchette (2010) propose the existence of four elements to identify a full story in advertising, namely: message, conflict, storyline and characters.

Based on this dimensions, this work focuses on the integration different typologies related to storytelling in advertising and the proposal of a series of indicators related to the use of stories in advertising in order to find recurring patterns regarding the type of storytelling used. To test this analytical framework a content analysis of 514 commercials (appeared in Spain between 2005 and 2016) was accomplished. The results of this work confirm a new classification of storytelling in advertising where the stories are structured according to the integration of the elements that form it, internally, thus putting in value the role of the brand as active protagonist in the story that the ad is telling.

Keywords: Storytelling, Advertising, Branding
Exploring Grocery Shoppers’ Retail Format Patronage: A Segmentation Approach

Jan Møller Jensen, University of Southern Denmark, Denmark

ABSTRACT

The economic recession and emergence of new retail store formats have dramatically changed the competitive landscape in the grocery market. The change is most notable in the reduction of retail outlets, the discount stores’ gain of market share at the expense of traditional supermarkets and an increased willingness among consumers to purchase groceries from online stores. Traditional supermarkets do not only compete against other supermarket outlets (intra-format competition) but also against other store formats as for example specialty stores, hypermarkets, discount stores and online retailers (inter-format competition). In such a highly competitive market, it is of vital importance that retailers know who their customers are and not least, how to satisfy them. Therefore, this study attempts to yield such information by suggesting a segmentation approach based on grocery shoppers’ retail format patronage. Drawing on data from an Internet survey of 1008 Danish consumers responsible for grocery shopping in the household, this study empirically investigates grocery shoppers’ choice of retail formats (or combinations thereof). The study includes five distinct retail formats: conventional supermarkets, discount stores, hypermarkets, specialty stores and online retailers. The main objectives of the study are as follow:

1) identify the main key drivers in influencing grocery shoppers’ choice of grocery store;
2) investigate how these key drivers influence grocery shoppers’ retail format patronage;
3) segment grocery shoppers based on their retail format patronage; and
4) profile and compare segments on multiple variables such as importance of key drivers, grocery shopping behaviour and demographics.

Analyses and results are presented in two steps. First, the underlying structure of key drivers for grocery shoppers’ choice of grocery store is assessed using factor analysis. It reveals eleven factors which explain 65 percent of the total variance in the set of 36 items. In order to assess the relative influence of these factors on the grocery shoppers’ retail format patronage five multiple regressions are run with the factors as independent variables in all five analyses and grocery shoppers’ percentage of their overall grocery expenditures within each of the five retail formats respectively as dependent variable in the five analyses. Results reveal significant differences across the five retail formats. Second, a cluster analysis is applied to group respondents into segments based on their retail format patronage. The cluster analysis reveals five distinct segments; Intra-format discount shoppers; Inter-format discount shoppers; Intra-format supermarket shoppers; Inter-format supermarket shoppers; and Multi-format shoppers. Results show that there is a clear discrimination between the segments regarding their key drivers for store choice. Multiple comparisons of the segments also detect significant differences on a range of behavioural and demographic variables.
Legal Personhood, Jurisdiction And Academic Freedom Of Universities: Turkey’s 2016 Repression On Scholars
Jae Park, The Education University of Hong Kong, Hong Kong

ABSTRACT
Right of freedom of speech and expression, despite being first documented as early as in 1689 and charted by the United Nations General Assembly in 1948, is subject to a variety of interpretations and restrictions. Although all academics possess this right as human beings, it is often limited by the legal framework in which the academic freedom is being exercised. This presentation will explore how the legal personhood of a university correlates with the academic freedom. It starts by examining freedom of expression as a universal right, which most related discourses regard as the source from which academic freedom emanates. We take a critical stance in this regard and move on to analyze factors affecting the scope of autonomy and jurisdiction of universities as a legal entity or person by illustrating our discussion on Turkey’s 2016 repression on scholars. It is argued that constitutional provisions on freedom of speech and education do not effectively guarantee academic freedom in realpolitik. Since repression on academia is more often reified with maneuvers within university structure, we conjecture that the dynamics between institutional autonomy and jurisdictions of universities may, instead, be the real frontline of contemporary struggle for academic freedom.
Leapfrogging Graduate Training
At Makerere University From Conventional
To Blended Learning Pedagogy

Paul Birevu Muyinda, Makerere University, Uganda
Twine Bananuka, Makerere University, Uganda
Alex Okot, Makerere University, Uganda
Joshua Bateeze, Makerere University, Uganda

ABSTRACT

Makerere University’s graduate training largely remains of the conventional face-face pedagogy. Research indicates that 71.4% of graduate trainees at Makerere University are married, with a median age of 29, age range of 20 to 53 and over 80% are working and having different societal responsibilities. These are adults whose learning needs require an all-inclusive and flexible learning environment. The current andragogical environment presents a multitude of constraints hindering accessibility and effective learning and teaching. Additionally, the andragogical support for the learners is insufficient. So as to attract and retain quality graduate students, flexible pedagogies are called for. Blended learning approaches are making in-roads at Makerere University. In this paper, we report on findings from an action research we carried out to establish learners’ lived experience while pursuing a first year course unit on the Master of Adult and Community Education programme that was taught using blended learning approaches. The course was taught using online and offline learning tasks and activities. Online and offline formative and summative assessments were also conducted. In a focus group discussion, course participants were asked to assess their experiences on conventional and blended learning courses. Findings show an initial resistance to blended learning, but as time went by learners ‘fell in love’ with the approach demanding lecturers of other courses on the programme to follow suit. Peer support from knowledgeable others scaffolded those with bigger zones of proximal development in partaking of online tasks and activities. Interactions were increased as discussion sometimes spilled out of the official learning management system into the class’s WhatsApp forum. We recommend that effort should be put in place to scaffolded faculty in e-courseware development and facilitation. Learners too need to be scaffolded in use of the institution’s learning management systems and other systems for e-learning. Further, prior to using blended learning approaches learners should be sensitized on their merits and demerits. Our further research is a comparative study to compare learning achievements between taking a course conventionally and in a blended manner.

Keywords: Blended Learning, Open and Distance Learning, Makerere University
Does The Quarterly Accrual Anomaly Exist In Taiwan’s Stock Market?

Ming-Chang Wang, National Chung Cheng University, Taiwan (R.O.C.)
Hung-Chih Wang, Taiwan Shou-Fu University, Taiwan (R.O.C.)
Ming-Sen Chou, National Chung Cheng University, Taiwan (R.O.C.)

ABSTRACT

This study investigates the existence of quarterly accrual anomalies in Taiwan’s stock market. Our empirical results indicate that the arbitrage portfolios formed by the accounting accruals of the fourth-quarter financial reports could result in abnormal returns, and thus, inferred that quarterly accrual anomalies exist. We further examined the causes of the accrual anomalies and determined that the manager conduct earnings management behavior during the fourth quarter. In other words, when the performance is higher (lower) than those forecasted, they covertly reduce (increase) accounting accruals to meet earnings forecast. Managers execute discretionary accruals for management earnings forecast to meet previously issued financial forecasts, which leads to the fourth-quarter accrual anomalies. The portfolios formed by using discretionary accruals and management earnings forecasts produce arbitrage portfolios with optimal returns.

Keywords: Accrual; Accrual Anomaly; Earnings Management; Management Earnings Forecasts; Accrual Anomaly in Quarterly Management Earnings Forecasts
The Six-C Pyramid For Teachers
In The Multicultural Class
Dr. Orly Michael, Bar Ilan University, Israel

ABSTRACT

Today, more than ever, a teacher must also include in his teaching cultural knowledge about his students' culture. And perhaps more importantly, the teacher's main objective is to provide his students with multicultural skills so that they would be citizens of the world.

The objective of this research was to aid teachers and student teachers in teaching multicultural classes by developing their multicultural skills. The research results present the tool we have developed – the six-C pyramid. This tool is meant to aid teachers in teaching multicultural classes by developing their multicultural skills. The six –C pyramid is: Cultural knowledge, Cultural adaptation system knowledge, Cultural sensitivity, change of attitudes, Contact with cultural facilitator, Creation of inter-culture teaching skills.

Findings are based on data from 62 questionnaires and 30 interviews. The sample included 70 soldier-student teachers working in Israeli schools who specialized in immigrant student teaching. We assume that when the teacher has multicultural competencies, he can pass them on for the benefit of his students. The findings should be implemented in these areas: the teacher training system, the school system as well as the education system.

Keywords: Immigration, Teacher Training, Multicultural Education
Education And Skills Development Amongst Managers And Food Handlers As A Positive Behavioural Change Mechanism To Ensure Safety And Quality

JFR Lues, Central University of Technology, South Africa

ABSTRACT

Research has shown that ample audit non-conformities exist amongst food handlers in the food sector. Awareness of, and education toward the human constructs that constitute food safety behaviours are therefore important, not only amongst food handlers, but also management. The management echelon of food companies plays a pivotal role in the establishment and sustaining of a proper food safety culture. Challenges such as absence of key leadership competencies, a lack of ownership regarding the safety culture, priorities amongst managers toward economic survival rather than quality and safety, an “us” vs. “them” culture and food safety being managed reactively rather than proactively have predominated as management styles unfavorable to the principle of food safety. This paper reports on the culture factors amongst food handlers and managers in ensuring behavioral change toward proper safety practices. These include education, knowledge and skills, inclusive leadership, commitment and involvement, ownership, the implementation of reward, recognition and enforcement systems. The paper further suggests various educational interventions that may alleviate the absence of culture and the aspect of knowledge and its contribution to a food safety culture is also contemplated. This has reiterated the education to behaviours value chain through the steps of knowledge, skills, values, attitudes and behaviours. Furthermore the paper suggests management approaches sensitive to human behavioural constructs as a critical control point under quality control systems, in order to monitor compliance.
Extended Curricula Development At The Faculty Of Health And Environmental Sciences, Central University Of Technology, Free State, South Africa: A Success Story

R.S. Slabbert. Central University of Technology, Free Sate, South Africa
H. Friedrich-Nel, Central University of Technology, Free Sate, South Africa

ABSTRACT

The need for offering foundational provision (FP) in Health Sciences at the Central University of Technology, Free State (CUT) in Bloemfontein, South Africa, was recognized by the lack of certain knowledge and skills required from prospective students in order to succeed in their specific programmes. The major reason for such an intervention was that certain students entering the higher education system may not have acquired the necessary knowledge and skills at school level. The foundational provision was therefore designed and implemented to redress the access of these students and has aimed to enhance the access of tertiary education to previously disadvantaged students. The extended curriculum programmes (ECP) in Health Sciences at CUT, consist of six (6) different instructional programmes. These programmes include Biomedical Technology, Clinical Technology, Emergency Medical Care, Environmental Health, Radiography and Somatology. A generic model was developed to accommodate all students from the various offerings in one group. This approach seems to have delivered an effortless transfer of students in the respective mainstream programmes augmented by the process of subject recognition.

This paper serves to highlight the successes achieved by approaching and managing the ECP programme with a support basis rather than to alleviate a high load of academic modules.

Obtaining an objective picture of ECP student success in the Health Sciences, the assessment results of all the students registered between 2007 and 2015 were retrieved and analysed. The results show a trend for students to change programme offerings within the faculty after completion of the ECP year. This trend could be due to the kind of support ECP students receive during the generic ECP year. The support offered includes a mentorship programme with a qualified psychologist, supplementary instruction and the sponsorship of all textbooks and registration fees for Health Professions Counsel of South Africa (HPCSA) and first aid training. The impact of these remedial actions is evident in a number of areas, as implementation of new remedial actions occurred each year. Firstly a considerable increase in articulation was noted, since implementation of these aforementioned remedial actions (the highest articulation percentage being 85%), indicating the successful transition from ECP to the mainstream programmes. Secondly a significant increase in the number of registered ECP students successfully completed their national diplomas in the extended timeframe (average of 60% of all years) and also delivered a number of post-graduate registrations and completion of post-graduate qualifications. A significant difference was also observed between the number of subjects failed and number of subjects passed with distinction from 2007 till 2015, which produced a P-value of 0.04. A 192% increase was noted in the number of subjects passed with distinction since 2007 and 2015. Emotional growth and development of students were also prominent and well noticed by mainstream lecturers who announced their satisfaction of ECP students once admitted to mainstream. Since 2012, ECP students are taking the lead in a sustainable development programme, confirming their unique identity within the faculty. These actions could also have contributed to the development of a constructive feeling of belonging. The results from this study evidently indicated that support offered to the multi-facet student life as well as to the learning experience of students, plays a key role in the educational development of an effective foundation provision curriculum.
Enhancement Of Post Graduate Skills
Through An Educational Programme

B Kotzé, Central University of Technology, Free State, South Africa
HS Friedrich-Nel, Central University of Technology, Free State, South Africa
B van der Merwe, Central University of Technology, Free State, South Africa

ABSTRACT

Background / Context: All health care professionals in South Africa must be registered with the Health Professions Council of South Africa (HPCSA). The council requires health care professionals to register as a professional with the required education and training, to conduct themselves in an ethical manner, to continuously develop professional skills (CPD) and to comply to healthcare standards as set out by the Health Professions Act No.56.

Aim / Purpose: The study, as one of its outcomes, evaluated the effectiveness of utilising an educational programme (offered as a CPD event) to enhance a specific professional skill (neonatal chest image quality) of post graduates (radiographers).

Methods: An essential skill required from all radiographers in clinical practice was evaluated in three institutions. The skill was evaluated by means of an international standardised checklist. Areas in need of enhancement, found in the skill, was identified and addressed through an educational programme, offered as a CPD event. The programme consisted out of various theoretical contact sessions, practical demonstrations and group discussions. The effectiveness of the programme was established by re-evaluation of the specific skill of the radiographers found in three institutions, both private and governmental.

Results and discussion: The quantitative and qualitative results indicate that most participants (radiographers) found the educational programme both informative and enlightening. However quantitative results from the re-evaluation of the skill in clinical practice showed a low percentage of enhancement. This indicates that even though CPD events strive to improve skills and develop professionals; it is not guaranteed to be successful.

Conclusion / Take home message: CPD skill development plans through educational programmes should be thoroughly revisited and re-evaluated to establish if it truly can enhance a professional’s skill.
Overall Life Satisfaction Of Latin American Immigrant Children In Northern Chile
Alejandra Caqueo-Urízar, Universidad de Tarapacá, Chile
Alfonso Urzúa M., Universidad Católica del Norte, Chile
Bárbara Alquinta, Universidad Católica del Norte, Chile
Roberto Jeria, Universidad Católica del Norte, Chile
Ricardo Jorquera, Universidad Católica del Norte, Chile
Xiao Xiong Lau, Universidad Católica del Norte, Chile

ABSTRACT

Aim: Evaluate overall life satisfaction in a sample of 300 immigrant children aged between 8 and 13 years old.
Methods: Satisfaction in different domains, and with life as a whole, was evaluated using the Overall Life Satisfaction (OLS) index. This instrument was also applied to a sample of 300 non-immigrant children of similar age.

Results: With regard to the general life satisfaction score, the boys’ mean score was significantly higher than of girls (F(1)=15.770; p=0.000). There were no significant differences due to nationality or due to the sex × nationality interaction.

Conclusions: These findings contribute the first steps to obtain more information regarding well-being in Latin American children.

Keywords: Immigration, child migration, life satisfaction, family, Latin-America

ACKNOWLEDGEMENTS

This research is part of the FONDECYT project #1140843, funded by the National Commission for Scientific and Technological Research of the Government of Chile and by the Project CIE-160007 CONICYT.
An Implementation On E-Book Reading Habits In Turkey

Ilayda Isabetli, Istanbul University, Turkey
Emel Koc Avsar, Okan University, Turkey

So many books, so little time...
Frank Zappa

ABSTRACT

Models alternative to traditional methods have emerged in reading habits along with improvement of technology. E-book reading, meaning reading in digital environment with the assistance of technological tool, has become a concept which is being encountered more frequently along with the buildup of online contents. In this study we performed general overview of E-book reading concepts, development and prevalence of reading E-book and have a survey study with 329 participants for determining the e-book reading habits and preferences in Turkey. The data obtained as the result of survey has been assessed by performing explanatory factor analysis. While it is being observed that E-book reading rates have increased along with the digitalization of books, it is being thought that this rate has remained low in Turkey. To understand and get suggestions the reasons for this situation we used to E-book reading attitude scale.

Keywords: e-reading, digitalization of books, technology

1 INTRODUCTION

The act of “reading” has reminded us books, newspapers and other printed materials for a long period. Along with the finding of print works and prevalence of its use as starting from Europe especially as from 15th century, the information flow has accelerated through the books, and it has now reached a dimension which cannot be followed-up along with the inclusion of technology in our lives. The improvement of science of literature along with technology has extended the limits of access to information and act of reading, and depth of information has increased each passing day.

The use of digital tools more in daily lives is reshaping the requirements along with the web technologies, gradually detracting the readers from printed materials and directing them to read from digital display. While computers, mobile phones and tablets are actively being used for E-reading, the use of E-book reading devices has increased in recent years. While reading from digital and printed environments are providing different experiences for the readers, it is being considered that reading E-book is requiring different requirements, skills, thinking style and mental development. In the digitalization process, the act of reading has been associated with different facts such as writing, watching, listening and combining as different from printed. It is being discussed whether the digital books will replace the printed books along with the children who grow as more adapted to technology as time goes by.

Along with there is no clear judgment regarding the description of E-book, generally the books which are prepared for reading digitally at all kinds of environments or which are digitalized through scanning etc. of printed books are being called E-book. Kazanci, in his study realized in 2010, has defined the E-book in detail as book which is prepared and presented in digital environment, which can be read through specially designed software and protocols in technological hardware such as computers, devices known as e-readers, mobile phones etc., and which is also covering specific standards just like in printed book. In his definition, he had not ignored the common basic characteristics of printed book and E-book (Kazanci, 2010, p. 14). And Vassiliou and Rowley, in their study realized in 2008, had mentioned different definitions regarding E-book, and had specified that E-book may be examined under three headings in terms of software, hardware and content (Vassiliou and Rowley, 2008, p: 356-357). The difference in
software and hardware is able to provide options to readers such as making changes on the content, taking notes, marking, performing visual and audial additions, adding features as per relevant age groups etc. In literature, the concept of E-reading is also being referred with different names such as reading from display, electronic reading, digital reading, thumbnail reading etc. In this study, it has been used as E-reading in order to not cause contradiction in concept.

The usage of E-book has some advantages compared to printed books. Provision with lower cost compared to printed books, being reachable faster to readers at many points in the world are some of these. However, conditions such as being preferred less compared to printed book, high risk of being copied and inability of protecting copyrights are also in subject. Isik, in his study performed in 2013, had mentioned superior characteristics of E-books compared to printed books and the reasons of not preferring E-books. He had specified that E-books are privileged with their structure that can be updated rapidly and carried easily, that is low cost, that can be archived, that can be read easily, that has rich visual characteristics and that enable access to more information, and that they can improve different skills along with reading. On the other hand, he had specified that E-books will not be preferred by reasons such as habits, physical difficulties of reading, not having sufficient source on all subjects, requirement for additional equipments such as charging device, headphone etc. and inability of the readers to adapt (Isik, 2013, p: 398-402). Kazanci, by his study performed in 2010, had listed the advantages of digital books as low production costs, ease of access, portable and storable structure, having improved features, selling with lower prices, being secure, and being produced in a shorter while. And he had specified their disadvantages as continuously changing technology, insufficiency in the number of current books, aesthetic and psychological factors, physical life, being sensitive against accidents, and E-readers being overcosting (Kazanci, 2010, p: 33-34).

Besides having features that will be criticized or that will take beyond the habits, E-books had an undeniable improvement and adaptation process. Isik, in his study performed in 2013, had told that the concept of reading from a display is the preference of individuals requiring to follow-up the innovations, to improve themselves, to pursue learning and to fulfill the requirements of contemporary society, and that is rapidly being dispersed (Isik, 2013, p.15). Hence, new techniques and technologies relevant to E-reading have been developed also in year 2016, this market has gradually grew and has started to attract the interest of people more. Today, e-libraries providing rich sources that can be accessed by all the readers and researchers in the whole world at the same time are in use. Moreover, applications having software and hardware which can attract even the attention of readers who had got used to printed books, which can take notes, and whose font size, background color, brightness and other features can be customized have been developed.

Today, E-reading is being addressed as a subject involving multidisciplinary approaches and having many headings. While reading habits are being reshaped along with the E-books, the formation of new concepts has also came to the fore. Because visual, audial and functional details are being considered while forming content for the E-books, and suitable technologies are being developed for this, and their physical and mental interactions are being observed. These developments are also diversifying digital interaction through E-books. User experiences are bringing in new perspectives. Morris, in his study performed in 2016, had performed an in depth investigation regarding digital reading, and had specified that this field is one in which many disciplines such as psychology, education, marketing, consumer behaviors and human-computer interaction intertwine, and that it is required to be studied much (Morris, 2016, p: 142:144). In this respect, one of the most significant features of E-book is the development of close relations with different sectors and areas of expertise as it includes multiple applications.

In the studies performed for comparing E-reading and reading from printed materials, it has been concluded that E-reading and reading from printed materials require different skills. In the studies performed, it is being specified that E-reading is being realized at a slower pace, but that it is activating different parts of the brain within this process. This condition is able to cause fatigue and complexity as well as enabling the mind to be more active by the improvement of mental skills while reading. The results of some studies also indicate that reading from a display is ensuring short term concentration and that the concentration may be lost very fast. Yaman and Dagtas, in their studies performed in 2012, had examined the levels of elementary school students to understand the things read from the display. In the analysis performed on the sample addressed in this context, they had concluded that the students had no difference in understanding what is being read wither from the display or from printed page. However, they had specified that the students had more complaints about hurting and watering of eyes, fatigue, headache and exhaustion.
in the process of reading from display compared to reading from printed pages (Yaman and Dagtas, 2012, p. 69:70). Bozkurt and Bozkaya, in their studies performed in 2013, had addressed the interaction of traditional books and E-books with the user. In this context, they had specified that traditional books have a unidirectional interaction with the user, and that the E-books have bidirectional interaction with the user (Bozkurt and Bozkaya, 2013, p.4). In the following years, it is being considered that the tiresome effects of reading from display will be observed less by the generation growing more at peace with the digital environment, and that the bond of readers and E-book will be multidirectional.

2 DEVELOPMENT AND PREVALENCE OF READING E-BOOK

Even if the E-books don’t have a dated past, supporting them with improved technology in terms of hardware and content especially in recent years has increased the interest, and their recognition has gradually increased through the alternatives providing different experiences to readers. The fast, quality and accessible structure of digital publishing has also increased the interest to this field. Within the process, the companies performing local and printed book publication have also started to be interested in digital publishing as well as the large and global companies. Digital publication has improved and the sector has expanded along with the prevalence of E-books.

The habit of reading from the display has entered into our lives through the extensive use of computers, and it has become widespread through the wide screen mobile phones, tablet computers and other materials. It is being known that the digitalization of books and that their conversion to E-books have started with the Gutenberg Project which had been actualized in 1970s. Within the scope of this project, the old printed books had been transferred to digital format and had been provided to the readers. By 2016, Gutenberg has become a wide digital archive including more than 50 thousand E-books on the portal. After 1990s, another significant step regarding the prevalence of E-books has been the initiation of E-book sales on Amazon.com in 1995. Amazon.com has both been the leader of innovations in technological aspect and has contributed significantly to the sector through the investments in this field until today. Currently, large E-book stores such as Google books, Barners&Noble are active besides Ammazon.com. Thousands of E-book are accessible at any time anywhere. In addition, E-book reader devices of different brands have entered the market since 2005, and the competition has accelerated.

Today, the operations of digitalizing the books are rapidly continuing. While the designs of new books are being performed in conformity with both the digital and printed book format, new technologies have been developed for the old and worn-out books -which don’t have series- to be digitalized in accordance with their original and to become E-books. A significant increase has occurred in the number of accessible E-books. But even if the recognition of E-books has increased, their sales and usage has not reached the required dimension. Even if there are deficiencies either due to the processes of readers to change their habits, or due to the problems in subjects such as copyrights of authors and reliability, it is required to follow-up a structural transformation from printed book to digital book. Because in this sense, the expectations of new generations who grow closer to technology will be different.

It is being anticipated that E-books will get involved more in our daily lives in the future, and that the reading of E-book will provide different experiences by combining it with technologies such as augmented reality. By the driving force of technology, the process of reading from E-books will become more attractive and entertaining. In this context, the market share of E-books will also gain importance. In the researches performed regarding the sales of E-books, it is being told that the rate of sales of E-books within the total book sales in the world had been 12.3% in 2013, and that it will be 25.8% in 2018. While United States of America is getting the highest share among these rates, it is being anticipated that the market share in Europe –which was 4.5% in 2013- will increase to 21% in 2018. When the data for the year 2015 is considered, the European country that had obtained the highest income from digital publishing had been United Kingdom by 1.053 million dollars (https://www.statista.com/topics/1474/e-books/).

3 E-BOOK READING HABIT IN TURKEY

Turkey has become a country that is keeping pace with digitalization with its young and potential population. It has been observed that interest for E-books has increased as from 2000s. This process, which has started by digitalization of the books of primary libraries, is continuing as expanding in different fields. As well as the global structures, there have been new, local companies which have entered the industry. In the digitalization process, there is the support of public sector as well as the private sector. Ministry of Culture and Tourism has enabled the digitalization of some
artworks through the project it had initiated in 2005. And Ministry of National Education is directing the students to read from display and to recognize the E-books both by the Fatih Project and by the operations for classes. Since 2010, Fatih Project has initiated a process that is combining the educational environments with technology, and that is accustoming both the educators and students to digital sources. In addition, the universities and libraries also have projects continuing in the field of digitalization.

Even if the operations performed in Turkey regarding E-book publishing have accelerated, it is being observed that it is still not at sufficient level. It is required to examine this subject on the dimension of readers, authors and publishing houses in Turkey as in the whole world. The authors may publish their books at a lower cost as E-books, and they may transmit their books without the problem of logistics. This process may be more complex for the publishing houses. It is required to use the suitable technological infrastructure, to perform the editorial arrangements, and to address copyrights and other legal dimensions. And on the side of the readers, along with the recognition of E-books is increasing each day, it is being observed that they are not being preferred as much as the printed books. At this point, it is obvious that the correction of structural problems in terms of authors and publishing houses and that the determination of standards regarding this sector will take time. And the approaches of readers against E-books are able to differ.

Dagtas, in his study performed in 2013, had realized interviews with the teachers, and had compiled his opinions regarding E-reading. In his analysis, he had observed that the teachers aren’t preferring E-reading much due to its various difficulties and that their habits are towards printed materials (Dagtas, 2013, p: 152-157). In the study of Celik performed in 2015, the E-book reading attitudes of high school students had been examined, and it had been concluded that this rate is low as per the research performed on about 500 high school students. It is deeming the low level of E-book reading rates as a thought-provoking aspect of education system despite performance of education with materials such as tablet, smart board in recent years. At this point, he is thinking that the educators are required to raise the awareness of their students regarding the correct use of technology and reading of E-books (Celik, 2015, p. 282).

Ercan and Ates, in their study performed on 6th grade students in 2015, had specified that the students better understand the printed texts compared to the ones read from the display, and that the computer and internet usage of students at home is affecting this rate of understanding (Ercan and Ates, 2015, p. 404).

The studies in the field of E-reading in Turkey have started with the digitalization of books, newspapers and magazines as in the whole world. But an effective study which may be compared with global level has not been performed. The large technology companies of the world have started development processes with the notion that E-reading and E-book may also be encountered in different dimensions in the future.

4 ANALYSIS

The purpose of this study is to measure the attitudes of individual regarding reading of E-books. In this context, E-book Reading Attitude Scale (ERAS) developed by Gunes and Kirmizi in their study performed in 2014 has been used. The questions of the scale have been prepared in order to measure the perspectives of the participants regarding E-book, and it has been extended with questions including demographic characteristics in order to obtain detailed information considering the age group of the participants. Survey method has been used as data collection tool in the research. In the survey, besides the demographic questions, 32 questions have been directed in order to measure the attitudes of the readers regarding reading E-books, and the responses have been prepared as five point likert type. Likert scale has consisted of five headings as being “1- I definitely don’t agree, 2- I don’t agree, 3- I neither agree nor don’t agree, 4- I agree and 5- I definitely agree”.

329 individuals in total, as being 163 males and 166 females, have participated in the survey. 195 of the participants had bachelor’s degree, 110 of them had master degrees, and 24 of them were graduates of elementary and high schools. The highest participation had been ensured from the age group of 25-34 and 35-44. It had been asked to all the participants by which frequency they read E-book. As per the data obtained, while 32 individuals had specified that they definitely read, there had been 128 individuals who had specified that they read when they find an opportunity, and there had been 76 individuals who told that they had never read.

The data obtained as the result of survey has been assessed by performing explanatory factor analysis. The purpose of factor analysis is to reveal the characteristics of data set –obtained over the sample- as reducing it to more significant
factors of less number. This method is enabling the simplification of data structure by indicating the factor loads, and is making the results more understandable.

In the first phase of factor analysis, it should be considered whether the data are suitable for analysis or not. By the Kaiser-Meyer-Olkin (KMO) value, measuring the sufficiency of the sample size with data obtained from 329 participants, had been found to be sufficient with 0.944. In cases when KMO is 1 or significantly close to 1, it means that the data is sufficient and suitable for analysis. And according to the result of Bartlett test measuring the normal distribution of the data, it had been found as \( p < .000 \), and it was obtained as sufficient and significant in order to perform factor analysis. Cronbach-Alpha method had been used for the reliability analysis. The survey had been assessed as reliable by obtaining the alpha value as 0.738. When the total statistics are considered in this analysis, no article that is required to be removed from the survey had been observed.

As the result of the factor analysis applied on the survey for E-book reading attitude, the factor loads had been assessed as at least 0.45, and consequently 5 scales had been obtained. 5 factors are able to explain 63.50% of the total variance. The first scale is specifying why the participants are preferring to read E-books, the second scale is specifying why E-book reading is not being preferred, the third scale is specifying the degree of habit of E-book reading, fourth scale is specifying the physical expectations from E-books, and fifth scale is specifying the expectations from E-books in terms of content. In the following table, the eigenvalues and variance explanation percentages of 5 factors have been provided.

<table>
<thead>
<tr>
<th>Table 1: Analysis results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2. Factor</td>
</tr>
<tr>
<td>3. Factor</td>
</tr>
<tr>
<td>4. Factor</td>
</tr>
<tr>
<td>5. Factor</td>
</tr>
</tbody>
</table>

5 EVALUATIONS AND RESULT

Reading books is a concept which is indicating the development level of a society and which had been significant in each period by providing social contribution as well as personal contribution. It is an act enriching the critical perspective and world view of the individual in the education process and in the whole life.

In this study, it had been intended to measure the E-book reading habits in Turkey. Factor analysis has been performed in the direction of survey responses obtained from 329 participants. 32 articles had been reduced to 5 factors in a manner as to explain 63.50% of the total variance. The first factor is relevant to why reading of E-books is being preferred, and it is showing its positive characteristics. Its effects such as the privilege provided by the use of technology, ease and comfort of the use of E-books, interesting content and improvement of reading habit are making the E-books preferable. And the second factor had been for why the E-books are not being preferred, and it is indicating the characteristics which may be negative in terms of participants. And the elements such as not wanting to read from the display with the notion that E-book are ruining the naturalness of book, being unable to physically and mentally concentrate on reading from display and encountering problems of long term concentration are consisting the reasons of not preferring E-books. The third factor is indicating the E-book reading habits of participants. The results of survey are showing that about 10% of the participants have the habit of E-book. The ones reading when they find an opportunity had been 46%, and the ones who never read had been 29%. Considering that the educational level of the majority of the participants is high, it is being considered that they use the technological means more and that they are more accustomed to reading books. When it is considered in this respect, it is being expected for the E-book reading habit to be at high rates. And the fourth factor is consisting of physical expectations. According to this, the participants are unable to feel the odor of book and unable to sense the book while reading E-book. Maybe the consciousness that is required to be created is that the individuals should expect such a thing from E-book. Because the printed book and E-book are including different experiences. Touching the papers and smelling the book don’t exist in the nature of E-book. The fifth and the last factor is indicating the expectations in terms of content. For the participants, the page set up, typefaces and visual and audial richness of E-books are gaining importance.
The results obtained from the analysis had been found to support the studies made in literature. In Turkey E-book is actually being encountered as a material whose benefits are known, but that the people have difficulty in adapting. That's why the habit of reading E-books has not reached to expected levels and not developed yet. In Turkey it is required to follow-up innovative experiences regarding E-book and to adapt them locally in order to progress in this field. Moreover, it should be worked with teams specialized in this field both in public and private sector, and the gaps of the industry has to be eliminated. In here, for the use of E-book to become widespread, first it is required to create the awareness that E-book are alternatives that will complement the printed books. For instance, while the readers may prefer a printed material for a literary novel, they may use E-books for academic studies. In the same manner, printed materials may be used for onsite reading, and E-book readers may be used during travels. A perspective in this manner may amend the stereotyped notions. Besides, the accord of reader and E-book should be considered, and designs that will facilitate perception and understanding should be used. As also obtained from the results of the research, design and accord are gaining importance for the readers. Different designs are able to be attractive in order to endear reading and E-books especially to readers of small age.

In the estimations made regarding the future of education, it is being specified that the E-books will replace the printed materials in the near future. For this reason, especially the children in early education period should be supported in the process of adaptation to reading E-books, and their skills of using the information technologies should be developed. A perspective different from routine should be formed by using the modern tools more in education. At this point, the parents and educators are also required to improve themselves. It should be emphasized that the habit of reading E-books is a requirement in today’s conditions and that it increases efficiency and it should be guided to students along with its advantages rather than its difficulties.

In the following years, it is being intended to design e-books with high interaction along with the development pace of technology and to make the digital libraries widespread. In this context, "augmented reading age" will start in near future and the dimension of reading will change. While printed materials, especially textbooks are still providing us the highest satisfaction, the digital conversion that we live in are pushing us to be open to different alternatives. At this point, we shouldn’t miss the opportunities that will facilitate us to adapt to innovations besides the traditional perspectives, and we should improve our digital literacy. E-books have been materials that will make us have this experience. Moreover, the environment friendly characteristics of E-book shouldn’t also been ignored.

REFERENCES

Dağtaş A. (2013), Öğretmenlerin Basılı sayfa ve Ekran'dan Okuma Tercihleri İle Eğitimde Elektronik Metin Kullanımına Yönelik Görüşleri, Türkoloji Araştırmaları, Ankara
Işık A.D. (2013), Elektronik Kitapların Eğitimde Kullanılabilirliği, Bartın Üniversitesi Eğitim Fakültesi Dergisi, Bartın
Kazancı M., (2010), Dijital Kitap (E-Kitap) Yayınıncılığı: Türkiye'de Yayınıncılık İçin Yeni Fırsatlar, Eski Sorunlar, T.C. Kültür ve Turizm Bakanlığı Kütüphaneler ve Yayımlar Genel Müdürlüğü
Morris J. (2016), Contexts of Digital Reading: How Genres Affect Practices, University of Cinninnati, ABD
Vassiliou M., Rowley J. (2008), Progressing the Definition of E-Book, Emerald Insight-Library Hi Tech,
Yaman H., Dağtaş A. (2012), Ekran'dan Okumanın Okuduğunu Anlamaya Etkisi, Okuma Yازma Eğitimleri Araştırmaları
### APPENDIX

#### Questions of Survey

<table>
<thead>
<tr>
<th>Your gender</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35-44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 and over</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your age</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35-44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 and over</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your educational background</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-book</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I never read.</td>
<td></td>
</tr>
<tr>
<td>I’m reading as long as have the opportunity.</td>
<td></td>
</tr>
<tr>
<td>I’m definitely reading.</td>
<td></td>
</tr>
</tbody>
</table>

1. It is effective in the development of my habit of reading E-book.
2. Reading E-book is comfortable and accelerates.
3. E-book is enriching the mental schemes and increasing the level of understanding.
5. Reading E-book is indispensable for me.
6. Reading from E-book is entertaining.
7. I deem E-book as an integral part of me.
8. Reading E-book is easier compared to printed book.
9. It is required to read E-book as not to be a stranger to new technologies.
10. I like to read all the books as E-book.
11. I suggest my friends to read E-book.
12. I feel lack when I don’t read E-book.
13. I feel the privilege of using technology while reading E-book.
15. The visuals in E-books are more impressive compared to the ones in printed books.
16. Reading E-book doesn’t mean much more than looking on the display for me.
17. Reading from E-book is intriguing.
18. E-book is among my essentials.
19. I become integrated more with the material I read while reading E-book.
20. The digitalization of reading book is ruining naturalness.
22. E-book is preventing long term and unidirectional concentration.
24. It is uneasy to think that E-book is emitting radiation.
25. I think reading E-book is unnecessary.
26. I can’t feel the taste of touch in E-book as in printed book.
27. Reading E-book is boring.
28. While reading E-book, I can’t give myself to the things I read.
29. I am among the ones saying that ‘book shouldn’t be read from display’.
30. The page layout and typeface of E-book is important.
31. E-book should have a structure which is visually strong and which is interactive.
32. E-book should involve sound and music.
Problem Posing Abilities Supported With Mentoring Of 4th And 5th Grade Primary School Students: A Case Study In Kazakhstan

Selim Guvercin, Suleyman Demirel University, Kazakhstan

ABSTRACT

This study analysed the problem posing abilities of students of some primary schools of Kazakhstan according to their gender and year of schooling, i.e. Year 4 and Year 5, also it seeks for effect of mentoring process on those abilities. Taking into account the curriculum in Kazakh primary schools, four tasks were prepared according to problem posing techniques for all students. They responded to the tasks in their own sentences or drawings during mathematics lessons. Then a semi-structured interview was conducted with 133 students, where questions about mentoring of teachers during the activities were asked. The results of the study showed that students of Year 5 are more able in problem posing than of Year 4, also that male students have higher abilities in problem posing than female students. The mentoring process during problem posing stages also found to influence the students’ problem posing abilities in positive direction.

Keywords: Problem Posing, Mentoring, Primary Education

LITERATURE REVIEW

The importance of problem posing has been emphasized in different countries' curricula, such as the US (National Council of Teachers of Mathematics in United States, NTCM, 2000), Turkey (Milli Egitim Bakanligi, MEB, 2009) and Malaysia (Kementerian Pendidikan, 1998 in Ahmad and Zanzali, 2006). Possible reasons of this emphasis could be different researchers' contentions about problem posing. English (1997a) argued that problem posing helps to generate more diverse and flexible thinking as well as enhance students’ problem solving and reinforce and enrich the knowledge of mathematical concepts along with many other benefits. Cai and Hwang (2002) contended that 'problem posing is one of the key components of mathematical exploration' (p.403). Jay and Perkins (1997 in Harpen and Sriraman, 2013) claimed that the process of making new problem is a fundamental aspect of creative thinking and performance in many areas, and that it is possibly more important than problem solving itself. As we can see these researchers asserted that problem posing is beneficial for students, however there are also researchers such as Stoyanova (2003), who pointed out that problem posing gives an opportunity for teachers to develop their teaching abilities.

Although, for many researchers problem posing means designing a problem situation and asking participants to create a problem which can be solved using parameters given in the situation (Cai et al., 2012), some researchers such as, Ticha and Hospesova (2009) and Silver (1994 in Lowrie, 2002) defined it slightly differently. They indicated that problem posing is it is generation of a new problem and/or reformulation of already existing problem. In this study we have used only one of it, i.e. formulation of a new problem. The other fact to note is that official documents regarding curriculum in Kazakhstan does not explicitly emphasize problem posing, however books of primary mathematics which are used in schools contain considerable amount of exercises related to it.

Recent research on problem posing was conducted involving various ages of participants, for example, Lowrie (2002) and Ahmad and Zanzali (2006) studied primary school children, Cai and Hwang (2002) researched middle school students, Harpen and Sriraman (2013) and Zakaria and Ngah (2011) included in their study students of secondary
schools, whereas Ellerton (2013) and Toluk-Ucar (2009) investigated pre-service teachers. The focuses of the studies were as diverse as the age of participants. If some researchers aimed to see problem posing abilities of students (Cai and Hwang, 2002; Lowrie, 2002), others explored students creativity, understanding of some mathematical concepts and problem solving abilities through analyzing their problem posing (Cai, 2003; Harpen and Sriraman, 2013; Toluk-Ucar, 2009). A general conclusion from studies conducted on problem posing abilities of students seems to be alike for many studies, as it is reported that students’ abilities to pose problems are mostly limited.

Mentoring within education has been researched widely in recent years (e.g., DuBois et al., 2011; Hudson, 2004; Karcher, 2005). However, mentoring seems to be used for different purposes around the world and mentors themselves could be staff or students of the educational institution or volunteers from outside. There are notions such as mentoring pre-service teachers or student teachers (Ekiz, 2006; Hobson, 2002; Hudson, 2009) which could occur at the university where prospective teachers are been taught or in schools where they are having their professional experiences. Also, there are mentoring programs in schools of the UK and the US for children to help with positive development and well-being (DuBois et al., 2011; James-Roberts and Singh, 2001). Another type of mentoring which was noticed is in primary schools in the UK, where staff could take a role of ‘learning mentors’ and assist some children who have barriers to learn, not necessarily special educational needs (Briggs and van Nieuwerburgh, 2012).

There are numerous definitions of mentoring (Ekiz, 2006), which is perhaps acceptable as definitions may vary depending on the perspectives of different researchers and the focus of their studies. However, it seems that there is a commonality for those definitions such as existing of expert (mentor) and novice (mentee) and their interaction, for example, guiding, teaching, and supporting of the mentor to meet different needs (e.g., learning or psychological needs) of the mentee over some period of time. Briggs and van Nieuwerburgh’s (2012) explanation of general mentoring approach such as assessment of the mentee’s competences and feedback with targets for him/her to achieve next goals seems to be an alternative vocabulary for abovementioned comprehensive definition.

As there are many researches conducted on mentoring, there are also conflicting findings regarding it. For example, DuBois et al. (2011) claimed that their meta-analysis indicates ‘a positive effect of the mentoring program on the outcomes of participating youth’, where by typical mentoring program was meant a program in which a volunteer from the community is assigned for a child or an adolescent who is at risk for poor outcomes in areas such as academics, risk behavior, or health. However, the reported effect size was 0.21, which is small. Moon et al. (1999), in their small scale study, found that short time mentoring intervention about teaching academically diverse learners for the US pre-service teachers did not show any changes in attitudes of the pre-service teachers. Another intervention study of Van Zoest et al (1994) in the same country, which was based on socio-constructivist approach to mathematics instruction, reported slightly different results. The participated pre-service teachers held stronger beliefs about socio-constructivist instructional environment than those who did not, although their teaching practice reflected more traditional beliefs about teaching mathematics.

The results of the studies seem to suggest that for mentoring needs to have some characteristics to be effective. Hudson (2004) proposed a five factor model of mentoring, which includes personal attributes, system requirements, pedagogical knowledge, modelling, and feedback. He also argued that mentoring practices may be improved by targeting mentee’s needs and by using this five-factor model.

**AIM OF THE STUDY AND RESEARCH QUESTIONS**

The literature on problem posing indicated that problem posing abilities of students of different ages are rather limited, but there is no reported studies problem posing of Year 4 and Year 5 students of Kazakhstan. Another focus of the literature review was mentoring as a strategy for addressing different needs of students. In this study we hypothesize that mentoring of mathematics teachers of Year 4 and Year 5, precisely two factors of Hudson’s (2004) five-factor model of mentoring which are personal attributes and feedback, facilitate higher responses of students to given problem posing tasks.

So, our research questions are

1) What are the problem posing abilities of Year 4 and Year 5 students?
2) Are there any differences in problem posing abilities according to gender and year of schooling?
3) Are there any impacts of mentoring on problem posing abilities of students?
RESULTS

The findings demonstrated that older students have higher abilities in problem posing than their younger counterparts, i.e. Year 5 students posed more problems for each task than pupils of Year 4 (see Table 1).

Table 1. Number of posed problems and percentage within year of schooling for three tasks across the years

<table>
<thead>
<tr>
<th>Task</th>
<th>Year of schooling</th>
<th>Number of posed problems and percentage within year of schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Task N1</td>
<td>Year 4</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Year 5</td>
<td>18</td>
</tr>
<tr>
<td>Task N2</td>
<td>Year 4</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Year 5</td>
<td>24</td>
</tr>
<tr>
<td>Task N3</td>
<td>Year 4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Year 5</td>
<td>22</td>
</tr>
</tbody>
</table>

Table 1 shows that more than one third of Year 4 students were not able to pose any problems in each task, whereas for Year 5 percentages vary between one third and one forth. The differences in percentages between two Years where they have posed only one problem for each task is two per cent in average and still favoring Year 5. This pattern continues for two and for more than two posed problems; however difference is even bigger for two, which is 5 per cent but the same for more than two posed problems.

The results of the comparison of male and female students’ abilities on problem posing indicated that female students are less able than male ones.

Table 2. Number of posed problems and percentage within gender for three tasks according to gender

<table>
<thead>
<tr>
<th>Task</th>
<th>Gender</th>
<th>Number of posed problems and percentage within gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Task N1</td>
<td>Male</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>24</td>
</tr>
<tr>
<td>Task N2</td>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>30</td>
</tr>
<tr>
<td>Task N3</td>
<td>Male</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 2 demonstrates that 50 per cent of female students were not able to pose any problem for Task N2 and Task N3 and 40 per cent of them for Task N1, whereas their male counterparts showed better results, as the percentage of those who failed to answer for the tasks was between 21.6 and 27. The number of female students who posed one problem for every task was 10 per cent less than the number of male students. The difference in percentage of girls and boys who posed two problems was between 3 and 8, where the number of boys was more than girls. The same pattern is observed for those who posed more than two problems however the difference in percentage was in average 7 per cent.

The results of cross-tabulation of elements of “personal attributes” of the questionnaire with number of posed problems for every task showed that the less number of posed problems by a student the less positive is his/her perceptions about personal attributes of the mentor.
Table 3. Crosstabulation of number of posed problems with elements of “personal attributes”

<table>
<thead>
<tr>
<th>Number of posed problems</th>
<th>Personal attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>was supportive of me with explaining the tasks</td>
</tr>
<tr>
<td></td>
<td>discussed with me sample tasks</td>
</tr>
<tr>
<td></td>
<td>instilled positive attitudes towards problem posing tasks</td>
</tr>
<tr>
<td></td>
<td>assisted me to reflect on improving my solutions</td>
</tr>
<tr>
<td>Yes %</td>
<td>No %</td>
</tr>
<tr>
<td>0</td>
<td>19.1</td>
</tr>
<tr>
<td>1</td>
<td>63.2</td>
</tr>
<tr>
<td>2</td>
<td>82.1</td>
</tr>
<tr>
<td>&lt;2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3 indicates that the one fifth of the students who did not pose any problems for the tasks responded that the mentor was supportive with explaining the tasks and one third responded that the mentor discussed the sample tasks with them. However, only 6.4 per cent of them replied that the mentor instilled positive attitudes towards problem posing and assisted to reflect on improving my solutions. These figures ascend with the number of posed problems, however the percentage of positive responses for the elements “was supportive of me with explaining the tasks” and “discussed with me sample tasks” is higher than for the elements “instilled positive attitudes towards problem posing tasks” and “assisted me to reflect on improving my solutions”.

DISCUSSION AND CONCLUSION

The purpose of the study was to examine the problem posing abilities of the 4th and 5th primary school students with mentoring practices of the mathematics teachers.

Our findings complement the results of the previous studies (English, 1997; Brown and Walter, 1993; Leung 1997; Stoyanova, 2003). Especially our findings are more suitable with the English study that examines the problem posing abilities of third grade children within formal and informal contexts. Overall, the research findings indicated that students who were shown prior and enough mentoring experiences posed qualitative problems.

According to the findings of the present study, it can be concluded that primary school students use different and similar strategies in problem posing activities. Three tasks prepared for different problem posing abilities indicated that the primary school students can improve and develop their mathematical abilities in suitable posing situations. The students responses for task one revealed that most of the students could not produce any stories for a given basic division operation. It indicated that the students did not understand the real meaning of the division operation or lack of chance were given to the students to consider the multiple meanings of the division operations (Fuson; 1992). Two unexpected cases were observed for the girls students in task 2 and task 3; 8 girls posed no problems for task 2 with a 30% and 10 girls did not write any problems for task 3 with a ratio 39%. One possible explanation for this inclination is that as English (1995) pointed out, is that textbooks involves only familiar problems with a slighty change for primary school students. Teachers’ ignorance of realities of the problem contexts indicated that the students concentrated result oriented, not process oriented problem posing approaches. The prior aim of them is only getting in the situations. Our evidences suggest that the students don’t pay any attention to the underlying meanings of rules and procedures. It is clear that students’ numerical understanding is not enough in primary classes. To increase the numerical abilities we should find alternative approaches that provides opportunities to the students to improve and develop their missing sides in problem posing skills. Killpatrick (1987) stressed the importance of missing problems that students have complete them. It provides the students who can be flexible more and create new problems for the given situations. An analysis The study also investigated the importance of the mentoring practices of the teachers on developing mathematical abilities of the students. The better mentoring practices given by the teachers’ results higher number of problems posed by students. The responses that were given by the students about the support indicated that personal attributes of the primary school teachers affect the formation of the abilities of the students. This is the same result with Hudson five factor model that stated as mentor providing support to the mentees is important in the classrooms. This study also showed that providing enough support personally and sharing constructive feedback during the problem posing activities is extremely important for primary school students.
REFERENCES


On Access Pricing And Antitrust
Demetrius Yannelis, University of Piraeus, Greece

ABSTRACT

Access pricing has recently emerged as an important issue in the electronic communications markets in the EU, as many incumbent operators have exercised the so-called margin squeeze strategy in order to foreclose competitive new entrants. The experience in all European cases considered in the literature so far shows the difficulty and complexity faced by the competition enforcement authorities in implementing the appropriate imputation test for the purpose of substantiating an abuse of the dominant position. In the US, some Courts have followed a different approach and some authors do not consider margin squeeze as a stand-alone form of anti-competitive conduct. Recent Court decisions have validated these claims and there is a renewed interest on the question of the usefulness of margin squeeze tests in protecting competition and consumers.

In the economic literature, there are two imputation tests that can be applied to demonstrate an abusive margin squeeze. The first test known as the Equally Efficient Operator (EEO) test is based on the costs of the incumbent. The second test known as the Reasonably Efficient Operator (REO) test is based on the costs of the entrant.

The aim of the present paper is to analyze these tests and stress their weaknesses as policy tools. In doing so we will compare the different approaches on the issue of margin squeeze by the EU and the US antitrust authorities. Furthermore, we will offer some thoughts on how the margin squeeze problem can be tackled from a dynamic point of view.
Sanctions Over False Audit Reports And Audit Failures: Cases From The World

Burcu Adiloglu, Istanbul University, Turkey
Goksel Yucel, Istanbul University, Turkey

ABSTRACT

The purpose of an audit is to provide financial statement users with an opinion by the auditor on whether the financial statements are presented fairly, in all material respects, in accordance with an applicable financial reporting framework, which enhances the degree of confidence that intended users can place in the financial statements. An auditor conducting an audit in accordance with auditing standards is responsible for obtaining reasonable assurance that the financial statements taken as a whole are free from material misstatement, whether caused by fraud or error. Although management is responsible for designing and implementing internal control systems and detecting fraud, the auditors need to assess reliability of the control systems and report fraud to appropriate authorities. The regulatory bodies have authority to investigate and discipline registered public accounting firms and persons associated with those firms for noncompliance with the laws, rules, and professional standards governing the audits of public companies, brokers, and dealers. When violations are found, these regulatory bodies can impose appropriate sanctions. For example in Enron Scandal the audit company Arthur Anderson was found to have been woefully negligent in its role of overseeing and auditing Enron’s financials. Arthur Andersen was charged with and found guilty of obstruction of justice for shredding the thousands of documents and deleting e-mails and company files that tied the firm to its audit of Enron. Firm voided its license to audit public companies and was effectively put out of business. In this study the most important and the largest cases of sanctions over false audit reports and audit failures from the world like Arthur Anderson are discussed also the effects and the results are examined.

Keywords: Audit, Regulatory Bodies, Sanction, Auditing Standards, Case
Real World Business Connection Methodology
Victor Manuel Diaz Lozano, Escuela Bancaria y Comercial Campus Tlalnepantla, Spain

ABSTRACT

Many students who are enrolled in business classes and universities, who are studying and completing courses, diplomas and bachelor degrees, still have a big gap in the sense of experiencing what real businesses are in the outside world; which seems to be far from the purely academic format of teaching businesses. Companies have to complete students' training in the real world with the risk of jeopardizing their assets, investments, customers and other valuable company businesses. Such training could take months and imply high costs for any company. Based on this situation, the (language) classroom could become the perfect laboratory where business students have the chance to emulate business situations that could be representative of any real condition in the outside world, given that the right method and procedures are applied. The responsibility of a teacher in any business classroom is to motivate, promote, advice and guide students to truly react to the examples and activities given or presented as if they were real. Students share this responsibility by impersonating the responsible characters who are represented in the model activity presented by the professor. The environment is a clear element of how realistic such activities could become. The students are taken to the next step of business, beyond the mere classroom, from problem solving to critical thinking processes, and from productivity to results, while considering all possible situations determined in every business context. The new methodology that considers the elements mentioned is called: “Real World Business Connection Methodology" (RWBCM) This methodology focuses on developing business environments and contexts, establishing situations from a through z that represent actual problems in real business world, that are taken from different sources where companies in many cases expose their situations or are part of the news; providing students with materials and elements that recall business issues, guiding them to find solutions, develop projects, innovate processes, redirect objectives, delegate responsibilities based on personality and character, analyze and evaluate best practices to find the right solution to any given situation and present results and outcomes that lead to the solution of the problems or situations presented, all these respecting business processes and protocols established in the real world by many companies.

Keywords: English For Specific Purposes, Mindset, Task Based Learning, Rotating

1. INTRODUCTION

Business schools today have directed most of their efforts in preparing students mostly for the acquisition of knowledge that covers a wealth of information concentrated in specific areas of company needs like, Administration, Accounting, Human Resources, Publishing, International Business, Trade, Economics, etc. without really bearing in mind the preparation every student must have in advance before first day of work. On the other hand, many business schools and universities establish internships, for beginners to acquire experience in an occupation, profession, or pursuit, between universities and many companies. Yet, at this point, students still lack of the feeling of a company until they are faced with it in real time, and the adaptation process can take more than just an internship; which means that if the student is lucky enough, they will get their first real job position in something similar to the internship they previously had. However, if the business school establishes a Real World Business Connection Methodology, and does it through the business language subject, students will have a broader idea on the different sections of the company according to company structure and, adaptation processes would be easier since day one at their new positions in a real working environment.
2. SOME HISTORICAL ASPECTS IN THE BUSINESS ENGLISH LEARNING PROCESS

ESP or English for Specific Purposes was brought about right after the Second World War, especially for the great expansion, commercial and industrial world, scientific, technical and economic growth on an international scale, notably headed by the United States. The need for achieving knowledge focused on specific areas was on high demand. Students of all around the world concentrated on learning English For Specific Purposes. The Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English. (Wenzhong Zhu & Dan Liu 2014).

In recent years, researchers have made ongoing researches into the new development of business English as a sub-branch of ESP in China since the Ministry of Education approved business English as a formalized new discipline in 2007. The implication of business English in China has been broadened because it has evolved into a new discipline as a revolution in linguistics, and business English, as a comprehensive inter-discipline developed from ESP, is now faced with some new developments in China in areas such as disciplinary development, course design, teaching approach, teaching staff development, and student evaluation system (Zhu et al., 2011).

TBL or Task Based Learning methodology as most English teachers know it, emphasizes the use of authentic language through the application of meaningful tasks that are covered class after class with a great variety of topics to bear in mind on the side of the teacher for the benefit of the learners. A task is a range of learning activities from the simple and brief exercises to more complex and lengthy activities such as group problem-solving or simulations and decision-making. (Breen, 1987:23) Task Based Language Teaching (TBLT) was first developed by N. Prabhu in Bangladesh, Southern India. Prabhu believed that students may learn more effectively when their minds are focused on the task, rather than on the language they are using. (Prabhu, 1987; as cited in Littlewood, 2004).

Tasks are definitely connected to real life situations, and needs. Such activities create contexts that enables second language acquisition. Students are prone to develop intrinsic motivation, which will encounter in the business environment, in a task-based approach. For the purposes of the Real World Business Connection Methodology, task base learning is adapted completely to the activities presented by the teacher, and sometimes suggested by the students, that are related to the business context and specifically to the areas of specific study in a given corporation or mid-size enterprise.

3. REAL WORLD BUSINESS CONNECTION METHODOLOGY

3.1 Objectives:

- To establish a more vivid context of the world of businesses as they develop in corporations within the business language classroom.
- To manage a wide range of situations and vocabulary-connected interactions amongst students that help them visualize the most accurate needs of a company from the company perspective.
- To create company-like departments in the business language classroom, which connects students to identify: company culture, needs, procedures, activities and roles where students will interact in the near future.
- To maximize English Language Acquisition throughout a series of tasks presented in every class, considering activities, tasks, duties, skills, paperwork and jargon pertaining to every company department.
- To reduce company costs in terms of training; to guarantee a better professional with the upmost training level for the companies, within university premises before graduation.

3.2 Procedure:

- Mindset:
  - The teacher will set the appropriate environment that corresponds to a real corporation or midsize-business.
  - Teacher will organize the classroom depending on the number of students in small groups or teams.
Teacher will assign a company department that every team will represent at that moment.

The purpose is to bring teaching from abstract knowledge to real world application.

Task based Learning:

Depending on the company department that every team will have to represent, role-play and characterize, students will work on the different tasks assigned by the teacher.

Ss will impersonate and act out as if they were part of the company department or section, considering the language as a tool to interact.

Teacher will assign the activity which can pertain to the Human resources department, logistics, administration or accounting department in a Company.

Rotating:

Once students have finished the tasks assigned in a given company department, they will rotate to another department and complete the new tasks assigned there.

Every day is challenging, although certain departments can be very typical and monotonous, they also require mastering the processes and activities developed there.

Here is where students start gaining self-confidence of how thinks will be in real life situations in companies.

4. CONNECTING THE DOTS:

In a first attempt to initiate the “Real World Business Connection Methodology”, it is important to establish that it will best to work with students from upper-intermediate to high level of English acquisition.

The number of situations that can be established inside a classroom are uncountable.

In a large classroom, there can be many scenarios with a different task each one; and tasks can take more than two or three sessions.

Rotating through the different scenarios will motivate students to learn appropriate vocabulary and even jargon that corresponds to the department where students will work and develop the tasks.

Teaching Business English is far more than only teaching Business or Language acquisition; it is about teaching how to communicate in the authentic business contexts.

It is the role of the teacher, who will set the different environments and contexts within the classroom to transform it into the closest similarity to a company, whether mid of big-size.

The company structure as we know it can range from simple to very complex.

5. CONCLUSIONS

Real World Business Connection Methodology provides the opportunity to turn the classroom into a real company laboratory, where different departments take place, just as in a company. Despite the fact that it, is not exactly revolutionary, the importance to make it real from the language business classroom is mandatory.

As expressed before, companies continuously train new employees intensively, investing money, time and other employees’ workforce. It is our responsibility, to deliver a final product, in this case our business students, with the upmost preparation, ready to integrate to the business working lines in the different departments and with the different tasks to be developed in every one of them.
Evaluating The Usefulness Of An Innovative Tax Intervention To Develop Pervasive Skills In South African Tax Students

Herman A. Viviers, North-West University, South Africa
Gerda M. Reitsma, North-West University, South Africa
Jacobus P. Fouché North-West University, South Africa

ABSTRACT

The main objective of this paper is to determine the usefulness of an innovative intervention: “The Tax Amazing Race”, hosted on a national basis to tax students from various South African universities, to develop pervasive skills. The intervention was designed with the aim to provide students with the opportunity to develop pervasive skills and to determine the intervention’s success in encouraging students to apply the pervasive skills required by various professional bodies and employers within the South African higher education context.

The tax intervention constitutes a race against time where tax students compete against each other in a university team context (ranging from six to ten members per team) and where they participate in various tax-related activities hosted at several stations in a theme park (located in either the northern or southern region of South Africa).

The research contributes to the body of knowledge on pervasive skills development as part of higher education accounting curricula, and more specifically the field of taxation. The results serve as a valuable platform for accounting educators and trainers, including professional bodies and employers, in the design of innovative interventions to enhance and contribute to pervasive skills development as part of higher education and training.

Action research was conducted where quantitative data was gathered using questionnaires to determine the usefulness of the tax intervention in exposing students to the development of pervasive skills and encouraging them to apply these. The paper is unique in that it evaluates the usefulness of the tax-related intervention derived from a wide-ranging spectrum of South African tax students’ perceptions. Overall, tax students recommended the intervention as an effective teaching method that could positively contribute to pervasive skills development at the higher education level.

Keywords: Accounting Education; Action Research; Pervasive Skills; Skills Development; South Africa; Tax Intervention; Tax Students
Analysis Of Zone Of Proximal Development Of 10\textsuperscript{th} Grade Students Within The Concept Of Trapezoids

Sare Şengül; Marmara University, Turkey
Özlem Engin, Marmara University, Turkey

ABSTRACT

The concept of the zone of proximal development (ZPD), proposed by Vygotsky, refers to the potential extent to which an individual’s problem solving skills improve with the help of an adult or a more competent peer. Vygotsky argues that students’ potential of learning increases when they are assisted by a more capable individual. Therefore, this study aims to analyze 10th grade students’ ZPD within the concept of Trapezoids. The study was conducted at a public vocational high school located in the European side of Istanbul province of Turkey. Eight 10th grade students who were determined by purposive sampling method participated in the study. In order to analyze their ZPD, they were grouped into two. The first group, G1, involved two students with high academic achievement and two students with low academic achievement. The second group, G2, involved two students with high academic achievement and two students with intermediate academic achievement. Both groups were presented various problems about trapezoids requiring group interaction and discussion. The research data were analyzed both qualitatively and quantitatively. Qualitative data were analyzed descriptively and quantitative data were analyzed by frequency and percent calculations. The results of the study indicate an improvement in the ZPD of students with lower academic achievement in both groups, yet further progress was observed in the ZPD of students with low academic achievement in G1. In the light of the findings of the study, recommendations were made to researchers.

Key words: Vygotsky, zone of proximal development (ZPD), trapezoid
East Meets West: The Classroom Experiences Of Chinese Students At An American University On Chinese Soil

Jill Carol Maggs, New York Institute of Technology (NYIT), China Campus, P.R. China

ABSTRACT

The purpose of this study was to explore undergraduate Chinese students’ perceptions about their classroom experiences in an American University in China. Double Consciousness, introduced by W.E.B. Du Bois, was used as the theoretical framework for this study. After analyzing the 10 interviews of Chinese students in an American University in China the following areas were discussed: comparison of classroom experiences with a Chinese teacher versus an American teacher, positive and negative classroom practices of Chinese teachers and American teachers, perceptions of the way American faculty perceive Chinese students, and the double consciousness of Chinese students studying in an American University on Chinese soil. Most of the student participants preferred the American classroom practices over Chinese classroom practices. Students had conflicting views over how their American teachers viewed them. The concept of double consciousness helped to illustrate the internal identity conflict of being a Chinese student at an American University in China.
The Comparison Of Turkey’s Health Status Indicators With OECD Countries: The Multidimensional Scaling And MOORA Application

Emrah Önder, Istanbul University, Turkey
Canser Boz, Istanbul University, Turkey
Nihat Taş, Istanbul University, Turkey

ABSTRACT

The most often quoted definition of health is that of the World Health Organization: Health is a state of complete physical, mental, and social well-being, and not merely the absence of diseases and infirmity. Health is one of the important structures of a country and is regarded as one of the important human capital investments with education. Health is important in determining the development and development levels of countries. For this reason, one of the goals of the country’s health system is to raise the health level of the community as much as possible. The health performance of the community can be calculated and measured with various indicators. These are called health status indicators. Turkey has been making positive developments in the field of health after the health transformation program put into practice in 2003. The aim of this study is to determine the position of Turkey in OECD countries before and after the health transition program and make net performance ranking of countries in terms of health status indicators. The Multidimensional Scaling (MDS) was used to determine OECD countries’ position and The MOORA method, which is one of the Multi-criteria decision making Techniques, was used to calculate the net performance ranking of countries according to health status indicators in the study. According to the performance ranking analysis, while Switzerland has the best performance among 34 OECD countries in both 2002 and 2014, Turkey has the worst performance in terms of health status indicators in 2002. Despite positive developments in terms of Turkey's health status indicators in the 12-year timeframe, it has been determined that in the ranking of performance analysis for 2014, it is only in 33th place in front of Mexico. As a result of the MDS analysis made in 2014, it was seen that the countries were appropriately grouped under two groups. As a result of the analysis, in the first dimension Switzerland and Japan are similar countries in terms of health status indicators and Turkey, Chile, Hungary, Mexico, Slovakia are similar countries in the first dimension. It is seen that Hungary is the country where Turkey is most similar. Despite significant positive developments in terms of Turkey’s health outcomes in recent years, there are still considerable differences between Turkey and developed countries. It is suggested that countries should improve their own models in order to achieve excellence in health systems, besides benefiting from each other's experiences based on good examples.

Keywords: Oecd, Health Status, Health Management, Moora, MD
Aboriginal Business Around The World: Is The Entrepreneurial Spirit Universal?

Prescott C. Ensign, Wilfrid Laurier University, Canada

Many have argued (convincingly) that Aboriginal business in Canada is different than non-Aboriginal business in Canada. For this paper, we turn our attention to consider whether Aboriginal entrepreneurship differs from place to place around the globe or if there are commonalities with what we observe across Canada.

Business ownership is a mechanism for Indigenous people to control their economic fate (Anderson, MacAulay, Weir, and Wattunee 2007). Business ownership is also a means to more than financial freedom. It is a way to take, give, and share. An entrepreneur sees an opportunity and seizes it. He or she takes a chance by investing personal time, energy, and other resources. He or she experiences a financial gain if all goes well and then decide what to do with those profits. Entrepreneurship provides self-esteem and pride in one’s accomplishments. There is usually a team responsible for an enterprise succeeding, seldom is one person solely responsible for success. An entrepreneurial leader and his or her team—and even those not directly involved in the business—can take satisfaction in the success coming from within the community.

For our purposes, an Aboriginal business is one that is led by an Indigenous person or persons regardless of target market.1 Aboriginal economic activity targeted at Aboriginal or non-Aboriginal populations or both has some bearing as will be discussed later. An entrepreneur is someone driven by optimism, though this entrepreneur might also be driven by desperation or hunger—figuratively and in reality (Hope 2001). An entrepreneur may also be seen as someone who provides promise—even if he or she does not intend to do so. An Indigenous entrepreneur sets an example by his or her actions. This may be a model of good or bad behaviour. Oliver Owen, owner of successful Amik Aviation, is a community leader and positive contributor to Little Grand Rapids First Nation in Manitoba.

1 The U.S. Census uses the cut-off of 51 percent or more ownership to determine the status of a firm.
Ethical Issues In Small Businesses:
Case Study Of Azerbaijan
Ramil Movlamov, Azerbaijan University, South Africa

ABSTRACT

Ethics are beliefs about rightness and wrongness of behavior. Values, morals, and social context determine ethical and unethical behavior. Business ethics refers to ethical and unethical behavior of employees within the job context. In big corporations and enterprises managers and employees, behavior is to certain extent guided by standards and relevant company policies. However, most of the small and medium size companies lack such guidelines and employees are, in most cases, left to judge their decision based on their values, morals, and beliefs in Azerbaijan. The author in this article studies ten small companies in Azerbaijan to identify the most common ethical issues and examine ethical decision-making process by small business managers.

The author used qualitative research methodology and referred to both primary and secondary data. The main source of primary data is face-to-face interviews and surveys.

Studies showed that the small businesses in Azerbaijan confront the most common ethical issues such as conflict of interests among employees and honestly in contract agreement with suppliers. There are also differences in approach of ethical decision-making process among small business managers. Local customs, traditions, and morals have the strong impact on managers’ decision-making process and justification of rightness and wrongness of the ethical issues. The author suggests an extended and broader research on the subject with more small companies.

Keywords: Business Ethics, Small Business, Azerbaijan
Intervention Strategies For Teaching Vocabulary To Secondary School Students With And Without Learning Disabilities In Osun State Nigeria

Adetoun Olubanke Oladele, Federal College of Education (Special), Nigeria
Isaac Taiwo Oladele, Oyo State Ministry of Education, Nigeria

ABSTRACT

These researchers investigated the efficacy of keyword mnemonics and semantic mapping strategies on vocabulary acquisition/knowledge of students with and without learning disabilities. Thirty-one Junior Secondary School one students from three public secondary schools in Osun state participated in the study, they consisted of eighteen males and thirteen females. The age of the participants was between eleven and thirteen. Two null hypotheses tested at 0.05 level of significance were generated for the study. Pre test-post test control group quasi experimental research design with a 3 × 2 factorial matrix was adopted for the study. Three instruments were used in the course of carrying out the study; the validity and reliability of the instruments were reconfirmed during a pilot study. Convenience sampling was used to select participants for the study and data collected was analysed using t-test. In the three groups generated in this study, the two experimental groups outperformed the control group; the females in all the three groups however outperformed the males. The two strategies used in this study proved to be beneficial to the participants, the result recorded were encouraging. One of the researchers’ recommendation was that teachers should be encouraged and financially supported to go for professional courses that will earn them certificates and/ or diplomas on how to use research based methods to teach vocabulary to students irrespective of whether they have disabilities or not.

Keywords: Keyword Mnemonics, Semantic Mapping, Learning Disabilities, Secondary School Students

Introduction

The ability to understand and recall the meaning of words is a critical component of the reading process. Having a vast knowledge of vocabulary is very important in order to succeed in many endeavours of life. The National Reading Panel of the National Institute of Child Health and Human Development (NICHD) (2000), in fact pinpointed vocabulary as one of the five key areas in the field of reading. To facilitate easy communication among human beings, Fox (2015), posited that it is essential to have a deep knowledge of words and what they mean. To succeed in the academic world Kamil, Borman, Dole Kral, Salinger and Torgesen (2008) reiterated that oral and written knowledge of vocabulary cannot be dismissed with a mere wave of the hand. According to Hiebert and Kamil (2005), many years of various studies have proved that vocabulary knowledge plays an important role when it comes to understanding what students have read. The scholars further explained that vocabulary knowledge contributes to the academic success of students Nilforoushan (2012) described vocabulary as entity that cannot be separated from the language learning process. The author further remarked that it is an impossibility to master a language without having a large repertoire of vocabulary. The vocabulary size of an individual as expounded by Schmitt and Schmitt (2012), Peters, Hulstijn, Sercu and Lutjeharms (2009) determines how well human beings can communicate.

As important and relevant as vocabulary is, it is worrying as observed by these researchers in the course of this study to note that a high population of students with and without learning disabilities pass through elementary schools, go on to secondary schools and still face challenges in acquiring vocabulary. This affects their academic success and ability to communicate well. Bryant, Goodwin, Bryant and Higgins (2003), Sweeny and Mason (2011) reported that researches on how to teach vocabulary to students with learning disabilities as sparse. In line with the observation of
the scholars above, Scammacca, Roberts, Vaughn, Edmonds, Wexler, Reutebuch and Torgesen (2007) and studies and Research Committee Massachusetts Reading Association (2011) also observed that studies that focused on vocabulary instruction for students with learning disabilities are rather on the low side. In the general population of students, Hedge (2008), Richards and Renandya (2002) commented that the attention given to teaching and learning of vocabulary in English language is incidental, insufficient and of little or no value to students. Vocabulary instruction as also noted by Aurelli (2011) has not received the attention and focus it deserves by a lot of students. A research proven method that can be used to teach vocabulary to students with and without learning disabilities is the keyword mnemonics strategy (Laing, 2010; Aurielli, 2011; Bakken & Simpson, 2011; Scruggs, Mastro Pieri, Berkley & Graetz, 2010; Brigham, Scruggs & Mastropieri 2011). Semantic mapping is also another research proven strategy that can be successfully used to teach all students vocabulary, Mastropieri and Scruggs (1998), Sweeny and Mason (2011), Phillips (2016), Jitendra, Edwards, Sacks and Jacobson (2004). Some researchers for example Meara and Flitz Patrick (2000) Jimenez and Moreno (2004) reported that females had a better performance in productive vocabulary in their study. The research work of Grace (2000) also revealed that females outperformed males in receptive vocabulary knowledge and rate of retention.

Knowing when and how to use vocabulary is not only a scholarly achievement, it enables individuals to function in many spheres of life. Classroom teachers need instructions on how to make students have a good knowledge of vocabulary. Researchers as well need to continuously conduct empirically validated studies to support the cause of vocabulary instructions for students with and without learning disabilities.

Statement of Problem

Literature review has shown that a high population of students with and without learning disabilities experience difficulties in learning and acquiring vocabulary. A major reason for this difficulty is that vocabulary instruction for majority of students is not programmed into the curriculum of students. Teachers who are supposed to teach vocabulary most of the times are not aware of empirically proven methods that can be used to teach vocabulary. Teaching of vocabulary as observed by these researchers in sixteen secondary schools randomly visited is incidental. In the schools visited the students did not even have dictionary, teachers for example during English lessons came up with words that they assumed the students will find difficult to understand. Teachers defined the words without looking at any dictionary and asked students to use the words in sentences, and that is the end of the vocabulary lesson. This did not take up to seven minutes. All students whether they have learning disabilities or not were taught in the same manner.

Literature research revealed that though there is generally a dearth of researches on how to teach vocabulary to students, the researchers in the developed world are still ahead in researching into strategies that would benefits students with and without learning disabilities, Nigeria researchers in this regards need to buckle up. Vocabulary knowledge is an essential component of the reading process and it should be taught with all the seriousness it deserves.

Purpose of the study

To determine the efficacy of the key word mnemonics and semantic mapping strategy on the vocabulary acquisition on Junior Secondary School one students with and without learning disabilities in three public secondary schools in Osun state Nigeria.

To find out whether gender will determine the performance of students in the three groups generated in this study.

Significance of the Study

This study has further confirmed the efficacy of mnemonics and semantic mapping as good intervention strategies for teaching vocabulary to secondary schools students with and without learning disabilities. The study has also provided data would add to the existing body of knowledge on intervention strategies for teaching vocabulary to students at secondary schools. For the first time in the history of the three public schools sampled, teachers and students were exposed to research based vocabulary instructional strategies that improved the vocabulary knowledge of participating students. The number of participants is however small.
Researchers were also able to extract a promise from Ministry of Education officials in the state to organise workshop on the two strategies used by the researchers and their teachers for a large group of selected elementary and secondary school teachers. They promised to invite the researchers when a date has been fixed. It is believed that this study will provide a direction for further investigation into some other empirically validated methods that can be used to improve the vocabulary knowledge of students irrespective of whether they have learning disabilities or not.

Scope of the study

The study involved thirty one students with and without learning disabilities. They were drawn from three public secondary schools in Osun state Nigeria. They were in Junior Secondary School one

Hypotheses

There is no significant difference in the pre and post test scores of students in the experimental groups and control of vocabulary acquisition.

There is no significant gender difference in the pre and post test scores of students in the experimental groups and the control of vocabulary acquisition.

Literature Review

Sedita (2005) described vocabulary knowledge as being made up of words that people must master so as to be able to have access to information that has to do with background knowledge of individuals. The author further explained that vocabulary knowledge enables individuals to express themselves, communicate well and learn about concepts. Kame’envi and Bauman (2012), Joshi (2006) agreed that intervention programmes should improve the listening and speaking vocabulary of students.

The postulation of Chall and Jacobs (2003) is that there should be adequate and steady growth of students’ vocabulary knowledge in order for their ability to comprehend reading materials not to suffer a setback. To emphasise the importance that should be attached to instruction in vocabulary, Bryant et al (2003) advocated that vocabulary instruction should be deliberately fashioned into the school curriculum and that teaching should be on regular basis. Bryant et al (2003) averred that vocabulary instruction becomes beneficial when students are taught in small groups or in pairs.

Researches that focus on vocabulary instruction for individuals as noted by the National Institute of Child Health and Human Development (2000) are sparse. According to Wanzek, Vaughn, Roberts and Fletcher (2011) researches on reading instructions for middle school students with reading disabilities are very few. The inference from these authors observation is that if there are generally no interventions on reading, then vocabulary instruction too has not received the attention it deserves in the school curriculum. A high proportion of the textbooks used by older students with learning disabilities as acknowledged by Roberts, Torgesen, Boardman and Scammacca (2008) do not measure up to standard in the teaching of vocabulary. Biemmiller (2005) acknowledged that the period allocated to vocabulary instruction in our schools is insufficient and that systematic and explicit vocabulary instruction for students does not exist. Wei (2016) described vocabulary as fundamental for those learning English as a secondary language.

In our higher elementary and secondary schools, Harmon, Hedrick and Fox (2000) reported researches as noting that textbooks used do not emphasize modern approaches to the teaching of vocabulary. It is obvious from what has been discussed so far that students with and without learning disabilities in most secondary schools are at risk of not acquiring vocabulary. For these students not to be at risk, methods that have been rated as successful need to be employed to ensure that they have a vast knowledge of vocabulary.

Two proven methods that can be used to teach vocabulary to students are the keyword mnemonics and semantic. The keyword mapping method utilizes acoustically similar words as meaningful substitutes or alternatives for unfamiliar words that must be learnt for understanding important elements of the curriculum (Scruggs, Maistropieri, Berkeley and Marshak (2010). Bakken and Simpson (2011) acknowledged the fact that the keyword method aids the learning of vocabulary. They in addition remarked that keyword mnemonics instruction makes unfamiliar information more
meaningful and easier to remember. Many other researchers for example Marshark, Mastropieri and Scruggs (2011), Camino and Perez-Fabello (2011), Ubenti, Scruggs and Mastropieri (2003), Aureli (2011) and Sadoski (2005) reported the keyword method is effective in the population of students with and without learning disabilities.

Phillips (2016) described semantic mapping as the use of a web to visually show relationships that exist between words. Phillips (2016) reported researches as indicating that semantic mapping is beneficial in the teaching of vocabulary and comprehension. Vadasy and Nelson (2012) remarked that semantic mapping enables students with and without learning disabilities to comprehend the relationship between clusters of words. Graves (2008) just like Vadasy and Nelson (2012) described semantic mapping as a veritable tool for teaching vocabulary because it makes students think about word relationship. Smith (2014) reported semantic mapping as beneficial to students with learning disabilities. According to Reutzel and Cooter (2008) semantic mapping will enhance instruction for learners whose second language is English. Duffy (2009), Zadeh and Vardani (2010), Morin and Goebel (2010) all confirmed semantic mapping as a desirable and beneficial intervention strategy for students. The work of August, Carol, Dressler and Snow (2005) was on students with slow vocabulary. Results of their work proved that semantic mapping is a good strategy for teaching students. Some other researchers who have been able to prove the usefulness of semantic mapping among students are Palmer, Boon, and Spencer (2014), Mercuri (2012), Ahour and Sakhai (2015).

On gender issues Klein (2007) revealed that females employ multiple strategies unlike their male counterparts in learning language and that this factor gives them an edge in language related tasks and ability to comprehend. Jimenez and O Jeda (2009) noticed that girls are better performers in quantitative and qualitative vocabulary production. Azikiwe (2005) observed that it is generally believed that females outshine males in many areas that have to do with skills in language acquisition. Azikiwe in addition averred that this assumption has been backed with proofs by a lot of foreign researches. Females according to Jimenez’s (2003) study had superior performance in language production unlike their male counterparts. Females also had better performance in the work of Karthigeyan and Nirmala (2012). Most of the time, Whitney (2006), reiterated that females are better performers in almost all areas of achievement that has to do with knowledge acquisition of language skills. Vocabulary is an important aspect of all aspects of reading. Teachers should be able to employ the use of research based methods to make the acquisition of vocabulary easier for students especially those with learning disabilities. Good vocabulary instruction will ensure that students are able to participate and fit in, in many areas of endeavours.

Research Design

A pre test post test control group quasi experimental research with a 3x2 factorial matrix was adopted for the study.

Sample and Sampling Technique

Sample for the study were thirty one students with and without learning disabilities. Convenience sampling was used to select participants for the study. It was only students whose parents gave permission to participate in the study that were purposively sampled.

Instrument

Instrument used for the study were three:

1. Colorado learning difficulties questionnaire (CLDQ)
2. Expressive one word – picture vocabulary test - Fourth Edition (EOWPVT-4)
3. Receptive one word- picture vocabulary test -Fourth Edition (ROWPVT-4)

Description of Instruments

The CLDQ: This is a brief screening rating scale that assesses manifestations of learning difficulties/learning disabilities in individuals between ages six to eighteen. The rating scale was developed by Willcutt, Boada, Riddle, Chhabildas, Defries and Pennington. Willcutt et al (2011). The CLDQ is a twenty item parent report; it is rated on a five point Likert type scale. Responses on the scale range from “Never/at all” which attracts (1) score to “Always/ a great deal” which attracts (5) scores. Higher scores indicate manifestation of learning disabilities. The scale has five
sub scales. Each sub scale can be used separately. The authors of the scale reported the scale to be valid and reliable and the scale is to be administered on an individual basis.

The ROWPVT-4 and the EOWPVT-4: These instruments were developed by Martin and Rick Brownell in (2010). The authors and researchers who have used the instruments reported the instruments to be valid and reliable. Each of the instruments has one hundred and ninety (190) items. Both instruments are co-normed and they are to be individually administered on individuals from two (2) years to eighty (80) years and above. The ROWPVT-4 measures the ability of individual to name objects, actions or concepts. It assesses the receptive vocabulary of individuals. The EOWPVT-4 assesses expressive vocabulary skills of individuals. The ROWPVT-4 according to the authors of the instrument is to be administered by holders of Masters Degree in education and Special education and some other professionals. The EOWPVT-4 administered by holders of Bachelors degree in education, special education among other professionals. Administration and scoring of each scale takes about twenty five minutes or less. The average range for the standard score of the ROWPVT-4 and the EOWPVT-4 is between eighty five (85) to one hundred and fifteen (115).

Procedure

Thirty one Junior Secondary School one students whose age range between eleven and thirteen participated in this study. Convenience Sampling was used to draw the participants from three public schools in Osun State Nigeria. The three schools are: Community Grammar School, Ikire, A. D. C. Grammar School, Ikire, Apomu Grammar School, Apomu all in Osun State, Nigeria.

Students from Community Grammar School, Ikire identified with the CLDQ as manifesting symptoms of learning disabilities were thought vocabulary using the keyword mnemonics method. The students were 12 in number, they comprised 5 girls and 7 boys, and they formed the experimental group one. In school two, that is A. D. C. Grammar School, Ikire, students identified as manifesting symptoms of learning disabilities with CLDQ were nine in number. They were five boys and four girls. They were in second experimental group and their mode of instruction was semantic mapping. The students in school three, that is, Apomu Grammar School, were not identified with CLDQ as having learning disabilities. They served as the control group and were exposed to the normal reading instruction by one (1) English language teacher. Students in this group were ten in number; they were four girls and six boys. A cut off score seventy (70) and above indicated significant risk for manifestation of learning disabilities of participants in the two experimental groups using the twenty item CLDQ scale rated by parents. The reliability of the twenty item CLDQ scale using Cronbach’s alpha in a pilot study was 0.79 and test re test reliability was 0.81. Validity of the CLDQ twenty item Scale using item total correlation was between 0.5 and 0.9.

To ascertain the vocabulary ability of participants before teaching sessions began in the study, the EOWPVT-4 and the ROWPVT-4 were administered. All the participants fell below the standard score of both tests. The reliability for internal consistency of the ROWPVT-4 during a pilot study was 0.83. The test retest correlation for raw scores was 0.78.

Reliability for internal consistency of the EOWPVT-4 in a pilot study was 085 while the test retest correlation for raw score was 0.80. Participants in the experimental group one were taught by their English teachers who were two in number; they were divided into two groups. Each group consisted of six students to a teacher, participants in experimental group two were taught by two English teachers. They were divided into two groups. A group consisted of five (5) students; the second group consisted of four (4) students. Instruction took place for the three groups for forty five minutes three times in a week for three months after school within the school premises. Students in the experimental groups were exposed to both receptive and expressive vocabulary instructions. For the control group teaching of receptive and expressive vocabulary instruction was noticed to be incidental. The teachers who participated in the study had been exposed to training on vocabulary instruction for four days by the researchers before the commencement of teaching. The three schools sampled were using the same textbooks for English Language and Literature. Teaching sessions included activities such as vocabulary games, brainstorming, development of world maps, ‘think alouds’, teaching of suffixes and prefixes to help students decode unfamiliar words, teaching of antonyms and synonyms. Other activities included matching of words to correct definitions, definitions of words, sufficient repetition, every day review of new vocabulary words, adding of new words to semantic mapping by students, fashioning out of new key mnemonics words by students and use of short drama and dialogue to learn new words.
Pre and post tests attracted thirty marks; responses were marked as right, partially right or wrong. Right answers attracted (one) score, partially right responses attracted (half score) while wrong answers did not attract any score. Students whose score is eleven (11) and below are deemed not to have performed well on the post test, students who scored twelve (12) and above are deemed to have had encouraging performance, on the post test. Items on the pre and post test scores were jointly picked by the teachers and the researchers from the English textbooks of the students in the three schools.

**Analysis of Data**

T-test was used to analyse the data collected based on the hypotheses.

**Results**

**HO1:** there is no significant difference in the pre and post scores of students in the experimental group and the control on vocabulary acquisition.

**Table 1:** Mean standard deviation and t-test of pre and post test scores of two experimental groups and the control.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>STD. DEV</th>
<th>DF</th>
<th>t-cal</th>
<th>t-crit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>KM</td>
<td>12</td>
<td>11.41</td>
<td>29</td>
<td>1.34</td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td>SM</td>
<td>09</td>
<td>10.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>10</td>
<td>9.81</td>
<td>1.24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>KM</td>
<td>12</td>
<td>18.56</td>
<td>29</td>
<td>2.83</td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td>SM</td>
<td>09</td>
<td>17.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 above shows that the calculated t-value of post test scores is 2.83, the value is greater than t-critical of 1.75 (P<0.05). It shows that after the treatment had been given (Keyword mnemonics (KM) and Semantic mapping (SM) exposures) there was significant difference between the vocabulary acquisition of the experimental groups and the control. Therefore, HO1 is rejected. It is pertinent to mention that there is also a difference between the vocabulary acquisition performance of keyword mnemonics and semantic mapping groups but it is not significant.

**HO2:** there is no significant gender difference in the pre and post test scores of students in the experimental groups and the control on vocabulary acquisition.

**Table 2:** Mean, Standard deviation and t-test scores of male and female participants in the two treatment groups and the control.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std Dev</th>
<th>DF</th>
<th>t-cal</th>
<th>t-crit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>13</td>
<td>19.35</td>
<td>3.21</td>
<td>29</td>
<td>2.34</td>
<td>1.85</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>16.47</td>
<td>2.17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 revealed that t-calculated value is 2.34 while critical t-value is 1.85 (P<0.05) and since the t-calculated is greater than t-critical therefore, HO2 is rejected. It shows that there was significant difference between the vocabulary acquisition of male and female participants. This means that the female participants performed better in vocabulary acquisition than their male participants.

**Discussion of findings**

The result from this study has confirmed what researchers have reported about keyword mnemonics and semantic mapping instructional strategies as being beneficial to students with learning disabilities. Students in the two experimental groups identified as manifesting symptoms of learning disabilities performed well unlike students without learning disabilities in the control group. Students in the keyword mnemonics group had a better performance...
than those in the semantic mapping group, but it should be noted that the difference in performance is not statistically significant. To support the findings from this study, Jitendra et al. (2004) affirmed that research reports favoured keyword mnemonics as highly improving vocabulary performance of students with learning disabilities. Kaldenberg, Therrien, Watt, Gorsh and Taylor (2011) and Hughes (2011) reported that students with learning disabilities especially have better performance when they are taught with mnemonic instructional strategies. The authors further confirmed that without the use of mnemonic instructional strategies, understanding and recalling of materials becomes difficult for students with and without learning disabilities. Mastropieri, Scruggs, Mushinski, and Fulk (1990) reported that students with learning disabilities recorded good performance when exposed to keyword mnemonics instructional strategies.

The work of Avila and Sadoski (1996) was on sixty three students’ tagged low achievers. Result showed that students were able to acquire more vocabulary when they were taught with keyword mnemonics method. Condus, Marshall, and Miller’s (1986) study involved sixty students with learning disabilities. Findings from this research reflected students in the keyword mnemonics instruction as scoring significantly higher than other students. Lubin and Polloway (2016) stated that for quite some time the mnemonics strategy has been described to aid vocabulary knowledge of students with learning disabilities, those with learning problems and those with mild intellectual disability.

The efficacy of using semantic mapping according to Phillips (2016) is desirable and yields good results in different types of population. Semantic mapping as observed by Jitendra et al. (2004) has been revealed to be better as an instructional strategy unlike the traditional method of teaching. Vadasy and Nelson (2012) reported semantic mapping as an effective strategy that can be used to intervene in the vocabulary instruction of students that include students with learning disabilities and those who are learning English Language. The study of August et al. (2005) which was carried out in almost three months showed that students who were slow in developing vocabulary had good performance when taught with semantic mapping. Scholars who are also reported semantic mapping to be beneficial include Palmer et al. (2014), St John and Vance (2014) Mercuri (2010), Abdollahzadeh and Amiri Vardani (2010), Ahour and Sakhaei (2015).

In this study females in the three groups performed better than their male counterparts. It should be noted that although participants in the control group did not record an encouraging performance since they were not exposed to any treatment, females in the three groups had better performance in the study. Klein (2007) Jimenez (2003), Whitney (2006) and Azikiwe (2005) postulated that females tend to outperform males where vocabulary knowledge or acquisition is involved. Grace (2000), Jimenez and Ojeda (2009), Meara and Fitzpatrick (2000), Jimenez and Moreno (2004), Karthigeyan and Nimala (2012) revealed that empirical studies have proved semantic instruction to be effective in the teaching-learning process of vocabulary instruction.

Conclusion

Vocabulary instruction should be a regular classroom exercise during instruction for elementary and secondary school students with and without learning disabilities. Classroom teachers should be constantly updated about empirically validated approaches that can be used to enhance the vocabulary acquisition or development of students. Teachers should be trained on how to use a combination of approaches to teach students in the classroom. Ability to recall the meaning of a large pool of words is crucial if students are to record success in academics and if we are to refer to them as literates. There is no nation that can keep a large numbers of illiterates and expect development.

Recommendations

The high population of students in Nigeria public schools need to be reduced. It constrains teacher from putting in their best in all subjects. More arms should be created so that teachers can attend to students individually and small groups. Vocabulary should be deliberately taught in Nigerian public schools, it should not be seen as incidental and research based methods should be used. Secondary school teachers should be encouraged to go for professional course on how to teach vocabulary to students in Nigerian public schools. They can be awarded certificates and diploma at the end of such courses. Conferences seminars, and workshops should be organised by ministries and stakeholders in the field of education for secondary school teachers on research based method that can be implored to teach vocabulary knowledge /acquisition.
Limitation to the Study

The number of participants for this study is not on the high side, findings from the study can therefore not be generalised to all students with or without learning disabilities. A reasonable numbers of parents did not bother to return the Colorado Learning Difficulties Questionnaire. Some who returned the questionnaire and whose children were identified as having learning disabilities did not agree that their wards or children should participate further in the study. They saw the label learning disability as stigmatising, and they claimed they were hearing the term for the first time. These parents through the establishment of rapport however, agreed that their children or wards had academic difficulties. Some parents whose children were not identified as having learning disabilities, and whose children would have been in the control group also did not permit their children to participate in the study. They saw the study as a waste of time. All these constrains reduced the number of the participants for the study.

Suggestions for further studies

More researches are needed to further confirm the efficacy of keyword mnemonics and semantic mapping strategies of vocabulary acquisition of students with and without disabilities. Other empirically supported instructional strategies also need to be researched into in order to assist all students in acquiring vocabulary knowledge. Studies can also be conducted on the population of persons with different disabilities and their counterparts without disabilities using an array of research based vocabulary intervention methods. For vocabulary instruction to be more effective studies should involve longer periods of sections (for example a year) and a high population of participants should be sampled in order to be able to make generalisations.

References


Grace, C.A 2000. Gender differences: Vocabulary retention and access to translations for begining language learners. In CALL. The Modern Language Journal. 84(2) 214-224
Graves, M 2008. *Instruction on individual words: One size does not fit all.* IN Farstrup, A.E & Samuels, S.J (Eds). *What research has to say about vocabulary instruction.* Newark, DE: International Reading Association


Hughes, C.A (2011). Focus on exceptional children. *Focus on Exceptional Children, 44*(2) 1-16


Morin, R & Goebel, J. 2001. Basic vocabulary instruction: Teaching strategies or words? *Foreign Language Anuals 34*(1) 8-16

Nilforoushan, S 2012. The effect of teaching vocabulary through semantic mapping on EFL learners awareness of the effective dimensions of deep vocabulary knowledge. *English Language Teaching* 5(10) 164-172

Palmer, J, Boon, R.T & Spencer, V.G 2014. Effects of concept mapping instruction on the vocabulary acquisition skills of seventh-grade’s with mild disabilities: A replication study. *Reading and Writing Quarterly* 30(2) 165-182


The Development And Initial Validation Of The Work Convictions Questionnaire (WCQ) To Measure Employees’ Level Of Ethical Behaviour

Estelle Boshoff-Sudbury, University of Mpumalanga, Nelspruit, Mpumalanga, South Africa

ABSTRACT

Research indicates that there appears to be a decrease in the level of ethical behaviour in international as well as South African organisations. Subsequent to the democratic election in 1994, a shared vision of political stability and economic progress of everyone in South Africa was propagated. The contrary is however the order of the day as crime has reached unacceptable levels in South Africa. South Africa is also regarded as the country with the highest white-collar crime in the world. In spite of the attention devoted to crime the levels of economic crime, and the financial and non-financial consequences thereof, have increased. Unethical behaviour does not only hold dire financial consequences for organisations, but may subsequently also lead to other negative consequences such as negative media exposure, low morale and high employee turnover.

The negative consequences which unethical behaviour holds for organisations, as well as the South African economy, necessitates a focus on factors which may have an influence on ethical behaviour, and specifically work ethics. Current research supports a person-situation-interaction approach to ethical decision-making where both individual and situational factors influence the decisions that the individual makes. Regarding individual factors, researchers indicate that the individual’s ethical decision-making philosophy influences the manner in which ethical problems are managed and behavioural decisions are made. Every moral decision-making situation forces employees to choose the guiding principles according to which the final decision is made. There is however no model in existence which integrates these approaches. Furthermore, it also became apparent from the literature that there is a need within the South African context for the development of a reliable and valid work ethics questionnaire which determines employees’ level of ethical decision-making as well as ethical decision-making approaches.

The aim of this study was therefore twofold. Firstly a holistic philosophical model of ethical decision-making was developed. The model integrated the following six philosophical approaches regarding ethical decision-making, namely the rule-bound, consequensialistic, rule-bound consequensialistic, social justice an virtue approach, as well as relativism. Secondly a work ethics questionnaire (Work Convictions Questionnaire) (WCQ), which was administered upon a sample of five hundred and twenty four respondents, was developed. Item analysis and selection of items for the final questionnaire was performed by use of exploratory and confirmatory factor analysis. The following conclusions regarding objective 1 and objective 2 of the WCQ were reached from the statistical analysis (note that this presentation will only focus on objective 1 of the study). The important value of the study stems from the fact that it addresses the need for a reliable and valid work ethics questionnaire for the South African context.

Objective 1 (Scale A): The determination of the individual’s level of ethical behaviour

Scale A possesses a satisfactory content reliability. Furthermore, it is apparent that with regards to the validity (construct validity), the construct, level of ethical behaviour is well defined.

Objective 2 (Scale B): Identification of the philosophical approaches that are followed during ethical decision-making

It is apparent from the statistical analyses that the six approaches each exhibit a satisfactory content reliability. Furthermore, it is apparent that with regards to the validity (construct validity), the concept philosophical approaches
regarding ethical decision-making is well defined and that the six factor structure exhibits a good fit and a stable measuring model.

Therefore the six-factor structure can be utilised when measuring the individual's level of ethical behaviour. Should organisations wish to remain part of the highly competitive global market, it is necessary that renewed focus be given to ethical behaviour. In this regard the WCQ provides an important aid to organisations in determining employees’ level of ethical behaviour as well as the manner in which ethical problems are approached by current as well as potential employees. With this knowledge, the necessary interventions can be implemented in a proactive manner where necessary.

Keywords: Ethical decision-making in the workplace; philosophical approaches regarding ethical decision-making; holistic philosophical model of ethical decision-making; Development of Work Convictions Questionnaire (WCQ); Measurement of ethical decision-making approaches; Measurement of level of ethical decision making
The Effect Of Earnings Per Share Categories On Share Price Behaviour: Some South African Evidence
Rikus R. de Villiers, North-West University, South Africa
Lana Harmse, North-West University, South Africa
Natasha Robbetze, North-West University, South Africa

ABSTRACT

Earnings per share (EPS) is considered as an important accounting indicator of risk, entity performance and corporate success. It is used to forecast potential growth in future share prices, because changes in EPS are often reflected in share price behaviour. Companies listed on the Johannesburg Share Exchange (JSE) are required to publish three different categories of EPS: basic, diluted and headline EPS. It has become apparent that there is no indication as to which category explains share price behaviour best. The study therefore aimed to determine which category of EPS is best associated with share prices of the top 40 JSE listed companies in South Africa. No South African studies have previously attempted to answer this question. The top 40 JSE listed companies were selected as the research sample and the relationship between different categories of EPS and share prices was analysed empirically for the period 2005 to 2013. This study demonstrated that basic EPS correlated best with the changing behaviour of share prices. Furthermore, the study established that headline EPS proved to deliver lower correlation coefficients than other EPS categories. Based on the findings of this study some useful recommendations and areas for further research were also identified.

Keywords: Earnings, Earnings Per Share; Investors, Share Price Behaviour
Constructing An Organisational Climate Model To Predict Potential Risk Of Management Fraud

Leon Bezuidenhoud, University of Mpumalanga, South Africa

The full paper is available from Dr. Leon Bezuidenhoud at L.Bezuidenhoud@ump.ac.za
Novel Approaches To Teaching Research Methodology At Universities Of Technology: A South African Perspective

L Zeelie, Central University of Technology, Africa
JFR Lues, Central University of Technology, Africa

ABSTRACT

The higher education (HE) sector in South Africa has experienced notable turmoil in recent times largely brought on by students demonstrating against high tuition fees, access and the content of curricula. The various spheres of government have also been met with challenges such as the applicability of pre-graduate and post-graduate programmes leading to much debate on the role of vocational training colleges (TVET), traditional universities (TUs) and universities of technology (UoTs). In terms of the post-graduate offerings, questions emerged on the nature and intent of research projects and impact. This study investigates the role of various HEIs in Central South Africa with regard to aspects such as applicability of research findings, commercialisation and technology transfer, and the application of research in industry and society. The rationale behind, and content of the subject Research Methodology that is taught to students in preparation to postgraduate studies is contemplated and comparisons drawn amongst the nature of the offerings amongst TVETs, Uts and UOT’s. Aspects such as the selection of research topic, creativity, applicability, rationale, methodology, assessment and output are discussed and unique approaches suggested toward ensuring the sustaining of the unique character of each sector. Finally the impact of research in a developing region such as Central South Africa is argued with consideration to state subsidy, type of journal, impact factor, intellectual property, patenting and implementation of findings. It was evident from the results that educational skills transfer and awareness as reflected in the research methodology curriculum contributes significantly to strengthening the value chain from research concept to tangible application.
Deliberation Of Student Qualitative Commentaries To Improve Work-Integrated Learning In A Health Sciences Programme

J. du Plessis, Central University of Technology, Free State, South Africa

ABSTRACT

Background / Context: In South Africa, work-integrated learning is a quite new term that refers to the integration of learning at the university and learning in the workplace. In many professional programmes the trend still is to focus training more on the workplace learning part of work-integrated learning as part of the training of the student. Although the concept of students being placed in the workplace to get work experience is not new, the rationale behind work-integrated learning does not only include the provision of a physical environment (the workplace) where students gain experience while working in professional practice. However, to ensure the success of any work-integrated learning programme, it is important to structure this component meticulously with regard to the constructive alignment of learning, the delivery of learning, assessment and the coordination/monitoring of learning and hence of student progression.

Aim / Purpose: An extensive study was conducted including all universities in South Africa involved in the training of radiographers to investigate the current delivery of work-integrated learning. The ultimate goal of this investigation was to suggest practices to improve the delivery of work-integrated learning for aspects such as teaching/learning, assessment and the monitoring of work-integrated learning.

Methods: To accumulate data on the current practices for work-integrated learning, a quantitative questionnaire with some open-ended qualitative components was distributed to final year radiography students at the included universities (n=146). This paper will report on the qualitative commentaries from the participating students and their suggestion towards the change of practice in certain areas of the delivery of work-integrated learning.

Results and discussion: The qualitative commentaries from the student questionnaire supplied information rich data towards the improvement of work-integrated learning in the training of radiography students. Comparison of these data with data accumulated from university lecturers and work-integrated learning coordinators, who participated in the same study, revealed mainly a lack of constructive alignment, limited use of a variety of teaching- and assessment methods to facilitate work-integrated learning and non-optimal supervision/mentoring of students during work placement.

Conclusion / Take home message: Work-integrated learning is a powerful pedagogy if implemented and managed correctly. The results from this study assist educationists in Radiography programmes in South Africa in the design of new learning programmes with powerful and effective work-integrated learning components.
Innovation Patterns During Technological Discontinuity In A Multi-Generational High Technology Market
Changhyun Park, Korea Institute of S&T Evaluation and Planning, South Korea

ABSTRACT

This research aimed to identify the innovation pattern during technological discontinuity in a multi-generational high technology market. The research methodology was based on building a theory from a case study. Both quantitative and qualitative data were collected from multiple sources and analyzed to identify the innovation type. In a multi-generational high-tech market, both architectural and modular innovation can co-occur or only modular innovation can occur due to accumulated technological knowledge and competencies. Our research provides new insight suggesting that the study on the behavior of technology diffusion can be extended to multi-generational high technology market and the research framework will be useful to analyze the innovation types of technology diffusion for a variety of technologies.

Keywords: Technology Diffusion, Innovation, Discontinuity, Multi-Generational High Technology

1. Introduction

The technological innovation can be classified as radical, incremental, architectural, and modular innovation depending on the changes of core concepts and linkage between core concepts and components (Henderson and Clark, 1990). The extant research indicates that the behavior of technology diffusion is affected by architectural or modular innovation because the technology diffusion follows typical trajectory of S-curve through both architectural and modular innovation (Christensen, 1992a; Christensen, 1992b).

Understanding the phenomenon of technology diffusion is useful to forecast future technologies and build technological strategy during technology development. The most typical model of technology diffusion is S-curve model (Foster, 1986), in which S-curve model is further developed as Logistic, Gompertz or Bass model etc. The S-curve model represents that the trajectory of technology diffusion follows an S-shaped pattern, implying that diffusion rate is slow at the introduction stage, fast at the growth stage, slow again at the matured stage, and saturated finally at the declining stage (Foster, 1986). The technological discontinuity is useful to explain the interaction and substitution process between old technology and new technology (Anderson and Tushman, 1990).

Although the phenomenon of technology diffusion is studied by single architectural or modular innovation, the diffusion behavior of a technology undergoing both architectural and modular innovation has not been studied so far. The multi-generational high technology has several features in that a technology has a faster transition time between each generation and technological knowledge accumulated from the previous generation is vital moving toward the next generation. When the multi-generational high technology is considered to explore the behavior of technology diffusion, interesting question is raised as to what types of innovation patterns are observed during the technological transition in a multi-generational high technology, as presented in Figure 1.
2. Literature Review

2.1. Architectural innovation

Architectural innovation can be defined as innovations that change the architecture of a product either without changing its components (Henderson & Clark, 1990; Christensen, 1992b) or with changing its components (Schilling, 2010; Ulrich, 1995). The architectural technology change generally follows S-curve framework and need to consider both technology and market innovation for architectural change (Christensen, 1992b). A model of technological change is constituted with both components parameters of component knowledge and systems parameters of architectural knowledge (Ehrnberg, 1995). New technology will substitute old technology through the technological discontinuity. Anderson and Tushman (1990) define technological discontinuities as innovations that dramatically advance an industry's price vs. performance and discontinuous technology will be emerged through the era of incremental change to form dominant design.

2.2. Modular innovation

Modular innovation is defined as a fundamental change in the technological approach employed in a component, where the product architecture is left unchanged (Henderson & Clark, 1990; Christensen, 1992a). Modularity is a general systems concept: it is a continuum describing the degree to which a system's components can be separated and recombined (Schilling, 2000), and a change in one component of a product has relatively little influence on the performance of the system as a whole in a modular design while the components are highly interdependent in a non-modular design (Fleming and Sorenson, 2003). Christensen (1992a) found that improvement in individual components followed S-curve patterns, but the flattening of S-curves is a firm-specific, rather than uniform industry phenomenon.

3. Methodology and data analysis

3.1. Research methodology

The research methodology adopted in this paper was based on case study research (Yin, 2009) and building a theory from a case study (Eisenhardt, 1989). The case study research is selected because it is particularly useful for theory building (Eisenhardt, 1989). The research was conducted by using five steps, as presented in Figure 2, in order to build a theory from the case study. In step 1, the initial research questions were defined. Theoretical samples were selected as cases in step 2. Both quantitative and qualitative data were collected from multiple sources in step 3. In step 4, collected data were analyzed by identifying component parameters and innovation type based on a case study. The final theory and construct were built in step 5.
3.2. Case selection

As step 2, we selected our case based on theoretical sampling, which focused on efforts that were theoretically useful (Glaser & Strauss, 1967). First of all, we focused on the multi-generational high technology, such as semiconductor or communication industries etc. Because the multi-generational high technology has a faster transition time between each generation and knowledge accumulated from the previous generation is vital moving toward the next generation, architectural or modular innovation through generations will affect the way that these technologies diffuse and interact each other during diffusion. In semiconductor industries, CPU market was chosen as a theoretically useful case in this paper because it has the characteristics of a multi-generational high technology. The technology in CPU market is evolved quickly to meet time to market of fast-growing mobile applications and the new generational technology will be developed through architectural or modular innovation from the previous generation. In particular, technology leader at CPU market (hereafter company A) was chosen for our case study as typical multi-generational high technology case to verify the innovation types in a multi-generation high technology market.

3.3. Data collection and analysis

In step 3, we collected both qualitative and quantitative data since combining both data has a synergistic view of evidence (Eisenhardt, 1989). Both qualitative and quantitative data were collected from multiple sources, such as company reports, technical papers, and public data from institutes, in order to extract data of process and design information at each technology offering of company A (32nm to 7nm logic). The five types of process information (transistor architecture, isolation, channel, gate, source/drain, and metal modules) and three types of design information (system architecture, design rule, and SRAM cell size) were extracted from collected company A report from technology forum or web sites (2014 to 2016), technical papers published in scientific journals or conference proceedings (2014 to 2016), and public data (2014 to 2016) published by ITRS and IMEC. The information of 10nm and 7nm technologies is projected values based on previous nodes and industry trends because 10nm technology started the production recently and 7nm technology is still under development. The collected data was analyzed to understand the types of innovation pattern. Because the technological change can be identified by understanding component parameters (Ehrnberg, 1995), component parameters are analyzed in this research. The component parameters are extracted first to understand whether the technological changes are based on either architectural or modular change. Component parameters (X1 through X6) are defined associated with process changes in that semiconductor chips are manufactured through the integration of module process technology (isolation, channel, gate, source/drain, and metal module), and component parameters (X7 through X9) are defined system architecture, design rule, and SRAM cell size for design changes. Based on extracted component parameters at each technology offering from company A, the innovation types are identified. The internal validity was verified using multiple data sources using both qualitative and quantitative data, while the generalization of the theory in terms of external validity was improved by comparing the theoretical implications compared with the extant literature.

4. Research findings

4.1. Component parameters of technology offerings

The company A is the incumbent leader in CPU market and offers a variety of logic technologies. The logic technology is used to manufacture a logic chip, performing a numerical function on given digital or analog data, and advanced
logic technologies of company A including 32nm, 22nm, 14nm, 10nm, and 7nm are investigated in this study to identify the latest transition of innovation type. The component parameters (X1 through X9) for technology offerings (32nm through 7nm) of company A are extracted and parameters are summarized in Table 1.

Table 1. Component parameters of logic technologies describing process and design technology changes

<table>
<thead>
<tr>
<th>Category</th>
<th>32nm Logic</th>
<th>22nm Logic</th>
<th>14nm Logic</th>
<th>10nm Logic</th>
<th>7nm Logic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>32nm CPU/SoC</td>
<td>22nm CPU/SoC</td>
<td>14nm CPU/SoC</td>
<td>10nm CPU/SoC</td>
<td>7nm CPU/SoC</td>
</tr>
<tr>
<td>Transistor architecture (X1)</td>
<td>Planar type</td>
<td>Finfet gen. 1</td>
<td>Finfet gen. 2</td>
<td>Finfet gen. 2</td>
<td>Finfet gen. 2</td>
</tr>
<tr>
<td>Isolation (X2)</td>
<td>STI</td>
<td>STI</td>
<td>STI</td>
<td>STI</td>
<td>STI/SRB ³</td>
</tr>
<tr>
<td>Channel (X3)</td>
<td>Si nFET/pFET (3D channel)</td>
<td>Si nFET/pFET (3D channel)</td>
<td>Si nFET/pFET (3D channel)</td>
<td>Si nFET/pFET (3D channel)</td>
<td>Si nFET/SiGe pFET (3D channel)</td>
</tr>
<tr>
<td>Gate (X4)</td>
<td>high-k metal gate</td>
<td>high-k metal gate</td>
<td>RMG ³</td>
<td>RMG</td>
<td>RMG</td>
</tr>
<tr>
<td>Source/Drain (X5)</td>
<td>SiGe strained Source/Drain</td>
<td>SiGe strained Source/Drain</td>
<td>SiGe strained Source/Drain</td>
<td>SiGe strained Source/Drain</td>
<td>SiGe strained Source/Drain</td>
</tr>
<tr>
<td>Metal (X6)</td>
<td>Low-k, Cu interconnect</td>
<td>Low-k, Cu interconnect</td>
<td>Ultra low-k, Cu interconnect</td>
<td>Ultra low-k, Cu interconnect</td>
<td>Airgap, Cu interconnect</td>
</tr>
<tr>
<td>Design rule (FP/CPP/Mx)(nm) (X8)</td>
<td>-113/112</td>
<td>60/90/80</td>
<td>42/70/52</td>
<td>33/56/44</td>
<td>24/44/32</td>
</tr>
<tr>
<td>SRAM cell size(um²) (X9)</td>
<td>0.182</td>
<td>0.108</td>
<td>0.0588</td>
<td>0.032</td>
<td>0.0176</td>
</tr>
</tbody>
</table>

1) 10nm, 7nm process technology are projected based on previous nodes and industry trends.
2) 10nm, 7nm design rules and SRAM cell size are projected values following the scaling trend from previous nodes
3) SRB: Strain Relaxed Buffer layer, RMG: Replacement Metal Gate, FP: Fin pitch, CPP: Contacted poly pitch, Mx: Metal pitch
(Source: ITRS(International Technology Roadmap for Semiconductors), Company A tech forum and website, IMEC(Interuniversity MicroElectronics Center), Wikipedia)

4.2. Innovation type during technological transition

Based on extracted component parameters (X1 through X9), the architectural or modular changes are evaluated for four technological evolutions of company A from one generation to the next generation. Thus, the types of innovation during the technological transition at company A are identified in Table 2. The transitions from 32nm to 22nm and 22nm to 14nm technology experience both architectural and modular innovation while transitions from 14nm to 10nm and 10nm to 7nm technology undergo only modular innovation. Although there are some discussions on new architectures of 7nm technology (Nanowire or gate-all-around structure), we assumed that 7nm undergo only modular transitions from 10nm technology according to the technological trends in this study.

In step 5, the final theory is constructed based on research findings. The innovation types during technological discontinuity are found as either both architectural and modular innovation or only modular innovation in a multi-generational high technology.
5. Theoretical implications and further research

5.1. Theoretical implications

Our research suggests several theoretical implications compared with the extant research. First, the extant research focused how single architectural or modular innovation affect the behavior of technology diffusion (Henderson & Clark, 1990; Christensen, 1992a; Christensen, 1992b; Fleming and Sorenson, 2003), so that the effects or relative advantages by single architectural or modular innovation can be observed clearly. In our research, we focus on a multi-generational high technology, in which both architectural and modular innovation can co-occur and technological knowledge is accumulated during technological evolution. Our research provides new insight suggesting that the study on the behavior of technology diffusion by innovation types can be extended to the case of technology diffusion in multi-generational high technology market having both architectural and modular innovation.

Second, the extant research implies that the extent of diffusion behavior or technological discontinuity can be measured by using particular indicators. The technology performance can be measured by using configuration variables rather than physical variables for architectural innovation (Nieto etc., 1998), and a model of technological change is constituted with both components parameters of component knowledge and systems parameters of architectural knowledge (Ehrnberg, 1995). In our research, component parameters are practically extracted to judge the types of innovation. Thus, the proposed research process and framework will be useful to analyze the innovation patterns in a multi-generational high technology.

5.2. Further research

Although this research has many theoretical implications through building a theory based on the case, the correct use of building a theory requires more empirical studies. More extensive studies are required in order to build more consolidated theories. Further research could include several interesting topics. First, more case studies in a multi-generational high technology market should be conducted in order to reinforce and extend our theories built from the case of CPU market. Second, how the types of innovation affect diffusion behavior of technology as well as market will be further investigated in future research.

References

Christensen, C. M. 1992b, "Exploring the limits of the technology S-curve. Part II: Architectural technologies"


Yin, R. K. 2009, Case study research: Design and methods, Sage publications, INC.
Student Mobility And Local Government Subsidies In China
Sheng Cui, Renmin University of China, China
Kunfeng Pan, Renmin University of China, China

ABSTRACT

Based on the data of national college enrollment plan 2008 and 2013, this paper measured the inter-provincial subsidies effect and the regional model of inter-provincial student in provincial college. The research found that the inter-provincial subsidies are significantly increased, and the subsidies as a proportion of financial investment are expanded. Central provinces were not only the largest resource of students who attend college entrance examination, but also the main gainer of spillover. Eastern provinces didn’t have too many students to attend college entrance examination, but they were the main provider of spillover. With the modified gravity model, we wanted to find the influential factors of this spillover effect. The results showed that spillover effect of local higher education service was significantly affected by economic indicators and education indicators, and the inter-provincial migration also had significant influence on the spillover effect.

Keywords: Spillover Effect Of Local Public Service; Regional Model; Gravity Model; Influential Factors
Challenges & Successes Encountered In Launching An Intensive English Language Summer Program

John C. Hepler, Washington College, USA
Shenaz Shaffee, Lado Institute, USA

ABSTRACT

The presentation will describe an intensive English program (IEP) launched in the summer of 2014 by two partner institutions, one a rural 4-year private liberal arts college, the other an urban language institute. The presentation will identify the original goals of the program and describe the “growing pains” experienced during the first three years.

The presentation will recount the program’s difficulty in attracting students sufficiently prepared to complete the six-week IEP and subsequently matriculate in the 4-year college. The presentation will also recount the hurdles the program experienced in securing classroom and housing space on a small college campus, in direct competition with other summer educational programs and sports camps.

The presentation closes with a brief overview of planned programmatic and logistical changes envisioned for the 2018 summer session and advice for other institutions considering similar intensive language programs.
Validity And Reliability Study Of The Teacher Value Scale
Füsun Gülderen Alacapinar, University of Necmettin Erbakan, Turkey

ABSTRACT

Problem Statement: The teacher is in the mainstream cultural values in the education system. The quality of choosers’ in society may increase if the value is dedicated. Qualified people may choose it.

Research Questions: We can increase the quality of education by solving some problems of the teacher. What is the level of validity and reliability of the given value scale to the teacher?

The purpose of the study: We should include achievements related to the affective fields in teacher education and we should provide to gain them to the people. Societies have given value to educators. If the source and content of these values are determined, some problems in teacher training and employment can be solved.

Research Methods: The researcher uses scanning model of quantitative research method. Two opinions obtained three months break, from seven lecturers in the university. We tested the meaningful relationship of ideas by The Pearson Moments Multiplication Correlation Coefficient. We collected data by a ten articed questionnaire given to 302 students, selected with stratified sampling. We did factor analysis calculating the reliability of data.

Findings: Cronbach Alpha coefficient is .961 for eleven articles. We checked a sample size of the questionnaire with exploratory factor analysis. Kaiser Meyer- Olkin test value of sample size is .885. We determined the meaningfulness of Bartlett’s test of Sphericity in the second step. 6663.000 value is greater than the value read from the table. We did factor analysis after these conditions satisfied.

Conclusions: We can collect variables from one dimension according to the results. This explains 83.975 of the total variance. We discussed Scree Plot graph after examining the factor structure of the scale. The first value is considered as the factor to the difference in the first value is wide. We extracted no variables due to the collected data from one factor. We finalized the teacher value scale.

Keywords: Teacher Value Scale, Validity, Reliability
A Case of Academic Fraud
Business Case Studies Paid for Solutions

James G. Gallagher, Napier University, United Kingdom
Edward Fordyce, MBAHELP4U, United Kingdom
David Stevenson, Edinburgh Napier University, United Kingdom

In 2004 Jay Cross (16) wrote; “Learning isn’t content. Learning isn’t infrastructure. Learning is a process of forging neural links. It’s new thought being wired into the brain’s network.” More than a decade later we still appear to have missed this point especially in business case study analysis and this would appear to be reinforced by the paid for case solution providers.

The rewards to students who successfully complete an MBA with the aid of undetected plagiarism are substantial. The high cost of the programme can be recouped with interest in the form of the enhanced lifetime earnings of those procuring a fraudulently obtained freshly minted MBA.

Lecturers who use case studies as their course assessment vehicle have until recently been far too complacent about that form of assessment. Cases have often, unlike course essays, been seen as being, to a great extent, plagiarism proof. Normally, cases have no published solution; they are constructed to provide complex unstructured problems and aimed at both individual and group learning and assessment. They are generally written to reflect real life situations and like life, do not supply perfect information. Instead, they require that the reader engages in active paralipsis by reading between the lines, making assumptions after re-ordering and combining the information provided, and by drawing on experience, generate solutions. As Gallagher (19) argues it is, therefore, “through this combination of stimuli, this marriage of theory, practice, and experience that conclusions are generated. These conclusions provide the key to good case solution generation for it is they that provide the underpinning and justification for the actions and solutions chosen.” To some extent the case user had a myopic view of the power of case studies as an armoured examination vehicle as the examination case did not have a readily identifiable underlying body of theory whose specificity and application was as obvious as its generalisability.

This illusion of security was further enhanced when the case study was developed in-house or obtained from a case repository which does not issue case solutions to students. The false belief in the security of such cases has led to their use for assessment in examination situations.

In addition when juxtaposed with the case author’s provided solution the quality of the paid for answer and its analysis was sadly lacking.

In addition to the significant threat of plagiarism posed to educational institutions by paid for case solutions the quality of the purchased solutions and their analyses, being offered in this expanding market, is also questionable.

Expanding Opportunities for Market Led Plagiarism

For more than a decade or more the duration of class contact on courses has been declining. Where, in the past, a course (module) could cover a year or two years today class contact is likely to be around twelve weeks. Furthermore, as a consequence of this diminution in class contact there has been a corresponding diminution in coursework requirements. Coursework (per module) is less likely to be based on the traditional two to three essays of 3,000 words and more likely to be two pieces of work of 1,000 to 1,500 words or some other form of assessment such as multiple choice etc.

The simple truth is that if you do not have depth of study then correspondingly assessment cannot be based on that which has not been taught and assessment cannot have the rigour expected of case analysis.
Furthermore, “as developed economies moved towards the provision of ‘mass’ higher education, they inevitably attracted many more working-class students who did not necessarily have the family income support that has for generations sustained many middle-class students through their university years.” (7) A situation that at post graduate level is exacerbated with the introduction of overseas students whose cultural norms, on the question of plagiarism and course completion, differs from domestic students putting them at a distinct disadvantage.

For our MBA courses we developed our own case studies and teaching guides. We used the case study for final examination purposes, handing it out to the students three weeks before the examination, which was an open-book examination with un-sighted questions under invigilated examination conditions. After this usage the case could be further used for coursework purposes in the following session and subsequently for general tutorial purposes.

Having produced these business case studies, from our own research, for use on our courses with fully developed case solutions, or more appropriately, teaching guides they were then submitted to competition e.g. The European Foundation for Management Development (efmd) case writing competition and then The Case Centre (formerly The European Case Clearing House) for other academics and professionals throughout the globe to use.

Unfortunately, the environment had changed, in particular university students were resorting more and more to ‘contract cheating’ by accessing websites that offered to produce cheap and not-so-cheap “paid for” course assignments for them. These burgeoning “essay mills” were in essence threatening the quality of a British university degree. In response the Department of Education announced it was consulting with universities over how to crackdown on cheating students with new guidance due to be implemented in September 2017.

It was against this background that it recently came to our attention that a website, ‘caseforest.com’, was offering paid business case study solutions. This was an interesting development and certainly one that required some investigation.

Caseforest.com, are not the only site offering this service but it was one we thought we could examine.

Our first step was to contextualise why this development occurred. Part of the reason is that we humans are a problem solving species with genetically coded desire to progress through resolving challenges. However, for some e.g. student plagiarists, a quick fix for academic problems i.e. assessment/coursework/examinations, is recourse to the web for solutions that shortcut both effort and grading.

Against this, paid for business case solutions, like paid for essays, are both educationally corrosive and fraudulent. In February 2017, the Guardian newspaper wrote that:

“University students could be fined or handed criminal records for plagiarised essays, new proposals suggest…”

Black’s Law Dictionary (20) comments that, “Fraud consists of some deceitful practice or willful device, resorted to with intent to deprive another of his right, or in some manner to do him an injury.” The Quality Assurance Agency (QAA) which maintains standards in higher education (UK) stated that “In a 2014 study from Saudi Arabia, 22 per cent of students reported having paid someone to complete an assignment for them.” (7) Other figures showing the level of plagiarism may only pointers as they tend to be based on only those being caught plagiarising. Moreover, a Channel 4 Dispatches (21) programme revealed that nearly 60,000 students at UK universities were accused of plagiarism over a four year period with 40,000 being disciplined, over 400 excluded and 12,000 had marks deducted. The UK Government estimated that more than 100 online essay services are now in operation but Newton (12) estimates that it is more than a 1,000 sites. The Daily Telegraph’s investigation of Jan 2017, revealed that more than 20,000 students were buying pre-written essays and dissertations from the internet. The costs ranged from “B-grade GCSE coursework (£106 on UK Essays) to a 100,000-word PhD in criminal law (£82,238)” (11). Moreover, figures from two of the UK’s largest essay-writing services (also referred to as contract writing, ghost writing or essay mills) revealed that more than 20,000 students were purchasing professional essays every year, with more than a third enrolled at Russell Group and Oxbridge Universities. Lord Storey, who is leading efforts to make the practice illegal, said that the consequences of plagiarism must be made clear, adding that many “rich students” are now effectively “paying their way” to a top honours degree (6).
The QAA further commented that “Essay writing services go to great lengths to promote their products as consisting of original content that is guaranteed to be plagiarism-free. They are more circumspect when it comes to stating what the products can be used for. Generally, only an in-depth search of the website will reveal any exhortation that their products should not be submitted as if they were the student’s own.” (7)

Unfortunately, contract cheating provides students with original work which universities are not equipped to detect. These bespoke essay submissions circumvent universities who in the main use text matching, cut-and-paste plagiarism software such as Turnitin, which claims it is “Trusted by 15,000 Institutions and 30 Million Student in 140 Countries” (13) Turnitin flags up passages it identifies in existing sources. But it cannot detect an ‘original work’ essay written by someone else. Part of the solution may be as the QAA suggested that there should be a ban on advertising contract essay sites, and an examination of the role of search engines in the provision of access to essay mills. (7)

The Telegraph, Jan 2017, quoted ‘All Answers Ltd’ a bespoke essay provider that international students and the heavy workloads required by top universities were fueling the company’s rapid expansion with bespoke essays increasing by about 2000 students a year and earning the company £5million in 2016 (8). Furthermore, Dr Thomas Lancaster (1) estimated that, based on quoted UK Essay figures, the industry was worth £200 million a year and of this 1.5% of all invoices were in excess of £5,000 (2) We’re delighted to have procured a whopping £9 million in fees for researchers since 2009. With 1 in 10 writers working with us full time, and 1.5% of our researcher’s invoices being over £5000 a month (2).

Whereas UK students pay in excess of £9,000 in tuition fees, international students in the UK pay between £15,000 and £40,000 a year. It is easy therefore, to see essay mills as exploiting vulnerable students, particularly international students, whose financial expenditure is negated if they fail their course assessment. Essay mills in turn accuse universities of turning a blind eye to the problem of overseas students with poor written English, of seeking bums-on-seats as institutional financial pressure overcomes any academic doubts and erode academic standards.

The QAA (7) quote “Newton and Lang, giving the example of New Zealand’s approach where changes were made to the law in August 2011 to make it illegal to advertise or provide third-party assistance to cheat. Powers were given to the New Zealand Qualifications Authority (NZQA) to prosecute anyone providing or advertising such services.” Newton and Lang also reported that “in the USA 17 states had some form of law addressing custom essay writing services (at October 2014)”(12). Moreover, Newton and Lang pointed out that in New Zealand, where essay mills are illegal, there had been a considerable reduction in contract cheating.

The Quality of Custom case solution writing services

In order to test the efficacy of the claims and quality standards made on such sites an unpublished, though class tested, case study was submitted to one of the sites with its accompanying questions and when the answer received it was juxtaposed with the one that we had already developed. The case study chosen for this comparison was Tyrrells Chips as yet unpublished but scheduled to be submitted to the Case Centre by mid, 2017.

On searching the web three prominent websites, showing how cheap and easy it is to have one of their writers work on a business case study assessment, stood out. The first was ‘caseforest.com’ (FreeCaseStudySolutions), the second, ‘elizabethhall.co.uk’ and the third was ‘essayfactory.uk’. These three sites offered similar services but were at different points of the spectrum in terms of price and depth of provision.

Common elements to all were encapsulated in EssayFactory.UK’s statement:

“You can request a personalized quote based on your essay writing requirements from our support team, or get an instant quote online. At EssayFactory.uk the price you pay includes necessary revisions and the cost of formatting. All the completed essays are delivered in a printable digital format instantly after completion, and we also check the content for plagiarism, spelling mistakes, grammatical errors, and formatting, to make sure the final version is perfect……The cost of editing, proofreading, and plagiarism check is included in our final price.” (15)

Elizabeth Hall Associates’ web site offers further inducements:
“Elizabeth Hall Associates sets the standard for academic ghost writers and customised writing services. The original and premier UK ghost writer service prepares scripts from undergraduate through to master’s and doctoral level. We specialise in all aspects of higher degrees.”

We give you:

- **Plagiarism proof scripts.** Unique, customised writing prepared for you to your specifications. We never re-use work, the copyright is yours. We do not need to offer you a payment guarantee of ‘£1000 if caught’ – we know if you are caught you lose your degree. **In fifteen years our work has never been detected.**
- **Safety.** Our unique Registration System ensures best match between you and your writer and gives you both complete security.
- **Quality assurance.** We submit every commission for verification before despatch.
- **Delayed payment.** You have **14 days to pay** (longer if a returning client)
- **You see before you pay.** We ask for no money upfront.
- **Free amendments** if not meeting your brief. See FAQs
- **Your own personalised contact.** Your Personal Academic Liaison Officer (PALO) to liaise with your writer/researcher and make sure your experience with us is smooth, problem free and highly satisfactory.

Inevitably, for the authors, just as with students, choosing a solution provider came down to price and affordability. At one end of the scale was the low priced Caseforest costing less than £100 whilst at the other end Elizabeth Hall associates charging around £2070 whilst, as diagram 2 shows, for EssayFactory the price is dependent upon a number of factors including level e.g. undergraduate, postgraduate, assignment length - number of words - and the date by which the work is returned.

For our quality test the cheapest option, CaseForest was selected as this would be affordable for the widest cohort of students - even those on a tight budget, and the commission was set up.
How custom case solution writing services operate

The ‘Welcome message’ for caseforest.com (Diagram 3) gives the following reasons why students resort to paid for case solutions e.g.

- Case study contains large number of pages
- Not able to devote enough time from their busy schedule to solve a case study
- Case study requiring higher level of understanding (18)

The focus of this study is on the third of these.

The remaining paragraphs claim that the site provides all that an MBA student needs for their MBA coursework and assessment.

However, claiming to equip students with an arsenal of academic weapons does not mean that the student will comprehend their use and application especially when applied to case study analysis. The contention here is that students will tend towards buying a full case study solution rather than the tools that would help them build one.

The case method aims to develop individual and peer research and as Gallagher (19) points out “The business case study as pedagogy is, to some extent, founded on the notion of experiential learning where students direct their own learning by formulating questions and taking responsibility for their study.” However, paid for solutions circumvent this learning process to the detriment of the student by negating the process of research, thinking, peer discussion, analysis and writing. Moreover, it weakens the institution and defrauds future employers when they engage and pay for skills the student does not possess.

The caseforest.com web page (Diagram 4) highlights some interesting aspects of what is on offer. Most of what is said in the page is self-evident. However, elements such as ‘Need a brand new solution of the case study already available on freecasestudysolutions?’ and ‘Need a solution of the case study NOT available on freecasestudysolutions?’ speaks to the bespoke nature of the service being provided - but, not, as yet, for finance and accountancy case studies.
There seems to be a dichotomy between the website title FreeCaseStudySolutions.com and the concept of paid for solutions given the price schedule. Nevertheless, as the site states its about 100% quality at affordable prices where a standard solution comprises three pages 275 words per page with a seven day lead time. The key questions are how good is the provided solution and its analysis and will it pass muster in an examination situation?

If it is not standard then the ‘Order New Solution’ button gives access to Diagram 5 where a soft copy (word, pdf) of the case study may be uploaded to caseforest.com site. Pricing is based on the number of pages comprising the case study and the lead time requested.
We uploaded Tyrrells Chips clicking the 21-35 pages button, the 7 day delivery time and no additional pages at a total cost of $62 and waited for the solution to be sent. However, this action raises some issues for example, is this website all it seems to be? At first sight FreeCaseStudySolutions appears to be, to all intents and purposes, a normal British web site for a British company selling branded products. But on examination they are actually based in India. Visiting their website and clicking on Terms & Conditions the following was found:

“This agreement is governed by the laws of the Government of India and you hereby irrevocably consent to the exclusive jurisdiction and venue of the courts in Ranchi, Jharkhand, India in all disputes arising out of or relating to the use of caseforest.com’s services.”

Likewise, the domain, caseforest.com, was found to be registered in India.

There is nothing wrong, per se, with an Indian organisation operating as a British one. However, the solution when received contained grammatical and idiomatic errors which if left unchanged and handed in as course assessment would flag a problem of potential plagiarism, irrespective of whether text recognition software was used by the solution supplier or not. Contract cheating will not provide a plagiarised source document as this is original work, but not by the enrolled student. It is, however, misrepresentation and in plain terms blatant cheating.

The steps in the process of buying a case study solution are shown in diagram 6. However, the key point in the diagram lies in the third segment where the company commissions a writer and or specialists to complete the work. Case study analysis is more than just writing an essay. It requires a holistic approach to problem solving that not all (commission) writers will possess in enough depth to guarantee a given grade.

Correspondence with CaseForest

CaseForest

Thanks for placing the order with us. You have selected 7 days delivery for the solution. To enable our team proceed with the solution, you are requested to let us know the following:

1. The attached file mentions that 2 questions need to be answered. Which of the 2 questions out of the 3 you want us to answer?
2. What will be the length of each answer like 400 words / 2 pages etc.
3. Any specific topic(s) that you want us to include in the analysis like 5- forces, SWOT etc.

Customer

Thanks for getting back to me so quickly.

1. It doesn't matter. I have no preference.
2. Answers are to be approx 1500 words each
3. Needs to include at least PESTL, SWOT, Five Forces, USPs
1. Thank you for your below message. We understood every part of your message except USPs, we believe it's Unique Selling Proposition. In case, you meant something else, please let us know.

2. As mentioned on our website, the case study order includes only 3 pages of writing which is approx 1500 words (calculated as 500 words per page). However, you would be needing a total of 3000 words or 6 pages in the solution.

Additional pages are charged at a discounted rate of $7.5 per page (original cost is $10 per page as mentioned on website). So, for 3 additional pages, the additional amount payable would be $22.5.

Please confirm your acceptance for payment of additional $22.5 so that we can send you the invoice accordingly. Alternatively you also have the option to reduce the number of words that you need in the solution. Please let us know your decision to enable us proceed further.

**Customer**

USP are indeed Unique Selling Point. 
Yes, I am happy with the extra charge.

**Process for Solution Production**

Normally, case analysis would follow the stages in diagram 6 starting with reading the case study and following through to the case analysis and submitted answers.

![Diagram 6: Case Study Production Process](image)

**Diagram 7**

1: The Case Study

A case study is a story which generally speaks to the actions of the key players in response to environmental change, opportunities and threats. It has a beginning, middle and an end. There is no definitive solution to the case study only a guide. This might make it a little difficult to promise a specific grade associated with a contract solution unless all the elements of diagram 7 are examined.

2: Industry Analysis

Case studies are generally based within a specific industry and most often in an industry with only a few dominant
players. Numerically there are likely to be four or less who control 80% or more of the market. It is against this that the target company is measured. Consequently, it is against these that the solution is measured.

3: Theory

Within any individual case study there are a number of theory bases that underpin the case. Knowledge of theory is therefore essential to understanding what is going on in the case. Moreover, when setting the case the lecturer will be aware of the theory he or she expects to be addressed in the solution.

4/5: Issues/Assessment

A question set by a lecturer and sent by a student to a solution provider is generally straightforward in terms of what is called for in solution generation. The parameters of the question are generally quite obvious to the expert in the field. It is probable that the expert will have answered this question before or a variation of it.

Case study assessment is more complex. A case study has embedded in it multiple issues any of which can be the focus for an individual question. The lecturer using the case study will be influenced when setting his assessment questions by a variety of elements such as:

a: what theory he or she has been focusing on in lectures/
b: what diagnostic tools have students been introduced to?
c: what analytical techniques have been stressed?
d: is the assessment individual or group based?
e: is it essay or report format?

Moreover, the case study is by its nature a complex, unstructured body of work with no definitive solution. Questions set on this body of work are embedded in an interconnected matrix where any single action will impact upon multiple elements and result in multiple interpretations of the result from this single action. In addition, exploration of the impact on other players and an appreciation of their motivation is a prerequisite to good case answer development.

6: Diagnostics

Diagnostic tools help explain the significance of the issues identified in the case and the inter-relatedness of the factors within the case. However, not all tools of analysis are appropriate to every case. Consequently, choosing the right diagnostic tools to help explain what is going on in the case is fundamental to achieving clear analysis.

7: Case Analysis

The primary problem that confronts everyone who reads a case is that they don't know what to look for in that case. Overcoming this dilemma can be achieved by adopting a step by step process.

This process of case analysis begins by understanding the context in which the case is being analyzed or discussed. However, context also encapsulates the use the case is being put to e.g. what is the topic being discussed in this part of the course and how does this case relate to the topic under examination? Answering these will provide a clear insight to elements of the broad theory base and diagnostic tools that may aid in developing both an analysis and a solution to the case questions set. In addition, students need to be prepared to observe the situation from multiple perspectives for example, how would each of the key players in the case study view the situation?

The implication for the person who writes a paid for answer is that they must of necessity read and understand the individual case study and its contextualisation. CaseForest simply required submission of the case study, the questions associated with it and what diagnostic tools should be used. Elizabeth Hall on the other hand offers the availability of supplying the case, the questions, access to student portal, course materials, more in-depth analysis through assigned specialists plus back-up materials e.g. glossary of terms and additional notes but all at a cost.
The stress point in this process is – company commission writer.

Diagram 8

For the paid-for-solution writer this work is not simply the application of learned theory but rather it should be the application of applied theory. Even if there is a pre-existing case study as Caseforest suggests (diagram 4) it will still have to be adapted to satisfy the demanded solution as shown in diagram 8. Moreover, are these case solutions sold on the basis of already published cases or are they custom tailored to individually submitted cases?

If the former, then this is a limited market for a number of reasons:

1: if the case solution is held in a solution bank then it will be generic and will be unlikely to satisfy the case questions set
2: cases themselves have a limited shelf-life both in terms of the student expectation and curriculum development.

Diagram 9
If the latter then they may (diagram 9) require a ghost writer (Elizabeth Hall) drawing on greater resources and more in-depth analysis as:

1: cases are a snapshot in time
2: cases cover a variety of theory bases where any one could be the focus for examination.
3: cases are unique to the time and context of their time-line.

Moreover, costs will be high for bespoke solutions on unpublished cases as the work involved in solution generation will be high as one size does not fit all and a variety of writers drawing on wider theory base is required.

However, as the QAA points out “If students submit work that is not their own, this compromises the fairness of the assessment process, brings the validity of their qualification into question - in particular by presenting an inaccurate account of their knowledge, skills and attributes - and poses a threat to the reputation of UK higher education.” (Ref 7)

These case solution sites devalue the work of honest students and risk making degrees worthless.

The Solution

Due to space restriction the following hypertext link will give access to the Tyrrells Chips interactive case study

http://www2.napier.ac.uk/depts/imp/case/index.html

Within the case study is the teaching guide where a copy of the Caseforest solution is held. This may easily be juxtaposed with the teaching guide. Unfortunately, access to the teaching guide is restricted to accredited teaching staff. If you require access please send an e-mail to j.gallagher@napier.ac.uk.

The CaseForest solution duly arrived and was promptly juxtaposed with the one that we had developed for the Tyrrells Chips case. The process of assessment was straightforward, take the bought solution and mark it as though it were a submitted piece of coursework from an MBA class. The result form this was that it was marked as a fail. Moreover, as with most coursework, it was given out for additional blind review - second marked. Again it was marked as a fail. It was also put through Turnitin and was found to have only 1% plagiarism.

When juxtaposed with the case author’s solution the quality of the paid for answer and its analysis was poor. The paid for solution was superficial. The author skated over the surface without digging deep and creating illuminating linkages and depth of analysis. At no point did the paid for solution author show initiative. The diagnostic tools addressed in the communications with CaseForest were the only ones addressed in the solution. No reference was given to other factors such as leadership, finance, managerial resources, critical success factors, value chain and so on. Essentially, the solution concentrated on diagnosis with little attempt at prognosis. Depth of analysis was sadly lacking as was any attempt at creating linkages by reading between the lines.

Conclusions

Plagiarism diminishes the educational experience for the student. In the instance of teaching by case study it impacts most forcefully through students abrogating the process of learning and research, thinking, peer discussion, analysis and writing.

Ghost writers or contract writers may or may not provide quality work. The purchased answer is the original work of the person who wrote it but not of the student submitting it as their own work. It is also worth noting that many universities require students to sign a declaration that the work that they are submitting for assessment is their own.
As the QAA points out, students submitting work that is not their own is fraud. In addition by submitting the work as their own they (students) undermine the quality and reputation of UK degrees which in turn impacts directly on the value of the qualification of their peers (7).

A further negative aspect is that the efficacy of Government policy of increasing university access is compromised by these essay mills. Course fees are in excess of £9,000 per year and post graduate degrees cost substantially more. But how can the less affluent student compete with those who can afford subcontract their course assessment at up to £4,500 each? Even a poor paid for case study answer provides a frame of reference to build on.

Paid for case solution sites are growing rapidly as they take advantage of students who in the panic of an approaching deadline, complicated case study or perceived tactical study aid promise original, plagiarism-free work that will earn students first-class grades. However, as we discovered the purchased solution can be far from the promised standard paid for.

The dissatisfied student is but one step away from the position of the consumer who knowingly purchases stolen goods only to later discover that the goods are inferior to those promised. For the student is purchasing goods from the essay mill that they intend to use to steal grades. Any attempt to gain recompense from the provider of shoddy goods, i.e. answers that receive lower than the promised grades, risks drawing attention to the student's own attempt to deceive their university.

How can the threats from the essay mills be addressed? Should a form of the New Zealand model, to curb the activities of essay mills by making it illegal to advertise or provide third-party assistance to cheat, be adopted by the UK it is unlikely that this alone will eradicate fully this form of plagiarism? Institutions need to understand that contract cheating will not provide a source document that can be readily detected by text matching software such as Turnitin. We humans are a problem solving species with genetically coded desire to progress through resolving challenges. Unfortunately, for some e.g. student plagiarists, a quick fix for academic problems i.e. assessment/coursework/ examinations, is recourse to the web for solutions that shortcut both effort and grading.

Educational institutions are, like companies, selling a product but if their orientation is simply sales orientation (bums on seats) then brand image will suffer and perceived product value will diminish. The purchasers of degrees are not just the students but the employers who hire them.

It is vital that the education sector work together to address this in a consistent and robust way that cultivates students’ engagement in their learning and helps them recognise the imperative of good academic practice. The failure to do so will ultimately adversely impact on educational brand equity at both institutional and national level.

The QAA (7) concluded that universities should try “to ‘design out’ opportunities for plagiarism in their assessments, and to detect and penalise academic misconduct.” In light of this perhaps, for those that use case studies, a return to unsighted open-book examination may be called for. Moreover, using new case studies developed in-house, or accessing case study providers who restrict teaching guides, is an obvious re-learning step in developing an approach to formative and summative assessment. To this end perhaps a return to case study assessment based on:

1: Source, or develop a current up-to-date case study – Case Centre
2: Hand out the case study three weeks prior to examination
3: Open book examination
4: Unsighted, invigilated questions.

It is vital that the sector, the government and the student body work together to address this problem in a consistent and robust way that both cultivates students’ engagement in their learning and helps them recognise the imperative of good academic practice whilst acknowledging that students are not just balance sheet figures.

In future policy changes have to be made clear to students. They need to know that if they buy case study solutions and submit them as their own they will be breaking the law. Moreover, the penalty for doing so should carry with it the potential for course expulsion.
References/Bibliography

Death Of An Online Grey Market Vendor 
Or Simply A Phoenix Awaiting Resurrection

James G. Gallagher, Napier University, United Kingdom 
Edward Fordyce, MBAHELP4U, United Kingdom 
David Stevenson, Edinburgh Napier University, United Kingdom

“You can fool all of the people some of the time, and some of the people all of the time but, you can’t fool all of the people all of the time.” Abraham Lincoln

On 16th June 2016 an order was placed for a GoProHero4 Silver camera from Simply Electronics Limited (SE) through their web site. Forty days later it had still not been delivered. During the intervening days between placing the order and taking out a dispute through the credit card provider the realisation dawned, that the purchaser had fallen foul of an elaborate grey market operation that was, if not an outright fraud certainly bordered on it. Moreover the purchaser felt, not simply cheated but foolish for falling for such a scam. How had Simply Electronics convinced him to part with his money and what did this reveal about their business model?

While discussing these developments with the research director of mbahep4u.com it was decided that this was an interesting case study in which an analysis of the communications with the company could yield valuable insights that might inform the production of a case study of Simply Electronics. Specifically their business model and supply chain.

Examination of Simply Electronics’ sales pitch and their subsequent handling of the order placed should allow a clearer understanding of their modus operandi to emerge. To achieve this, scrutiny of the communications between the company and purchaser was undertaken whilst an examination of the numerous on-line forums that commented on Simply Electronics Limited was juxtaposed with the purchaser’s experience. An experience that was embedded in the machinations of the grey market vendor whose strategies circumvent in general the objectives of original equipment manufacturer (OEM).

Globally the grey market, or parallel imports, has been estimated to account for over $40 billion in revenue each year (Kotler and Keller, 2009, p.617), much has been written about this area but the bulk of this has concentrated on manufacturer’s, whereas, the focus of this examination is the Grey Market supply chain and in particular the smaller grey market vendor of goods operating through the internet. The intended outcome is to provide both an interesting business case study and an article for publication.

The starting point was, as with most investigations, accepting the view of Socrates that “…the only thing I know is that I know nothing”. So the trigger question was where do we start and where do we go with this? The most obvious point would be to start with a definition of the Grey Market, build a picture of its associated supply chain, show why it is attractive through its value accruals and then examine the business models associated with it.

Finally, the target company Simply Electronics Limited should be examined in terms of its business model, its sustainability and its ultimate demise.
Grey Goods and their Causal factors

The Grey Market may be defined as the legal import of genuine products (legitimate trademark products) leaked into the market via non-official trade routes (Anita, & Bergen & Dutta, 2004, p. 63). Grey goods are therefore those goods that are traded through unofficial, unauthorized, and unintended routes of distribution thereby circumventing the manufacturer's own policy and pricing guidelines. They are not illegal goods; they are merely goods being sold with taxes paid but not as the manufacturer intended. Moreover, they are generally limited to popular, high-end, high-demand, high margin branded products that are relatively easy to ship.

Original equipment manufacturers often have extended supply chains with complex pricing, distribution and control mechanisms which effectively open the door to arbitrage opportunities that grey marketers are able to leverage (diagram 1). Essentially OEMs create price differentials between markets e.g. the application of product life cycle (PLC) strategies -skimming and these plus international exchange rate fluctuations help exacerbate market price differentials. This combination of arbitrage opportunities and PLC manipulation provided the primary stimulus for Simply Electronics and its business model. The fundamental opportunities for Simply Electronics Limited were therefore supply/demand balancing for cash flow optimization and the manipulation of arbitrage between channels, regions and distribution models.

Route To The Grey Market

The difference between grey market goods and black market/counterfeit goods is that where grey market goods are imported legally black market goods are imported secretly and without payment of any customs duties. In addition counterfeit goods are fraudulent imitations of genuine goods.

Grey goods reach the retailer through a chain of semi-legal operators or they may originate simply as a result of theft, such as a distributor misreporting damaged or destroyed product that is then sold into the market; it can also include forms such as the unreported sale of goods. However, probably the easiest explanation for how goods reach the grey market is that there is leakage from the manufacturer’s channel of distribution. Essentially, an authorised distributor sells the goods at a low price into the market especially through the leaking of items that are excess inventory (Hu & Pavlin & Shi, 2013, p. 3) e.g. in businesses with short PLCs, excess product can soon become a write-off if not sold or old stock or not the latest version, to a grey market vendor who can then re-introduce them back into the market, though perhaps not necessarily the same geographical one.

For the manufacturer there are a number of threats from grey market activity not the least of which is the erosion of brand reputation.

Simply Electronics Limited

The Internet provided a tremendous opportunity to grey market vendors to source products globally for prices less than those in markets they hoped to sell into, as well as to reach out to a potentially large number of customers who would be willing to buy these products at substantially lower prices than they could find at manufacturer-authorized retailers (Berman, 2004). As a global medium the Internet makes physical distance and locational barriers irrelevant, and electronic commerce transcends time zones and can take place round the clock (Strauss and Frost, 2009).

Simply Electronics Limited was a small business built by an entrepreneur who was not an authorized retailer of the goods being sold. It traded from 2008 to 2016 ultimately employing twenty people with sales of $55million. In a sense Simply Electronics Limited capitalised on manufacturers’ adoption of skimming strategies which allowed it to exploit price differentials between countries and regions allowing it to buy low in one country and then legally import them into another where the authorised channel was selling the product on offer at a higher price thereby allowing SEL to make a profit.

Example of Manufacturer’s Markup to Distributors

Most retailers benchmark their pricing decisions by essentially doubling the cost of the product to arrive at about a 50% markup (Diagram 1).
Imagine a product priced at £360 retail. Potential pricing for a three-tier distribution model might be:

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Markup</th>
<th>Selling Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturer</td>
<td>£186.21</td>
<td>15%</td>
<td>£214.17</td>
</tr>
<tr>
<td>Wholesaler</td>
<td>£214.17</td>
<td>20%</td>
<td>£257.14</td>
</tr>
<tr>
<td>Retailer</td>
<td>£257.14</td>
<td>40%</td>
<td>£360</td>
</tr>
</tbody>
</table>

Table 1

In this example, the manufacturer’s price to the wholesaler is 87% of the retail price. Let’s assume that the manufacturer’s cost includes an allocation of all his overhead, so his 15% markup is pure profit. The total markup by all three players is £173.79, or 93% of the manufacturer’s cost (Table 1).

With these markups there is ample scope for the grey market vendor to enter the market and undercut the retailer in the final market as the grey market vendor’s costs are substantially lower as a result of fewer functional costs (Table 2).
<table>
<thead>
<tr>
<th>Inventory Risks &amp; Facility Costs</th>
<th>Inventory Risks &amp; Store Costs</th>
<th>Negligible Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembling Product Assortments</td>
<td>In-store Merchandising</td>
<td>N/A</td>
</tr>
<tr>
<td>Sorting: Break down into small quantities</td>
<td>Shelving</td>
<td>N/A</td>
</tr>
<tr>
<td>Delivery to Retailers</td>
<td>Delivery to Customers</td>
<td>Delivery to Customers</td>
</tr>
<tr>
<td>Financing Retailer Buys</td>
<td>Financing Customer Buys</td>
<td>N/A</td>
</tr>
<tr>
<td>Grading the Product</td>
<td>Handling Returns</td>
<td>Handling Returns</td>
</tr>
<tr>
<td>Market Info Feedback to Manufacturer</td>
<td>Market Feedback to Wholesaler</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Table 2
Negative and Positive Impact Of The Grey Market On The Manufacturer

Negative

The grey market can also create customer dissatisfaction which can impact adversely on the brand and its image especially if products that normally command premium prices are offered at a discount by grey market vendors. Many customers will desert the official retailer and purchase from grey market vendors who are free-riding on the manufacturer’s reputation and brand image (Table 2).

![Diagram 2: Source: A K P M G Study In Cooperation With The Anti - Gray Market Alliance 2002](image)

Overwhelmingly authorised distributors placed manufacturer’s warranty as their major concern when goods are bought...
through the grey market (Diagram 2).

**Positive**

Grey market goods however force product prices down because the movement of grey market goods zeros out arbitrage opportunities. Moreover, as local manufacturers face competition from imported grey goods, they have to bring prices down to stay competitive in the market place. This could be seen as a method of smoothing global pricing.

**Timeline of SE Case**

The first interaction with SE occurred on the 16th of June 2016. Having Googled GoPro cameras, one of the suppliers produced was Simply Electronics Limited (Diagram 3).

Diagram 3

To all intents and purposes the web site (Diagram 3) appeared to be a normal British web site for a British company selling well known branded products. With the order placed on the 18th of June notification was received from Skrill, SE’s vehicle for processing payments that payment had been taken successfully (Diagram 4).
The interesting point here is that both SE and Skrill gave every indication that SE was a U.K. limited company but this was not the case. They were actually based in Hong Kong. Visiting their website and clicking on "Terms and Conditions" the small print at the bottom of each page revealed their Hong Kong address: 1501-1508, Millennium City 5, 418 Kwun Tong Road, Kwun Tong, Kowloon, Hong Kong.

More worryingly, further down that page in the "Disputes" paragraph states that "Any dispute, controversy or claim relating in any way to products you purchase through the Site shall be submitted to confidential binding arbitration in Hong Kong conducted under Hong Kong law... Arbitration shall be conducted under UNCITRAL Arbitration Rules by Hong Kong International Arbitration Centre."

In other words, there is no protection under the UK Sale Of Goods Act or any other UK trading standards legislation. Furthermore, SE is based in Hong Kong which means that any electronics purchased from them are classed as "grey imports" and a UK warranty will not be valid.

As to the domain simplyelectronics.net is registered to Contact Privacy Inc., based in Canada (found via the public WhoIs database) The domains simplyelectronics.co.uk and implyelectronics.net are registered to Simply Electronics Limited, which in turn is registered to a Serviced Office in Hong Kong. (again according to the public Whols database) Both simplyelectronics.co.uk and simplyelectronics.net are hosted on the same server.

By the twenty-fourth of June, some eight days after placing the order there was no sign of the GoPro. The SE website had said that delivery would be between 3 and 5 days accordingly an information request was made through the SE website as to when the GoPro would be delivered. This elicited an automatic response some three days later on the following Monday, stating that the order had been upgraded to “expedite” and was being dealt with and that I should check my account for a dispatch date and tracking.
More than a week passed without delivery and nothing mentioned on my account. So a further request was made through SE's website on 7th July with the following response (Diagram 5):

![Diagram 5: Diane 08/07/216]

**[Disarmed] [FJPT-582-14232]: Item is out of stock, will it be available in the future?**

SimplyElectronics Info <info@simplyelectronics.net>

**Sent:** Fri 08/07/2016 15:04

**To:**

---

**Dear James,**

Regarding your email, we are unable to guarantee a dispatch date today. Also we have the item in stocks available. However, we have contacted the relevant department to push all orders to be dispatched as soon as possible. Please be assured that this is not how we normally do things.

Once the parcel has been dispatched, you will receive a confirmation with the couriers name and tracking reference number.

Should you have further queries, please contact us anytime.

**Best Regards,**

Diane
Customer Service Officer
www.simplyelectronics.net

---

**Ticket Details**

**Ticket ID:** JPT-582-14232
**Department:** CS Chasing Order
**Type:** Issue
**Status:** Closed
**Priority:** Normal

---

**[Spam?] [Disarmed] [FJPT-582-14232]: Item is out of stock, will it be available in the future?**

SimplyElectronics Info <info@simplyelectronics.net>

**Sent:** Fri 08/07/2016 15:04

**To:**

---

**Dear James,**

We really apologized for the delay of the order.

We will try our best to push all orders through, however, I would like to assure you that our relevant team is on their best effort to dispatch your order to you as soon as possible. Once dispatched, we will notify you accordingly. We expect to deliver your item 2-3 business days once your order is shipped.

I've had your order escalated to priority status and see that we've already had it upgraded to expedited delivery. I expect your order to be dispatched in the next few business days.

In the meantime, your patience and understanding with this matter is highly appreciated.

**Best Regards,**

Janet
Sales Executive
www.simplyelectronics.net

---

**Ticket Details**

**Ticket ID:** JPT-582-14232
**Department:** CS Chasing Order
**Type:** Issue
**Status:** Closed
**Priority:** Normal
Again SE had tried to ameliorate the situation by increasing the order status to ‘priority’ (Diagram 6) thereby attempting to create the illusion of progress. According to the email sent by Diane on Friday 8th July 2016 timed at 15:04 the order was now classed as being both ‘upgraded’ to expedited delivery and ‘escalated’ to priority status. This begs the question of how SEL treats customers who have not been fortunate enough to have been ‘upgraded’, ‘expedited’, ‘escalated’ and ‘prioritised’. Given that, just 22 minutes later, at 15:26 Janet sent an email informing the customer that “we are unable to guarantee a despatch date today”, and, as Diane and Janet were no doubt well aware SE does not answer e-mails at the weekend or public holidays. For an online business this could be seen as at best an inappropriate/inefficient business practice and at worst a built in time lag on complaints, refunds and delivery dates. This would certainly help out with supply chain sourcing time lags.

Additionally, the enquiry/complaints system is such that the only category that can be used to query non-delivery is that of ‘out-of-stock’ and once the enquiry has been responded to but not necessarily answered, it is considered closed. In other words there is no progression of follow through with an enquiry and this is only exacerbated by the number of sales executives who answer the queries –

08/07/2016 Janet (Diagram 6)
08/07/2016 Diane (Diagram 5)
18/07/2016 Genelyn (Diagram 8)
22/07/2016 Fherlie (Diagram 9)

SE use different named responders to obfuscate the situation, break continuity of dialogue between customer and company, terminate the enquiry at first opportunity and to give the impression of a large operation.

On the 18th July a further response from SE offered the reason for the continued delay as ‘still suffering from a backlog due to the influx of sales from our latest promotions and they are currently doing their best to despatch all orders as soon as possible’. The flaw in this excuse is that the GoPro was ordered at a time when it was not part of a promotions campaign (Diagrams 7,8).

The question here must be how a company dealing with high volume sales could fail to plan for an increase in sales? The answer may be very simple
SEL Backlog

The "Order backlog" status change came more than two weeks after payment had been taken. This coincides conveniently with Skrill’s policy of not cancelling transactions after 14 days. If it’s less than 14 days since the order was placed Skrill can be contacted and a dispute and charge-back opened. If it’s more than 14 days, all that can be done is to make a complaint about SEL’s Merchant account: “simplyelectronics ltd”. Skrill are regulated by the Financial Conduct Authority (FRM is 900001), and the FCA have specific objectives regarding the reduction of the risk of financial crime and consumer protection.

A few further days passed and still no GoPro camera.

Forums

The question now is how representative is this experience with SE and are their actions part of a business model or simply a company going through its death throes? There is no official benchmark for the performance of online
companies. A substitute for this may however lie in online forums. These forums are flawed in a variety of ways not
the least of which is the tendency of people to write reports based on their poor experience rather than a good one.

However, the experience of others does influence the purchaser’s actions who seek these out. Examination of on-line
forums gave an indication of SE’s operating practices and although flawed and not definitive they are nevertheless a
good indicator. After all, reviews of the experience with a company, are a powerful stimulus on purchasing patterns,
for example the SE website notes that an order can only be cancelled by using their cancellation form and submitting
it to them. However, many forums show complaints that after orders were cancelled and then waiting the necessary
seven day’s for the refund which did not materialise, the banks were then contacted but said they required a refund
voucher from the supplier for them to raise a charge back under Refund Not Received. SE however, either did not
respond to the cancellation or was simply parsimonious in supplying these refund vouchers.

Promotional Codes

How to use Simply Electronics Promotional Codes

1. Visit Simply Electronics and start shopping!
Simply Electronics sells the latest and greatest gadgets, whether you’re looking for cameras,
video games, home cinema systems, memory cards or many other products. Grab a code to
take some extra off your next order!

2. Add things to your order
When you’ve found some great gadgets, click “buy now” then on the left side of your screen
click the “proceed to checkout” button.

3. Add a code
Open promotioncodes.org.uk in a new window and find the Simply Electronics code you’d like
to use. Copy the code, then click over to Simply Electronics and paste it in the box under “do
you have a promotional code?” Click “add promotion code” and your total will refresh. To move
on, click “proceed to checkout”.

4. Register or log in and pay
Add your login details if you have an account, otherwise fill out the form to create one and click
“continue to payment.” Enter your card details and then click “confirm and continue.” Enjoy your
new electronics!

Diagram 10

Part of SE’s sales strategy is to partner with promotional code providers (Diagram 10). Here they offer a discount on
their products e.g. 10%-20% off (Diagram 12). However, it is interesting to view the satisfaction levels associated
with SE through online sites such as Reevo (Diagram 11).
Given the REEVOO rating it would appear that SE is a reasonable company with an overall rating of 73% which is not too bad if your main motivation as a customer is price sensitivity.

Nevertheless, online reputation services that feed into search engine algorithms - particularly the one displayed on SE’s website, do not count e-mail feedback links until after a sale has been completed which may help explain why SE’s feedback rating was so high. Some review sites moreover, are vendor-centric, making it difficult for negative feedback to be processed.

Furthermore, examination of the REEVOO diagram shows that the figures given are based on ‘…..verified Simply
Electronics customers who purchased in the last six months’ the question here concerns the meaning of the word ‘verified’, who verified these customers REEVOO or SE? Are the customers’ contacts supplied by SE, if yes then an opportunity exists for SE to prioritise its Coupon customers and their shopping experience thereby boosting their online review ratings especially if they also prioritise their deliveries in favour of coupon purchases.


Other review sites paint a different picture of SE. Trustpilot in particular allows a company to manage and respond to the reviews it gets in order to enhance its performance. However, whether it is used by the company or not customers may still access Trustpilot for reviews on the company. In the case of SE this does not paint a pretty picture of its overall rating (Diagram 13).
Review invitations
You’ve got infinite reviews all within your reach. We provide custom email templates that allow you to tailor your invitations to customers in your brand's tone and voice.

Your company profile
This is your brand headquarters for all reviews. See exactly what customers have to say about you, and provide valuable responses to their questions and concerns for all to see.

Diagram 13
Other ratings for SE, which are generally lower, may be found on other sites not linked to discount vouchers, click through payments or any other performance linked offering. These paint a more disturbing picture of SE for example, Google rate SE at 1.3 out of a possible score of 5 (Diagram 14).

Diagram 14:
https://www.google.co.uk/#q=simply+electronics+Limited&lrd=0x340400f201705489:0xe335390b64aab8d21, accessed: 3 Aug 2016
Further examination of web forums stretching back to 2008 threw up a plethora of reviews the general tone of which was highly negative. Moreover, a quick examination of these showed that problems arose with missed delivery dates, refunds delayed or ignored and warranty issues (Diagram 15).

**Bankruptcy**

By the 29th of July a final e-mail was sent to SE informing them of the decision to open a dispute through the credit card company. However, events had overtaken SE and their website displayed the following screen:
Diagram 16

The next day an e-mail was received from SE as follows:

```
From: SimplyElectronics Info <info@simplyelectronics.net>
Sent: Sat 30/07/2016 12:21
To: james,

This is an automated response. We regret to inform you that SimplyElectronics is no longer processing orders. You may wish to contact your bank/card issuer regarding any transactions.

Ticket ID: PLG-272-78840
Subject: Information

SimplyElectronics Support Team
```

Diagram 17

Simply Electronics Limited had ceased to exist but recourse to the Credit Card company resulted in a swift refund under section 75 of the Consumer Credit Act 1974. A piece of legislation that pays dividends for the British consumer (Diagram 17).

**Consumer rights**

Manufacturers rail against the grey market by arguing that consumers who buy through these unofficial channels can water down their possible financial savings by losing the advantages of appropriate accessories such as the manuals, chargers and warranty cards for their region, in this case the UK/EU region. Many goods are not produced to uniform specifications worldwide. Grey market goods may not have safety features or components required for the market to which they have been diverted.

Moreover, purchases from the grey market may be older models. Manufacturers may also refuse to recognise a warranty for such grey products bought within the UK but outwith their official suppliers. Also, consumers may have damaged their legal rights by buying grey goods. For example, if things go wrong the consumer may have different rights depending on which country they buy from, but buying from countries inside the EU should give them the right to a repair or replacement. They have rights under a contract with the retailer but they need to know where it is based.

So, how can the consumer protect themselves? In the UK if they pay by credit card they may be able to get a refund from their card issuer so long as they contact them within 120 days. This is applied under Section 75 of the Consumer Credit Act 1974 which states:

75. — (1) If the debtor under a debtor-creditor-supplier agreement falling within section 12(b) or (c) has, in
relation to a transaction financed by the agreement, any claim against the supplier in respect of a misrepresentation or breach of contract, he shall have a like claim against the creditor, who, with the supplier, shall accordingly be jointly and severally liable to the debtor.

Section 75 simply means that the credit provider must take the same responsibility a retailer does if things go wrong with a purchase. So if the consumer buys something or orders tickets or flights worth more than £100 but less than £30,000, and pays for some or all of it on a credit card they are protected under Section 75.

The Business Model

In terms of SE’s business model there is a strong advantage to appearing as a British company when selling into the British, European and US markets. It seems that SE had gone out of their way to project the image of being a British company from the design of their website to using the word Limited in their title. In addition SE makes it very difficult to determine the address of their HQ. It was only in their Terms & Conditions that one could find their address; Kowloon, Hong Kong. Even a search for the domain name owner through the ‘WhoIs’ website only elicits that the owners are Hong Kong based. Likewise, searching Hoovers Online or DueDil show that SE is Hong Kong registered with a staff of 20 and one named director and sales of $55m.

Simply Electronics Limited source their products from the grey market this is the essence of their supply chain (Diagram 18). If this is interrupted or fails their business collapses.
Under Strategic Level SE has little real input as once its initial construction of the supply chain is made it is so short that as a grey vendor little may be further developed. Likewise, Resource Allocation is loaded towards discount purchasing and web oriented selling with both activities being essentially pre-set. Finally, Long Term Planning is the problem for SE. Acquiring their products from the grey market implies that they must of necessity be reactive rather than proactive, that they cannot effectively change or influence their up-stream supplies.

SE’s supply chain activities centre more on the Operational Level where the focus is on weekly/daily activities.

SE’s is a high risk strategy based upon a business model that reacts on a daily basis but introduces buffers to order completion to create a monthly plus time-lag (Diagram 19).

SE’s Value Chain and Business Model shows how the company may manipulate its inherent supply chain flaws by developing a strategy which enables it to seek sourcing solutions after orders are placed or order critical mass is reached (Diagram 20).

Simply Electronics Limited earns a triple profit on their activities:

Profit 1: arbitrage
Profit 2: cost or near cost purchases plus undercutting margins discounts
Profit 3: internal cash flow manipulation (retained cash over 43 days, as in GoPro example, before refund or goods dispatched)
Examination of SE’s website shows that the overwhelming majority of its advertised products are claimed to be in stock with a dispatch time of 3-5 working days. If this were truly the case it would be an outstanding control of logistics.

Against SE’s claim of held stock and 3-5 working days dispatch are the impressive amounts of complaints laid at their door and stretching back to its origin in 2008.

Moreover, the use of manipulated reviews may well play a role in the business operations of SE.

**Conclusions**

It would be all too easy to condemn the grey market and parallel imports as wholly unethical and anti-competitive. But the reality may be that for the consumer grey products may counter the segmentation and differential pricing that some companies engage in.

With the advancement of the internet and its varied applications it is possible for anyone to set up a website and sell both grey and counterfeit goods. In the case of SE their products were grey market products but were marketed at the questionable end of the honesty spectrum.

The Abraham Lincoln quote at the start of the article to a great extent sums up the philosophy behind Simply Electronics Limited. SE consistently fooled a great deal of people most of the time. For the consumer defense against this form of exploitation is simple - check companies out on online forums before purchasing from them.

The grey market is not a reliable source of supply for both the grey market vendor and the consumer as ultimately
reliance on sourcing a steady flow of grey products is an extremely precarious strategy as crystallisation of product scarcity must inevitably occur. This in turn led to the GoPro appearing to be in stock on SE’s website. However, contacting SE’s support via their website only lead to a quick and polite, but generic reply that sounded convincing and reassuring, but without mentioning any dates or details specific to the order. Enough plausible reassurance was given to take the order over the two weeks dispute period for Skrill in which a dispute could be opened.

As the investigation proceeded suspicion grew that SE were not simply exploiting price differentials and arbitrage opportunities but were also exploiting the customer through a consistent basis of manipulating cash flow receipts and delayed refunds allied to risky product acquisition, scheduling and dispatch

SE manipulated customers’ expectations by informing them that their order was being upgraded to ‘expedited’ followed by ‘made a priority delivery’ some weeks later. If a customer progresses through this upgrading process they will in effect have been in the system, given that communications cease at the weekends, at a minimum somewhere between two and three weeks and perhaps a great deal longer.

SE did not sell counterfeit goods. While the counterfeiters make profit, the original brand name and reputation gets tarnished and incurs revenue loss as well. Gray market goods are expensive and just as damaging to any manufacturer. Their sales also have a negative influence on the buyers who are expecting the warranty and features of the original products. For the OEM perhaps tightening supply/value chain controls and associated processes is the critical element in mitigating Grey market leakage - unless such leakage is planned.

Furthermore, the grey market destabilises pricing policies among the manufacturer’s distributors especially if prices and margins erode. In this instance dealer support and point-of-sale services may be harder to maintain especially if after-sales services are eroded whilst exclusivity is also diluted and existing business relationships are damaged. The manufacturer is completely unaware of where their product has ended up. For the consumer, there is no traceability and no protection.

Many companies are attracted to the Internet because of the opportunity to reach a global market inexpensively, with minimum effort, a high potential for anonymity and few restrictions to inhibit their activities. In the case of SE it clearly employed misleading information as well as a high degree of deception as a strategic element of its business model.

The strategic imperative of SE’s business model was product sourcing in a market that was riven by volatility and scarcity.

Perhaps however, the last word on consumer online purchasing should be:

"Never attribute to malice what can adequately be explained by incompetence"

but to be sure, pay by credit card!
Bibliography

http://www.shopSAFE.co.uk/shop/simPLY-electronics/4813
Accessed: 21/08/2016
https://www.google.co.uk/#q=simply+electronics+Limited&lrd=0x340400f201705489:0xe335390b64aab8d2,1, accessed: 3 Aug 2016
Caring For Newborns Who May Be At Risk For Pathological Jaundice: A Population Without A Voice

Suzanne J. Crouch, Chamberlain College of Nursing, USA

Background and Significance

Measurement of serum bilirubin is the standard of care for assessing newborn jaundice (Bredemeyer, Polverino & Beeby (2007). Presently, at hospitals throughout the country, one procedure for obtaining a newborn blood specimen for total bilirubin is by means of an infant heel stick. The heel stick is an invasive procedure which is painful to the infant and carries with it certain procedural risks. The most serious complication of the heel stick is necrotizing osteochondritis from lancet penetration of the bone. Other risks associated with a heel stick include: potential nerve damage, the formation of calcified nodules on the heel, and the potential for infection. Repeated trauma to the walking surface of the heel can cause fibrosis and scarring that may lead to problems with the ability to walk.

Crouch, Rowell & Beiser (2007) identified umbilical cord blood as newborn blood that may be utilized for laboratory tests including DNA analysis.

Purpose

The purpose of this nursing research study was to compare umbilical cord blood with newborn heel stick blood to determine if umbilical cord blood is as effective as newborn heel stick blood is assessing the total bilirubin levels in newborns that have a positive coombs test.

Research Question

Research Question: Can umbilical cord blood be used rather than heel stick blood to determine the serum total bilirubin level in newborns?

Participants

Participants met specific inclusion and exclusion criteria in order to participate in the study. Inclusion criteria included all newborns that had a positive coombs test and were delivered at a southeastern Florida medical center. Mothers of the newborns that participated in the study were at least 18 years of age and able to speak and read English. Mothers of the newborns that participated in the study were of any ethnicity but had to be legally competent to provide an informed consent. The total number of newborns in the study, n= 30.

Setting

The setting for this study was the obstetrical unit of a medical center located in southeastern Florida. The facility has been listed five times in the National Thomas Reuters Top 100 Hospitals. The medical center is a private, not-for-profit large community hospital in southeastern Florida.

Methodology

The study design utilized an integrative methodology, quantitative, descriptive and experimental correlational design in nature. If umbilical cord blood yielded a positive coombs test, a total bilirubin level was conducted n=30. The cord blood total bilirubin level was analyzed and compared to the heel stick blood total bilirubin level. Participants consisted of a convenience sample of newborns who were delivered at medical center in Southeast Florida. Antepartal charts were reviewed to determine potential participants whose mothers’ blood type is either O positive or Rh negative.
The potential participants’ charts were flagged in the antepartal chart file. If the umbilical cord blood yielded a positive coombs test, the nurse researcher was notified. The mothers of the newborns were contacted for the purpose of obtaining informed consents. Upon collection, the cord blood was wrapped in aluminum foil to prevent exposure to light and subsequently refrigerated in the laboratory. Next, the umbilical cord blood was analyzed to obtain a total bilirubin level. The umbilical cord blood total bilirubin levels were compared to the heel stick blood total bilirubin levels.

Demographic data was collected for each participant and included:

- Gender of newborn
- Mother’s blood type
- Ethnicity
- Medical data, including laboratory test results
- Data that may be related to blood samples
- Medical record numbers.

Data Analysis

Data from the blood specimens was analyzed using the Statistical Package for Social Sciences. Data analysis included descriptive and bivariate statistics. A paired t test was conducted to compare total bilirubin levels of umbilical cord blood with total bilirubin levels of heel stick blood. Descriptive statistics included cross tabulations, frequencies, and descriptive ratio statistics. A paired t test comparing total bilirubin levels of cord blood with total bilirubin levels of heel stick blood was conducted with a significance level of \( p < .05 \) level.

Descriptive Statistics

Description of the Sample

There were slightly more females (66.7%) than males. The majority of the patients were White (70%), however, 16.7% of the sample was Black, 10% consisted of Hispanic/Latino patients, and 3.3% was Asian.

Table 1
Frequencies and Percentages for the Demographic Variables (\( N = 30 \))

<table>
<thead>
<tr>
<th>Variable</th>
<th>( n )</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>21</td>
<td>70.0</td>
</tr>
<tr>
<td>Black</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Descriptive Statistics for Key Variables

As shown in Table 2, the mean amount of total bilirubin collected from the heel was 2.21 (SD = .94). The mean amount of total bilirubin collected from the cord was similar at 2.16 (SD = .95). Note that the amount of total bilirubin collected from both heel and cord were highly skewed (i.e., skewness index for heel total was 6.08 and the index for the cord total was 6.41). Because the skew indices were above the acceptable criterion of three (Kline, 2011), they were transformed using a natural log function (Tabachnick & Fidell, 2007). The skewness index for both transformed variables fell below three; thus, the transformed variables were used in subsequent inferential procedures.
Table 2

Descriptive Statistics for the Heel and Cord Bilirubin Measures (N = 30)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Range</th>
<th>Med</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total bilirubin from heel</td>
<td>.90 to 6.20</td>
<td>2.20</td>
<td>2.21</td>
<td>.94</td>
</tr>
<tr>
<td>Total bilirubin from cord</td>
<td>.90 to 6.20</td>
<td>2.00</td>
<td>2.16</td>
<td>.95</td>
</tr>
</tbody>
</table>

Note. Med = median. M = mean. SD = standard deviation.

Comparison between Total Amount of Bilirubin Collected from Heel and Cord

A paired t-test procedure was conducted to determine whether the amount of total bilirubin collected from the heel differed significantly from the amount of total bilirubin collected from the cord. Statistical significance was set at a two-tailed alpha of .05.

The findings in Tables 2 and 3 indicate that the amount of total bilirubin collected did not differ as a function of location, $t(29) = .88$, $p = .388$. The mean amount of total bilirubin collected from the heel ($M = 2.21$, $SD = .94$) was similar to the mean amount of total bilirubin collected from the cord ($M = 2.16$, $SD = .95$).

Table 3

Paired t-test Results for Amount of Bilirubin Collected from Heel and Cord (N = 30)

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>df</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilirubin levels</td>
<td>29</td>
<td>.88</td>
</tr>
</tbody>
</table>

*p < .05. **p < .01. ***p < .001.

Implications for Nursing Practice

Umbilical cord blood provides a non invasive and pain free approach for collecting blood to assess bilirubin levels in newborns that have a positive coombs test. Earlier intervention and diagnosis may lead to a more favorable outcome in the newborn that is at significant risk for pathological jaundice. An additional benefit may include a better understanding of nursing practices regarding the collection of newborns’ blood. This study is significant to nursing because it embraces a pain free and compassionate approach for the collection of blood from newborns, a vulnerable population without a voice.

REFERENCES


Instilling Values For Sustainable Development: Transferring An ESD Art-Inspired Education Model To Nonindigenous Cultural Contexts

Michelle Henault Morrone, Nagoya University of Arts and Sciences, Japan
Yumi Matsuyama, Shigakkkan University, Japan

ABSTRACT

In 2005 the United Nations Decade of Education for Sustainable Development (UNDESD) was established with a focus on the school’s role in educating children to become thoughtful stewards of the natural environment. At the close of that decade and the beginning of the Global Action Program (GAP) decade, methodologies with the capacity to effectively reflect policy are of particular interest to educators, especially methodologies from indigenous sources with transfer potential.

This study investigates a Japanese indigenous methodology, doro asobi (dirt or mud play) and its potential for transfer to other cultural settings. Doro asobi is a structured outdoor play activity in which children are given the opportunity to connect directly with nature via a muddy slime the supervising teachers concoct for them. The activity seems entirely anarchic but is meant in its Japanese context to help children interact with nature in a social setting that the children can structure for themselves. It is considered an outlet for creativity through cooperation in an unfettered encounter with nature. As such, it clearly encompasses critical ESD elements.

We chose to focus on aesthetic learning via this method as a tool for sustainable development education as we believe it can be employed to instill innovative thinking skills as well as the values UNESCO has outlined, particularly with regard to:

1) reinforcing the notion of economy by introducing an understanding of the value of conserving/recycling materials
2) providing a kinesthetic experience that reveals an individual’s relation to nature
3) promoting social equity through the cooperative nature of an art/studio collaboration.

Evidence suggests, moreover, that art education creates a framework in which the critical thinking skills essential for innovation can develop (Eisner, 2002, Hetland, 2007) and provides a platform for exercising the diversity of human potential as theorized in Multiple Intelligences Theory (Gardner, 1983).1

This research is an attempt to contribute to the growing body of work on sustainable development education methodology. It focuses primarily on the following pedagogical outcomes: 1) progressive-inspired motivation, 2) links with local community culture, and 3) the potential aesthetic and intellectual outcome and impact for formal school education.

1 It should be noted that our confidence in the use of doro asobi as a vehicle for ESD has not yet been supported by robust studies. (MI Theory, too, suffers from this lack of empirical support.) Nevertheless, the difficulties of proving the efficacy of these methods should not blind us to their potential, though we concede the need for rigorous follow-up studies to provide some objective basis for their continued endorsement.
Re-Thinking The Style Of Written Examinations For Better Quality Responses

Dr Pranit Anand, UOW College, Australia

ABSTRACT

The use of written examination is a common practice in educational institutions, particularly in higher education institutions. Written examinations enable educators to control the ability of students to plagiarise and are often easily compliant with institutional assessment policies.

This is despite various studies indicating that written examinations might not be the most useful form of assessing many of the skills, knowledge and qualities that university courses aims to develop. Written examinations tends to increase anxiety and stress levels among students, and therefore diminish their ability to recall and provide well thought out responses. Examinations also are criticized for not assessing students in various different conditions throughout the semester and places too much emphasis on the students' performance at a given time and day. Written examinations are also criticised for assessing students' ability to memorise and regurgitate information, rather than their ability understand and apply information.

In an effort to address some of these criticisms, some educators have embarked on various alternative forms of examinations like open book and open internet examinations. Studies suggest that these tend to better reflect what student are expected to learn and may help reduce examination stress and anxiety as well. Transforming assessment practices in higher can be challenging, as educators often tend to follow what they have experienced themselves, and therefore it is likely that examinations will continue to play an important role in university assessment practices for a long time.

Writing examination questions in a style that helps students recall information, and therefore ease their stress and anxiety levels can enable them to provide more thought out responses. For example, examination questions that provide a context for the actual questions tend to help students understand the question better and relate it back to their classroom learning activities and revisions.

This presentation will discuss some of the styles of writing these examination questions and share the results from trials done at the University of Wollongong College in Australia. The ideas discussed will be useful for educators involved in designing written examinations.
Production Controlling In The Age Of Digitalization – A Learning Factory Concept For Interactive Education

Melissa Quirico, Leibniz Universität Hannover, Germany
Philipp Schäfers, Leibniz Universität Hannover, Germany
Peter Nyhuis, Leibniz Universität Hannover, Germany

ABSTRACT

The progressive development of information and communication technology is changing industrial production. The increasing digitalization offers new possibilities and potentials for production processes as well as for the organization and monitoring of order processing. In this context, especially the tasks and activities of employees in the field of production controlling are influenced by the rising data collection and cross-linking. Hence, innovative and action-oriented training concepts regarding production data analysis and comprehensible visualization are of increasing importance. Therefore, an interactive learning factory was developed at the Institute of Production Systems and Logistics (IFA), Leibniz Universität Hannover, Germany. The IFA Learning Factory and the training concept ‘Production Controlling in the Age of Digitalization’ are presented in this paper.

Introduction

Through technological innovations and increasing digitalization industrial production will change in the future. Due to greater availability of data, the significance of controlling activities will strongly increase [1], [2], since data should be compiled with a specific aim not as an end in itself [3]. The production feedback data that can be compiled with greater granularity and higher quality can be used for monitoring the progress of orders. On the one hand, information here is recorded and evaluated to facilitate quick responses to possible disruptions in the management and processing of orders. On the other hand, actual feedback data is examined with regard to deviations from planned and target values. Based on the analysis of these deviations, production control measures can be derived for improving logistic performance and reducing logistic costs in the key processes of the enterprise’s supply chain [4].

It is also expected that in addition to the increased compilation and availability of data, the scope of the production controllers’ activities and influences will expand [3]. With a greater quantity of data being generated, there is a risk of wanting to conduct too many or too complex analyses. Since these analyses ultimately have to be interpreted and decisions have to be made, the responsible employees can consequently be overwhelmed. To minimize this, it is advisable to aim for easily understood and yet highly informative visualizations [4]. It us up to the production controllers to determine how many data feedback points are necessary, where they should be positioned and how the returned data is best visualized [3]. Ensuring those accountable are appropriately qualified is therefore a key factor for successfully utilizing value adding digitalization in production controlling [4]. Especially in small and midsize enterprises (SME), there is a strong demand for suitable opportunities to gain qualifications regarding new technologies and appropriately applying them. This can be attributed to the significant impact of potential wrong investments and the necessity for efficient productions due to global competition [5]. Within this context, interactive learning environments in the form of model factories i.e., so-called learning factories, have proven to be effective, practice based qualification instruments for acquiring new competencies in the field of industrial production [6], [7]. In these learning factories, students as well as skilled workers and managers from the industry can for example, experience the impact of decisions about structural adjustments as well as planning and control guidelines in a model, without any financial risk [8], [9].

In order to be able to offer holistic training courses and seminars on topics related to designing, planning, monitoring and controlling production systems with a balanced relationship between theory and practice, the Institute of
Production Systems and Logistics at Leibniz Universität Hannover developed a learning factory, which has also been extended as a demonstrator for innovative technologies [4], [9]. Logistic models developed at IFA have already proven themselves to be very useful in evaluating and analysing production feedback data [10] and are thus one of the main topics in the trainings. In the following, we will introduce the IFA learning factory as well as a learning concept developed for production controlling in the age of digitalization.

IFA Learning Factory

The IFA learning factory (www.ifa-lernfabrik.de) is an interactive learning environment. In this environment, simulation games can be conducted and integrated as a practical component in trainings and seminars. One of the goals in developing the IFA learning factory was to create a factory model, in which real situations and circumstances from the industrial practice could be represented very simply, but as realistically as possible. In addition, it was to be possible to implement trainings and seminars on different production logistic topics in the same environment and with common and connecting elements [9]. The basic requirement for realizing different trainings and seminars in the same factory model is its changeability. Thus, in the IFA learning factory there are different workstations which can be used and organized in numerous ways including two programmable CNC milling stations and six mobile, highly versatile workstations. These workstations are equipped with various exchangeable tools and devices. Moreover, since they have wheels, they are easily moved. The possibility of re-positioning the stations is further facilitated by a ceiling grid with connectors for electricity, pressured air and data. This flexible infrastructure allows diverse scenarios in a production enterprise to be adjusted, therefore making it possible to conduct simulation games with different thematic focuses. The element that connects all of the trainings together is the product being produced in the model factory: a helicopter consisting of different metal and plastic components.

Thus for example, there are trainings on lean production and lean administration which are conducted based on the final assembly of the helicopter. In this case, the six mobile workstations are used to build an assembly line. Using this scenario, topics such as harmonizing work content, synchronization or different ways materials can be supplied are addressed. If the entire assembly line is not taken into account, but rather more attention is paid to the individual workstations, trainings about ergonomics and designing workplaces can also take place in the IFA learning factory [11].

In order to represent more than just a line production with directed material flows, an additional scenario was defined: The prefabrication of the helicopter components. This scenario is used for trainings about production planning and control as well as monitoring production. The prefabrication is organized according to the job shop principle and involves four workstations: two workstations positioned at each of the two CNC milling stations, one workstation equipped with a bending device and one workstation outfitted with a coating system. The coating does not actually take place, but rather is simulated in an oven-like chamber [9], [12].

The components manufactured in the prefabrication scenario and then assembled into the helicopter in the assembly line scenario serve to connect the two scenarios. If someone participates in a number of trainings about different production logistic topics in various scenarios, this recognition factor will encourage the holistic understanding of the interactions.

Learning Concept – “Production Controlling in the Age of Digitalization”

In the “Production Controlling in the Age of Digitalization” training, participants are taught the basics of production logistics. Moreover, they learn how the behaviour of the logistical system can be analysed by evaluating feedback data within the frame of production control. Variables and model based approaches to evaluating and visualizing feedback data in the production are introduced. In doing so, particular attention is paid to the potentials and challenges of digitalization. Through the combination of theory and practical simulation games in the IFA learning factory, participants have the opportunity to deepen their learning directly with hands-on experience. This is a two-day training, the structure of which we will explain here in more detail and is summarized in the sample agenda depicted in Figure 1.
## Day 1: Fundamentals and Models

**Theory Block I**

The first day of training begins with an introduction round between the trainer and participants, before a brief theory block focusing on production logistics. This theory block addresses the fundamentals regarding current conditions and challenges in production enterprises. Against this background, the importance of controlling productions is highlighted and logistical objectives and variables are conveyed.

**Game Preparation and Execution – Round 1**

The first round of the simulation game in the IFA learning factory immediately follows the introductory theory session. Here, participants slip into the roles of employees at “IFAero AG”, a helicopter manufacturer. For this training, the prefabrication scenario briefly introduced in Section 2 is used. As mentioned, this production is organized according to the job shop principle and involves the multi-step manufacturing of different components for the helicopter [9], [12]. The numerous components flow through a varying number of workstations in assorted sequences. This applies to both the workstations with the CNC milling stations as well as the workstation with the bending device. All components then pass through the coating system, after which all orders are processed at the quality assurance station and shipping and completed. Orders are transported between the workstations using internal logistics. Production orders are generated and released on an additional production control station, which customer orders automatically enter. A production manager ensures compliance with the rules and monitors the overall situation in the factory.

### Figure 1: Sample Agenda for Two-Day Training “Production Controlling in the Age of Digitalization”

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Reception and Introduction</td>
<td>2.1 Review of Day 1</td>
</tr>
<tr>
<td>1.2 Fundamentals of Production Logistics</td>
<td>2.2 Production Data and Digitalization</td>
</tr>
<tr>
<td>1.3 Introduction of IFA Learning Factory</td>
<td>2.3 Preparation of Round 2</td>
</tr>
<tr>
<td>1.4 Simulation Game Round 1</td>
<td>2.4 Simulation Game Round 2</td>
</tr>
<tr>
<td>1.5 Round 1: Discussion of Experiences</td>
<td>2.5 Round 2: Discussion of Experiences</td>
</tr>
<tr>
<td>1.6 Logistic Models for Production Controlling</td>
<td>2.6 Round 2: Model-based analysis</td>
</tr>
<tr>
<td>1.7 Round 1: Model-based analysis</td>
<td>2.7 Transfer Potentials</td>
</tr>
<tr>
<td>1.8 Summary and Feedback</td>
<td>2.8 Summary and Feedback</td>
</tr>
</tbody>
</table>
The roles participants can take on thus include:

- Production controller
- Operator at workstation Milling 1
- Operator at workstation Milling 2
- Operator at workstation Bending
- Operator at workstation Coating
- Internal logistician
- Quality inspector
- Distributor
- Production Manager

Already during the first round, the prefabrication at “IFAero AG” has a software based production planning and control system that consists of an MS Access® solution programmed specifically for this application. With the aid of it, the production controller generates the manufacturing orders from the customer orders that are automatically entered into the system. Based on stored master data, the system determines planned due dates by means of backwards scheduling [9], [12]. In the first round, the person playing this role is allowed to independently determine the release date for the manufacturing orders. Manufacturing orders physically consist of small transport bins, in which the order documents generated by the production control are placed. These documents contain information about the type and number of components to be manufactured as well as the sequence of the workstation throughput. The logistician is responsible for transporting the orders to the respective next stations. Game participants are also informed that in the first round, in view of cost-effectiveness, management is very focused on the utilization of the production. In this context, there are two requirements that must be compiled with. First, orders on workstations Milling 1, Milling 2 and Bending are processed according to setup optimized sequencing. Second, a minimum lot size is determined for the coating system.

At the start of the round, each participant receives a detailed briefing about their role and sufficient time to familiarize themselves with their tasks in the simulation game. One round has a set duration of 45 minutes (pure playing time). During the round feedback data is generated. In this first round, feedback data is generated manually by the players after each order is completed on the respective individual stations via touch displays integrated at each of the stations.
3.1.3 Post-Game Processing and Model Based Analysis of Round 1 (incl. Theory Block II)

Following the first round of the game, the players’ experiences are collected and discussed. These may include questions about operability, the information situation or the workload (high/low, constant/sporadic). Impressions are gathered on an organized meta-plan board and compared with the actual day-to-day work experiences of participants.

After this exchange about their experiences in the first round of the game, the second theory block is held. During this block, participants are introduced to selected logistic models, which have proven themselves useful within the context of production control for analysing and evaluating the production’s performance. This session clarifies topics such as throughput elements, throughput diagrams, lateness histograms and schedule compliance curves both theoretically and with the aid of sample applications from the industry. For explanations about the mentioned models please refer to [10].

Together, participants subsequently apply the models discussed during the theory block to analyse the situation they experienced in the IFA learning factory using the feedback data from round one of the game. The analysis of the throughput diagrams for the individual workstations is always discussed in reference to the documented experiences. Identifying experiences, such as a continual load or intermittent loads, significantly enhances the participants’ understanding of the model. While the logistic performance of the prefabrication is generally assessed with the aid of the throughput diagram [9], the schedule compliance from the first round is evaluated by means of a lateness histogram.

Day one of the training concludes with a brief summary of what was learnt and experienced as well as a feedback round.

Day 2: The Potential of Digitalization for Production Control

Theory Block III

Day two of the training starts with a brief review of the content from the first day and the opportunity to clarify any questions that arose afterwards. Following that, there is a theory session which addresses the fundamentals of technological development, summarized under the term ‘industry 4.0’. The discussion here centres around digitalization, including the increasing collection and availability of data. Technologies for gathering feedback data and the accompanying potential for production control are emphasized. Moreover, the actual situation regarding compiling and evaluating feedback data in the participants’ actual enterprise are discussed. This exchange is based on excerpts from a recently conducted study “Meeting Current Challenges in PPC through Industry 4.0” [13]. Participants gain further knowledge by comparing their own actual situation with a few selected results from the survey of 170 enterprises.

However, the training also focuses on the fact that digitalization alone cannot improve the logistic objectives of a production. Instead, emphasis is placed on understanding how and to what degree digitalization can be helpful.

Game Preparation and Execution – Round 2

After the theory block, the group discusses how the logistic performance of the prefabrication at “IF Aero AG” can be improved. For the upcoming round of the game, participants can develop measures of their own, whose impact they would like to test in the simulation environment. Most frequently participants choose to change the sequencing on Milling Station 1, Milling Station 2 and the Bending Station to the FIFO rule and to reduce the minimum lot size for the coating station. In addition, they often want a due date oriented order release.

Furthermore, a few technological innovations are planned for the second round in the learning factory, in order to demonstrate the potential of digitalization and to provide participants the opportunity to try the new technologies. Feedback data is thus compiled automatically using RFID sensors [4], [12]. In order to be able to depict the order progress in detail and to precisely analyse throughput times, more feedback points will be compiled than in the first round. During the first round, feedback was returned manually only after an order was completed at a workstation. The timestamp of the completion feedback at a workstation (output) thus also corresponded to the input time at the
following workstation. In the second round, additional timestamps are collected so that the individual throughput time slices can be evaluated. These feedback points are set based on the operation related throughput elements, which the participants were introduced to in the preceding theory session (see Figure 3).

![Diagram](image)

*Figure 3: Timestamps Compiled by means of RFID Technology in Learning Factory Simulation, based on [12, 14]*

Furthermore, the production controller is supported by the system in releasing orders according to due dates. Based on the customers’ preferred delivery date and the planned throughput times for each workstation stored in the system, orders are scheduled automatically. The display at the production controller’s station indicates both the sequence of each order and the recommended release date. When the recommended release date is reached, the player is prompted by an optical signal to release the article.

The logistician is also technologically supported in their work through a traffic light signal system at each workstation. A red blinking light indicates a new transportation order at the respective workstation, whereas a permanently lit yellow signal indicates orders waiting for transportation and a constant green light signals that there are currently no orders requiring transport at the workstation. The effort required for finding and orienting is thus reduced, opening up the possibility to consciously plan transportation paths. This should also help participants understand that even measures that seem simple can have considerable impact.

Moreover, via an app the production manager has the opportunity to see ‘live’ variables, throughput diagrams and lateness histograms that are updated in real time for each station during the entire round. In addition, the actual throughput time components for the individual workstations are displayed graphically and there is a locating function for each of the orders, which also allows virtual customers to track the actual status of their orders. The app delivers information regarding the throughput time thus far and the forecasted throughput time in consideration of current WIP levels on all of the workstations. When needed, individual orders can also be prioritized [4]. The live-diagrams are also visible on large screens for all of the game participants in the learning factory.

The second round is also 45 minutes long and is played with the same order spectrum as the first round to ensure comparability.

*Post-Game Processing and Model Based Analysis of Round 2*

Subsequent to the second round, the training group once again qualitatively discusses and documents their impressions and experiences. In addition to the topics discussed following the first round, various technical support systems are also evaluated. Afterwards, the group quantitatively evaluates the second round by applying throughput diagrams and lateness histograms for the delivery dates. The impressions collected on the meta-plan board are continually referred to during this process in order to encourage a deeper understanding. The evaluation begins with the participants jointly conducting a throughput analysis using the depictions of the individual actual throughput time slices for each workstation. Based on this the group then derives possible measures for reducing throughput times. Following that,
the participants who took on the roles at the workstations each conduct their first throughput diagram analysis for their respective stations in order to gain practical experience (see Figure 4). The trainer provides individualized support to the participants and ensures that they recognize and understand the effects of changed conditions.

![Figure 4: App for Displaying Live-Analyses, e.g. Throughput Diagrams](image)

In addition, trainers ensure in the group discussion that participants understand the following: the effects on the WIP levels, throughput times and due date reliability result more from measures taken within the frame of the production planning and control (e.g., order release, lot size determination, sequencing) than from the implemented digital technologies. However, digitalization supports the execution of such measures and makes it easier to comprehensively control the objectives. The transparency created in terms of the actual logistic performance is dealt with as a suitable basis for deriving control decisions. In this context, it is important that the trainer ensures participants have the understanding necessary to position the logistics in the field of tension between the opposing objectives. For example, making sure they know that reducing the lot size positively impacts the due date compliance of the cost intensive coating system from the customer’s perspective, but does so at the cost of the machine’s utilization. As a result, smaller lots also entail additional costs.

After completing the model based analysis of the second round together, the knowledge gained by the training participants with regards to implementing an effective production control, generally includes the following points:

- understanding the logistic objectives and their opposing impacts,
- knowledge about variables suitable for controlling production,
- practical experience applying selected logistical models for controlling production,
- knowledge about required feedback data and suitable positions for feedback points,
- practical experience in terms of possible technological supports.

The focus is then shifted to transferring what has been learnt to the participants’ enterprises. Together, participants determine which of the new insights are suitable for establishing or improving their own production control considering the individual conditions. This exchange of experiences between participants from various enterprises with different production structures, restrictions and states of technological development, represents another important benefit of the training. Afterwards, the two-day training session concludes with a feedback round.

**Conclusion**

Increasing digitalization creates new potentials and challenges for production enterprises. At the Institute of Production Systems and Logistics an interactive training environment was developed, in which various trainings and seminars about different production logistics problems can be conducted. In this paper, we presented the training concept for “Production Controlling in the Age of Digitalization”. In this training, participants gain fundamental knowledge of and experience in production logistics, including how to analyse the behaviour of logistical systems based on feedback data. To do so, technologies for compiling data as well as variables and selected logistic models for visualizing and analysing feedback data in the production are introduced. Within the frame of the training-

© Copyright by author(s)
integrated simulation game participants have the opportunity on-site, to deepen what they have learnt by directly experiencing the effects attainable through various measures. In view of expected changes due to advancing technological developments, this practical and action-oriented learning form is well suited to providing students, skilled workers and management personal with qualifications that will carry them and their enterprises into the future of production.

**Acknowledgements**

The authors would like to thank the German Federal Ministry for Economic Affairs and Energy (BMWi) for their financial support through the Competency Centre “Mit uns digital!” (engl. “Go Digital with us!”) for small and medium-sized enterprises.

**Author note**

Reviewed under the responsibility of the organizing committee of IACB 2017

**References**


A Practical Comparative Study Of English-Taught Undergraduate And Postgraduate Programs In E-Business And Information Systems Offered In East Asia
Victor K. Y. Chan, Macao Polytechnic Institute

ABSTRACT

In furthering an earlier program development initiative of a Macao-based e-commerce program of which the author was a faculty member, a full comparative study of a representative sample of undergraduate and postgraduate programs in e-business and information systems was conducted in a bid to identify the communalties among these programs as well as the idiosyncrasies of individual programs in the sample. The study was basically qualitative and thus its procedure included the coding and categorization of the courses offered by each program just as many other typical qualitative studies code and categorize items being studied. Such categorization resulted in a practical taxonomy of all such courses based on four major specialization categories of courses basically common to all these programs, namely, general education, business foundations, information technology (IT), individual IT applications, and integration of IT applications albeit the terminologies adopted in the course names and course descriptions varies tremendously among these programs. Each of these categories was further split into a number of specialization subcategories. Examples included the subcategories of languages, mathematics, liberal studies, etc. being subsumed under the category of general education, and the subcategories of data security, internet technology, system development, data and databases, etc. being subsumed under the category of information technology. In line with the anticipation of most academics, quite some courses offered by these programs spanned more than one subcategory or even more than one category. For instance, there were some integrated technology courses in some programs covering the subcategories of data security, internet technology and beyond. On the other hand, across these programs, program idiosyncrasies were uncovered mainly in the proportional distribution of courses of different categories or subcategories. For instance, one of the programs accorded extraordinary emphasis on courses of the subcategory of data security (which was in turn subsumed under the category of information technology) whereas another program focused exceptionally on the subcategory of languages (which was in turn subsumed under the category of general education). Notwithstanding the fact that the category reliability and the inter-judge reliability of the categorization performed in this study were inevitably subject to dispute just as those in many other typical qualitative studies were, this study established the fundamentals and the framework for practical program comparison or benchmarking among programs in the disciplines of e-business and information systems.
Cointegration And Causality Between Clean Energy Usage And Economic Growth In India

Sajal Ghosh, Management Development Institute (MDI), India
Kakali Kanjilal, International Management Institute (IMI), India

ABSTRACT

This study explores cointegration and Granger causality between clean energy use and economic growth in India for the period 1971 – 2013. ARDL bounds tests establish cointegration between these variables only when clean energy use is considered as the dependent variable. The study further ascertains long-run Granger causality from economic growth to clean energy and short-term unidirectional causality from clean energy to economic growth in India. Empirical findings of this study support government’s initiative to augment power generation from renewable, nuclear and other clean energy sources, which would foster India’s economic growth

Keywords: Clean Energy; India; Economic Growth; Cointegration; Granger Causality; Renewable Energy

1. INTRODUCTION

There is a plethora of studies which explore energy consumption – economic growth nexus for developed and developing countries. Menegaki (2014) does a meta-analysis of 51 studies published in the last two decades on the relationship between energy consumption and GDP growth. The study infers that the long run elasticity of GDP growth with respect to energy consumption is not independent of the method employed for cointegration, the data type and the inclusion of variables such as the price level or capital in the cointegration equation.

Being a recent phenomenon, the number of studies that investigates cointegration and causal relationship between renewable and other clean energy sources with economic growth is limited. Pao and Li (2014) investigate the relationship between economic growth, clean energy and unclean energy for Mexico, Indonesia, South Korea, and Turkey using panel cointegration. The study detects long run causality from clean energy use to economic growth and positive feedback causality in the short run. Sbia et al. (2014) studies the link between economic growth and indicators of foreign direct investment, trade openness, carbon emissions and clean energy for UAE using autoregressive distributed lag (ARDL) approach to cointegration. Maji (2015) examines the impact of clean energy on economic growth in Nigeria by employing ARDL approach to cointegration. The long run results suggest a significant negative relationship between clean energy and economic growth. Rafindadi and Ozturk (2016) establish cointegration between renewable energy consumption and economic growth in Germany.

So far as clean energy usage and economic growth in India is concerned, this important issue remains unaddressed and current study tries to bridge the gap. According to “Global Energy Statistical Yearbook 2016”, India is the third largest energy consumer and carbon emitter in the world after USA and China because of its over-reliance on coal. As on March 2017, 60% power generation is coming from coal (Central Electricity Authority, Ministry of Power, Government of India). However, keeping in mind that coal is a unclean fuel, there is an urgent need to take into consideration the ill effects of coal usage that ranges from pollution related health hazards to mining linked environmental degradations and human displacements (Sharma et. al. 2012).

Being a tropical country, India is plentifully gifted with almost all forms of renewable energy (RE) resources. Renewable resources can offer viable options to bridge burgeoning power demand - supply gap in India in an environmentally responsible manner.
As on March 2017, India has 50018 MW installed capacity from RE. India also has 6780 MW nuclear power as on March 2017. Government of India has an ambitious plan to add 175 GW power from renewable energy sources by 2022. Also, before Paris climate conference (COP21) India has rolled out its ambitious climate vow that includes lowering carbon intensity by 33 – 35% in 2030 from its 2005 level, increasing the share of non-fossil fuel up to 40% of total generation capacity and increase nuclear energy to 63 GW by 2032. Under such circumstances, it is interesting to understand the dynamic interactions between clean energy use and economic growth in India.

2. DATA AND ECONOMETRIC METHODOLOGY

Annual data on Gross Domestic Product (GDP) per capita (in 2010 US$) and “alternative and nuclear energy as a percentage of total energy use” - used as a proxy for clean energy (CEN) in India for the data span 1971 - 2013 have been collected from World Development Indicators (WDI) database managed by World Bank. Table 1 gives the summary statistics of the variables used in the analysis.

Table 1. Statistical properties of data

<table>
<thead>
<tr>
<th></th>
<th>GDP</th>
<th>CEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>498.52</td>
<td>2.4095</td>
</tr>
<tr>
<td>Median</td>
<td>353.29</td>
<td>2.3979</td>
</tr>
<tr>
<td>Maximum</td>
<td>1456.2</td>
<td>3.2514</td>
</tr>
<tr>
<td>Minimum</td>
<td>120.94</td>
<td>1.6925</td>
</tr>
<tr>
<td>Std. Dev.</td>
<td>384.49</td>
<td>0.3407</td>
</tr>
</tbody>
</table>

2.1 ARDL bounds tests

ARDL bounds testing approach has been employed to examine long-run equilibrium relationship among the variables. An ARDL model is a general dynamic specification, which uses the lags of the dependent variable and the lagged and contemporaneous values of the independent variables, through which the short-run effects can be directly estimated, and the long-run equilibrium relationship can be indirectly estimated. ARDL technique involves estimating the following unrestricted error correction model:

\[
\Delta CEN_t = a_{0CEN} + \sum_{i=1}^{n} b_{iCEN} \Delta CEN_{t-i} + \sum_{i=1}^{n} c_{iCEN} \Delta GDP_{t-i} + \sigma_{1CEN} CEN_{t-1} + \sigma_{2CEN} GDP_{t-1} + \varepsilon_{1t}, \ldots (1)
\]

\[
\Delta GDP_t = a_{0GDP} + \sum_{i=1}^{n} b_{iGDP} \Delta GDP_{t-i} + \sum_{i=1}^{n} c_{iGDP} \Delta CEN_{t-i} + \phi_{1GDP} \ln GDP_{t-1} + \phi_{2GDP} CEN_{t-1} + \varepsilon_{2t}, \ldots (2)
\]

where \( \Delta \) is the first difference operator.

The null hypothesis of no cointegration among the variables in Eq(1) is \( H_0: \sigma_{1CEN} = \sigma_{2CEN} = 0 \), against \( H_1: \) at least one of the \( \sigma \neq 0 \), which is denoted as \( F_{CEN}(CEN|GDP) \). Similarly for Eq(2), \( H_0: \phi_{1GDP} = \phi_{2GDP} = 0 \), against \( H_1: \) at least one of the \( \varphi \neq 0 \), which is denoted as \( F_{GDP}(GDP|CEN) \).
The $F$-test has a non-standard distribution which depends upon whether variables included in the ARDL model are (a) I(0) or I(1); (b) the number of regressors; (c) whether the ARDL model contains an intercept and/or a trend; and (d) the sample size. Two sets of critical $F$ values have been provided by Pesaran and Shin (1999) and Pesaran et al. (2001) for large samples. In addition to that, Narayan (2005) also provides critical values for sample size ranging from 30 to 80, where one set assuming that all variables in ARDL model are I(1) and another assuming that all variables are I(0) in nature. It is important to note that the critical values based on large sample size deviates significantly from that of small sample size. If computed $F$-statistics falls outside the band, a conclusive decision on the presence or absence of cointegration can be taken without needing to know whether the variables are I(0) or I(1).

3. RESULTS AND DISCUSSIONS

At the beginning, stationary properties of the two series have been investigated. A battery of conventional unit root tests namely Augmented Dickey-Fuller (ADF), Phillips-Perron (PP) and Kwiatkowski-Phillips-Schmidt-Shin (KPSS) tests have been employed for this purpose. In ADF and PP tests the null hypothesis is ‘the series has a unit root’ against the alternative of ‘stationarity’, while for KPSS the null hypothesis states ‘the series is stationary’. The results of unit root tests have been shown in Table 2. All the tests suggest that CEN is I(0) i.e. stationary while GDP is non-stationary and I(1) in nature.

Table 2a: Conventional Unit Root Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>ADF</th>
<th>PP</th>
<th>KPSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (Constant and trend)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEN</td>
<td>-3.6328*</td>
<td>-3.6343*</td>
<td>0.1253</td>
</tr>
<tr>
<td>GDP</td>
<td>0.2295</td>
<td>0.1250</td>
<td>0.1796</td>
</tr>
<tr>
<td>First difference (Constant, no trend)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ΔGDP</td>
<td>-4.7903*</td>
<td>-4.9824*</td>
<td>0.4582</td>
</tr>
</tbody>
</table>

*Rejection of null hypothesis at 5% level of significance

Once the stationary property of the underlying variables is examined, we proceed to investigate the presence of cointegration among the variables. Since CEN is I(0) and GDP is I(1) in nature, the appropriate methodology to check cointegration is ARDL bounds tests approach. Table 3 reports ARDL bounds tests results for cointegration. It is evident that $F_{CEN|GDP}$ is higher than the upper bound critical value at 5 percent level of significance and this is true irrespective of whether a time trend present or not. However, the bounds tests indicate that when GDP is the dependent variables, $F_{GDP|CEN}$ is lower than the lower bound critical value at the 5% level. Therefore, there is no cointegration when GDP is the dependent variable. This implies that there is only one cointegrating relationship and that is so when CEN is the dependent variable.
Table 3. Bounds tests for cointegration

<table>
<thead>
<tr>
<th>F-statistics</th>
<th>Without a time trend</th>
<th>With a time trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>$F_{CEN} (CEN \mid GDP)$</td>
<td>6.834</td>
<td>7.3281</td>
</tr>
<tr>
<td>$F_{GDP} (GDP \mid CEN)$</td>
<td>0.4198</td>
<td>1.3954</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F-Critical at 5% level</th>
<th>I(0)</th>
<th>I(1)</th>
<th>I(0)</th>
<th>I(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.93</td>
<td>4.52</td>
<td>5.18</td>
<td>5.73</td>
</tr>
</tbody>
</table>

*Critical values are taken from Narayan (2005) for k=1 and n=40 at 5% level of significance

Once a cointegrating relationship is established, an ECM can be estimated to determine the short-run dynamic behavior of the variable around its equilibrium level. The coefficient of the lagged error correction term in $\Delta CEN$ equation is found to be statistically significant at 5% level. Because the $ECT_{t-1}$ measures the speed at which the endogenous variable adjusts to changes in the explanatory variables before converging to its equilibrium level, the coefficient of $-0.939$ suggests that convergence to equilibrium after a shock would be very fast.

The existence of a long-run relationship among the variables suggests that there must be Granger causality at least in one direction. Table 4 reveals results of short and long run Granger causality within ECM framework. Beginning with the short-run effect, $CEN$ is found to be statistically significant at 10 per cent level in GDP equation, implying that clean energy Granger causes GDP in the short-run. In $CEN$ equation, GDP appears to be statistically insignificant at 5 percent level indicating non-causality from GDP to CEN in short-run. So in short-run, there is uni-directional causality running from clean energy to GDP per capita.

Turning to the long-run causality result, the statistical significance of the coefficient of the lagged error correction term in $\Delta CEN$ equation indicates that in the long-run there is unidirectional Granger causality running from GDP per capita to clean energy. A battery of diagnostic tests, which includes testing for serial correlation, heteroscedasticity, miss-specification of functional form and normality of the residuals, did not find any significant evidence of departures from standard assumptions.

Table 4 Results of Granger causality $F$-tests

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>$\Delta CEN$</th>
<th>$\Delta GDP$</th>
<th>$ECT_{t-1}$ (t-statistic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\Delta CEN$</td>
<td>--</td>
<td>1.8576</td>
<td>-0.739*</td>
</tr>
<tr>
<td></td>
<td>(0.602)</td>
<td>(0.00)</td>
<td></td>
</tr>
<tr>
<td>$\Delta GDP$</td>
<td>7.206**</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.065)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figures in parenthesis are probability values

*significant at 5% level
**significant at 10% level

4. CONCLUSION

Current study explores dynamic interactions between clean energy usage and economic growth in India for the data span 1971 – 2013. Various unit root tests suggest that clean energy – defined as alternative and nuclear energy as a percentage of total energy use – is stationary in nature while GDP per capita is non-stationary and integrated of order one. ARDL bounds tests of cointegration, which can be employed irrespective of whether the underlying series are stationary i.e. I(0), integrated of order one i.e. I(1), establish long-run equilibrium relationship between two series only
when clean energy is the dependent variable. The study also establishes long-term Granger causality running from GDP per capita to clean energy usage. This phenomenon can be explained as follows: with the increase of personal disposable income people want more electricity and they want electricity from cleaner energy sources. To promote electricity from renewable energy sources, government through Electricity Act 2003 and National Tariff Policy 2006 mandated that distribution companies must procure a certain percentage of electricity from renewable energy sources. Moreover, in rural areas where many of the villages still un-electrified, power from renewable energy sources is an economically viable option. The study also establishes short-run Granger causality from clean energy to economic growth in India. So, governments plan to add 175 GW power from renewable energy by 2022 along with significant nuclear power capacity addition would foster India’s economic growth in short-term.

REFERENCES


Menegakin AN. (2014). On energy consumption and GDP studies; A meta-analysis of the last two decades. Renewable and Sustainable Energy Reviews 29; 31 - 36


Pao HT, Li YY. (2014). Clean energy, non-clean energy, and economic growth in the MIST countries. Energy Policy 67; 932–942


Looking At Some Financial Planning Students: Perceptions And Expectations
Roger Severns, Minnesota State University, Mankato

ABSTRACT
A total of 293 students at a major Midwestern university were surveyed in 2009, 2013 and 2017 examining their perceptions of the need for financial planners and employment opportunities for new financial planners. The surveys found both student’s decision to go into financial planning and their expectations for employment opportunities steadily declined from 2009 to 2017, although they also say that hasn’t influenced their decision to become a financial planner. The 2017 survey also found female respondents were less likely to have considered going into financial planning and less likely to have changed their minds in the past year than males.

Keywords: Financial Planning; Survey; Higher Education
Sales Employees And Workplace Environment: An Interdisciplinary Literature Review
Emre Basci, Sirnak University, Turkey

ABSTRACT

Development of technology, globalization and diversification of needs have introduced new service sectors to the market, and quality of ongoing and multi-way communication at work has gained importance due to fierce competition. Hence, from business to sociology, a vast array of social sciences today pursues to explicate perceptions, attitudes and behaviors of employees at the workplace. Numerous disciplines, indeed, approach workplace behavior as an eligible research topic. Whereas fresh business paradigms advocate employee welfare and create business structures accordingly, sociology may criticize such structures for exploiting employees. Flexible work, precarization, aesthetic/emotional labor, neon cage, symbolic violence and disposable worker are some relatively fresh terms introduced to the literature by sociologists.

This paper aims to look into the body of work performed by scholars about sales employees’ work life. The sales personnel are put under the lens because of the multi-way and intense nature of interaction between these employees and their customers, colleagues and employers. The method of literature survey has been used to understand the framework of labor and market relations. Books, articles, scientific reports and internet resources have been utilized to accomplish this mission. This review study, all in all, intends to provide readers with different research findings and distinctive perspectives by business, sociology and employees themselves.
A Comparison Of Cognitive Demand Levels Of Questions In Numbers Content Domain

Sevgül Keskin, Mustafa Öncel Middleschool, Turkey
Prof. Dr. Renan Sezer, Ankara University, Turkey

ABSTRACT

The purpose of this study is to compare the cognitive demand levels of numbers questions encountered in mathematics textbooks that are representative of those used in Singapore, the United States, and Turkey. These countries were chosen because Singapore is one of the top achieving countries in the Trends in International Mathematics and Science Study (TIMSS), the United States is usually about average and Turkey is below average. TIMSS is administered at the end of 4th grade and 8th grade; thus 5th-8th grades were chosen to cover the time frame in between.

Numbers is an important part of mathematics as well as 5th-8th grade mathematics. To compare the learning opportunities provided to students in this content area, cognitive demand levels of questions in the textbooks of 5th-8th grade were examined in these three countries. Qualitative methods were utilized in collecting and analyzing the data. The questions related to numbers were coded according to the three cognitive demand levels currently being used in TIMSS: knowing, applying, and reasoning. The questions coded were limited to the numbers topics encountered in TIMSS 8th grade level.

Since the number of questions in textbooks vary from country to country, and between grade levels, the distribution of cognitive demand levels of questions was found both numerically and percent wise for each grade in each country and cumulatively for each country. Cumulative findings indicate that in Singapore, the United States, and Turkey, the percentage of questions requiring the cognitive demand level of knowing were 68% (1097), 75% (8066), and 67% (1393) respectively. Those requiring the cognitive demand level of applying were 26% (411) in Singapore, 22% (2337) in the United States, and 30% (629) in Turkey. The percentage of questions requiring the cognitive demand level of reasoning were 6% (98) in Singapore, 3% (288) in the United States and 3% (61) in Turkey. However, in 8th grade TIMSS, the percentages of questions in the content domain of numbers, requiring the cognitive demand level of knowing, applying, and reasoning are 35%, 40% and 25% respectively.

Based on these results, it is recommended that the percentage of questions requiring the cognitive demand level of applying and reasoning is increased in all countries. Finally, it is strongly recommended that professionals using and/or writing textbooks should familiarize themselves with cognitive demand levels.

Keywords: TIMSS Cognitive Demand Levels, 5-8th Grade Mathematics Textbooks, Comparison Of Mathematics Textbooks, International Comparisons In Mathematics Education, Numbers Content Domain
Hidden STEM: Identifying Meaningful STEM Career Paths For Underrepresented Students

Daniel P. Kelly, North Carolina State University, USA
Jeremy V Ernst, Virginia Tech, USA
Aaron C. Clark, North Carolina State University, USA

ABSTRACT

There continue to be calls for greater numbers of STEM-literate workers in the United States. However, many of these STEM career paths are not known or seem unattainable to many minority students within K-12 education. We define these “hidden STEM” careers as those with low minority representation and that are identified as having high levels of projected growth over the next decade. This paper identifies a list of hidden STEM careers and articulates the methods used to identify them with the goal of using this research to develop interventions for underrepresented populations to gain awareness. We hope to begin a conversation and development process that will allow these career options currently “hidden” to underrepresented minority populations and provide a framework to develop educational materials to engage underrepresented minorities in STEM meaningfully.

Keywords: Professional Development, Technology Education, Engineering Education, National Board for Professional Teacher Standards

INTRODUCTION

Science, technology, engineering, and mathematics (STEM) continues to dominate the discourse in education and economics fields and will remain a dominant component of the landscape of these fields for the foreseeable future. Much of the focus within secondary education appears to center around the need for students to follow a college pathway as the primary route into STEM careers. A 2012 report by the President’s Council of Advisors on Science and Technology (PCAST) projects a need for 1,000,000 more STEM graduates with post-secondary degrees above what we are currently producing (PCAST, 2012). This represents a rate of needed increase of 34% of college graduates. The report is underpinned by three imperative foci: (a) improve the first two years of STEM education in college; (b) provide all students with the tools to excel, and (c) diversify pathways to STEM degrees (PCAST, 2012). These are laudable goals especially in light of the historical patterns whereas only 35% of engineering and 14% of science graduates actually entering the workforce (NSF, 2016). However, This same report also notes while female and minority students make up 70% of enrollees, only 45% graduate compared to 59% overall (IES, 2016; PCAST, 2012).

Black and Hispanic populations (both male and female) have 6-year college graduation rates of 41 and 53 percent, respectively. Black and Hispanic students also enroll in college after high school graduation at significantly lower rates than do White students (IES, 2016). Although college degree attainment is an important goal and an area of need toward creating parity with their majority counterparts, there are careers outside the college pathway that are available to these students but are not promoted with the same zeal. STEM careers that do not require a bachelor’s degree represent half of all jobs in STEM, and those jobs pay wages 10% higher than their non-STEM equivalent (Rothwell, 2013). Simply stated, there are good paying jobs that do not require college degrees many students may not be aware even exist. Regardless, greater levels of STEM career awareness among minorities underrepresented in these fields may lead to better outcomes in both career selection, and college degree attainment as students are leaving the high school setting better informed of the opportunities available.
THE CURRENT POLICY FOCUS

Educators and policymakers have long sought to improve retention and increase recruitment of underrepresented minorities in STEM programs at the collegiate level (Smith & Wingate, 2016). These attempts to broaden participation in STEM have had a near laser focus on increasing the flow of underrepresented minority students into the university-bound pipeline. In a recent National Academy of Science (NAS) publication (2011) by the Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline, the authors point out, alarmingly, that while underrepresented minority groups comprised 28.5% of the United States population at the time of the study, these groups represent only 9.1% of those holding degrees in science and engineering (S&E). The NAS report continues to outline the dimensions of the problem of underrepresented minority participation being these populations lack of representation in STEM degree programs at comparable levels to their population proportions. The dimensions of the problem of low minority representation in S&E fields discusses only issues related to higher education degree attainment even though the justification for the report points specifically to a need for a focus “on improving K-12 STEM education as well as providing incentives for students to pursue S&E education at the undergraduate and graduate levels” (NAS, 2011, p. 2). The NAS (2011) report provides recommendations for solving increasing underrepresented minority participation in STEM at the K-12 level but only as preparation for college programs.

The President’s Council of Advisors on Science and Technology mentioned in the introduction is solely focused on increasing the flow of underrepresented minority students into the higher education pipeline and see them through to completion. This report to the President does address recommendations for the improvement of K-12 teacher preparation but still maintains the focus on increasing underrepresented minority enrollment in higher education (PCAST, 2012).

In a US Department of Education/National Center for Education Statistics report (2013), the point that STEM career pathways and opportunity continues to increase nationally, but high rates of attrition continue to plague colleges and universities as well as those educators and researchers attempting to stem the tide of students entering these degree programs but leave before they complete them. Among those students entering postsecondary STEM degree programs, Black and Hispanic students either left school altogether or switched to non-STEM related programs at substantially higher rates than did White students (IES, 2013). White students in STEM programs left the college/university at a rate of 19.8% whereas Black students left at a rate of 29.3% and Hispanic at 23.1% (IES, 2013). Hispanic students were more likely to switch into non-STEM programs with a rate of 26.4% than their White (28.1%) or Black (36.0%) peers (IES, 2013). Although this report is specifically aimed at college attrition rates, it points to a common theme of addressing the STEM pipeline issue for underrepresented minorities at the postsecondary level.

NOT JUST COLLEGE

There is a general focus toward college degree attainment as a pathway to STEM careers, and for many underrepresented minority students, this pathway is seen and promoted as a means to move beyond their circumstances. Black and Hispanic students live below the poverty line in significantly higher numbers than to white students. Black (25.8%) and Hispanic (23.2%) students are more than twice as likely to be impoverished than their White (11.6) peers, and both groups are significantly above the national average of 14.3% (US Census, 2013). These statistics closely align with national statistics that show low-income students attend college at rates 20 points below the national average and a full 33 points less than students in families with high-income levels with that gap increasing (US Census, 2013).

Policy papers and governmental reports aside, there is a place for increasing the number of underrepresented minorities in higher education STEM programs. However, there is a growing body of evidence in the extant literature that points to a need for increased awareness of both university and non-collegiate pathways inside K-12 education. With half of STEM career paths available to workers without a degree (Rothwell, 2013), it is incumbent on educators (both K-12 and within teacher preparation programs) to ensure students are not only aware that these jobs exist, but that they are attainable upon graduation from high school. It is not that pointing students in the direction of college is detrimental, but it is equally important not to deter students for whom college in not a viable option from careers in STEM that are known to pay more than non-STEM positions.
THE HIDDEN STEM ECONOMY

In coining a term in a Brookings Institution policy paper (2013), Jonathan Rothwell points out that in the exceedingly professionalized definitions of STEM careers, we have missed career development and awareness opportunities. The report concludes that there needs to be a greater focus on non-college pathways given the large percentage of careers that are neglected in discussion with a narrow field of view that focuses largely on college enrollment.

In support Rothwell’s conclusions and in continuation of our assertion of a college-centric policy focus, we point to the National Science Board’s (NSB) Revisiting the STEM Workforce report (2015) offered as a companion to the (2014) Science and Engineering Indicators. In this report, the authors make arguments that a pathways approach and policy considerations that address the varied educational and training needs are appropriate, but when providing examples of STEM pathways, only include degree tracks associated with college majors and mentions (without elaboration) that some STEM professions have workers without degrees in those fields (NSB, 2015). The discussion in this report promotes a “pathways approach” but treats K-12 as a mere part of the college pipeline rather than an integral part of producing members of the STEM workforce.

K-12 education literally reaches all students regardless of future degree or career path. The system is already in place to affect the interests, awareness, and outcomes of students regardless of socioeconomic status or access to institutions of higher learning. The statistics clearly point to racial disparities in STEM education and thus career opportunities with two predominant explanations: lower levels of interest in and enjoyment of STEM disciplines and lower levels of academic preparation among underrepresented minority students (Xie, Fang, & Shauman, 2015). Lower levels of interest in STEM disciplines among underrepresented minority students is, on its face, unviable and research in the area of STEM interest and race show no differences in interest when race is controlled for (Xie, Fang, & Shauman, 2015). However, there are appreciable differences in STEM degree and career pursuit that transcend interest and point to structural issues within the current educational paradigm. Some of these structural factors may mediate the potential career and college degree choices of underrepresented minorities in that theses factors diminish the extent to which these students are “able to convert their interests to meaningful STEM engagement” (Xie, Fang, & Shauman, 2015, p. 345).

As there is a clear policy and funding focus on professional (degree required) STEM professions, we agree with Rothwell’s (2013) assertion that “a number of potentially useful interventions have been ignored” (p. 23). We would also be remiss to exclude professional STEM career paths as that might limit to outcomes of those underrepresented minority students who are on a path toward higher education. We believe a balanced approach is necessary to positively impact all students with any intervention. For this reason and in this paper, we focus on STEM careers where Black and Hispanic populations are historically and currently underrepresented that both require degrees and allow for pursuit and success without attending college. To add further significance to this research, we also examined those STEM career pathways that have high levels of projected need over the next decade. The combination of these two factors presents a list of specific careers that may have the greatest impact on underrepresented minority students if interventions to raise the students’ awareness and interest, and convert these factors into meaningful STEM engagement and ultimately, employment.

METHODS

To identify the career paths that may have the greatest potential impact on underrepresented minority students, two employment tables from the United States Department of Labor Bureau of Labor Statistics (BLS) were combined. The first was the BLS employment projections (BLS, 2014) which predict the employment change over a 10-year period (2014-2024 in this case) based on the number of jobs openings that will be available because of growth or replacement needs by specific industry. The second table used was the BLS Labor Force Statistics from the Current Population Survey (BLS, 2015) which displays the number of employed persons by detailed industry, sex, race, and Hispanic or Latino ethnicity. These two tables were combined by industry into a single table.

Once compiled, the occupations listed that did not specifically require STEM skills, knowledge, or education were eliminated from the list leaving only STEM-related professions. Occupations were left that met the classifications of STEM and STEM-related occupations defined by the United States Census Bureau (Landivar, 2013). Once reduced
the employment percentages for Black and Hispanic workers were combined for each occupation. This value and the percent growth were then standardized and positive z-scores for percent growth were given a dummy variable value of 1 as were negative z-score values for percent of Black and Hispanic employment as it is an inverted metric and the occupations of interest have low percentages of minority representation.

**FINDINGS**

The dummy variable scores were analyzed and the occupations that had a combined score of 2, indicating those industries had higher levels of projected growth and lower levels of minority representation, were identified. Figure 1, below, represents the occupation identification process used. The gray area represents those occupations that have high levels of projected growth and low underrepresented minority representation among the workforce. Figure 2 displays the occupations identified and met the inclusion criteria.

![Figure 1. Occupation identification process.](image-url)
CONCLUSIONS AND RECOMMENDATIONS

This paper sets forth a model by which STEM careers that may represent hidden pathways for those students who are least represented in them. There is a demonstrable need to identify STEM career paths where minorities do not have parity in representation with their majority counterparts. More important in education than mere identification, is developing the curricular means by which to meaningfully engage underrepresented minority students in STEM career pathways. The first step toward a solution to the problem of minority underrepresentation in STEM fields is the identification of which careers to start developing instructional supplements for that may provide the greatest potential impact for the targeted students.

Ultimately, no one career path is better than another and it is important that students be aware of the myriad of career options available to them. This research is meant to begin a conversation and development process that will allow those career options currently “hidden” to underrepresented minority populations and provide a framework to develop educational materials to meaningfully engage underrepresented minorities in STEM.

AUTHOR BIOGRAPHIES

Mr. Daniel P. Kelly, North Carolina State University
Daniel P. Kelly is a doctoral candidate in the Technology Education Program at North Carolina State University. Prior to his current position as a Graduate Research Assistant at NC State, Daniel was a middle and high school technology and engineering teacher in Durham and Wake Forest, North Carolina. Daniel has earned a BA in Physics from SUNY Potsdam and an MS in Technology Education from NC State. His thesis STEM Teacher Efficacy in Inverted Classrooms was awarded the William Everett Warner Graduate Student Research Award from Epsilon Pi Tau. Mr. Kelly’s current research explores the use of the flipped classroom instructional model and its impact on student and teacher efficacy.

Dr. Jeremy V Ernst, Virginia Tech
Jeremy V. Ernst is an associate professor in the School of Education at Virginia Tech. He currently teaches graduate courses in STEM education foundations and contemporary issues in Integrative STEM Education. He is also a Fellow...
of the Institute for Creativity Arts and Technology at Virginia Tech. Jeremy specializes in research focused on dynamic intervention means for STEM education students categorized as at-risk of dropping out of school. He also has curriculum research and development experiences in technology, engineering, and design education.

Dr. Aaron C. Clark, North Carolina State University
Aaron C. Clark is a Professor of Technology, Design, and Engineering Education within the College of Education, as well as the Director of Graduate Programs and Associate Department Head for the Department of Science, Technology, Engineering and Mathematics Education. He has worked in both industry and education. Dr. Clark’s teaching specialties are in visual theory, 3-D modeling, technical animation, and STEM-based pedagogy. Research areas include graphics education, game art and design, scientific/technical visualization and professional development for technology and engineering education. He is a Principle Investigator on a variety of grants related to visualization and education and has focused his research in areas related to STEM curricula integration.

REFERENCES
Olson, S., & Riordan, D. G. (2012). Engage to excel: Producing one million additional college graduates with degrees in science, technology, engineering, and mathematics. Report to the President: President’s Council of Advisors on Science and Technology.
Using Murder Mystery Games To Teach Leadership And Problem-Solving Skills To Students With Disabilities
Karen M. Fries, Francis Marion University, USA

ABSTRACT
Participating in high-school leadership organizations such as student council or student government typically plays a large role in the lives of high school students. For students with disabilities, however, this participation is often non-existent or extremely limited (Klisz, 2014). This practitioner-based workshop session will explore how a non-traditional activity of solving a murder mystery can be used to teach leadership and problem-solving skills to students of all ages with a variety of disabilities. Upon solving a prepared murder mystery activity as part of a team and revealing the answers, participants will identify leadership and problem-solving skills used to solve the scenario. Participants will discuss ways in which such skills could be directly taught and used with all students with disabilities, not just at the high school level. Participants will share other active learning opportunities they may currently use in their own classrooms. They will also receive a QR code linked to a Padlet with numerous ideas for teaching leadership skills to their students, particularly those with disabilities. Hopefully, if students with disabilities are explicitly taught leadership and problem-solving skills, participation in (high-school) leadership organizations will be more accessible and available to all students, including our students with special needs.

REFERENCES
Religious Tolerance In Secular States
And Their Impact On Society
Barbara Friehs, University of Graz, Austria

ABSTRACT

For many years there have been strong tendencies of secularization in German-speaking countries. On the contrary, Islam takes delight in a tremendous popularity in many parts of the world. In the recent past and present, migration movements caused a relatively strong spread of Islam in Germany and Austria, as well.

In this present case, the question to follow up is how the education system in Germany and Austria are affected by these mentioned demographic changes. The goal to pursue is on one hand to catch a glimpse of the influence over corresponding, legal regulations through Islam and on the other hand to discuss the hence resulting consequences regarding the field of education in Germany and Austria.

The problem of the hijab and burqa of Islamic women and girls is just as much part of the discussion as the religiously determined non-participation of female students at diverse, school-related events or the situation and role of Islamic teachers in public schools in these two countries. Of further interest will be regulations for Islamic religion classes, as well as forced marriages of female students and the prevention of extremism in schools of German-speaking countries.
The Law And Economics Of The Regulation Of Mobile Money In Uganda

J. Vincent Eagan, Morehouse College, USA
Olivier Munyeshyaka, Morehouse College, USA

ABSTRACT

This paper addresses the issue of regulatory policy towards mobile money in Uganda, primarily from the Bank of Uganda and the Uganda Communications Commission. The paper first reviews the structure and explosive growth of mobile money in Uganda since its inception in 2009 and the implications of mobile money for financial inclusion and innovative financial products. However, mobile money in Uganda has been rife with fraud and abuse. The paper then reviews the 2013 Bank of Uganda regulatory framework for mobile money.

The analysis applies the public law versus private law distinction in payments regulation. The paper notes that with the stagnation of the UCC framework for negotiable instruments there has been a revolution in the US payments system under a system of private governance rather than public law. The focus of the public law of payments in the U.S. has been consumer protection. The paper evaluates the private law approach as applied to Uganda. Comparisons are made to regulatory approaches to mobile money in Rwanda.
Analysis of Stock Market Risk-Return Characteristics of Selected SEE Countries
Zoran Wittine, University of Zagreb, Croatia
Matija Siketić, University of Zagreb, Croatia

ABSTRACT

Financial crisis of 2007/2008, also known as the global financial crisis had enormous impact on global economy as a whole. Many scientists hold the view that that very crisis has been the worst financial crisis since the Great Depression of the 1930s. During crisis’ times business subjects are not prone to take on risks and will usually wait for economic conditions to stabilize. Among other things, this is reflected in absence of new investments due to deteriorated economic conditions, as well as greater risk aversion of business subjects. Potential (corporate and private) investors thus need precise and clear information on how and where to allocate their capital, both in terms of markets and in terms of combination of stocks.

This paper will focus on problem of portfolio optimization of securities that make up the most relevant stock exchange indices in South East European (SEE) region. These will include Slovenian (SBITOP), Croatian (Crobex 10), Serbian (Belex 15) and Bosnian (SASX 10) stock exchange indices. We analyze portfolio risk and expected rates of return and give recommendations to investors on how to choose optimal portfolio and minimize inherent risk.

Keywords: Portfolio, Optimization, Stock Market, Risk, SEE

INTRODUCTION

Effects of the recent crisis have been reflected in the large number of failed financial giants, decline in GDP of most countries in the world, rising unemployment, declining consumer wealth measured in trillions of dollars, and the general distrust towards any economic recovery and investment in general (Wittine, 2013). Scale of incurred losses was of such magnitude that many authors claim that global financial crisis of 2007/2008 has been the worst financial crisis since the Great Depression (Eigner and Umlauft, 2014; Temin, 2010). During crisis’ times business subjects are not prone to take on risks and will usually wait for economic conditions to stabilize. Among other things, this is reflected in absence of new investments due to deteriorated economic conditions, as well as greater risk aversion of business subjects. Therefore, this paper will focus on problem of portfolio optimization of selected securities that make up the most relevant stock exchange indices in South East Europe (SEE). Through non-linear optimization we will try to find optimal portfolio which will minimize inherent risks on one hand, but on the other, bear adequate (above the market) returns.

Recent research conducted in the United States have shown that 82% of all actively managed U.S. stock funds performed worse than low cost passive investment funds that only tracked indices (Soe and Poirier, 2017). Evidence shows that even in the long run (15 years span) returns on stock market indices were far greater than returns on stock combinations hand-picked by fund managers (in Europe the same ratio goes over 88%, but the research was conducted for a ten year period, (Ung, D. 2017)). This is additional reason that adds relevance to our research topic and one of the main reasons why we focused our efforts on optimization of stocks included in relevant stock exchange indices and not all the stocks listed in respective stock market. In a way, this research is extension of our work conducted in 2013, but with different scope and research objective.

MODELING THE OPTIMIZATION PROBLEM

Crobex (Zagreb Stock Exchange Market Index), Belex (Belgrade Stock Exchange Market Index), SBITOP (Ljubljana Stock Exchange Market Index) and SASX (Sarajevo Stock Exchange Market Index) are all official market indices of...
respective SEE countries. They are made of most liquid stocks traded on respective stock exchange and measure the performance of most liquid and highly capitalized stocks on respective stock market. In order for a certain share to be included in one of the aforementioned indices, it has to fulfill certain requirements, most frequently pertaining to number of trading days in a certain reference period and free float market capitalization.

The process of constructing portfolio for an investor can be viewed as a two-step process (Bodie, Kane and Marcus, 2008):

1.) Selecting the composition of one's portfolio of risky assets such as stocks and bonds and;
2.) Deciding how much to invest in that risky portfolio versus in a safe asset.

Since an investor cannot decide on how to allocate investment funds without knowing expected return and degree of risk of the stocks preferred, a fundamental part of the asset allocation problem is to characterize the risk-return trade off (Bodie, Kane and Marcus, 2008). In this paper we will exclusively focus on the stock market risk, and thus we will define risk as volatility of unexpected outcomes, which can represent the value of assets, equity or earnings (Jorion, 2007). As a measure of portfolio risk we will calculate the variance of the observed set of stocks, as it is a standard and widely used unit of measure in this field.

Many research papers dealt with problems of portfolio optimization in presence of constraints (Behr, Guettler and Miebs, 2013). Our optimization problem will be reduced to the determination of the investment proportions economic agent is willing to invest in each share forming the respective index in such a way that risk for an investor would be minimized, while at the same time allowing for the return on invested assets to be greater than determined reference rate. We have determined minimum rate of return in relation to the average interest rates on loans approved to non-financial corporations. During the last two years observed interest rate ranged between 4%-5% on respective SEE markets. Thus we set the minimum rate of return that investor expects at 6% level (in other words, investor wants to outperform those returns by at least one percentage point).

Every optimization problem is based on certain assumptions. Key assumption of our model is also its main limitation, and it implies that we can predict future trends based on historical data, which sometimes may but sometimes may not be the case.

After the previous acquiring of the data on stock returns for all the shares in previously mentioned stock market indices (Crobex 10, Belex 15, SASX 10 and SBITOP), we calculated the average annual rates of return (ARR) for each share included in respective index. Since, once in a while, certain stock may be removed from the index if it fails to fulfill requirements pertaining to stock liquidity or free flow market capitalization, we decided to remove those stocks out of our analysis in order to standardize the results.

Average annual return rates (tables 1, 2, 3 and 4) were calculated for the period between years 2008 and 2015.1

---

1 Only ticker symbols (and not the full names) of respective companies have been put in tables. Full name behind the ticker as well as all the relevant company details can be checked at the official web pages of respective stock markets – www.zse.hr; www.ljse.si; www.sase.ba; www.belex.rs
Table 1 - Annual rates of return of shares comprising the Crobex 10 index (2008-2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>ARR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>-0.6734521</td>
</tr>
<tr>
<td>2009</td>
<td>0.3214286</td>
</tr>
<tr>
<td>2010</td>
<td>-0.0051422</td>
</tr>
<tr>
<td>2011</td>
<td>-0.1798127</td>
</tr>
<tr>
<td>2012</td>
<td>0.1273182</td>
</tr>
<tr>
<td>2013</td>
<td>0.108045</td>
</tr>
<tr>
<td>2014</td>
<td>0.2142857</td>
</tr>
<tr>
<td>2015</td>
<td>0.1057255</td>
</tr>
</tbody>
</table>

Source: Author's own calculations based on the data collected from the Zagreb Stock Exchange, www.zse.hr

Table 2 - Annual rates of return of shares comprising the Belex 15 index (2008-2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>ARR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>-0.7342292</td>
</tr>
<tr>
<td>2009</td>
<td>0.1057692</td>
</tr>
<tr>
<td>2010</td>
<td>-0.1199324</td>
</tr>
<tr>
<td>2011</td>
<td>-0.3474088</td>
</tr>
<tr>
<td>2012</td>
<td>-0.1746313</td>
</tr>
<tr>
<td>2013</td>
<td>0.0771983</td>
</tr>
<tr>
<td>2014</td>
<td>0.4673333</td>
</tr>
<tr>
<td>2015</td>
<td>-0.2939130</td>
</tr>
</tbody>
</table>

Source: Author's own calculations based on the data collected from the Belgrade Stock Exchange, www.belex.rs

Table 3 - Annual rates of return of shares comprising the SASX 10 index (2008-2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>ARR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>-0.8056143</td>
</tr>
<tr>
<td>2009</td>
<td>0.3445238</td>
</tr>
<tr>
<td>2010</td>
<td>0.1469686</td>
</tr>
<tr>
<td>2011</td>
<td>-0.6008147</td>
</tr>
<tr>
<td>2012</td>
<td>0.5837969</td>
</tr>
<tr>
<td>2013</td>
<td>0.1842105</td>
</tr>
<tr>
<td>2014</td>
<td>0.2280702</td>
</tr>
<tr>
<td>2015</td>
<td>0.1358160</td>
</tr>
</tbody>
</table>

Source: Author's own calculations based on the data collected from the Sarajevo Stock Exchange, www.sase.ba

© Copyright by author(s)
Table 4 - Annual rates of return of shares comprising the SBITOP index (2008-2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>KRKG</th>
<th>PETG</th>
<th>ZVTG</th>
<th>TLSG</th>
<th>POSR</th>
<th>LKPG</th>
<th>GRVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>-0.6090548</td>
<td>-0.7026952</td>
<td>-0.6888889</td>
<td>-0.712659</td>
<td>-0.5959774</td>
<td>-0.7616775</td>
<td>-0.7525895</td>
</tr>
<tr>
<td>2009</td>
<td>0.3403098</td>
<td>0.2970325</td>
<td>0.6230032</td>
<td>0.1382925</td>
<td>0.2036554</td>
<td>0.1129785</td>
<td>0.1807802</td>
</tr>
<tr>
<td>2010</td>
<td>-0.0422942</td>
<td>-0.1437925</td>
<td>-0.3598182</td>
<td>-0.3675075</td>
<td>-0.428163</td>
<td>-0.2765352</td>
<td>0.0870266</td>
</tr>
<tr>
<td>2011</td>
<td>-0.1549521</td>
<td>0.7660227</td>
<td>-0.4609164</td>
<td>-0.2676744</td>
<td>0.1146338</td>
<td>0.01823899</td>
<td>-0.2041676</td>
</tr>
<tr>
<td>2012</td>
<td>-0.0512334</td>
<td>0.4765771</td>
<td>0.6751269</td>
<td>0.5166667</td>
<td>0.2254733</td>
<td>0.1197183</td>
<td>0.0632911</td>
</tr>
<tr>
<td>2013</td>
<td>0.1764706</td>
<td>-0.0762712</td>
<td>0.1830635</td>
<td>0.2727749</td>
<td>0.2254733</td>
<td>0.1823899</td>
<td>0.377451</td>
</tr>
<tr>
<td>2014</td>
<td>-0.050083</td>
<td>0.3181713</td>
<td>0.2421053</td>
<td>0.1655949</td>
<td>0.9633862</td>
<td>0.01164384</td>
<td>-0.1520737</td>
</tr>
<tr>
<td>2015</td>
<td>0.1164384</td>
<td>-0.0864286</td>
<td>-0.0042373</td>
<td>-0.4964828</td>
<td>-0.093874</td>
<td>0.010638</td>
<td>-0.128824</td>
</tr>
</tbody>
</table>

Source: Author's own calculations based on the data collected from the Ljubljana Stock Exchange, www.ljse.si

Based on the data from tables 1, 2, 3 and 4, covariance series of the average annual rates of return have been calculated and shown in tables 5, 6, 7 and 8.

Table 5 – variance matrix of Crobex 10 shares

<table>
<thead>
<tr>
<th></th>
<th>ADRS</th>
<th>ATGR</th>
<th>ERNT</th>
<th>HT</th>
<th>INA</th>
<th>KOEI</th>
<th>KRAS</th>
<th>LEDO</th>
<th>PODR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADRS</td>
<td>0.084268704</td>
<td>0.077821196</td>
<td>0.0619541</td>
<td>0.0454239</td>
<td>0.0574517</td>
<td>0.064490521</td>
<td>0.051541095</td>
<td>0.0854268</td>
<td>0.058483763</td>
</tr>
<tr>
<td>ATGR</td>
<td>0.077821196</td>
<td>0.09649682</td>
<td>0.0595396</td>
<td>0.0444233</td>
<td>0.062125</td>
<td>0.064490521</td>
<td>0.0698429</td>
<td>0.054205272</td>
<td>0.09649682</td>
</tr>
<tr>
<td>ERNT</td>
<td>0.061954095</td>
<td>0.059539573</td>
<td>0.0678717</td>
<td>0.0304172</td>
<td>0.0622714</td>
<td>0.0698429</td>
<td>0.0818615</td>
<td>0.04107253</td>
<td>0.0444233</td>
</tr>
<tr>
<td>HT</td>
<td>0.045423872</td>
<td>0.044423209</td>
<td>0.0304172</td>
<td>0.044217</td>
<td>0.0593154</td>
<td>0.062125</td>
<td>0.0312919</td>
<td>0.031087587</td>
<td>0.062125</td>
</tr>
<tr>
<td>INA</td>
<td>0.057451664</td>
<td>0.062125492</td>
<td>0.0622714</td>
<td>0.0593154</td>
<td>0.1755975</td>
<td>0.0622714</td>
<td>0.0396625</td>
<td>0.0396625</td>
<td>0.0876321</td>
</tr>
<tr>
<td>KOEI</td>
<td>0.064490521</td>
<td>0.064490521</td>
<td>0.064908</td>
<td>0.033129</td>
<td>0.0786331</td>
<td>0.0786331</td>
<td>0.0553376</td>
<td>0.0477515</td>
<td>0.05403114</td>
</tr>
<tr>
<td>KRAS</td>
<td>0.051541095</td>
<td>0.039954761</td>
<td>0.0737423</td>
<td>0.0396625</td>
<td>0.0838996</td>
<td>0.0838996</td>
<td>0.0553376</td>
<td>0.0777515</td>
<td>0.05403114</td>
</tr>
<tr>
<td>LEDO</td>
<td>0.058483763</td>
<td>0.054205272</td>
<td>0.04107473</td>
<td>0.0310876</td>
<td>0.0399623</td>
<td>0.0399623</td>
<td>0.043329193</td>
<td>0.0574798</td>
<td>0.044530027</td>
</tr>
<tr>
<td>PODR</td>
<td>0.0818615</td>
<td>0.04107473</td>
<td>0.0310876</td>
<td>0.0310876</td>
<td>0.0396625</td>
<td>0.0396625</td>
<td>0.043329193</td>
<td>0.0574798</td>
<td>0.044530027</td>
</tr>
</tbody>
</table>

Source: Author's own calculations based on the data collected from the Zagreb Stock Exchange, www.zse.hr

Table 6 – variance matrix of Belex 15 shares

<table>
<thead>
<tr>
<th></th>
<th>ENHL</th>
<th>KMBN</th>
<th>FITO</th>
<th>AIKB</th>
<th>MTLC</th>
<th>SJPT</th>
<th>ALFA</th>
<th>TGAS</th>
<th>JESV</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENHL</td>
<td>0.1986844</td>
<td>0.1032252</td>
<td>0.150416</td>
<td>0.1263456</td>
<td>0.1082242</td>
<td>0.1366631</td>
<td>0.1437759</td>
<td>0.1310381</td>
<td>0.08157</td>
</tr>
<tr>
<td>KMBN</td>
<td>0.1032252</td>
<td>0.1121037</td>
<td>0.0943883</td>
<td>0.0873562</td>
<td>0.0618307</td>
<td>0.0643055</td>
<td>0.1372709</td>
<td>0.0906869</td>
<td>0.0678417</td>
</tr>
<tr>
<td>FITO</td>
<td>0.150416</td>
<td>0.0943883</td>
<td>0.1446358</td>
<td>0.0925806</td>
<td>0.0923327</td>
<td>0.0945813</td>
<td>0.1090807</td>
<td>0.1017807</td>
<td>0.0726251</td>
</tr>
<tr>
<td>AIKB</td>
<td>0.1263456</td>
<td>0.0873562</td>
<td>0.0925806</td>
<td>0.1095638</td>
<td>0.0644342</td>
<td>0.0789742</td>
<td>0.113526</td>
<td>0.0894422</td>
<td>0.0646358</td>
</tr>
<tr>
<td>MTLC</td>
<td>0.1082242</td>
<td>0.0618307</td>
<td>0.0923327</td>
<td>0.0960038</td>
<td>0.0806521</td>
<td>0.1615571</td>
<td>0.129569</td>
<td>0.0574743</td>
<td>0.0574743</td>
</tr>
<tr>
<td>SJPT</td>
<td>0.1366631</td>
<td>0.0643055</td>
<td>0.0945813</td>
<td>0.0789742</td>
<td>0.0806521</td>
<td>0.11834</td>
<td>0.1033411</td>
<td>0.1157225</td>
<td>0.056822</td>
</tr>
<tr>
<td>ALFA</td>
<td>0.1437759</td>
<td>0.1372709</td>
<td>0.1090807</td>
<td>0.113526</td>
<td>0.1615571</td>
<td>0.1033411</td>
<td>0.4048958</td>
<td>0.2566722</td>
<td>0.1024441</td>
</tr>
<tr>
<td>TGAS</td>
<td>0.1310381</td>
<td>0.0906869</td>
<td>0.1017807</td>
<td>0.0894422</td>
<td>0.129569</td>
<td>0.1157225</td>
<td>0.2566722</td>
<td>0.2115782</td>
<td>0.0816362</td>
</tr>
<tr>
<td>JESV</td>
<td>0.08157</td>
<td>0.0678417</td>
<td>0.0726251</td>
<td>0.0646358</td>
<td>0.0574743</td>
<td>0.056822</td>
<td>0.1024441</td>
<td>0.0816362</td>
<td>0.0658551</td>
</tr>
</tbody>
</table>

Source: Author's own calculations based on the data collected from the Belgrade Stock Exchange, www.belex.rs
Table 7 – variance matrix of SASX 10 shares

<table>
<thead>
<tr>
<th></th>
<th>BHTSR</th>
<th>BSNLR</th>
<th>ENISR</th>
<th>FDSSR</th>
<th>IKBZRK2</th>
<th>JPEMR</th>
<th>JPESR</th>
<th>SOSOR</th>
<th>TCMKR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHTSR</td>
<td>0.028742556</td>
<td>0.032303949</td>
<td>0.029914812</td>
<td>0.0247748</td>
<td>0.0273428</td>
<td>0.026701044</td>
<td>0.0336549</td>
<td>0.0415537</td>
<td>0.0294702</td>
</tr>
<tr>
<td>BSNLR</td>
<td>0.032303949</td>
<td>0.14683735</td>
<td>0.0143936</td>
<td>0.107604</td>
<td>0.0470164</td>
<td>0.026557567</td>
<td>0.0891646</td>
<td>0.0779818</td>
<td>0.0589581</td>
</tr>
<tr>
<td>ENISR</td>
<td>0.029914812</td>
<td>0.014393631</td>
<td>0.03917951</td>
<td>0.0161753</td>
<td>0.0314922</td>
<td>0.032887347</td>
<td>0.0243386</td>
<td>0.0438431</td>
<td>0.0255537</td>
</tr>
<tr>
<td>FDSSR</td>
<td>0.024774787</td>
<td>0.107604046</td>
<td>0.0161753</td>
<td>0.0908822</td>
<td>0.0477496</td>
<td>0.0346177</td>
<td>0.0243386</td>
<td>0.0438431</td>
<td>0.0255537</td>
</tr>
<tr>
<td>IKBZRK2</td>
<td>0.027342899</td>
<td>0.047016391</td>
<td>0.0314922</td>
<td>0.0477496</td>
<td>0.0433748</td>
<td>0.037095917</td>
<td>0.0407695</td>
<td>0.0557799</td>
<td>0.0383364</td>
</tr>
<tr>
<td>JPEMR</td>
<td>0.026701044</td>
<td>0.026557567</td>
<td>0.032887347</td>
<td>0.0346177</td>
<td>0.037095917</td>
<td>0.069975302</td>
<td>0.0414182</td>
<td>0.043999198</td>
<td>0.0423632</td>
</tr>
<tr>
<td>JPESR</td>
<td>0.033654903</td>
<td>0.089164556</td>
<td>0.0233867</td>
<td>0.0407695</td>
<td>0.0414182</td>
<td>0.0700061</td>
<td>0.060159188</td>
<td>0.0569251</td>
<td>0.0570791</td>
</tr>
<tr>
<td>SOSOR</td>
<td>0.041553741</td>
<td>0.07798182</td>
<td>0.0438431</td>
<td>0.0697845</td>
<td>0.0557778</td>
<td>0.043999198</td>
<td>0.0601592</td>
<td>0.084886417</td>
<td>0.0479352</td>
</tr>
<tr>
<td>TCMKR</td>
<td>0.029470196</td>
<td>0.058958123</td>
<td>0.0255537</td>
<td>0.0499536</td>
<td>0.083364</td>
<td>0.042363207</td>
<td>0.0569251</td>
<td>0.057079144</td>
<td>0.0570791</td>
</tr>
</tbody>
</table>

Source: Author’s own calculations based on the data collected from the Sarajevo Stock Exchange, www.sase.ba

Table 8 – variance matrix of SBITOP shares

<table>
<thead>
<tr>
<th></th>
<th>KRKG</th>
<th>PETG</th>
<th>ZVTG</th>
<th>TLSG</th>
<th>POSR</th>
<th>LKPG</th>
<th>GRVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRKG</td>
<td>0.069166684</td>
<td>0.048895901</td>
<td>0.180233545</td>
<td>0.0913105</td>
<td>0.0987808</td>
<td>0.090926</td>
<td>0.0783933</td>
</tr>
<tr>
<td>PETG</td>
<td>0.048895901</td>
<td>0.180233545</td>
<td>0.0913105</td>
<td>0.0987808</td>
<td>0.090926</td>
<td>0.0755108</td>
<td>0.028643269</td>
</tr>
<tr>
<td>ZVTG</td>
<td>0.09029671</td>
<td>0.091310467</td>
<td>0.2183841</td>
<td>0.1616647</td>
<td>0.1598109</td>
<td>0.1378734</td>
<td>0.1431274</td>
</tr>
<tr>
<td>TLSG</td>
<td>0.059953792</td>
<td>0.09878083</td>
<td>0.1616647</td>
<td>0.1598109</td>
<td>0.1378734</td>
<td>0.1378734</td>
<td>0.12410226</td>
</tr>
<tr>
<td>POSR</td>
<td>0.060621538</td>
<td>0.090926008</td>
<td>0.1552719</td>
<td>0.1378734</td>
<td>0.2132785</td>
<td>0.2547434</td>
<td>0.33811</td>
</tr>
<tr>
<td>LKPG</td>
<td>0.078393311</td>
<td>0.075510814</td>
<td>0.1732517</td>
<td>0.1431274</td>
<td>0.2547434</td>
<td>0.33811</td>
<td>0.176778758</td>
</tr>
<tr>
<td>GRVG</td>
<td>0.073216962</td>
<td>0.028643269</td>
<td>0.1094924</td>
<td>0.0807764</td>
<td>0.1241022</td>
<td>0.1767788</td>
<td>0.134651116</td>
</tr>
</tbody>
</table>

Source: Author’s own calculations based on the data collected from the Ljubljana Stock Exchange, www.ljse.si

After we have computed all the elements of the covariance matrix, we formed a goal function in order to minimize variance of portfolio (i.e. portfolio risk). Goal function can be formulated through a following relation:

$$\text{min } VP = X^T V X$$

where \( X \) represents a vector of investment proportions in individual shares, while \( V \) represents the covariance matrix. We have formulated following limitations of the general model:

1) \( x_1 + x_2 + ... + x_n = 1 \)
2) \( x_1 \geq 0, x_2 \geq 0, ..., x_n \geq 0 \)
3) \( x_1 p_1 + x_2 p_2 + ... + x_n p_n \geq p \)

where \( x_i \) denotes proportion of the portfolio invested in investment \( j \); \( p_i \) denotes average rate of return of investment \( j \), while \( p \) represents expected rate of return on given set of securities.

Three limitations respectively assumed that:

1) investor is willing to distribute their assets only in shares that form certain stock market index;
2) investor is willing to bear risk but expects at least 6% of annual rate of return on their investment;
3) the third limitation is the non-negativity of the proportions of portfolio invested in (an assumption that has to be added in the mathematical model for computational purposes).

After mathematical formulation of the optimization problem, we used the software package Lingo 16.0 in order to calculate the optimal solution.
Solving the optimization problem

Table 9 – solution to the optimization problem – Crobex 10 index

<table>
<thead>
<tr>
<th>Global optimal solution found.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective value: 0.9741202E-01</td>
</tr>
<tr>
<td>Infeasibilities: 0.000000</td>
</tr>
<tr>
<td>Total solver iterations: 9</td>
</tr>
<tr>
<td>Model Class: QP</td>
</tr>
<tr>
<td>Total variables: 9</td>
</tr>
<tr>
<td>Nonlinear variables: 9</td>
</tr>
<tr>
<td>Integer variables: 0</td>
</tr>
<tr>
<td>Total constraints: 3</td>
</tr>
<tr>
<td>Nonlinear constraints: 1</td>
</tr>
<tr>
<td>Total nonzeros: 27</td>
</tr>
<tr>
<td>Nonlinear nonzeros: 45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable</th>
<th>Value</th>
<th>Reduced Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>0.1081855E-08</td>
<td>0.5209937E-01</td>
</tr>
<tr>
<td>X2</td>
<td>0.4490638</td>
<td>0.000000</td>
</tr>
<tr>
<td>X3</td>
<td>0.000000</td>
<td>0.2306846</td>
</tr>
<tr>
<td>X4</td>
<td>0.000000</td>
<td>0.2035046</td>
</tr>
<tr>
<td>X5</td>
<td>0.4983250</td>
<td>0.000000</td>
</tr>
<tr>
<td>X6</td>
<td>0.000000</td>
<td>0.9825317E-01</td>
</tr>
<tr>
<td>X7</td>
<td>0.5261120E-01</td>
<td>0.1182584E-01</td>
</tr>
<tr>
<td>X8</td>
<td>0.1362356E-08</td>
<td>0.4194743E-01</td>
</tr>
<tr>
<td>X9</td>
<td>0.000000</td>
<td>0.7331734E-01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row</th>
<th>Slack or Surplus</th>
<th>Dual Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.9741202E-01</td>
<td>-1.000000</td>
</tr>
<tr>
<td>2</td>
<td>0.000000</td>
<td>-0.7591958E-01</td>
</tr>
<tr>
<td>3</td>
<td>0.000000</td>
<td>-1.981741</td>
</tr>
</tbody>
</table>

Results of optimization show that minimum variance (i.e. portfolio risk) of 0.09741202 with an expected rate of return of 6% per year can be achieved by investing in only three different stocks (out of nine) – namely companies Atlantic Group, Ina and Kraš in respective ratios of 44.9%, 49.83% and 5.26%. To be perfectly clear, analysis suggests investing in two additional shares (variables x1 and x8, i.e. companies Adris and Ledo) but in proportions that are almost close to zero. Other four stocks did not meet required criteria associated with the expected rates of return or had excessively fluctuated which affected their variance). Reduced cost indicator reveals for how much it had to reduce the variance of a given data set (i.e. individual stock returns) to be included in the optimal solution. Dual price indicator reflects potential increase of variance (0.07591958) for observed portfolio under assumption that expected rate of return of given portfolio increased by 1% (i.e. from 6% to 7%).
Table 10 – solution to the optimization problem – Belex 15 index

<table>
<thead>
<tr>
<th>Local optimal solution found.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective value:</td>
<td>0.1249606</td>
</tr>
<tr>
<td>Infeasibilities:</td>
<td>0.000000</td>
</tr>
<tr>
<td>Total solver iterations:</td>
<td>59</td>
</tr>
<tr>
<td>Model Class:</td>
<td>QP</td>
</tr>
<tr>
<td>Total variables:</td>
<td>9</td>
</tr>
<tr>
<td>Nonlinear variables:</td>
<td>9</td>
</tr>
<tr>
<td>Integer variables:</td>
<td>0</td>
</tr>
<tr>
<td>Total constraints:</td>
<td>3</td>
</tr>
<tr>
<td>Nonlinear constraints:</td>
<td>1</td>
</tr>
<tr>
<td>Total nonzeros:</td>
<td>27</td>
</tr>
<tr>
<td>Nonlinear nonzeros:</td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable</th>
<th>Value</th>
<th>Reduced Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>0.2756971E-01</td>
<td>0.000000</td>
</tr>
<tr>
<td>X2</td>
<td>0.000000</td>
<td>0.1140455</td>
</tr>
<tr>
<td>X3</td>
<td>0.1713523E-01</td>
<td>0.000000</td>
</tr>
<tr>
<td>X4</td>
<td>0.000000</td>
<td>0.5937407E-01</td>
</tr>
<tr>
<td>X5</td>
<td>0.4661188E-01</td>
<td>0.000000</td>
</tr>
<tr>
<td>X6</td>
<td>0.000000</td>
<td>0.2527695E-01</td>
</tr>
<tr>
<td>X7</td>
<td>0.3577035</td>
<td>0.000000</td>
</tr>
<tr>
<td>X8</td>
<td>0.000000</td>
<td>0.6780469E-01</td>
</tr>
<tr>
<td>X9</td>
<td>0.5509797</td>
<td>0.000000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row</th>
<th>Slack or Surplus</th>
<th>Dual Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.1249606</td>
<td>-1.000000</td>
</tr>
<tr>
<td>2</td>
<td>0.000000</td>
<td>-0.1935006</td>
</tr>
<tr>
<td>3</td>
<td>0.000000</td>
<td>-0.9403435</td>
</tr>
</tbody>
</table>

Results of optimization for Belex 15 index show that minimum variance of 0.1249606 can be achieved by investing in five different stocks (variables x1, x3, x5, x7 and x9) in respective ratios of 2.76%, 1.71%, 4.66%, 35.77% and 55.09%. Reduced cost indicator reveals for how much it had to reduce the variance of a given data set to be included in the optimal solution for a specific stock. Dual price indicator reflects potential increase of variance (0.1935006) for observed portfolio under assumption that expected rate of return of given portfolio increased by 1% (i.e. from 6% to 7%).
Table 11 – solution to the optimization problem – SASX 10 index

<table>
<thead>
<tr>
<th>Solution is locally infeasible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infeasibilities:</td>
</tr>
<tr>
<td>Total solver iterations:</td>
</tr>
<tr>
<td>Elapsed runtime seconds:</td>
</tr>
<tr>
<td>Model Class:</td>
</tr>
<tr>
<td>Total variables:</td>
</tr>
<tr>
<td>Nonlinear variables:</td>
</tr>
<tr>
<td>Integer variables:</td>
</tr>
<tr>
<td>Total constraints:</td>
</tr>
<tr>
<td>Nonlinear constraints:</td>
</tr>
<tr>
<td>Total nonzeros:</td>
</tr>
<tr>
<td>Nonlinear nonzeros:</td>
</tr>
</tbody>
</table>

As can be noticed from the results obtained, there was no feasible solution regarding SASX 10 index. More careful look at the data with annual rates of return (Table 3) reveals obvious reason. All shares included in SASX 10 index had negative rates of return in a given (2008-2015) period. Surprising as it may be, but according to historical data (with all its perils) and results obtained via non-linear optimization, shares included in SASX 10 index currently do not present a good investment opportunity.

Table 12 – solution to the optimization problem – SBITOP index

<table>
<thead>
<tr>
<th>Global optimal solution found.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective value:</td>
</tr>
<tr>
<td>Infeasibilities:</td>
</tr>
<tr>
<td>Total solver iterations:</td>
</tr>
<tr>
<td>Model Class:</td>
</tr>
<tr>
<td>Total variables:</td>
</tr>
<tr>
<td>Nonlinear variables:</td>
</tr>
<tr>
<td>Integer variables:</td>
</tr>
<tr>
<td>Total constraints:</td>
</tr>
<tr>
<td>Nonlinear constraints:</td>
</tr>
<tr>
<td>Total nonzeros:</td>
</tr>
<tr>
<td>Nonlinear nonzeros:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable</th>
<th>Value</th>
<th>Reduced Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>0.3353270</td>
<td>0.000000</td>
</tr>
<tr>
<td>X2</td>
<td>0.6548114</td>
<td>0.000000</td>
</tr>
<tr>
<td>X3</td>
<td>0.000000</td>
<td>0.6988182E-02</td>
</tr>
<tr>
<td>X4</td>
<td>0.000000</td>
<td>0.1370208</td>
</tr>
<tr>
<td>X5</td>
<td>0.000000</td>
<td>0.1548735E-01</td>
</tr>
<tr>
<td>X6</td>
<td>0.9861630E-02</td>
<td>0.000000</td>
</tr>
<tr>
<td>X7</td>
<td>0.000000</td>
<td>0.9577582E-01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row</th>
<th>Slack or Surplus</th>
<th>Dual Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.1080571</td>
<td>1.000000</td>
</tr>
<tr>
<td>2</td>
<td>0.000000</td>
<td>0.1456392</td>
</tr>
<tr>
<td>3</td>
<td>0.000000</td>
<td>1.174584</td>
</tr>
</tbody>
</table>
Results of optimization for SBITOP index show that minimum variance of 0.1080571 can be achieved by investing in three different stocks (variables x1, x2 and x6) in respective ratios of 33.53%, 65.48% and 0.98%. Reduced cost indicator reveals for how much it had to reduce the variance of a given data set to be included in the optimal solution for a specific stock. Dual price indicator reflects potential increase of variance (0.1456392) for observed portfolio under assumption that expected rate of return of given portfolio increased by 1% (i.e. from 6% to 7%).

CONCLUSION

Through this research paper we dealt with problems of portfolio optimization of stocks that make up blue chip stock market indices of SEE countries. Main goal of the research was to compare given markets and subsequently, compare stocks on every given market in terms of risk and return. For three out of four stock market indices we have managed to find optimal solution, while one stock market (Sarajevo stock exchange) had no feasible solution for the required constraints, because of negative rates of return of its stocks. Taking into account all the constraints of this research (stemming from assumptions listed previously) it turns out that investing in shares comprising Crobex 10 index would bear the lowest risk for an investor at the same time guaranteeing (equal) given rate of return. Results of optimization imply that this can be achieved by investing in only five different stocks – namely companies Adris, Atlantic Group, Ina, Kraš and Ledo in respective ratios of 1.08%, 44.9%, 49.83%, 5.26% and 1.36%.

REFERENCES

Project Manager Leadership Styles: Task vs. People-Oriented
Thomas Henkel, Associate Professor, Embry-Riddle Aeronautical University, USA
James Marion, Assistant Professor, Embry-Riddle Aeronautical University, USA
Debra Bourdeau, Assistant Professor, Embry-Riddle Aeronautical University, USA

ABSTRACT
The present study explored applicable leadership behavior in terms of concern for task and/or people-oriented when leading project teams. Students enrolled in a university Master of Science in Project Management degree program were asked to respond to the Fielder Leadership Style Self-Assessment which is a useful framework to determine task-versus people-oriented leadership (Lusser & Achua, 2016). A chi-square test was conducted to determine if the observed values were significantly different from an expected value of five. With a p value < .001, the differences were determined to be significant. The chi-square goodness of fit test led to the rejection of H10 and the acceptance of H1a. Additionally, the chi-square goodness of fit test led to the rejection of H20 and the acceptance of H2a. The Fielder Leadership Style Self-Assessment, which is a useful framework for evaluating task-versus people-oriented leadership, revealed the students in a Master of Science in Project Management degree program tended to be more task or relationship leadership oriented, indicating that a concern for task and concern for people may be equally important, especially when managing projects internationally in different cultures which require situational leadership. The findings of this study have significant implications for leadership behavior when leading project teams. The findings can contribute to better understanding of the leadership styles which characterize project managers when leading project teams.

INTRODUCTION
The PmBOK (2013) has noted, “One of the key indicators of whether a project manager can successfully lead and develop individuals and project team is the use of interpersonal skills”. There is a wide range of interpersonal skills that a project manager must develop and learn to use at the appropriate time to include leadership, communications, organizing, team building, coping skills, technical, risk management, conflict, planning, administration, resource allocation, and change management (Kerzner, 2001; Pinto & Trialer, 1998). One of these key interpersonal skills is leadership which undoubtedly project managers must provide to successfully compete projects within the triple constraints of scope, schedule, and budget (PmBOK, 2013). Additionally, a project manager’s leadership personality, and his or her understanding of the personalities and behaviors of others, assist him or her in predicting a stakeholder’s behavior and job performance which is crucial in managing stakeholder engagement (Yukl, 2011; PmBOK, 2013).

LITERATURE REVIEW
The earliest research on leadership attempted to answer the question, “Are leaders born or made?” or, put differently, “Do leaders have certain personal attributes such as intelligence, honesty, self-confidence, appearance, or energy, that that common people do not have?” (Daft, 2011). After years of research, the leadership trait theory failed to produce a list of key leadership traits needed for success (Daft, 2011; Lewis, 2003). In the early 1950s, researchers shifted from the trait theory to behavioral theories which focuses on what the leader does, rather than who he or she is (Daft. 2011). One leadership study that served as a forerunner to the leadership behavior approach was the University of Iowa study conducted by Kurt Lewin and associates which recognized two basic leadership styles: autocratic leadership which tends to lead by position power, control of rewards, and coercion, and democratic leadership which relies on and encourages employees to participate in decisions, and respects the employees’ skills and knowledge (Lewin, Lippitt, & White, 1939).
Moreover, leadership research on how leaders functioned in small groups was conducted at the University of Michigan under the direction of Rensis Likert who developed a questionnaire to gather data on leadership styles. This research identified two leadership styles: job-centered (extent to which the leader takes charge to get the job completed), and employee-centered (extent to which leader focuses on meeting the human needs of employees) (Lussier & Achua, 2016). Around the same time period, leadership studies were conducted at Ohio State which revolved around how leaders behaved when they were in charge of a work group or a work organization (Daft, 2011). Based on this research, two wide-ranging categories of leader behavior types emerged: consideration (the extent to which a leader is sensitive to subordinates, respects their ideas and feelings, establishes mutual trust, seeks input, finds the time to listen to subordinates, consults with subordinates on important matters or problem solving, expresses willingness to accept suggestions from subordinates, and treats subordinates as equals) and initiating structure (the extent to which a leader is task oriented by defining the subordinates' roles and tasks, directing subordinates' work activities toward goal achievement, ruling with an “iron hand,” criticizing poor work, emphasizing the importance of meeting deadlines, and offering new approaches to problems) (Daft, 2011). According to the Ohio State leadership studies, a leader can display a high degree of both types, a low degree of both types, high consideration and low initiating structure, or low consideration and high initiating structure behavior (Lussier & Achua, 2016).

In 1951, Fred E. Fiedler developed leadership contingency theory which states that a leader’s effectiveness is contingent, or dependent, on two sets of factors: whether the leader is task-oriented or relationship–oriented. Leaders who have task-oriented personality types tend to have considerable focus on details. They are not comfortable initiating an action plan until they are satisfied they have all the necessary facts. On the other hand, people who have relationship-oriented personality types tend to have considerable focus on the results and are comfortable initiating an action-plan when they have just the essential facts (Blake & Mouton, 1982).

One variable that influences a project manager’s leadership style is his or her personality which shapes how he or she interacts and communicates with team members and key stakeholders (Lussier & Achua, 2016). Therefore, it is understandable that a project manager would apply leadership skills that matched his or her personality to have the greatest chance of achieving project success (Lewis, 2003). Clearly, a project manager must manage the classic triangle of deadline, scope, and budget along with leadership and personality needed for project success that meets stakeholders’ expectations in a world where changes occur rapidly and dealing with different cultures is paramount (Lindblad, 2014). Therefore, we began our consideration of project manager leadership and personality types by accepting the premise that nowhere is the interpersonal skills of leadership and matching personality more important than with managing an organization’s projects. Consequently, the success of a project relies on the effectiveness of a project manager’s leadership communications skills to promote the chances of developing a high-performing project team and achieving the project’s charter (Dow& Taylor, 2015). As a result, a project manager’s leadership skills and type can greatly impact the achievement of the organization’s project (PmBOK, 2013).

Leadership is typically situational (Hogg & Rast, 2012); thus project managers must realize that different situations call for different leadership styles because the type of leadership required for the life of the project with change and project managers will likely need to use different leadership approaches throughout the life of a project (Mulcahy, 2013). To lead team members, project managers must first know themselves (Snyder, 2012). Therefore, it is important for project managers to understand personality and correctly adjust their leadership style based on the maturity, experience, and the needs of the project team members and the complexity of the project(s) being worked (Mulcahy, 2013).

**PURPOSE OF THE STUDY**

The purpose of this present research study was to assess the overall alignment of survey results of project management graduate students who took the Fielder Leadership Style Self-Assessment survey as a means of developing insight of the leadership skills by evaluating results.

**HYPOTHESES**

\( H_{10} \): Students in the Master of Science in Project Management program do not exhibit high task-oriented behavior as indicated in their leadership assessment scores.
H1a: Students in the Master of Science in Project Management program do exhibit high task-oriented behavior as indicated in their leadership assessment scores.

H2a: Students in the Master of Science in Project Management program do exhibit high relationship-oriented behavior as indicated in their leadership assessment scores.

H2a: Students in the Master of Science in Project Management program do not exhibit high relationship-oriented behavior as indicated in their leadership assessment scores.

METHODOLOGY

Thus, we began our consideration of project management students’ leadership styles with the following research question:

1) Do students in a Master of Science in Project Management degree program report that they exhibit applicable leadership behavior in terms of concern for task and/or people-oriented when leading project teams?

To find the answers for this question, a comprehensive literature review was completed followed by research hypotheses. By utilizing quantitative research methods, the Fielder Leadership Style Self-Assessment, which is a useful framework to consider to determine task-versus people-oriented leadership, has been used for data collection. After a descriptive analysis, a chi-square analysis was completed and results produced.

Data Collection

University students enrolled in a graduate project management degree program were requested to complete the Fielder Leadership Style Self-Assessment survey. Participants answered a short questionnaire which enables the classification of a person’s traits using the Fielder Leadership Style Self-Assessment survey. The student responses were tabulated to determine their preferred leadership style.

Sample Characteristics

Project management graduate students working in various industries and organizations across the United States to include U.S. military members responded to the survey; in total, 131 graduate students answered the Fielder Leadership Style Self-Assessment survey. The Fielder Leadership Style Self-Assessment questionnaire could be considered a substantial sample of the overall population. To determine the students’ Fielder leadership style, they were requested to complete a self-assessment which is a useful framework to consider to determine task- versus people-oriented leadership (Lusser & Achua, 2016). This self-assessment consisted of 20 questions that assessed the project management students on their task and relationship leadership styles. The Fielder Leadership Style Self-Assessment survey was completed between academic terms 2015 and 2016. Respondents’ privacy and confidentiality were strictly protected.

ANALYSIS OF FINDINGS

Hypotheses:

H1a: Students in the Master of Science in Project Management program do exhibit high task-oriented behavior as indicated in their leadership assessment scores.

H1a: Students in the Master of Science in Project Management program do exhibit high task-oriented behavior as indicated in their leadership assessment scores.

H2a: Students in the Master of Science in Project Management program do exhibit high relationship-oriented behavior as indicated in their leadership assessment scores. H2a: Students in the Master of Science in Project
Management program do exhibit high relationship-oriented behavior as indicated in their leadership assessment scores.

The Fielder Leadership Style Self-Assessment, which is a useful framework for evaluating task-versus people-oriented leadership, revealed the students in a Master of Science in Project Management degree program, tended to be both more task and relationship leadership oriented. As a first step in evaluating the hypotheses, the descriptive statistics of the results of the student assessment were collected and evaluated.

**High Task Leadership Data Analysis**

*Descriptive Statistics*

From inspection of the descriptive statistics in Table 1, it is evident that the mean is greater than the midpoint (a score of 5), and the most common score (mode) was 9.

<table>
<thead>
<tr>
<th>High Task</th>
<th>Mean 7.11</th>
<th>Median 7</th>
<th>Mode 9</th>
<th>Standard Deviation 2.25</th>
<th>Count 129</th>
</tr>
</thead>
</table>

**Frequency Analysis-High Task**

The overall distribution of scores is provided in the frequency analysis chart. From inspection, the majority of scores exceeded the midpoint.

![High Task Frequency](image)
Significance of leadership scores

A clear pattern is observed in the descriptive statistics and frequency analysis. Of interest is the degree to which and significance of the scores above the mid-point scores of the assessment tool. The data is presented graphically as follows.

**Figure 2.** Observed versus Expected-High Task Responses

A chi-square test was conducted to determine if the observed values were significantly different from an expected value of five. With a p value < .001, the differences were determined to be significant. The chi-square goodness of fit test leads to the rejection of $H_{10}$ and the acceptance of $H_{1a}$ (Minitab, 2013).

**High Relationship Leader Data Analysis**

**Descriptive Statistics**

From inspection of the descriptive statistics in Table 2, it is evident that the mean is greater than the midpoint (a score of 8.4), and the most common score (mode) was 10.

**Table 2. High Relationship Leader Data**

<table>
<thead>
<tr>
<th>High Task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>8.4</td>
</tr>
<tr>
<td>Median</td>
<td>9</td>
</tr>
<tr>
<td>Mode</td>
<td>10</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>2.63</td>
</tr>
<tr>
<td>Count</td>
<td>129</td>
</tr>
</tbody>
</table>
Frequency-High Relationship

The overall distribution of scores is provided in the frequency analysis chart. From inspection, the majority of scores exceeded the midpoint.

Figure 3. Frequency-High Relationship Ranked Responses

Significance of leadership scores

A clear pattern is observed in the descriptive statistics and frequency analysis. Of interest is the degree to which and significance of the scores above the mid-point scores of the assessment tool. The data is presented graphically as follows.
A chi-square test was conducted to determine if the observed values were significantly different from an expected value of five. With a p value < .001, the differences were determined to be significant. The chi-square goodness of fit test leads to the rejection of $H_{20}$ and the acceptance of $H_{2a}$ (Minitab, 2013).

**SUMMARY**

This present research study was designed as an exploratory measure by utilizing the Fielder Leadership Style Self-Assessment which as a useful framework to determine task-versus people-oriented leadership used for data collection. One hundred thirty-one university students enrolled in a project management graduate degree program responded to the instrument. Our study results show project management graduate students exhibit a distribution pattern. In conclusion, project managers are hired to manage projects using the triple constraints of time, cost and scope/quality. Not only is effective management necessary for ensuring projects are delivered on time, within budget and meeting scope specifications, but leadership skills are especially important for the project’s success. The present study identifies leadership skills in terms of using task and/or concern for people. This study provides evidence on project management effectiveness with the intent of contributing to a better understanding and improvement of project management practices in the leadership behavior context. The findings of this study also have implications for teaching project leadership and within the project management literature; there is a lack of studies with a leadership perspective in general.

Ideally, the results of this present study will assist faculty and project management students to take a more positive approach to understanding their leadership task/relationship styles as it relates to project management. The Fielder Leadership Style Self-Assessment can be used by project management degree graduate students to help them better understand how their leadership styles for effective project management. Additionally, educational institutions can use this information when developing project management courses and lesson plans to assist students in assessing their and developing their leadership skills. It is significant that project management students know how to choose the leadership style for excellent project performance.
REFERENCES


Commercialize Research Management System In Thailand

Sasivimol Meeampol, Kasetsart University, Thailand
Bordin Rassameethes, Kasetsart University, Thailand
Suparerk Sooksmarn, Kasetsart University, Thailand

ABSTRACT

This research outlines a strategy that would enable the National Research Council of Thailand on how to set up the commercialize research management system. The objectives of this research are the following: (1) To analyze the current situation of the research management system in the different usage group; (2) To come up with a strategy for helping the National Research Council of Thailand in setting up the commercialize research management system. This study gathers data from around forty projects under 2-V Research Program that has received funding supported by the National Research Council of Thailand. This research also looks over multiple international cases, conduct structured interview, and focus group discussion in order to understand the problems, obstacles, reasons for success and failure.

We let five experts in business look through 2-V projects and have classified these projects into three commercialize potential levels that are high potential project, potential project, and low potential project. The result of the analysis suggests that there are five issues to consider when trying to commercialize research. First issue focuses on product life cycle of intend commercialize research. The second issue is willingness in sharing information and knowledge. The third issue is the different culture between researcher and user. Fourth is that commercialize research is first priority. Fifth is to identify the commercialize research as a driver in the market or as needed by the market. The nine policies are (1) separate research activity and development activity, (2) document all important information, (3) create network among researchers and other stakeholders, (4) allocate grant based on the research potential, (5) set up research council to evaluate the potential of commercializing research, (6) incubate researchers, (7) match researcher with potential user of research, (8) willingness to share knowledge with partners and (9) capacity in building basic business and effective communication in English for National Research Council of Thailand staffs.

Keywords: Intellectual Property, Innovation, Research Management System.
The Challenge of Program Assessment

Joyce Ellis National University, USA

ABSTRACT

Program assessment is an ongoing process designed to monitor and improve student learning and provide direct assessment for accreditation requirements. There are various challenges and potential complications in program assessment design. Faculty develop learning outcomes and verify courses in the program fostering them. Faculty develop assessments, creating the methodologies through ongoing input and discussion. Deciding where appropriate assessment should occur in the program; choosing selected courses or choosing a capstone course for assessment are major decisions. Utilizing a capstone course for direct assessment with embedded assignments has its own issues, requirements, strengths and weaknesses. A capstone assessment approach in a Master of Accountancy Program includes defining the data, assessment tools, what is analyzed and assessed. Observations from utilizing this type of approach is discussed addressing external versus internal mandates with a focus on internal support and effective leadership within an academic environment.
Design And Development Of Electric Induction Furnace With Three High Frequency System

Chumnong Amatariyakul, Rajamangala University of Technology Isan, Thailand
Wantana Amatariyakul, Udon Thani Rajabhat University, Thailand

ABSTRACT

The objective of this research were to study the creating a high-frequency induction furnace 3 system and to serve as teaching in Rajamangala University of Technology Isan, Khon Kaen Campus. Consisting hardening furnace, Aluminum furnace and Cast iron furnace. The system was used by the hardening furnace have hardening S45C steel shaft diameter carding a 1 ½-inch pieces and when dipped quenching mediums is structure Martensite, which is the standard hardening. Aluminum furnace. The authors found that the temperature can be raised by the induction melting aluminum and cast iron furnace steel scrap melting steel scrap melting.

Keywords: Induction Furnace, Cast Iron Furnace, Aluminum Furnace, Hardening

INTRODUCTION

Induction Heating (IH) systems using electromagnetic induction are developed in many industrial applications in Thailand. Many industries have benefited from this new breakthrough by implementing induction heating for melting, hardening, and heating. Induction heating cooker is based on high frequency induction heating, electrical and electronic technologies. From the electronic point of view, induction heating cooker is composed of four parts. They are rectifier, filter, high frequency inverter, and resonant load. The purpose of this research is mainly objected to develop the creating a high-frequency induction furnace 3 system and to serve as teaching in Rajamangala University of Technology Isan, Khon Kaen Campus.

Figure 1 shows the specific heat treatment of the metal surface (1) and aluminum and cast iron smelting by induction.

Induction melting induced by the coil around the crucible is gradually induced, resulting in a jet flow and heat to the metal until it melts. When the metal starts to molten, the magnetic field also causes the metal water to swirl inside
the crucible, causing a wide heat dissipation within the cavity. (Induction melting is available at http://www2.dede.go.th/bhrd/old/web_display/webseemple/Industrial(PDF)/Bay%206%20Induction%20Melting.pdf)

The induction furnace consists basically of a crucible, inductor coil, and shell, cooling system and tilting mechanism.

The crucible is formed from refractory material, which the furnace coils is lined with. This crucible holds the charge material and subsequently the melt. The choice of refractory material depends on the type of charge, i.e. acidic, basic or neutral. In this design a neutral refractory is used based on effectiveness, availability and practical application in Nigerian foundries, zirconium oxide (ZrO2) is implored. The durability of the crucible depends on the grain size, ramming technique, charge analysis and rate of heating and cooling the furnace.

The inductor coil is a tubular copper coil with specific number of turns. An alternating current (A.C) passes through it and magnetic flux is generated within the conductor. The magnetic flux generated induces eddy currents that enable the heating and subsequently the melting process in the crucible. In order to eliminate electrical breakdown the turns are insulated by wrapping with mica tape, this serve as a good insulator.

The shell is the outer part of the furnace. This houses the crucible and the inductor coils, and has higher thermal capacity. It is made of rectangular parallelepiped with low carbon steel plate and joined at the corners by edge carriers from angular pieces and strips of non-magnetic metal.

The cooling system is a through-one-way- flow system with the tubular copper coils connected to water source through flexible rubber hoses. The inlet is from the top while the outlet is at the bottom. The cooling process is important because the circuit of the furnace appears resistive, and the real power is not only consumed in the charged material but also in the resistance of the coil. This coil loss as well as the loss of heat conducted from the charge through the refractory crucible requires the coil to be cooled with water as the cooling medium to prevent undue temperature rise of the copper coils.

Tilting of the furnace is to effect pouring of the melt as a last operational activity before

**EXPERIMENTAL**

Method Design and development of electric induction furnace with three high frequency system are an important tool for engineering casting. Engineering materials Heat treatment and metallurgy in industry has the following components:

1. Steel shaft hardening system
2. Aluminum furnace system
3. Gray cast iron furnace system
Hardening system Steel bars to be hardened. It must contain more than 3% carbon content. Advantages of hardening with high frequency sticky electric furnace is the twist of the workpiece. The iron is heated and cooled simultaneously. Aluminum furnace system 4 kg of aluminum alloy can be used at the same time, the iron cast iron smelting system can be melted 5 kg at a time. Small furnace is suitable for teaching in schools. This saves energy and students can use metal to analyze metals. The general principle is like a big stove in all respects.

In addition to teaching the course. Can also be applied to training. In casting Or hot-dip treatment to schools or private companies in Khon Kaen. Or close Then continue to research. The material science of the students, which is an important tool in the development of personnel in the material science.

RESULTS

Design and development of electric induction furnace with three high frequency system

can be classified into three categories: 1) the effect of high frequency induction coil hardening 2) the effect of aluminum smelting and 3) the effect of gray cast iron smelting. As a result of the following research.

1)  The effect of high-frequency induction heating

The heat was generated by the high frequency induction coils is 1½ inches in diameter and can be dipped in a 1½ in. This will make the workpiece hard to withstand friction.
(2) The effect of aluminum vulcanization.

Aluminum smelting from fragments of beverage containers. The heat generated by the induction of the coil can be thermocouple, where the pumping temperature is within the range 720-750 °C

(3) The result of gray iron castings.

Cast iron gray castings will require high power. And the cast iron gray cast iron temperature is about 1300 °C.
CONCLUSION

Design and development of electric induction furnace with three high frequency system is a tool for creating students in materials science. This allows the students to understand the process of casting cast iron. And cast aluminum. This is one factor of the automotive industry. And students can understand the skin hardening process. To make the experience straight from these skills will be guaranteed the value of human resources at Rajamangala University of Technology Isan to produce. And it can be used as a research tool. The burner is a 30 kW multi-purpose burner. Hard Furnace System Aluminum furnace system Cast iron furnace system It is a very useful tool for the Faculty of Engineering, Rajamangala University of Technology Isan.

ACKNOWLEDGMENTS

This research was funded by Rajamangala University of Technology Isan. The budget for 2012 and thanks to the administrators of Rajamangala University of Technology Isan for the support of this research funding.

REFERENCE

Thai Burner Technique of melting aluminum alloy. (Online) is accessible from http: / thaiburner .net / Thaiburner.html. (Date of Search 5 August 2013)
Industry Induction melting (online) is accessible from http: // www2. Dede.go.th/bhrd/ old/web _display/web semple/Industrial(PDF)/Bay%206%20Induction%20Melting.pdf (Date of Search July 16, 2013)
UI Engineering Co., Ltd., Induction hardening. (online) is accessible from http://www.uiengineering.com/Html/TH/Induction.html. (Date searched June 25, 2010)
Payungsak (1983), "Foundry Manufacturing", Technology Promotion Association (Thailand-Japan)
Pichet Limsuwan (Online). Http://www.kmutt.ac.th/rippe/psc12.htm (Search date September 14, 2010)
Pichet Limsuwan Developed a high frequency induction furnace for the gemstone .. (Online).
Supachai Prasertkul 2003. Physical Metallurgy for Engineers, Volume 4, Metal Plating. Rajamangala Institute of Technology Khon Kaen Campus, Quenching and Tempering. (Online) Available at: http://www.antec.fr/site/accueil/?Ref_sitelangue=1&&Ref_cat=2). (Date of Search: 15 September 2012)


Vocalization Of Reading
For Communicative Ability
And Integrated Language Learning
In Secondary Science Gifted Education
Young Mee Kim, Korea Science Academy of KAIST, South Korea

ABSTRACT
Project-based language learning is popularly implemented to provide opportunities for students to engage with language authentically. This study aims to assure the positive influence of integrated learning focused on improving English communicative ability through vocalization of reading materials. The process of vocalization is focused on integrated language learning, covering speaking, listening, reading and writing. Collaborative learning environment is an additional merit for the process. The process of vocalization involves a process of reading first followed by selecting and reorganizing topics and themes, and writing a script for voice acting. Implementing learning and teaching strategies to assemble the whole work and practicing the outcome finalize the project. The project is found to be useful for English communicative abilities with the main impetus of speaking ability. The purposely designed project materials and processes have positive influence on developing communicative ability and promoting collaborative learning. The whole processes give an insight to teachers for their decisions for communicative language learning and teaching strategies. The study discusses advantages of extensive use of hand-on templates of vocalization not for limited language education only but for integrated project-based learning and teaching.

Keywords: Vocalization, Communicative Ability, Integrated Language Learning, Collaborative Learning

1. INTRODUCTION
Project-based language learning is popularly implemented to provide opportunities for students to engage with language authentically (Kim 2014) [1]. It supports the idea that hands-on projects help develop integrated learning and activate knowledge into practical applications. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view (Littlewood 1981) [2]. The learner must develop skills and strategies for using language to communicative meanings effectively. Communicative abilities embrace linguistic skills but not the reverse (Widdowson1978) [3]. Overemphasis on drills and exercises for the production and reception of sentences tends to inhibit the development of communicative abilities. Language learning within a communicative curriculum is, therefore, most appropriately seen as communicative interaction involving all the participants in the learning and including the various materials resources. Breen and Candlin (1980) [4] state that language learning may be seen as a process which grows out of the interaction between learners, teachers, texts and activities. The pedagogic rationale for project-based learning rests on the claim that they will help to develop learners’ communicative skills and their linguistic development. Communication tasks are important for both fluency and accuracy (Brumfit 1984) [5]. They aid fluency by enabling learners to activate their linguistic knowledge for use and contribute to accuracy by enabling learners to discover new linguistic forms and also by increasing their control over already-acquired forms (Nobuyosh and Ellis 1993:203) [6]. Long and Crooks (1992) [7] adopt tasks and projects as the unit of analysis, support a focus on form and aim to help students systematize and extend their knowledge of particular grammatical or lexical features.
2. AIM

The voice acting project intends to achieve the following aims:

1) To develop English communicative ability through project-based learning
2) To enhance holistic language learning through combination of productive and receptive language skills
3) To cultivate collaborative learning environment through team work

3. METHOD

Project guidelines and evaluation information were given to 116 students along with previous project samples. Twelve to sixteen students in 8 classes were grouped into four. Sixteen groups of three or four students conducted 15-minute voice acting group project together. Students started brainstorming together, exchanging ideas and opinions to write an outline after selecting chapters and roles of each member. Each group needed to submit a final script and perform voice acting in class for 15 minutes. Evaluation processes were followed at the end for feedback. The whole process continued and was completed for two weeks in the form of the round-tour method to maximize members’ involvement and collaboration.

4. PROCEDURE/CONTENT

Four parts of the main task stage are the core content of a voice acting project. The first part is to write an outline, including key elements and a plot for the project. After Students are introduced to the details of the project with specified guidelines, they are provided with two types of outline formats, descriptive and guided. One of students' main activities is to write a script for a fifteen-minute radio drama. Students go through sessions of discussion and role taking and interact with a teacher to complete their final scripts in the form of draft script editing. The other main activity is the performance of fifteen-minute voice acting in class. During the performance other students conduct peer evaluation in the forms provided by a teacher. Right after the performance students evaluate themselves with a self-evaluation form.

5. MATERIALS AND OUTCOME

At each part of the task stage, students are provided with relevant materials and appropriate outcome is expected to be produced. In the task stage one, documented specific guidelines for the whole project are given and students sign up for random grouping. In this stage, students’ outcome is checked by the form of project outlines. For the stage of writing a script, teachers introduce script templates with samples of previous students’ outlines and scripts. In the main performance and followed evaluation stage, teachers use formatted documents of peer evaluation and self-evaluation with the explanation of rationale of evaluation processes. Teachers provide each group with detailed feedback in the form of documented evaluation.

6. CONCLUSION

Project-based activities involve individual and group research and give students opportunities to use English out of the class. Emphasis may be more on the process than the product itself (Byrne 1986) [8]. The process of voice acting project is focused on integrated language learning, covering speaking, listening, reading and writing. Collaborative learning environment is an additional merit for the project. The project is found to be useful for English communicative abilities with the main impetus of speaking ability. The purposely designed project materials and processes have positive influence on collaborative learning and holistic language learning. The whole processes give an insight to teachers for their decisions for communicative language learning and teaching strategies. The project shows advantages not only for language education but for integrated project-based learning.

ACKNOWLEDGEMENT

This work was funded by Korean Ministry of Science, ICT and Future Planning.
REFERENCES


Keynote Address:
The Intersection Of Generational Differences And Technological Innovations: Implications For The Future Of Education

Joy Kutaka-Kennedy, National University, USA

ABSTRACT

Every generation hands over the reins of society to the next generation, often complaining about how the younger generation is less responsible, more undisciplined or whatever else is different. After World War II the Silent Generation/Veterans/Traditionalists settled down, followed the rules, and established a stable world order. Their signature innovation was the automobile, allowing for greater autonomy and freedom. Their children, the Baby Boomers, ushered in an era of hopeful social change, with Woodstock, moon landings, liberation movements, and expanded social justice. They witnessed the ascendancy of youth culture, with television as their key technological change. Gen Xers experienced the fall of the Berlin Wall, recession, Reaganomics, and latchkey childhoods resulting in a more entrepreneurial spirit and distrust of authority. Their signature technological innovation was the computer. Gen Y, the famous millennials, lived through 9/11, saw the rise of social media, reality TV, and the first smart phones and tablets. Gen Z grew up during a period of economic downturn and global warming, with easy, instant access to worlds of information at their fingertips; they watched the 24/7 news cycles, helicopter parents, and online everything like shopping, medical advice, and gardening tips. They can claim more signature technological innovations in their short lifetimes than previous generations, including 3D printing, virtual reality headsets, big data analytics, nano-computing and driverless cars. Each generation has its own norms, key experiences, expectations, values and new technologies. These generational differences and technological innovations intersect in today's schools and universities, and it behooves us to consider the implications for the future of education. After all, since 2014 Gen Alpha kids have been making their presence known with 2 year-olds grabbing mommy’s iPhone to Skype daddy and the tail end of Gen Z’s 5th graders are asking parents when they’ll get their first smart phone. How do we, as educators, adapt to the evolving student needs and capabilities of the future, while considering what skills their employers will want of the work force? It will not be enough to simply offer more online classes, which is a good start, but we will need to do more to adapt to a fundamentally changing world.
Liquidity And The Size Of Trades Around Credit Event News
Pilar Abad, University Rey Juan Carlos of Madrid, Spain
Antonio Díaz, University of Castilla-La Mancha, Spain
Ana Escribano, University of Castilla-La Mancha, Spain
M. Dolores Robles, University Complutense of Madrid, Spain

ABSTRACT
This paper investigates the impact of credit rating downgrades on the liquidity and trading behavior of both segments of trading, the institutional- and the retail-sized ones, in the U.S. corporate bond market. Using the TRACE dataset, we analyze the information content of these events and potential information asymmetries, distinguishing between trades’ size. We test different existent hypotheses about the effects on the trading after the release of the rating announcements, and propose one new additional hypothesis: the capital requirements hypothesis that may force some institutional and retail bondholders to sell after certain downgrades. Additionally, our results show trading anticipation before downgrades that is consistent with the existence of both types of investors, informed and uninformed. We also observe the fire sales and price concessions effects when the rating downgrades deal with rating-specific regulatory constraints and with rating-contingent capital requirements.

Keywords: Credit Rating; Institutional; Liquidity; Regulatory Constraints; Corporate Bonds.

JEL Classification: G12, G14, C34.

ACKNOWLEDGEMENTS
This work was supported by the Spanish Ministerio de Ciencia y Tecnología (ECO2011-23959, ECO2012-31941, ECO2014-59664-P), and Junta de Comunidades de Castilla-La Mancha (PEII-2014-019-P). Any errors are solely the responsibility of the authors.
The Relationship Between Job Workload And Intention To Leave Among Different Professionals In Turkey
Aşkin Keser, Uludağ University, Turkey
Gözde Yılmaz, Marmara University, Turkey

ABSTRACT
The purpose of this study was to investigate the relationship between job workload and intention to leave among different professions in Turkey. Professions included in the study were doctors, architects, veterinary physicians, academics, and nurses. Convenience sampling was used to gather data and 323 questionnaires were analyzed. Findings showed that workload had a significant positive relation with the intention to leave ($r=0.14$, $p<0.05$). Differences between professions’ workload and intention to leave level were also analyzed. Nurses reported the highest workload and intention to leave. The implications of the findings were discussed.

Keywords: Job Workload, Intention To Leave, Professions, Turkey
Comparative Advantages In Tourism Sector: A Comparative Analysis Between Turkey And The Bric Countries

Sema Ay, Uludag University Vocational School of Social Sciences, Turkey
Hilal Yildirir Keser, University Vocational School of Social Sciences, Turkey

ABSTRACT

Tourism is a sector which has rapidly increased its economic importance after the World War II. In the first half of the 20th century, tourism, with its dynamic economic characteristics, has almost been a way-out point in the solution of the national and international economic problems and overcoming the encountered bottlenecks. Tourism is an important market of which supply and demand are important and tourism revenues are important sources for the contemporary economies. It is known that the tourism sector plays a role in the framework of realizing the regional development. Since industrialization is not sufficient especially in the developing countries, the evaluation of touristic supply potential becomes more important within the context of development objective.

The fact that tourism as a service sector exhibiting a very rapid progress all over the world leads to the expectation that the tourism will be the largest sector of the 21st century. In such a rapidly growing tourism, the efforts made by the countries of the world to increase their shares have born the tourism competition and also ensured the efforts related to competition and competitiveness to become widespread in these fields. As a rich country in the issue of touristic products supply, it is thought that Turkey has an important competitive power against other countries. Based on this idea, it has been aimed in the study to reveal the competitiveness of the tourism sector in Turkey with RCA (Revealed Comparative Advantages) index. Additionally, it has been aimed to make a comparison of the competitiveness of the tourism sector in Brazil, Russia, India and China, which are expressed as the BRIC countries with Turkey. It is thought that a comparative analysis with these countries regarding international competitiveness will play a directive role in the determination of the policies for the future. In this context, the scope of the tourism sector will be mentioned first and the current situation in Turkey will be explained. Then, the evaluations will be included in calculating the RCA index for Turkey and the BRIC countries.

Key Words: Tourism Sector, Competitiveness, Revealed Comparative Advantage, BRIC

1. Introduction

Tourism is a sector which has rapidly increased its economic importance after the World War II. Tourism which is a services sector is observed that it displays a rapid development all over the world and it is even thought that it will be the largest sector of the 21st century (Giles and Perry, 1998). Tourism movements have no longer been an activity appealing to a high-income group, for an aristocratic group that has leisure time and income, and the tourism and travel industry has been one of the sectors creating the most of the employment. According to the World Tourism Organization (WTO) estimates, it is expected that 1.6 billion people will participate in tourism activities and tourism revenues will reach 2 trillion dollars in 2020 (Pizam, 1999). Moreover, the tourism sector, is not only economical with its characteristic of foreign exchange attraction and employment creation, it also draws attention due to the socio-cultural transformation, ensuring the diffusion of the economic prosperity to large masses of people, contributing to the balanced developments throughout the country, being in interaction with other sectors and being a pioneering sector in the publicity of that country (Bahar and Baldemir, 2008). In such a rapidly growing sector, many countries are in competition in the international tourism market to ensure foreign exchange inflows, open new business areas and increase their national incomes. The developing countries have started to pay more attention to the improvement of their tourism sectors (Sinclair and Tsegaye, 1990). Therefore, studies regarding competition and competitiveness
The tourism sector has begun to get widespread.

The tourism services have recently become important for Turkey and the BRIC countries (Brazil, Russia, India and China) standing out as the fastest growing economies among the developing economies. The volume of the tourism services export in these countries is a general trend of increase. The aim of this study is to measure the competitiveness of the tourism sector for Turkey and the BRIC countries and to analyze comparatively. Firstly, in the study, after giving theoretical information about competitiveness and comparative advantage, a general situation evaluation of the tourism sector in Turkey and the BRIC countries will be included. Then, the comparison of the competitiveness of the tourism sector will be made by calculating the Revealed Comparative Advantages (RCA) Indices of Turkey and the BRIC countries.

2. Competitiveness And Comparative Advantages

In the tourism sector that has rapidly grown after the World War II and has been one of the three largest services sector in the world, the efforts of the countries to increase their shares have created the tourism competition and caused the competition to emerge with new destinations. (Crouch and Ritchie, 1999). Today tourism has made a significant contribution to the economies of the countries having the potential. For this reason, many countries are in competition with each other in the international tourism market to ensure the foreign exchange inflow necessary for their economic growth and development, to establish new employment opportunities, to increase their market shares and national incomes.

Competitiveness is seen as the key to success in the national and international arena. There are many benefits that an economy with high competitiveness will obtain at micro and macro levels. Firstly, the competitiveness, especially on productivity, causes positive impacts on the economic performance of the country. Secondly, it enables to be open to the international economic activities, to get integrated with the world, to achieve high living standards and to maintain the achieved standard. Thirdly, that the state makes the arrangements which will help the healthy functioning of the competition environment provide flexibility for the economy in adaptation to the changing international environment. (Aktan and Vural, 2004)

In fact, the competitiveness is essentially based on the Absolute Advantages Theory of A.Smith and Comparative Advantages Theory of D.Ricardo. With the Absolute Advantages Theory, Adam Smith (1766) has argued that the countries need to export the goods and the services that they can produce more cheaply and import the ones that they produce more expensively. The first contribution of Ricardo to the theory is not related to the prices between the self-produced goods and services; it is related to the necessity of conducting foreign trade by taking the relative sense price differences of a goods or services compared to the goods and services in another country as the basis. The Comparative Advantages Theory put forth by Ricardo (1817), has focused on why a country should specialize on the export of the categories of goods and services and should import the others.

According to the Comparative Advantages Theory, a country should export the goods that it is relatively able to produce cheaper (with less per unit labor cost) compared to its trade partners, should import the ones that it is relatively able to produce more expensively (with higher per unit labor cost). In this case, the revenues obtained from the foreign trade will both maximize the prosperity of the country and will lead to an increase in the world economic welfare through the free trade (Sharma, 2004). While Ricardo who put forth the comparative advantages that are the determinant of the international trade has emphasized mostly the physical and natural effects in theory, the subsequent economists have focused mostly on the factor equipment, technology and human factor. During process starting with Ricardo and extending up to Mill, Marshal, Heckscher-Ohlin and contemporary economists, the theoretical development of comparative advantages have continued (Goldin, 1990).

During this process, the economists while postulating that free trade would provide contribution to the economic prosperity, they have essentially based their opinions on the comparative advantages theory, and stated that the revenues to be obtained from the international foreign trade would be a key to increasing the economic welfare and that the faster economic growth would be realized by taking the comparative advantages into consideration. (Bernhofen, 2005; Masters, 1995). Since the price and non-price variables determining the comparative advantages in the determination of the comparative advantages of a country compared to other countries or group of countries cover a great number of countries and a great number of goods, it has been necessary to make calculations based on the post-
trade data in calculating the comparative advantages.

In this direction, the first step was put forth by Leisner (1958) in his article titled “The European Common Market and British Industry” (Liesner, 1958). However, the index developed for comparing the competitiveness of England with the Common Market Countries has been made functional by Balassa (1965) (Erkan, 2012). The RCA approach of Balassa (1965) assumes that the real form of comparative advantages can be extracted from the post-trade data. Balassa, for calculating the comparative advantage of a country on particular goods or in its industrial trade, has developed an index rendering the ratio of the share of this goods or industry in the total world export to the share in total export of the country. The aim here is to be able to determine whether the country has the comparative advantage rather than determining the resources lying under the comparative advantage (Yalçınkaya et.al, 2014; Seymen, 2009; Erkan, 2012).

3. Competitiveness of Tourism Sector in the BRIC Countries And Turkey

Much more factors are influential in the tourism sector's having competitiveness and comparative advantage than the other goods and services sectors. According to WEFORUM, the main ones of these are specified as natural and cultural resources, tourism services and transportation infrastructure, human resources, safety and security, health and hygiene conditions.

The tourism sector is a sector that is fostered by the presence of the natural and cultural resources compared to the other sectors. Natural and cultural resources are the characteristics existed in the countries that have not been human-made. These features arouse curiosity in the people in different countries and regions, and they initiate the tourism movement. Therefore, a significant proportion of the tourism movement is the existence of these natural and cultural resources.

Infrastructure conditions are also among the most important factors of comparative advantage in tourism as it is so in every area. The advanced technology transportation vehicles which will ensure the access of the tourists from one point to another, the number of the sea ports and the large transaction volume of these ports, wide motorways, railway networks and efficient airports enable more tourists to travel with effective and high service quality, influence the improvement of the tourism sector. Generally speaking, it is seen that the countries having a strong infrastructure and where the transportation facilities can be easily developed have the greater advantage compared to the other countries (Öztürk and Uzun, 2010). On the other hand, the number of facilities on which accommodation services are offered and the quality of the service provided can assure comparative advantage in tourism.

On the other hand, as a service sector, tourism has a comparative advantage due to its qualified and educated labor force. As the education level and the quality of the labor force increase, the quality of the offered services and comparative advantage also increase. Hygiene in the accommodation and the eating and drinking conditions is also one of the important factors in the tourist attraction of the countries. On the other hand, the security conditions of the country are influential in the development of tourism and in achieving the comparative advantage. In countries with high crime rates and low-security measures, the development of tourism is adversely affected.

According to the "Travel and Tourism Competitiveness Index" published by WEFORUM by evaluating all these factors, the ranking of the competitiveness of Turkey and the BRIC countries over the years is shown in Table 1. Regarding tourism revenues, the BRIC countries have gained considerable increase in tourism since 2007. China, in particular, has made significant progress, while it was ranking in the 71st place among the 124 countries in 2007, it has ascended to the 15th place among 136 countries in 2016. The progress of the competitiveness of Turkey has remained slower than the BRIC countries (WEFORUM, 2017).
Table 1. Competitiveness Ranks of Turkey and the BRIC countries

<table>
<thead>
<tr>
<th></th>
<th>Brazil</th>
<th>Russia</th>
<th>India</th>
<th>China</th>
<th>Turkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>59th</td>
<td>68th</td>
<td>65th</td>
<td>71st</td>
<td>52th</td>
</tr>
<tr>
<td>2009</td>
<td>45th</td>
<td>59th</td>
<td>62th</td>
<td>47th</td>
<td>56th</td>
</tr>
<tr>
<td>2011</td>
<td>52nd</td>
<td>59th</td>
<td>68th</td>
<td>39th</td>
<td>50th</td>
</tr>
<tr>
<td>2013</td>
<td>51st</td>
<td>63rd</td>
<td>61th</td>
<td>45th</td>
<td>46th</td>
</tr>
<tr>
<td>2015</td>
<td>28th</td>
<td>45th</td>
<td>52th</td>
<td>17th</td>
<td>44th</td>
</tr>
<tr>
<td>2016</td>
<td>27th</td>
<td>43rd</td>
<td>40th</td>
<td>15th</td>
<td>44th</td>
</tr>
</tbody>
</table>

Source: WEFORUM (2017), Travel and Tourism Competitiveness Reports

Graphic 1 shows the tourism incomes of Turkey and the BRIC countries. In the graphic, it is seen that China which has raised its rank of competitiveness in past decade has also significantly increased its tourism revenues. In terms of tourism revenues, China is followed by Turkey, India, Russia and Brazil respectively.

Figure 1. International Tourism Receipt for Turkey and the BRIC (.000 USD)

When an evaluation is made in terms of the tourists coming to the country, it is seen that China is the country attracting the most tourists. According to Figure 2, China is followed by Turkey, Russia, India and Brazil respectively.
When all of these data are evaluated, according to the "Travel and Tourism Competitiveness Index" published by WEFORUM, in 2007 Turkey, despite being in the top in competitiveness ranking in 2007, has not displayed any improvement in the following years and lagged behind China, Brazil and India in 2017. The difference between Russia and Russia has been reduced almost to none. This situation has also begun to be reflected in the tourism revenues. Although it is higher than other the BRIC countries except for China, it observed that tourism revenues of Turkey have decreased since 2013.

4. Measuring Revealed Comparative Advantage of Tourism Sector for Turkey and the BRIC Countries

The RCA approach is one of the methods commonly used for measuring the comparative advantages (competitiveness). In the studies in the literature, it is seen that the RCA index is often used for measuring the competitiveness concerning the commodity markets. The studies towards determining the competitiveness of the services sector, especially of the tourism sector have not been much encountered. However, Kuznar (2007) used the Balassa Index in his study that he carried out in order to determine the competitiveness of the developing countries in the international service trade, and reached the conclusion that the economies with low and medium income levels had higher competitiveness in the service trade (Kuznar, 2007).

A significant portion of the studies measuring the competitiveness of the tourism sector as services sector by using the RCA Index have handled China which has recently achieved improvement also in the tourism field. According to these studies, China has attracted attention as a country having high competitiveness with high RCA figures even against the developed industrial countries (Dong and Pang, 2007; Jiang and Xu, 2008; Wei et. al., 2011; Li and Qi, 2013; Chen and Whalley, 2014). There are also studies towards identifying the factors enhancing the competitiveness in the tourism sector also. In conclusion, it has been stated that the countries with more supply diversity in tourism also have high competitiveness (Freytag and Vietze, 2006-2009).

Despite having wide supply diversity in tourism sector, there has not been a large number of studies trying to measure the competitiveness of Turkey in the sector. In this respect, it is of importance to reveal the competitiveness of Turkey as an important tourism country in comparison with the BRIC countries.

4.1. Aim of the Study

The aim of this study is to measure the competitiveness of Turkey and the BRIC countries of which economies have
rapidly grown in the export of tourism service and additionally, to make a comparative analysis of their competitiveness. In this respect, it is aimed to make comparisons and evaluations about the competitiveness of Turkey and these countries which seem economically to be similar to Turkey in the export of tourism service.

4.2. Data and Method

In the study, RCA (Revealed Comparative Advantage) Index developed by Balassa (1965) has been used to display the competitiveness of Turkey and the BRIC countries in the tourism sector. The RCA index is formulated as follows:

\[ \text{RCA}_{ij} = \frac{X_{ij}}{X_{it}} / \frac{X_{wj}}{X_{wt}} \]

Where \( X_{ij} \) and \( X_{wj} \) are the values of country i’s export of product j and world exports of product j and where \( X_{it} \) and \( X_{wt} \) refer to the country’s total exports and World total exports.

In case of \( \text{RCA}_{ij} > 1 \), the share of the goods k (sector) of the country j during the period t is greater than its share in the world’s total export during the same period. The country has the revealed comparative advantage in mentioned product (sector) and has been specialized. In case of \( \text{RCA}_{ij} < 1 \), the share of the goods k (sector) of the country j during the period t is smaller than its share in the world’s total export during the same period. The country has been specialized in the mentioned product (sector) and does not have the revealed comparative advantage.

And In case of \( \text{RCA}_{ij} = 1 \), the share of the goods k (sector) of the country j during the period t is equal to its share in the world’s total export during the same period. The level of specialization of the country is the same as the world’s specialization. (Hinloopen and Marrewijk 2001).

Hinloopen and Marrewijk (2001) has classified the RCA Index in four separate categories in order to demonstrate the power of the comparative advantage between the countries. These categories are as shown in Table 2.

<table>
<thead>
<tr>
<th>Class</th>
<th>RCA Index Value</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class A</td>
<td>0 &lt; RCA index (\leq) 1</td>
<td>Without Comparative Advantage</td>
</tr>
<tr>
<td>Class B</td>
<td>1 &lt; RCA index (\leq) 2</td>
<td>Weak Comparative Advantage</td>
</tr>
<tr>
<td>Class C</td>
<td>2 &lt; RCA index (\leq) 4</td>
<td>Medium Comparative Advantage</td>
</tr>
<tr>
<td>Class D</td>
<td>4 &lt; RCA index</td>
<td>Strong Comparative Advantage</td>
</tr>
</tbody>
</table>

Source: Hinloopen and Marrewijk (2001)

In the calculation of the RCA Index, the total export figures and international tourism receipt figures for Turkey and the BRIC countries and the world total export and international tourism receipt figures between the years 1995 and 2015 have been used on annual basis. The data related with foreign trade have been compiled from the data of the Worldbank Databank.

4.3. Findings

In the study, according to the RCA index results, Turkey is the country having the highest competitiveness in the tourism sector when Turkey and the BRIC countries are evaluated together. As seen in Figure 3, Turkey is followed by India, China, Russia and Brazil.
In Table 3, according to Hinloopen and Marrewijk (2001) classification, it is seen that the BRIC countries do not have comparative advantage in the tourism sector despite their high economic growth rates, but the comparative advantage that Turkey has higher compared to the BRIC countries and at medium level according to the existing classification.

Table 3. Present Comparative Advantage of Turkey-BRIC Countries in the Tourism Sector

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>0.399107096</td>
<td>Without</td>
</tr>
<tr>
<td>Russia</td>
<td>0.501996185</td>
<td>Without</td>
</tr>
<tr>
<td>India</td>
<td>0.764309617</td>
<td>Without</td>
</tr>
<tr>
<td>China</td>
<td>0.696304154</td>
<td>Without</td>
</tr>
<tr>
<td>Turkey</td>
<td>2.617392153</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Turkey having comparative advantage when compared to the BRIC countries is a country offering services in all fields of tourism and reinforcing its infrastructure day by day. Tourism sector in Turkey has become a priority sector in development and experienced a tendency of development together with the applied incentive policies. Turkey has many important features that will ensure its comparative advantage in tourism. That it enables to offer different forms of tourism thanks to its climatic conditions and nature and the diversity of offered tourism products (existence of the tourism areas suitable for summer and winter tourism, improvement of the health and thermal tourism, existence of the shores and the wind suitable for improving the yacht tourism), rich history, cultural heritage of Anatolia and the richness of the intangible cultural heritage elements, the unique socio-cultural characteristics and the exotic composition of the east and the west, the presence of the specialized organizers and airline companies, the hospitality of the Turkish people, the improvement of the Turkish economic indicators and increased interest of the investors are the leading ones of these characteristics.
As seen in Chart 3, despite all of these positive aspects regarding tourism, a decline has been experienced in the comparative advantage of Turkey in recent years. It is thought that many factors can be effective on this. The factors such as the fact that infrastructure, service quality and the support sectors are not able to respond to the rapid increase in demand, inadequate preservation of the unique features of the history and the intangible cultural heritage, insufficient applications towards certification of the professional qualifications, the international travel orginazors' adversely affecting the efficiency of the tourism sector by unilaterally determining the prices and conditions, the developed competitiveness of the competitor countries, the negative publications in the national and international media, the external threats originating from the geopolitical location of our country, terrorist activities periodically decrease the internal and external demand, recessions can be experienced in the tourism revenues. This situation leads to an impact reducing the comparative advantage.

While the BRIC countries have not yet had a comparative advantage, China and India are regarded as the countries closest to achieve comparative advantage. As a transformation economy, China has not given much importance to the tourism sector and the infrastructure investments and therefore has been a country which has not fully utilized the tourism potential it has. However, with the improvements experienced in its economy, tourism has been one of the sectors to which priority is given in China.

India is a country having the potential to be able to have the comparative advantage. Tourism activities can be carried out in all areas of tourism in India such as nature, culture, adventure, health. The average number of overnights spent by tourists is very high, the tourism expenditure per person is lower. For example, while this number is around 9 in Turkey, it is 31 in India. However, the factors such as inadequacy of infrastructure for service presentation and lack of qualified labor prevent the tourism revenues from reaching to a sufficient level (WorldBank, 2017).

5. Conclusion

The tourism sector which has rapidly grown after the World War II and which has been one of the largest services sectors in the world make significant contributions to economies of the countries. For this reason, many countries are in competition with each other in the international tourism market in order to ensure the foreign exchange inflow required for economic growth and development, to create new employment opportunities, to increase their market shares and national incomes. The tourism services have recently become important for Turkey and the BRIC countries standing out as the fastest growing economies among the developing economies. The volume of the tourism services export in these countries is in a general trend of increase.

In the study, the competitiveness of Turkey and the BRIC countries in the export of tourism services has been measured by using the RCA index. According to the RCA index between the years 1995-2015, only the competitiveness of Turkey among the mentioned countries is higher than 2 and at the medium level. Turkey has many important features that will provide comparative advantage in tourism. Despite this fact, a decline has been experienced in the comparative advantage of Turkey in recent years. Besides the fact that the competitiveness of the competitor countries has been developed, the perodic decrease in the internal and external tourism demand due to the external threats originating from the geopolitical location of our country and terrorist incidents has been influential in the decline of the comparative advantage of Turkey, thus leading to decrease in the tourism revenues.

India is a country having the potential to be able achieve the comparative advantage, although other countries have not yet had a competitiveness. For this purpose, it is thought that India should firstly solve the problems of lack of infrastructure and qualified labor towards services presentation. China is another country attracting attention in this field. According to the “Travel and Tourism Competitiveness Index”, China's competitiveness ranking of China rises rapidly. The fact that China as a transformation economy has not been able to attach much importance to tourism sector and infrastructure investments so far has caused the RCA index to be low. However, it is expected that tourism will achieve the competitive advantage very soon as being one of the sectors given priority in China with the developments experienced in its economy in the recent years.

References


The Relationship Between Work-Home Interference And Burnout Among Turkish Journalists

Gözde Yılmaz, Marmara University, Istanbul, Turkey
Yalçın Yılmaz, Marmara University, Istanbul, Turkey

ABSTRACT

The purpose of this study was to investigate the relationship between work-home interference (HWI) and burnout among Turkish journalists. Socio-demographic factors were also included as predictors of work-home interference. Journalists have been an under-researched employee group in Turkey, and no academic studies exist on Turkish journalists’ work-home interference. The sample comprised of journalists from various news organizations in Turkey. Data were collected through self-administered questionnaires which include Work-Home Interference Nijmegen Survey (SWING) (Geurts et al., 2005) and Maslach Burnout Inventory-General Survey (MBI-GS; Schaufeli et al., 1996). The implications of these findings were discussed.

Keywords: Work-Home Interference, Home-Work Interference, Burnout, Journalists

JEL Classification: J28, M54
TV Series As Cultural Export Products
And Their Role In The Economic
Development: Example Of Turkey
Hilal Yıldırım Keser, Uludağ University, Turkey

ABSTRACT

TV series have begun to gain a significant share in cultural exports, which have become popular in recent years. The cultural exports include numerous cultural products such as mainly motion pictures, publishing voice recordings, publishing activities, creative arts, entertainment activities, scientific research and development activities, programming and publishing. While the export of each of these undoubtedly increases the national income of the exporting country, provides many sectors with the opportunity to get improved. It also gives an opportunity for the country to which export is carried out to get to know a new culture, to strengthen the relationships between the citizens of the two countries, to increase the familiarization of the countries. At this point, the role of TV series in the economic development of a country can be mentioned.

When generally taken into consideration, it can be stated that the economic effects of the TV series emerge as direct or indirect way. The direct effects can be specified as the employment opportunities during the process of shooting the TV series and revival of the economic activities in the regions where the shooting is performed, the national income increase gained with the export of the TV series, increasing the culture and the familiarization of the country and making the destinations where the shooting is performed an attraction center for the domestic and foreign tourists by getting them known in different countries. TV series have indirect effects as well as these direct effects. The necessity of supplying many goods and services in many fields such as textiles, tourism, real estate, cosmetics during shootings the series creates economic revival in these sectors. On the other hand, after the release and the export of the series, it leads many sectors to develop. The sites where the series shooting is performed are rallied by domestic and foreign tourists and tourism revenues increase. In addition, the demand for products such as local accessories, clothes, household goods and food used in series shooting increases, and increases in domestic sales and exports of these products are observed. On the other hand, the companies that sponsor series films also realize the advertisement and introduction through TV series, and companies from many different sectors can increase their sales volume and exports through TV series.

Besides the direct and indirect effects of the TV series, they are also considered as a soft power factor. Soft power is the ability to achieve the desired one not by force or with charge but through attraction. In international politics, the resources generating soft power consist largely of values that represent an organization or culture of the country. Turkish series have also generate soft power effect in favor of Turkey by creating a kind of association or familiarity with the peoples of different countries. This situation is also reflected on the commercial and economic relations of the countries.

In recent years, Turkey has been one of countries which achieved the most exporting in the export of TV series. The Turkish TV series which have met with the audience in more than 100 countries play an important role both in the economic development of the country and also in the increase of the national revenues with the export income.

In the study dealing with the export of the TV series and its role in the economic development, firstly the cultural export products and the TV series which have a daily increasing importance among these will be mentioned. Later, in the context of economic development, the direct and indirect economic effects of TV series will be discussed. Finally, different examples related with the export of TV series in Turkey and its role in the economic development will be evaluated.

Keywords: TV Series, Film Economics, Economic Development, Cultural Export
Comparative Study Of Preschool Children’s Current Health Issues And Health Education In New Zealand And Japan

Kanae Watanabe, Kanagawa University, Japan
Annette Dickinson, Auckland University of Technology, New Zealand

ABSTRACT

In both New Zealand (NZ) and Japan, children’s health is one of the most important issues in preschools, despite health education practices about food, exercise, hygiene, and safety. Using a qualitative interpretative descriptive design method and semi-structured interviews with preschool teachers, we studied the relationship between children’s health and health education in NZ and Japan.

The main health issues in children identified by preschool teachers in NZ were asthma, allergy, and bad teeth. Though there were few obese/overweight preschool age children, it became a very serious concern in school age children. The suspected causes of health issues in children were mainly that parents gave sweet and/or junk food to children. Preschool teachers needed parents to understand and implement health education. For this purpose, teachers thought that parents’ education was as necessary as teacher’s advanced professional training. In Japan, the health issues in children identified by primary school teachers were allergy, sleep deprivation, and decreased physical strength. The suspected causes include too much convenient environment and irregular lifestyles of parents. The goals for preschool health education were common between NZ and Japan; the outcomes should be getting lifelong knowledge of health, being able to make wise decisions in adulthood, and healthy lifestyle choices for themselves and their families in future.

Keywords: Children, Preschool, Health Education, New Zealand, Japan
ABSTRACT

This paper studies the impact of international factors on the returns of Spanish companies listed in the index IBEX-35. Concretely, this research examines the impact that some international factors, such as the stock market return, interest rate, oil price and CFSI and VIX indices, have on the Spanish stock market is analyzed using a quantile regression approach. Thus, this methodology allows an estimation beyond the median and, therefore, it obtains much more complete and reliable results. Moreover, most statistically significant coefficients are in the extreme quantiles, so other approaches would lose valuable information. In addition to the methodological contribution, this study notes the relevant impact of globalization on the stock markets because the international (US) risk factors influence the returns of Spanish companies.
Explanatory Power Of Factor Models Based On Fama & French
María de la O González, University of Castilla-La Mancha, Spain
Francisco Jareño, University of Castilla-La Mancha, Spain

ABSTRACT

This research aims to compare twelve different factor models in explaining variations in US sector returns between Nov. 1989 and Feb. 2014 using the quantile regression approach. Specifically, the models proposed in this study rely on the Fama and French (1993) three-factor model and the Fama and French (2015) five-factor model. Nevertheless, this research augments these models with other explanatory factors, such as nominal interest rates and its components: real interest and expected inflation rates (Jareño, 2008, Ferrer et al., 2010, Ballester et al., 2011, González et al., 2016, Jareño et al., 2016, and Ferrando et al., 2017). Moreover, this paper incorporates the Carhart (1997) risk factor for momentum (MOM) and for momentum reversal (LTREV) and the Pastor and Stambaugh (2003) traded liquidity factor (LIQV). This paper shows that the twelfth model that is based on the Fama and French (2015) five-factor model, but breaks down nominal interest rates into real interest and expected inflation rates and also aggregates the three risk factors is the model with the highest explanatory power (with and Adj. $R^2$ about 67% for Industrials). Moreover, this research points out that the extreme quantiles of the return distribution show better results (concretely, 0.1) in all the factor models and, also, some sectors such as Industrials (represent 10.79% of the whole market) and Financials (16.58%) consistently evidence more statistically significant coefficients, and therefore higher Adj. $R^2$ values. Contrarily, Utilities (3.42%) show the lowest explanatory power constantly for all the models and quantiles.
An Exploration Of Business Student Morality: Are We Really Teaching The Right Stuff?
José Castillo, University Of Arkansas At Pine Bluff, USA

ABSTRACT

Given the high number of corporate misdeeds so ubiquitous in the media today, the average American must ponder; how did these people get so crooked and just exactly what did they learn in school? This is an important question in that the answer may not only help explain such misdeeds to the affected firm's stakeholders, but, perhaps more importantly, it may also expose glaring deficiencies in our schools of business. More concretely, the initial question leads to the more important query for us as instructors; in this new age of assessment brought on by accrediting bodies such as AACSB and ACBSP, how much ethical training are our students getting and how are we measuring that these lessons are getting through? After all, aside from moral influences such as parents, church, etc., schools of business may be the last major bulwark against business immorality, through the last few important lessons on ethical behavior before our graduates become the captains of industry. This paper is an attempt to shed light on these and other important issues.
Bank Restructuring In Spain: Preferred Shares
Marta Tolentino, University of Castilla-La Mancha, Spain
Francisco Jareño, University of Castilla-La Mancha, Spain
Rocío Rubio, University of Castilla-La Mancha, Spain

ABSTRACT
Since 2007, with the real estate bubble and the global economic crisis, the Spanish financial system has experienced a process of economic imbalance and recession because of massive exposure to the construction sector. Thus, the banking institutions, aware of the need to recapitalize their balance sheets, offered their retail clients a complex and high-risk product: preferred shares. What at first was considered the ideal solution for recapitalizing the institutions has done nothing but worsen the economic situation, highlighting the vulnerability of the banking Spanish system. All of this gave rise to a process of bank restructuring that was unprecedented in Spain. The result has been the reduction of the number of banking institutions from 45 in 2009 to 12 today, with the consequent repercussions on the macroeconomic variables and the economies of families and businesses.
Learn, Unlearn And Relearn: A Model To Empowering Students To Enrich Their Academic Learning Experience
Hulya Gorur-Atabas, Sabanci University, Turkey

ABSTRACT

Transforming learning from being a productive knowledge acquisition process to an active social interaction activity is a necessity in working towards creating an active learning environment. Empowering students to take responsibility not only for their own learning but also that of their peers, developing critical thinking and problem solving skills have been at the heart of a model employed with undergraduate students enrolled in a Freshman English course in an English medium university. The aim of this presentation will be to provide an overview as well as insights into the tasks and processes applied which have resulted in students developing skills in reflexivity through critically analyzing this learning experience.
Student Learning Styles
Adaptive Model: Preliminary Research Using Fleming’s Vark Model

Marlene Kahla, Stephen F. Austin State University, USA
Robert M. Crocker, Stephen F. Austin State University, USA
Charlotte Allen, Stephen F. Austin State University, USA

ABSTRACT

Educational qualification such as graduation from high school, and formal test scores, i.e., ACT, SAT, ACCU Placer, Thea, etc. may not adequately be a predictor of success in a program. When students take a myriad of tests and sometimes score low on one test and adequately on another test, there is no real predictor of potential success—everything becomes a shade of gray. Who can actually predict that the student can successfully complete classes based on test scores alone? Behavioral variations, personality traits, and learning styles may contribute as better predictors of students’ success in college. Each person has a unique way of acquiring, assimilating, and processing information—a learning style. The purpose of the research is to study whether (or how) an individual’s learning style impacts that person’s success in pursuing a collegiate education.

INTRODUCTION

Behavioral variations, personality traits, and learning styles may contribute as better predictors of students’ success in college. Each person has a unique way of acquiring, assimilating, and processing information—a learning style. How can identifying an individual’s learning style impact that person’s success in pursuing a collegiate education? Or, can it? Academics and psychologists have wondered if identifying students’ learning styles could enable faculty to customize teaching strategies to become more effective in preparing college students for success in college and industry. The exploratory research presented here reviews the literature relevant to various learning styles, i.e., (Kolb, 1981; Mainemelis, et al., 2002; Felder and Silverman, 1988; Franzoni and Assar, 2009; and VARK, 2012) and presents a model that depicts the role of identified learning styles in both teaching strategy and learning strategy.

The foundation of the model developed in this initial paper is based on learning. So, at this point, although we all know what learning is, it will be defined here. Learning is acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information (Gross, 2015). It builds upon and is shaped by what we already know. It is a process, it is contextual, and is a collection of factual and procedural knowledge. Key to the model is the process of learning. Learning as a process enables change in an individual’s retrievable level of knowledge. Based on this premise, can it be predicted that learning styles do change over time? At this point, we shall introduce a definition of learning styles. Learning style is defined as various approaches or ways of learning (Gross, 2015; VARK, 2012). They involve educating methods particular to an individual, and are presumed to allow that individual to learn best (Gross, 2015; Coffield, et al. 2004, etc.).

Recent research in learning styles indicates that students learn in different ways and respond to different teaching styles in different ways, just as some students respond to traditional teaching styles and strategies, while other students do not (Frazoni and Assar, 2009).

The first hypothesis can be based upon that premise:

H1: Learning styles for individual students will change over time.
Collectively, following each new group of students, the second hypothesis will base from the premise:

H2: Average learning styles of the group will change over time.

Receiving and processing information is well documented in the marketing literature, i.e., information processing, information search, AIDA, etc. It is separated from an actual learning style. A distinct difference between information processing and learning styles is that one focuses on individuals in the marketplace making decisions among specific brands of products; and, learning styles focus on the information processing itself. While learning itself is reflected in the information processing literature in marketing, learning style as its own entity receives little, if any, attention in the marketing literature. While many researchers have depended upon the solid foundation of Kolb (1981) and Felder and Silverman (1988), we seek a different perspective based on a new generation’s information processing world. A non-peer reviewed article by Coffield et al. (2004) identified seventy-one different theories of learning styles. Coffield et al. (2004) chose to focus on thirteen of the most influential models including Kolb (1981) along with Felder & Silverman (1988).

Traditional students entering college now have always had a computer, there has always been at least one cell phone in their household, and they probably own a smart phone that is more powerful than the computers we used in college. They are connected to the world through Facebook, apps, and other platforms such as Pandora and Twitter, yet they are isolated from actual human interaction. When they walk into the classroom, they have their smart phone in hand. To evoke some of the findings of Kirkpatrick (1967) where external factors can cloud learning style results here is appropriate—all the new media and media hardware available to students can possibly cloud the results from traditional types of measuring instruments. In an attempt to capture the unique nature of the learning environment surrounding these tech-savvy students, we are employing Fleming’s VAK/VARK (2009) as the learning style instrument of choice.

**LEARNING STYLE**

The VARK questionnaire alerts people to the variety of different approaches to learning. It is especially helpful to students having difficulties with their learning with specific applications in business, sport, training and education. It can be used with business groups, teams, classes, or with one-to-one training and counseling. (VARK). With this relatively new index, several attributes are included in the actual learning style: visual, audio/aural, retention (read/write), and kinesthetic. VARK bases from the ideology that preferences are not the same as strengths. There is a tendency to focus on learning styles and technology (Franzoni and Assar 2009). In attempts to direct specific types of media to specific types of learning styles, teachers can develop strategies that enhance learning success in students. Teaching strategies are a significant part of the big picture when learning styles are being presented.

The techniques that students employ to help them remember, learn, and use information are learning strategies. The processes that students go through to assimilate new information with recognized current or previous information represent learning strategies. Students rarely evaluate their own learning styles before developing their learning strategies, they just employ learning strategies that have been working for them throughout their scholastic tenure.

Students may settle for adequate learning strategies that get them a minimally acceptable grade, i.e., “C.” Or, they may pursue additional strategies, i.e., study groups, tutors, etc., that may enable them to earn either a “B,” or an “A.” Whatever their goals, though, students are consciously and subconsciously employing learning strategies to attain their collegiate goals. We include learning strategies in the model presented in this paper as modifiers to learning styles. Learning styles are deeply rooted in the success of students and teachers, yet they receive little attention in the actual coursework. Learning styles are not as overt as learning strategies. Attending additional study sessions, paying for tutors, etc. are overt behaviors that are representative of learning strategies. Knowing that a student is a visual learner, a learning style, is not as overt as reviewing notes and working on problems in group settings.

Teaching strategies are the elements given to students to facilitate the understanding of information design. Programming, elaboration, and accomplishment are elements of teaching strategies. Teaching strategy can be an organized sequence of activities, or it can be more of a garbage can model or potpourri of various strategies designed to enable students to collaborate in their learning process rather than receive the teaching mechanism. Observable
teaching strategies are games designed to teach theory, definitions, and/or concepts; case study; role playing; problem solving; presentation; discussion, etc. (Frazoni and Assar 2009).

Throughout the literature the collegiate experience as a specific influence on learning styles is not specifically addressed. In the paper presented here, we are including the concept that the collegiate experience can and does influence a student’s learning style. What is the collegiate experience? The first time the student realizes that s/he does not have to go to class and does anyway, deciding to pledge a fraternity or a sorority, attending a professional organizational meeting, going out with friends, staying out way too late to make it to class the next day, and just discovering what s/he really wants to do for the rest of their lives, all of that is the collegiate experience.

Either the collegiate experience keeps a student pursuing a degree for 4 or 5 or more years; deciding to transfer to another college; changing a major; adding a minor; or having the dean decide for one that a college degree needs to be postponed.

The Model

As soon as a child can walk and talk, s/he is asked, “What do you want to be when you grow up?” The answers change throughout people’s lives, starting with, “I want to be a fireman,” at age six, to “I want to study law, or biotechnology,” at age 18 just as s/he is entering college. Career choices change once students begin their college experience, and subsequently, their choices of majors change as well. Career choices enable students to learn more about the requirements of entry level positions within those careers and what types of learning leads to promotions. The requirements within careers subtly change as technology and educational training change. As students in higher education become more effective learners and faculty become more effective teachers based on identifying and effectively implementing learning and teaching strategies focused on student learning styles, entry level career requirements and training programs will change. Companies will have confidence in what students have learned as a result of effective use of student learning styles.

STUDENT LEARNING STYLES: THE MODEL

The Model allows for interaction between Career Requirements and Major Requirements. As the career choices change, majors may change. Major requirements modify the collegiate experience regarding time required for study groups, projects, professional organizations, fraternities and sororities, and recreation. Career requirements modify the collegiate experience and interact with major requirements. Note that student learning styles are interacting with teaching strategies, learning strategies, major requirements, and the collegiate experience. Learning styles may indeed be affected by all the other parts of the model, and they, too, will influence those very segments.

In a best case scenario, as faculty determine each student’s learning style and predominant learning styles for the class, they will modify their own teaching strategies to better address the learning styles of each student. In response to the modified teaching strategies, the students will either overtly or subconsciously adjust their own learning strategies.
Overtime, as learning styles become an overt tool used in higher education, major requirements will be modified in terms of curriculum, number hours required for specific majors, and overall impact of the major in industry and higher education. As the major requirements change based on an accumulation of student learning style data, the career requirements will reflect those changes. Subsequent changes in job descriptions, salaries, and preparation for specific occupations will result based on more effective use of learning styles and learning style data.

Preliminary Results

While we have not collected enough data to truly test the above hypothesis, there are some interesting preliminary findings from the our sample that provide a “snapshot” of the students at our university. See Table 1 below for summary results.

We have preliminary results from three classes which have taken the VARK survey. The first class is a marketing class, which consists of juniors/seniors that are marketing majors. The second class listed is a lower level Art class which consists of art majors and minors. The third class is a junior level marketing class which major subject is Advertising, that normally has a mix of marketing and other majors from around campus (Art, Communication, and other majors). From the preliminary results, it does not seem that it is surprising that the students in the Art class scored high on the visual section of the VARK survey, followed by the Advertising and then the Marketing class. People who score high on the Visual section of the VARK survey are better with information given in maps, charts, designs and patterns. The scores for the Audio/Aural section of the survey were similar to the Visual section with the Art students also scoring high in this section followed by the students in Advertising and then the Marketing students. Students who score high in Audio/Aural find that they learn best from lectures, group discussions, and talking about the subject until they understand the subject. The scores on the R (Read/Write) section follow in the same theme as the previous ones, but with a smaller difference between the Advertising and Marketing students. Students who score high in the Read/Write section prefer to learn with items that contain words, such as web browsers, PowerPoint slides or Wikipedia. The smallest amount of variation between the classes is highlighted in the section of the VARK related to Kinesthetic, which relates to students who prefer to learn by doing through cases or demonstrations.

Table 1: Preliminary Results of VARK Surveys

<table>
<thead>
<tr>
<th>Class</th>
<th>V (Visual)</th>
<th>A (Aural)</th>
<th>R (Read/Write)</th>
<th>K (Kinesthetic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>4.52</td>
<td>6.73</td>
<td>4.94</td>
<td>7.21</td>
</tr>
<tr>
<td>Art</td>
<td>5.09</td>
<td>6.9</td>
<td>5.8</td>
<td>7.14</td>
</tr>
<tr>
<td>Advertising</td>
<td>4.73</td>
<td>6.5</td>
<td>5</td>
<td>6.69</td>
</tr>
</tbody>
</table>

CONCLUSION

Given the model above and the data needed to perform factorial and structural equation modeling, the sample size of students who have completed the VARK survey will need to be increased significantly from the preliminary results. Researchers need to continue to give the survey in multiple different classes around campus to see if there would be differences based on major and career interests. Longitudinal research based on the scores of students as freshmen versus scores as seniors would be of interest as well to understand if learning styles change over time as students work on their degree.

REFERENCES


A Study Abroad Option For The Introductory Financial Accounting Course Utilizing The Monopoly® Board Game To Enhance The International Cultural Experience

Stephen B. Shanklin, Tennessee State University, USA
Craig R. Ehlen, University of Southern Indiana, USA
Thomas A. Lechner, USA

ABSTRACT

Previous research (Shanklin & Ehlen, 2007) and pedagogical practice (Shanklin & Ehlen, 2017) has been explored to utilize the Monopoly® board game in the first financial accounting course at the collegiate level. This paper broadens the possible dimensions of the use of the Monopoly® board game as an economic simulation exercise when used as a component of instruction in an extended study abroad setting. The primary purpose of utilizing the board game is to quickly increase exposure and understanding of how the accounting cycle impacts financial statements used to evaluate management performance. This optional element, used in a study abroad setting, augments the international cultural experience, while maintaining the core component for the fundamentals of financial accounting course.

This pedagogical approach uses the rules and strategies of a familiar iconic American board game to create a simulation of business and economic realities, which then becomes an effective, interactive, in-class financial accounting practice set with an international cultural twist. By using the Monopoly® board game published for the countries of study, an opportunity for greater cultural emersion exists in the classroom time studying the basic account practice.

The traditional tension of enticing student immersion into the culture of the nations visited, and the deep-rooted desire to engage in domestic cultural transference is much greater with the added assistance of universal global technology applications. This instructional approach can embrace the U.S. students’ technological dependence and leverage it to advantage in local language and culture in a business class that would normally just be “transplanted” from a U.S. campus to a foreign classroom devoid of significant international impact or experience.

In the pilot use of this adapted pedagogical technique, iterations using the international versions of the Monopoly® board game were conducted in Paris, Brussels, Amsterdam, and Berlin in a three year period. Individual student’s willingness to learn some basics in another language had a great deal of impact on the outcome of their experience.
Accounting Quality And IFRS Adoption: Evidence From Korea
Kimberly G. Key, Auburn University, USA
Jeong Youn Kim, California State University Stanislaus, USA

ABSTRACT
This study investigates accounting quality in the context of Korea's adoption of International Financial Accounting Standards (IFRS) using the following three periods: pre-adoption domestic standards (2006 to 2008), voluntary adoption (2009 and 2010), and mandatory adoption (2011 to 2015). Several earnings management and timely loss recognition variables proxy for accounting quality, and we investigate changes in these measures across the periods. Evidence on the research question is important because it helps international accounting standards setters evaluate whether their stated objective of improving accounting quality is being accomplished (Barth et al. 2009, Ahmed et al. 2013, IASC 1989). The single-country analysis holds constant important institutional factors, which aids in isolating accounting effects of IFRS adoption. Our initial findings are that there is evidence of improved accounting quality.
Student Profiling: Dis/Abling Tool Towards Student Success
Nomosomi Morule, North-West University, South Africa
Mamolahluwa Mokoena, North-West University, South Africa

ABSTRACT

Student profiling is a career-long procedure that develops and maintains a documentary record of students’ learning experiences. Institutions of higher learning put a lot of effort in profiling students in their care. South African universities are no exception to this practice.

Profiling often informs on students’ performance or acculturation to an academic setting. If properly developed, a profiling system should support students in managing their learning. The paper investigated the link between student profiling and student success. It examined the kind of profiling mechanisms used by a South African university on first-year students; surveyed students’ feelings about such systems; interrogated the university policy on student profiling and how it informs on exclusions and/or incentives; and appraised the role of Student Academic Support Section in relation to the developmental needs identified through profiling. The findings indicated the need to review the profiling system so that the information required by the system is aligned with the skills potential of the Student Academic Support Section to timeously identify skills deficit and offer support. The study recommends a structured and coherent system that derives from all the instruments that form part of the profile system. Such a system should summarize students’ experiences and highlight developmental needs.

Keywords: Student Profiling, Profiling Systems, Student Support, Academic Intervention, Learning Management Systems
Closing Keynote Address:
From Agripolis To Ecopolis:
Building The City Of The Future
C. Kenneth Meyer, Drake University, USA

ABSTRACT

Cities have sizeable ecological footprints. “The first and most obvious thing about cities is that they are like organisms, sucking in resources and emitting wastes” (Tickell, 1998, p. vi). Since a large number of our cities are positioned along coastal areas, they will be threatened by rising seas and subsiding land (see Miami, Florida) and, therefore, we need to be sensitive to climate change and its associated issues: energy and food production, housing, transportation, economic and social development. The World Future Council says this most clearly in addressing the regenerative city: “It stands for cities that not only minimize negative impact...but have a beneficial role to play within the natural ecosystem....” In short, cities need to regenerate the full spectrum of resources that they use, because it is in their own best interest to do so.

Large amounts of materials, water, food, energy, and land are consumed in the support of cities. The growth of cities in the United States has resulted in a loss of habitat, destruction of prime farmland, and forests and has resulted in high economic and infrastructure cost. The cities are generating large amounts of global warming gases. Our auto-dependence is making our cities very unsustainable, cold in character and resulting in cities that no longer feel like communities or neighborhoods.
Level Of Participation And Satisfaction Of A Whatsapp Tutorial Chat Group: A Case Study Of University Students In Hong Kong

Edwin K. Luk, Hong Kong Baptist University, Hong Kong

The full paper is available from:

Edwin K. Luk
School of Communication
Hong Kong Baptist University
edwinluk@hkbu.edu.hk
Global Business Strategy And
The Influence Of Social Media
On Corporate Social Responsibility

Michele V. Gee, University of Wisconsin-Parkside, USA

ABSTRACT

Corporate Social Responsibility (CSR) has become increasingly important in the competitive global business arena given the expanded interconnectedness of diverse economies, nations, and regions around the world. Simultaneously, the role and influence of social media on the implementation and effectiveness of CSR have increased exponentially. This paper presentation discusses the critical significance of social media on CSR and global strategy in businesses around the world. Thus, the significant impact of social media on corporate social responsibility, both positive and negative aspects, are explored. Recommendations for global business strategy to maximize the positive influence of social media on CSR, and minimize the negative, are also presented.
Stimulating By Simulating: Fostering Innovativeness In Education
Swantje Weis, University of Duisburg-Essen, Germany
Claudia Scharf, University of Duisburg-Essen, Germany
Lena Greifzu, University of Duisburg-Essen, Germany
Inga Gryl, University of Duisburg-Essen, Germany

ABSTRACT

As not only the world in general, but also educational systems in particular are rapidly changing in an environment fraught with contradictions, such systems undergo broad reform processes. Thus, individuals working in educational institutions are faced with the need to keep up with such changes and uncertainties. To meet these challenges within the education sector, people are needed who critically participate in decision-making processes. Given that there is a strong connection between critical thinking, participation and innovativeness, this paper argues that by focusing on the latter, all three can be strengthened. It does so by providing theoretical impulses for discourses on innovation and by subsequently outlining a model of innovativeness in a German context. The theoretical discussion considers both, innovativeness as ability and innovation processes. Innovativeness, the ability to participate in these innovation processes, contains a set of the three sub-abilities reflexivity (the ability to question current circumstances and point out issues), creativity (the ability to develop solutions for stated problems) and implementivity (the ability of implementing a solution). Innovation processes consider identifying problems, finding solutions and implementation strategies for them. After this theoretical elaboration, the paper introduces a practical simulation method developed for a workshop with the aim of discussing unequal opportunities regarding social mobility, an issue that is often pointed out as a problem especially in the German context. As such, the simulation aims to foster innovativeness by initiating its development and demonstrates how the theoretical discussion on innovativeness can be applied to a real life scenario.

Keywords: Innovativeness, Innovation, Participation in Education, Simulation

1 INNOVATIVENESS IN EDUCATION: ENABLING TO SHAPE THE LIFEWORLD

This contribution seeks to implement innovativeness—“the ability to participate in innovation processes” (Scharf et al., under review a, based on Weis et al., 2017)—in education as an instrument to learn and experience critical thinking, reflection on crucial circumstances and the development of alternative approaches. There are two main reasons to follow this attempt: First, in an ever-changing world, individuals are challenged by complexity, pluralism and contradictions. In order to meet these challenges, a general need arises to enable individuals to (re-)act competently and shape society in accordance with their ideas and social responsibility. Following this, educational policy shall consider these challenges and include the empowerment of pupils in education accordingly. Second, not only pupils, but also individuals working in educational institutions face those demanding changes as not least the German education sector undergoes broad reform processes in recent years. Thus, also those responsible in educational contexts should be enabled to question and reflect on current circumstances in order to critically participate in decision making processes. Given that there is a strong connection between critical thinking, participation and innovativeness, this paper subsequently argues that by focusing on the latter, all three can be strengthened. It does so by outlining a profound model of innovativeness for educational purposes derived from initial theoretical approaches in the discourses on innovation. After the theoretical elaboration, the paper then introduces a practical simulation method developed for a workshop with the aim of discussing unequal opportunities regarding educational mobility, an issue that is—not limited to—but often pointed out as a problem especially in the German context from which this paper is written. As such, the simulation aims to foster innovativeness by initiating its own development and demonstrates how the theoretical discussion on innovativeness can be applied to a real life scenario.
1.1 Present Perspectives: Pointing at Movement or Maintenance?

In the following, present examples of the rapidly changing world shall illustrate the need to enable pupils to (re-)act competently towards complex challenges and proclaims innovativeness as appropriate instrument to follow this approach.

Individuals, public institutions and governments are constantly challenged to react to contradicting information and evolving circumstances (Postman & Weingartner, 1973; Gryl, 2013; Keller & van der Gracht, 2013). Not least educational goals have to be justified from a perspective that considers an uncertain future (Schnack & Timmermann, 2008). This age of ever-increasing complexity, uncertainty and pace of change (Keller & van der Gracht, 2013), relates to several areas of human life: Next to political agitations, such as the Brexit voting or discussions about a post-truth era (e.g. Breithaupt & Kolmar, 2017), there are, for instance, interventions in private and work life caused by technological progress. Interventions extend from influences on communication processes by information and communication technology (e.g. Funken, 2008; Keller & van der Gracht, 2013; Picot, 2015) to so-called technological innovations, such as cognitive computing, responsible for the disappearance of middle-class jobs (Ford, 2009; Loi, 2005). Not limited to a technological context, individuals are exposed to the omnipresent so-called innovations which promise to improve current conditions without reflecting on the ambiguity of improvement (Gryl, 2013; Weis et al., 2017). As a result, people of all ages and with various backgrounds need to develop critical mindsets in order to be able to reflect on these dynamic changing processes as well as on the proposed innovations, so that they can not only competently react, but moreover “participate in societal decision making processes according to their very own understanding of how the world should be changed and shaped in future” (Weis et al., 2017, 149; cf. Postman & Weingartner, 1973; Gryl, 2013; Scharf et al., 2016).

This contribution proclaims that education shall consider the pupils’ need to gain abilities enabling them to meet these challenges by developing and implementing appropriate teaching and learning arrangements. Therefore, in accordance with Weis (2016), schools need to offer open learning spaces that provide room for pupils to not only acquire defined skills but also to question, assess and alter their whole environment, to point out issues and to develop solutions for stated problems—in summary to be innovative (Gryl, 2013; Weis et al. 2017). Yet, this ideal of innovativeness in education (ibid.) is hardly taken into consideration as a closer look at German school curricula reveals (e.g. KMK, 2012; MSW, 2008). Nevertheless, we may well assume that education policy is nominally supportive towards implementing innovativeness into the school routine due to the strong connection between innovativeness and participation. Apparently, the value of participation in primary and secondary education has increased as recent institutional reforms reveal. Approaches in education seemed to follow—at least nominal—a general goal: Teaching settings should not only focus on facts and specialized competencies, but consider interdisciplinary skills (Klieme et al., 2010), and the ability to participate competently (cf. KMK, 2007; Schulentwicklung NRW, 2008). Besides, we identify an increasing interest in implementing the learning of creativity and innovativeness in university education and professional working environments (Schubert, 2009). However, these claims for participation, creativity and innovativeness do not necessarily meet the ideal of innovativeness referred to in this contribution. This paper argues for a humanistic perspective (Humboldt, 1792/93) on innovativeness and participation in contrast to a neoliberal ideal that rather supports participation in order to consolidate a given framework (Gryl & Naumann, 2016). Fostering innovativeness and creativity within this context are often driven by a normative fundament which aims to enable workforce to fulfill (compulsory) job requirements (Schubert, 2009; Orr, 2016). Participation in accordance with the humanistic ideal of education fosters “people’s active involvement regarding all processes, that influence their lives” (Weber, 2013, 10; translated by the authors) and real options of action, regarding future- and development-oriented structuring of society (Gryl & Naumann, 2016; Weis et al., 2017; cf. Humboldt, 1792/93).

1.2 Reforms in Education: (Un-)Covering the Needs for Innovativeness

As outlined above, one can identify the need for innovativeness in education as a reply to current and forthcoming challenges. Yet, German educational policy mainly considers, if at all, innovativeness in the form of participation. However, the increased call for participation tends to follow a more neoliberal path (Gille, 2013).

Apart from these rather tenuous proceedings regarding innovativeness, there have been different reforms implemented in the educational system to meet various challenges in recent years, making the education system object of innovation
itself—a development not limited to Germany’s educational system as e.g. Switzerland (Walter, 2008) and Sweden (Ministry of Education and Science, 2001) can illustrate. Due to globalization and the growing importance of human capital, educational policy is exposed to demands for more efficiency and output orientation (Olano et al., 2010). As a result, educational systems are developing in a dynamic way in many countries: Educational objectives are (re-)defined; structural and institutional reforms are implemented; new (political) actors participate in educational decision making processes (ibid.). In the following, several reforms in the case of Germany shall be outlined as examples of how educational systems deal with the challenges of a demanding world.

For many years, the German educational system was generally acknowledged as “one of the world’s most effective, fair and efficient school systems” (OECD, 2014a, 1). This stability, certainty and belief was highly disturbed by the publication of the results of the first PISA report in the year 2000 (Largo, 2013; bpb, 2013). Since then, there have been multilayered reform approaches, mainly in response to the so-called PISA shock that was provoked by the fact that schools in Germany were ranked below average compared to the countries participating in PISA (OECD, 2002; OECD, 2014a; bpb, 2013). Due to the reform pressure caused by the survey results as well as international criticism towards the educational system in Germany (OECD, 2014b; van Ackeren, 2015), schools have been and are still subject to change and innovation. Overall, one can identify various approaches regarding content and implementation of reforms that have already been implemented as well as various ongoing agenda plans (Fölling-Albers, 2000; Ackeren et al., 2015): The question regarding the time pupils shall spend in school, for instance, is controversially discussed. Thus, there is a broad range of concepts in terms of schooling time insofar as aside from newly implemented schools offering full-time education, there are (still) part-time schools as they have existed over the last decades (Ackeren et al., 2015). Besides, the duration of both, primary and secondary education is subject of discussion. There are primary schools with a duration of six (e.g. in the city state of Berlin) and four (e.g. in North Rhine-Westphalia) years (Kremer, 2010). Regarding the overall years of secondary schooling, even three varieties can be identified in Germany: Several schools offer secondary education that lasts either eight or nine years, whereas few schools even allow pupils to choose between these two options (Klemm, 2014).

As shown, the German educational system is rather heterogeneous not least as it is exposed to ongoing, at times contrary changes and reform approaches pointing in different directions. However, compared to the first PISA report (OECD, 2002), Germany has improved its survey results. Nevertheless, calls (from outside as well as within Germany) remain addressing the need to overcome crucial issues as for instance the unequal opportunities in terms of social mobility among young people in the German system. Although the impact of the socio-economic background in terms of the level of education and resources provided by parents has slightly decreased (OECD, 2014b), educational downward mobility is still more likely to take place in Germany than educational upward mobility (OECD, 2014b). Whereas several reasons for the inequality are discussed, e.g. regarding “institutional discrimination” (Gomolla 2009) or the school division at an early age after four/six years of uniform schooling in primary education (e.g. Ackeren, 2015; OECD, 2014a; 2014b), it seems as if reforms meeting this challenge have not been implemented or taken effect yet.

In conclusion, individuals working in educational institutions have to scope with dynamic developments regarding implemented reforms, ongoing reform pressure and remaining issues as well as a heterogeneous, divergent educational landscape. Hence, following the argumentation of this paper, individuals working in the educational sector need to be innovative for two main reasons: First, they need to act as multipliers regarding innovativeness, meaning that they need to foster innovativeness in schools in order to enable pupils to meet challenges of the modern world. Second, they themselves need to be innovative in order to keep up with these demands, which likewise influence educational institutions.

2 INNOVATIVENESS IN EDUCATION: FROM A FUZZY TERM TO A PROFOUND MODEL

In response to the outlined stress ratio between dynamic and complex changes, (ongoing) educational reforms and the need to enable pupils as well as individuals working in the educational sector to critically participate in societal decision making processes, this contribution proclaims fostering innovativeness in education. For this purpose, the terms innovation and innovativeness need to be to be sharpened and instrumentalized first (Gryl, 2013) in order to provide the theoretical groundwork for a profound model of innovativeness as described below. The fuzzy, ambiguous and contextual term innovation is utilized by different disciplines, but neither (consistently)
defined (Moldaschl, 2010) nor used within contexts providing a theoretical background (Nahrstedt, 1988; cf. Weis et al., 2017). Based on the analysis by Scharf et al. (2016) of (diverse) meanings of the term innovation within different disciplines (cf. Weis et al., 2017), a common ground for a theoretical foundation is extracted: Innovations are mostly connoted positively and aim to improve present circumstances (Gryl, 2013; Weis, 2016; cf. Weis et al., 2017). However, the innovation outcomes may vary regarding the benefit for individuals depending on their position and perspective and may be accompanied by negative side effects such as ecocide (Weis et al., 2017; cf. Gryl, 2013).

Focusing on innovativeness, the “ability to participate in innovation processes” (Scharf et al., under review a; cf. Weis, 2016), Weis et al. (2017) follow neuroscientific perspectives, which point out that conversant thinking and behavior needs to be broken in order to be able to develop new ideas (cf. Heilman et al., 2003) and therefore reveals (1) reflexivity—the ability to question current circumstances and reflect on (own) actions and point out issues (Gryl, 2013; cf. Schneider, 2013)—as well as (2) creativity—the ability to develop new ideas, named inventions, as solutions for stated issues (Gryl, 2013; cf. Draeger, 1991; Runco, 2007)—as two of three main abilities needed to take part in innovation processes. In order to turn inventions into innovations, this is where the feasibility of implementing a solution comes in insofar as a society needs to be convinced of the relevance of issues; of the necessity to overcome the current state; and of the proposed solution as appropriate reply to the issues. Therefore, (3) implementivity—the ability to convince others of the need to overcome issues through certain developed solutions—marks the third ability needed within innovation processes (Gryl, 2013; cf. Jekel et al., 2015; Weis et al., 2017).

In order to broaden the theoretical framework, Weis (2016) and Weis et al. (2017) devote greater attention to innovation processes itself: Innovation processes do neither follow a determined procedure, nor are they limited to participation on an individual level. Instead, they can be left, entered and/or re-entered at any point of the process, including potential shifts between undertaken actions as well as forward and backward pulses, and give room for collaborative actions (Weis, 2016; cf. Weis et al., 2017). Therefore, innovation processes are highly dynamic, interactive and offer polyvalent options for participating in them (ibid.). Furthermore, participating in these processes can be both, rather active or reactive (Hartmann & Meyer-Wölfing, 2003; Scharf et al., 2016). Innovating actively describe actively performed actions within the process e.g. developing solutions for stated issues, whereas innovating reactively refers to reactively performed activities and may influence innovation processes in various ways: By reacting supportively towards developed inventions and considering them suitable solutions for stated problems, one can reactively assist these inventions to get implemented in society and by this turn into innovations (Scharf et al., 2016; Weis et al., 2017; Scharf et al., under review b). In contrast, negative reactions and rejections regarding presented solutions may disturb, intermit or even stop the development and/or implementation of innovations.

---

1 Previous differentiations between internal reactive innovativeness (reflection of intended or implemented innovations by oneself) and external reactive innovativeness (reflection on intended or implemented innovations by others) (Weis et al., 2017) are not abandoned conceptually by the authors, instead within the newly developed model of innovativeness reactive innovativeness includes both, reflection on actions performed by oneself as well as by others.
In order to further determine the innovation process, we focus on a more specific description of the process by deriving three main actions which take place within innovation processes: (1) identifying issues, (2) developing ideas and (3) implementing these solutions. The relationship between abilities and actions is reciprocal since participating in innovation processes can strengthen the abilities reflexivity, creativity, and implementivity, whereas strong innovativeness abilities allow taking actions competently within the innovation process.

Figure 1 presents a comprehensive model of innovativeness combining main abilities needed to participate in the dynamic and progressive innovation processes (focus on innovativeness as ability) as well as rather actively or reactively conducted innovation actions within the process (focus on actions within innovation processes).

3 METHODS FOR INNOVATIVENESS: TRANSLATING THEORY INTO PRACTICE

The systematic theory outlined above provides the basis for practical approaches to foster innovativeness in education. In order to translate the theoretical groundwork on innovativeness and innovation processes into practice, our current research includes both, examination existing teaching and learning material and arrangements as well as the development of new didactical instruments.

Existing material is evaluated for two main reasons: On the one hand, the analysis may identify didactical gaps regarding material used in education. On the other hand, promising methods may be extracted by analyzing existing material. The previous research includes the examination of schoolbook tasks (Weis, 2016). In accordance with Weis et al. (2017; cf. Weis, 2016), schoolbooks represent educational policy aims and still function as a commonly used
and efficient teaching tool for classroom management. Based on a developed category system to analyze schoolbook tasks regarding their potential to foster innovativeness (cf. Weis, 2016), first the focus lied on the subject Sachunterricht (Primary Social and Science Education, an interdisciplinary subject for primary education). Due to the subject's constitution, it “provides interdisciplinary areas of thinking and acting” (Weis et al., 2017, 198; cf. Götz et al., 2015) and thereby “offers great potential to translate the interdisciplinary-oriented theoretical terms of innovation and innovativeness into (everyday) practice” (Weis et al., 2017, 198). The findings reveal that tasks for Sachunterricht hardly initiate the learning of innovativeness. Tasks neither directly nor indirectly (by addressing the three sub-abilities reflexivity, creativity and implementivity) stimulate innovativeness (Weis, 2016). Instead, rather closed tasks, which can be linked to specified actions and response options, are dominant (ibid.).

However, the developed category system will be used for the evaluation of further teaching material e.g. worksheets that are available online. Likewise, the research field will be extended from focusing on teaching and learning material to the examination of teaching and learning arrangements. Searching for innovativeness-fostering environments, Scharf (forthcoming; cf. Scharf et al., under review a) will contribute a documentary research of interdisciplinary teaching and learning arrangements. Subsequently, promising material and concepts will be field-tested (Scharf, forthcoming) in order to present a profound compendium of valuable instruments to foster innovativeness in education.

3.1 Simulations: (Re-)Interpreting a Proven Concept

Next to the consideration of existing teaching and learning arrangements, we aim to implement innovativeness in education via developing promising didactical instruments as well as field-testing them in educational contexts. In the following, a simulation-based method will be introduced as this contribution argues that the reinterpretation of this proven approach provides a fruitful ground to stimulate innovation processes. Therefore, we will deliver a sketch of the history and definition of simulations/planning games.

Planning games and simulations already exist for a long time. Chess is considered to be the archetype of planning games (Rappenglück, 2010). In 1664, Christoph Weickmann adapted chess in order to develop a method for military training (Schwägle & Trautwein, 2014; cf. Weichmann, 1664). Ever since, plenty of variations have been developed. Simulations aim to address assorted audiences, such as pupils (e.g. Bernhardt, 2010) and employees (e.g. Ochs & Steinmann, 1976), and they foster different abilities and skills such as problem solving (e.g. Ackoff, 1978) or teaching skills (e.g. Beech, 1978), to name only a few examples. Overall, one can say that nowadays games and simulations belong to the group of popularly accepted and (Schwägle & Trautwein, 2014; Rappenglück, 2010) “proven learning environments” (Berendes & Myrterveit, 2014, 11). Beside an enormous number of existing planning games—Rohn (1989) provides an overview of more than 900 methods—there are various notations for the method as well e.g. learning simulation, management game, business planning game, simulation game, and management simulations (Rebmann, 2001).

Despite the great variety of planning games, several definitions of the method point in the same direction. Following Rebmann (2001) and Geuting (1992), this contribution defines planning games as dynamic simulations, which allow and foster participants to deal with a presented issue within a defined outline. Furthermore, several common characteristics of planning games can be identified. Geuting (1992) focuses on three main traits: First, planning games are based on one main topic, which is normally related to a certain issue (e.g. understanding the complexity of political elections). Second, the planning refers to a possible, hypothetical world. Planning games are conducted by presenting a setting and providing information to the participants and thereby constitute a certain framework. However, these frameworks are constructed situations and do not intend to be a picture of the ‘real’ world (ibid.; Rebmann, 2001). The third essential feature of simulations is the focus on the playful characteristics of the method (Geuting, 1992; Rebmann, 2001; BDA, 2008). Thus, the method provides room to explore ideas, be creative and reflect options of acting on a hypothetical base (Geuting, 1992; Rebmann, 2001). Simulations can be conducted individually (participants act autonomously within the planning game) or collectively (participants work in groups), analogue as well as computer-based (BDA, 2008; Geuting, 1992).

In conclusion, planning games are a flexible method that provide a broad didactical scope. Within this context, there are three main reasons to use simulations as basis to develop an appropriate method to foster innovativeness in education: (1) As a method, simulations are highly flexible in terms of topics they refer to. Within this contribution,
simulations focus on the educational context. However, the method can be adapted to almost any context as outlined above. Thus, this content regarding flexibility meets the need to translate the interdisciplinary-oriented theoretical terms of innovation and innovativeness into an appropriate context. (2) The two sub-abilities of innovativeness, reflexivity and creativity, focus not only on current circumstances but moreover on the potential of future societies, on developing creative ideas and possible solutions. Therefore, simulations offer room to foster innovativeness, and especially reflexivity and creativity. (3) Planning games are action-oriented approaches (BDA, 2008; Geuting, 1992) and align with the call to not only focus on teaching defined skills, but moreover to offer open learning spaces, allowing to foster active participation.

The simulation presented and conducted for the workshop deals with challenges of unequal opportunities in education regarding social mobility and focuses on the analogue approach that stimulates collective interactions and therefore includes group work settings. The two main aims of this method are (1) to give room to discuss current educational issues within the simulation and (2) by doing so to foster innovativeness as participants undergo this simulated innovation process.

For this purpose, a utopian framework of a specific educational system based on the German example has been developed. The workshop is designed along the following outline: In the first part of the workshop, participants will be introduced to the utopian setting and their roles within the simulation: All participants are decision makers working in the educational sector in a country named Innovatistan. Every ten years, Innovatistan renewes its educational system based on the ideas and suggestions by the so-called Ministry of Education of Innovatistan. The participants of the workshop form the council of this ministry and are therefore in the position and duty to reflect on the outlined educational system (focus on reflexivity) and to develop new approaches and ideas to shape it (focus on creativity) by discussing their ideas in groups (focus on implementivity). The second part of the workshop emphasizes the ability to implement ideas as the groups will be asked to agree on one of the concepts (also focus on implementivity). After the two interactive parts, a third rather theoretical part aims to reflect on the conducted planning game. Within this context, the theoretical model of innovativeness will be presented and the simulation method will be discussed regarding the potential to foster innovativeness. In a nutshell, the developed simulation follows the main characteristics of planning games and aligns with the model of innovativeness focusing on both the process of innovation and the abilities needed to be innovative.

3.2 Conclusion: Moving Towards Innovativeness in Education?!

Following this contribution, pupils as well as individuals working in educational contexts need to be enabled to meet the challenges of the modern world. Massive reform approaches try to address these challenges and to overcome issues regarding the educational system as the example of the German education system illustrates. These reforms do not necessarily meet relevant issues, but underline the need to enable individuals to cope with dynamic change, reform pressure and uncertainty instead. This contribution proclaims fostering innovativeness in education. As the paper outlines, educational policy seems to focus on innovativeness and participation in rather rudimentary ways. Furthermore, the examination of existing learning and teaching material reveals a lack of appropriate concepts to foster innovativeness. Since innovativeness as ability, consisting of three sub-abilities, is a complex competence to teach and learn, but at the same time an inevitable base for the prospective of our society, new didactical instruments have to be developed, that prepare learners for participation in innovation. This contribution provides a profound model of innovativeness which allows a closer look at abilities needed to be innovative, and innovation processes alike. Based on the theoretical approach, a groundwork is presented to develop new teaching and learning arrangements, such as the presented simulation. However, we are still a long way from the implementation of innovativeness in education. Thus, this paper argues that further methods and approaches need to be developed and field-tested in order to enable individuals to be innovative.

4 OUTLOOK

By extending the theory on innovativeness towards a profound model and presenting a simulation to foster innovativeness, this paper introduces a theoretical model and a practical method which are useful for individuals working in the field of education to meet their own aspiration as well as to learn an appropriate instrument in order to implement innovativeness to schooling. As mentioned above, current research focuses on both, further examination
of existing learning and teaching arrangements and the development of new approaches to foster innovativeness. Within this context, research and development regarding innovativeness shall not only focus on the whole innovation process, but on one of the three sub-abilities (reflexivity, creativity, implementivity) needed to participate in the process or on certain parts in the innovation process (identifying issues, developing ideas, implementing solutions) in order to gain a more profound understanding of how highly interactive and collaborative innovation processes work.

REFERENCES


The Imminent Destiny Of The Teacher’s Training College Of The State Of Puebla

Ma Jesús Hernández García, Benemérita Universidad Autónoma De Puebla, Mexico
Ma Kathia Luis Gatica, Benemérita Universidad Autónoma De Puebla, Mexico
Ma Rubí Del Rosario Vargas Hernandez, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. Emma R. Cruz Sosa, Benemérita Universidad Autónoma De Puebla, Mexico

ABSTRACT

In Mexico, the teacher’s training colleges have been in charge of the teachers training at pre-school, primary and secondary levels; where the Federal Government, through the Ministry of Public Education has issued policies for the training of future teachers. The main purpose of this research consists of determining the future of the highest educational institution under the control of the Directorate General of Public Education of the Ministry of Public Education (MEP), intended for scientific research and the specialization of the Magisterium, that is, the Teacher’s Training College of the State of Puebla (TTCSP). The type of research is quantitative and the methods used to carry out this research were documentary, descriptive and analytical. The results indicate that this institution tends to disappear due to the lack of students interested in becoming trainers of secondary education, because of extrinsic reasons.

Keywords: Destiny, Majors, Teacher Trainers, Teacher’s Training College, Concentration, Higher Normal School

INTRODUCTION

The Teacher’s Training College of the State of Puebla is the highest educational institution under the control of the Directorate General of Public Education of the Ministry of Public Education, intended for scientific research and the specialization of the Magisterium (Puebla, 1963). This institution was born in 1952, which has trained teachers in different majors, such as: Spanish, Math, Physics, Chemistry, Biology, Civic Education and Ethics, History and English. The modalities offered by this institution are: Schooled and semi-schooled or also called "summer courses", in which, the educators were professionalized in the majors that they teach in their secondary schools, so they are unqualified teachers.

It should be mentioned that the "summer courses" modality was widely accepted in the south-central and southeastern region of the country, since many teachers who did not hold a bachelor’s degree in the specialty that they imparted in dozens of junior high schools and high schools of these regions, went to this educational institution to obtain it and thus to support the knowledge that taught. This modality began in 1961 and ended in 1994. It is worth mentioning that the TTCSP generated subsections in different regions of the state to meet demand in the semi-schooled modality.

This research aims to determine de TTCSP’s destiny, since the number of persons interested in studying this profession has been reduced as a consequence of the limited number of hourly paid posts that the MEP grants to fill vacancies in the secondary schools of the State. This condition exacerbates, because the university students, now, can occupy these secondary teacher posts that previously occupied the professors graduated from the teacher’s training colleges only. In the same way, enrollment in normal schools is affected by the entry into force of the Education Reform proposed by the federal government in 2013, where it is prohibited to inherit the work posts from parents to children or even any other relative, which has caused disinterest in studying this career. It should be noted that this reform was intended to raise the quality of teaching services as well as avoid the corruption generated, at the time of the post allocation by the official or trade union authorities. This condition would be avoided by applying a placement examination to labor post applicants, forming a list of priority, which would be respected. Unfortunately, in practice, this did not happen.
LITERARY REVIEW

Background

In the present work a brief historical review of teacher training in normal schools is made.

In 1900, 45 Basic Normal Schools operated in the country. In 1906, the constituent law of the Teacher’s training college was decreed to support the teacher training policy. Justo Sierra was the first Ministry of Public Instruction until 1911, giving as a result a greater impulse to the Normal and of High Studies Schools.

Subsequently, between 1924 and 1928, the National University of Mexico developed a program of studies whose purpose was to train university professors of special subjects for secondary, normal and professional schools. In 1934 the Higher Normal School is separated from the University, already by then National and Autonomous (Navarrete, 2008). Over the time, the creation of Normal Schools was becoming more and more necessary for the teachers' training. In this sense, Rural Normal Schools were created, despite the fact that in 1900, there were already 45, although they were insufficient and inadequate to meet the needs for the rural context. As a result, improvised teachers were hired to fill the new vacancies of the new rural normal schools that the federal government created as educational public policy of these post-revolutionary governments.

It should be mentioned that the Rural Normal Schools functioned as an internship to attend to students’ development and education in rural communities.

In 1921, José Vasconcelos as first Minister of Public Education in the country, the number of primary school teachers increased from 9,560 in 1919 to 25,312; that is, an increase of 164.7 percent. This was due to the fact that, during the period 1920 to 1934, the State aimed to educate the rural population in order to transform “from below” the agrarian structure of the country, for that reason the Rural Normal Schools, rural elementary schools and cultural missions occupied an unprecedented place in the Mexican education and in the training of missionary teachers (SEP, 2012).

Later, in 1942, during Manuel Avila Camacho’s governmental period (1940-1946), the Higher Normal School of Mexico emerged with 4-year programs after high school or basic normal school. Jaime Torres Bodet, Minister of Public Education, indicated that these schools should initiate a cultural, artistic, scientific and formative movement in the technique of education. The great elements that should guide the education of those years were peace, democracy and social justice (Santillan, 2013)

Afterwards, Adolfo Ruiz Cortines’ governmental period (1952-1958) was characterized by the expansion of educational coverage, creating 2,606 schools and 14,000 posts for teachers. However, literacy regrettably declined and this fact was seen as the biggest shortcoming of the educational policy of the six-year period, happening what the saying says: “biting off more than you can chew”.

In 1971, during Luis Echeverría Álvarez’ governmental period (1970-1976), the Federal Institute for Teacher Training was transformed into the General Directorate for the Professional Improvement of Teachers (GDPIT), which acquired responsibility for the professional and educational improvement of pre-school, primary, secondary and higher education teachers. Later in 1978, it became the General Directorate for Training and Professional Improvement of the Magisterium (GDTPIM). It should be noted that the two institutions fulfilled the purpose of professionalizing the teaching guild.

At the end of the twentieth century, teacher training underwent reforms. One of the most important reforms has been in 1973, which allowed the students graduated from the teacher’s training college to obtain simultaneously both the certificate of baccalaureate and the elementary education teacher. Other important reform happened in 1984, in which the basic normal education rose to level of bachelor’s degree, establishing as requisite to study the high school in order to enroll to the Teacher’s training colleges. (Navarrete, 2015).

In 1991, the National Labor Union of Education Workers (NLUEW) proposed the articulation of the Normal Schools through the creation of a common model, where these schools had a basic training common core, but at the same time, offering different alternatives for the training of future educators of pre-school, primary and secondary education.
Finally, in the year 2000, a reform was generated in the curriculum of pre-school, primary and secondary normal education, with the purpose of adapting the knowledge acquired by teachers in training with the labor market of those years. It is worth mentioning that the pre-school, primary and secondary educational programs were reformed in 2006 and 2011. However, normal education programs have not been adequate to these modifications, therefore there is a gap.

DEVELOPMENT

Teacher’s Training College of the State of Puebla

The Teacher’s Training College of the State of Puebla was born on the 2nd of February of 1952, when the General Rafael Ávila Camacho served as constitutional governor of the state of Puebla. To lead this educational institution, the professor Gilberto Valenzuela Vera was appointed.

It should be mentioned that the secondary and high school attached to the TTCSP were created in 1979 and 1991, respectively, to help the training of future teachers, since these schools have served as pedagogical laboratories.

The TTCSP currently offers a Bachelor's Degrees in Secondary Education with a mathematics, spanish, physics, chemistry, biology, history, civic education and ethics, english and telesecundaria concentration. It is important to note that up to 2009, this institution had been one of the most important higher normal schools in the country due to the number of pupils that studied, the terminal efficiency, the quality of graduate students, the number of students who obtained a workplace in an official secondary school, etc.

In order to argue the above written, the figures corresponding to the number of students who were studying in each of the majors, in the school cycles taken into account will be indicated.

As far as the bachelor's degree in secondary education with spanish concentration, in the 2009-2010 school year, there were 178 students distributed in the 4 years comprising the instruction. For the 2010-2011 school year, there were 150 students enrolled; in the 2011-2012 cycle, the amount diminished to 131; in the 2012-2013 cycle, there were 90 students; in the 2013-2014 school year, 90 students were studying; in the 2014-2015 school year there were 75 left. Finally, in the 2015-2016 cycle, there were 61 students enrolled.

As far as the bachelor's degree in secondary education with mathematics concentration, in the 2009-2010 school year, there were 162 students distributed in the 4 years comprising the instruction. For the 2010-2011 school year, there were 165 students enrolled; in the 2011-2012 cycle, the amount diminished to 160; in the 2012-2013 cycle, there were 120 students; in the 2013-2014 school year, 102 students were studying; in the 2014-2015 school year there were 90 left. Finally, in the 2015-2016 cycle, there were 71 students enrolled.

As far as the bachelor's degree in secondary education with physics concentration, in the 2009-2010 school year, there were 65 students distributed in the 4 years comprising the instruction. For the 2010-2011 school year, there were 54 students enrolled; in the 2011-2012 cycle, the amount diminished to 40; in the 2012-2013 cycle, there were 35 students; in the 2013-2014 school year, 30 students were studying; in the 2014-2015 school year there were 20 left. Finally, in the 2015-2016 cycle, there were 9 students enrolled.

As far as the bachelor's degree in secondary education with chemistry concentration, in the 2009-2010 school year, there were 70 students distributed in the 4 years comprising the instruction. For the 2010-2011 school year, there were 59 students enrolled; in the 2011-2012 cycle, the amount diminished to 45; in the 2012-2013 cycle, there were 38 students; in the 2013-2014 school year, 32 students were studying; in the 2014-2015 school year there were 24 left. Finally, in the 2015-2016 cycle, there were 19 students enrolled.

As far as the bachelor's degree in secondary education with biology concentration, in the 2009-2010 school year, there were 67 students distributed in the 4 years comprising the instruction. For the 2010-2011 school year, there were 57 students enrolled; in the 2011-2012 cycle, the amount diminished to 43; in the 2012-2013 cycle, there were 36 students; in the 2013-2014 school year, 31 students were studying; in the 2014-2015 school year there were 20 left. Finally, in the 2015-2016 cycle, there were 15 students enrolled.
As far as the bachelor's degree in secondary education with civic education and ethics concentration, in the 2009-2010 school year, there were 60 students distributed in the 4 years comprising the instruction. For the 2010-2011 school year, there were 55 students enrolled; in the 2011-2012 cycle, the amount diminished to 43; in the 2012-2013 cycle, there were 40 students; in the 2013-2014 school year, 38 students were studying; in the 2014-2015 school year there were 37 left. Finally, in the 2015-2016 cycle, there were 33 students enrolled.

As far as the bachelor's degree in secondary education with history concentration, in the 2009-2010 school year, there were 57 students distributed in the 4 years comprising the instruction. For the 2010-2011 school year, there were 51 students enrolled; in the 2011-2012 cycle, the amount diminished to 43; in the 2012-2013 cycle, there were 40 students; in the 2013-2014 school year, 38 students were studying; in the 2014-2015 school year there were 37 left. Finally, in the 2015-2016 cycle, there were 33 students enrolled.

As far as the bachelor's degree in secondary education with english concentration, in the 2009-2010 school year, there were 130 students distributed in the 4 years comprising the instruction. For the 2010-2011 school year, there were 124 students enrolled; in the 2011-2012 cycle, the amount diminished to 115; in the 2012-2013 cycle, there were 99 students; in the 2013-2014 school year, 80 students were studying; in the 2014-2015 school year there were 75 left. Finally, in the 2015-2016 cycle, there were 64 students enrolled.

This figures are shown in the following graphic:

GRAPHIC 1: TOTAL STUDENT POPULATION OF THE 8 BACHELOR'S DEGREES

Source: Own with data from TTCSP

On the other hand, the number of students who have enrolled in the first year, in each school cycle of the different majors has decreased. In the spanish major, the record has been like this: in the 2009-2010 school year, 50 students entered; in the 2010-2011 cycle, 45; in the 2011-2012 cycle, there were 42; in the 2012-2013 school year, 25; While in 2013-2014 and 2014-2015, the number remained at 22 students and, finally in the 2015-2016 school year, there were 18 students only.

In the mathematics major, the record has been like this: in the 2009-2010 school year, 50 students entered; in the 2010-2011 cycle, 44; in the 2011-2012 cycle, there were 32; while in the 2012-2013 and 2013-2014 school years, the number remained at 20 students; in the 2014-2015 cycle, 18 students. Finally in the 2015-2016 school year, there were 15 students only.

In the physics major, the record has been like this: in the 2009-2010 school year, 15 students entered; in the 2010-2011 cycle, 14; while in the 2011-2012 and 2012 and 2013 cycles, there were 10; in the 2013-2014 school years, 9; finally in the 2014-2015 and 2015-2016, none student was enrolled.

In the chemistry major, the record has been like this: in the 2009-2010 school year, 18 students entered; in the 2010-2011 cycle, 15; while in the 2011-2012 and 2012-2013 cycles, there were 10; in the next school year, 7; in the 2014-2015 cycle, the number increased at 8 students and, finally in the 2015-2016 school year, there were 7 students only.
In the biology major, the record has been like this: in the 2009-2010 school year, 18 students entered; in the 2010-2011 cycle, 15; while in the 2011-2012, 2012-2013 and 2013-2014 cycles, there were 10; in the 2014-2015 cycle, 5 students and, finally in the 2015-2016 school year, there were 4 students only.

In the civic education and ethics major, the record has been like this: in the 2009-2010 and 2010-2011 school years, 15 students entered; while in the 2011-2012 and 2012-2013 cycles, 10; in the 2013-2014 cycles, the number increased to 13; in the 2014-2015 cycle, 12 students and, finally in the 2015-2016 school year, there were 10 students only.

In the history major, the record has been like this: in the 2009-2010 school year, 15 students entered; in the 2010-2011, 13; in the 2011-2012 cycle, 10; in the 2012-2013 cycle, the number increased to 11; in the 2013-2014 cycle, 13 students; in the 2014-2015 school cycle, the amount decreased to 12 students and, finally in the 2015-2016 school year, there were 10 students only.

In the english major, the record has been like this: in the 2009-2010 and 2010-2011 school years, 35 students enrolled; in the 2011-2012 cycle, 25; in the 2012-2013 cycle, the amount decreased to 20; while in the 2013-2014 and 2014-2015 school years, 18 students and, finally in the 2015-2016 school year, there were 15 students only. This figures are shown in the following graphic:

**GRAPHIC 2: STUDENTS WHO ENROLLED IN THE FIRST GRADE**

Source: Own with data from TTCSP

On the other hand, it was also taken into account the number of students who have obtained a bachelor’s degree in the different majors and school cycles versus the students who have obtained a post in the official education system.

In the case of the bachelor's degree in secondary education with spanish concentration, in the 2009-2010 school year, 39 students obtained the bachelor’s degree, of which only 20 achieved an hourly paid post; in the 2010-2011 cycle, 18 students obtained an hourly paid position of 35 that attained the bachelor’s degree; in the next cycle, 15 out of 38; in the 2012-2013 school cycle, 10 out of 22; in the 2013-2014 cycle, 9 out of 32; in the 2014-2015, 8 out of 28 and finally in the 2015-2016 school year, only 6 out of 16. As shown in graph 3.
In the case of the bachelor's degree in secondary education with mathematics concentration, in the 2009-2010 school year, 40 students obtained the bachelor’s degree, of which only 16 achieved an hourly paid post; in the 2010-2011 cycle, 10 students obtained an hourly paid position of 35 that attained the bachelor’s degree; in the next cycle, 9 out of 28; in the 2012-2013 school cycle, 6 out of 17; in the 2013-2014 cycle, 7 out of 25; in the 2014-2015 cycle, 8 out of 22 and finally in the 2015-2016 school year, only 5 out of 14. As shown in graph 4.

In the case of the bachelor's degree in secondary education with physics concentration, in the 2009-2010 school year, 16 students obtained the bachelor’s degree, of which only 10 achieved an hourly paid post; in the 2010-2011 cycle, 8 students attained an hourly paid post of 16 that obtained the bachelor’s degree; in the next cycle, 5 out of 9; in the 2012-2013 school cycle, 4 out of 8; in the 2013-2014 cycle, 3 out of 6; in the 2014-2015 and 2015-2016 cycles, 2 out of 5. As shown in graph 5.
In the case of the bachelor's degree in secondary education with chemistry concentration, in the 2009-2010 school year, 17 students obtained the bachelor’s degree, of which only 10 achieved an hourly paid post; in the 2010-2011 cycle, 8 students attained an hourly paid position of 14 that obtained the bachelor’s degree; in the next cycle, 6 out of 11; in the 2012-2013 school cycle, 5 out of 8; in the 2013-2014 cycle, 4 out of 9; in the 2014-2015 cycle, 2 out of 5 and finally in the 2015-2016 cycle, 1 out of 4. As shown in graph 6.

GRAPHIC 6: STUDENTS OBTAINED A BACHELOR’S DEGREE VS. STUDENTS WHO GOT A POST (CHEMISTRY)

In the case of the bachelor's degree in secondary education with biology concentration, in the 2009-2010 school year, 18 students obtained the bachelor’s degree, of which only 9 achieved an hourly paid post; in the 2010-2011 cycle, 7 students got an hourly paid position of 14 that obtained the bachelor’s degree; in the next cycle, 6 out of 10; in the 2012-2013 school cycle, 5 out of 10; in the 2013-2014 cycle, 3 out of 6; in the 2014-2015 cycle, 2 out of 4 and finally in the 2015-2016 cycle, 1 out of 4. As shown in graph 7.
In the case of the bachelor's degree in secondary education with civic education and ethics concentration, in the 2009-2010 school year, 17 students obtained the bachelor’s degree, of which only 12 achieved an hourly paid post; in the 2010-2011 cycle, 8 students got an hourly paid position of 13 that obtained the bachelor’s degree; in the next cycle, 6 out of 10; in the 2012-2013 school cycle, 4 out of 10; in the 2013-2014 cycle, 3 out of 8; in the 2014-2015 cycle, 3 out of 7 and finally in the 2015-2016 cycle, 3 out of 5. As shown in graph 8.

In the case of the bachelor's degree in secondary education with history concentration, in the 2009-2010 school year, 14 students obtained the bachelor’s degree, of which only 8 achieved an hourly paid post; in the 2010-2011 cycle, 6 students got an hourly paid position of 11 that obtained the bachelor’s degree; in the next cycle, 5 out of 12; in the 2012-2013 school cycle, 5 out of 10; in the 2013-2014 cycle, 3 out of 8; in the 2014-2015 cycle, 3 out of 7 and finally in the 2015-2016 cycle, 2 out of 5. As shown in graph 9.

In the case of the bachelor's degree in secondary education with english concentration, in the 2009-2010 school year, 31 students obtained the bachelor’s degree, of which only 15 achieved an hourly paid post; in the 2010-2011 cycle, 11 students got an hourly paid position of 12 that obtained the bachelor’s degree; in the next cycle, 10 out of 12; in the 2012-2013 school cycle, 5 out of 8; in the 2013-2014 cycle, 5 out of 7; in the 2014-2015 cycle, 5 out of 7 and finally in the 2015-2016 cycle, 3 out of 5. As shown in graph 10.
students attained an hourly paid position of 26 that obtained the bachelor’s degree; in the next cycle, 9 out of 28; in the 2012-2013 school cycle, 7 out of 25; in the 2013-2014 cycle, 5 out of 24; in the 2014-2015 cycle, 6 out of 22 and finally in the 2015-2016 cycle, 4 out of 16. As shown in graph 10.

GRAPHIC 10: STUDENTS OBTAINED A BACHELOR’S DEGREE VS. STUDENTS WHO GOT A POST (ENGLISH)

Source: Own with data from TTCSP

It is worth mentioning that despite the fact that the TTCSP’s student population (789 pupils in the 2009-2010 school year and 305 pupils in the 2015-2016 school year) declined by more than 50%, the number of teachers remains: 46 full-time teachers, 30 part-time and 20 hourly paid.

On the other hand, it is important to indicate that the decrease in the TTCSP’s enrollment and population is also due to the fact that the Autonomous University of Puebla has opened careers in the teaching area, whose graduates can work in any official or private school of the educational system.

Another aspect that diminished the enrollment and the desire to study the bachelor’s Degree in Secondary Education in any of its majors was the implementation of the educational reform, since the General Law of the Professional Teaching Service indicates in the Chapter III, Article 21, that the teaching service entrance in the Basic and Higher Education imparted by the state and its decentralized organisms will be carried out through examinations, discarding the inheritance and sale of posts, as customarily happened. Condition sanctioned in accordance with articles 25, 32, 40, 44 and 71 of this law. Because of this law, many teachers who retire cannot inherit their posts to their children, despite having worked them for 30 years or more. In fact, many teachers have argued that the inheritance of these posts is a right that should be taken into account by the authorities, since it is a work heritage, so that these positions were worked exclusively by these teachers.

Another aspect disheartening the study of this career is that the posts granted by the MEP are 8, 10 or at best 18-hour working week, whose post has to be worked in places far away, so that the beneficiaries have to pay transportation, food and lodging, expenses that are not covered by the salary they receive.

CONCLUSIONS

With this study, it can be seen that, in the TTCST, the number of students entering, obtaining a bachelor’s degree and achieving posts in the official educational system has considerably decreased. This condition seems to be exacerbated due to the situation suffering the Mexican educational system, such as the appearance of the 2013 Education Reform, the reduced number of posts, the low number of hourly paid posts granting the MEP, the low remuneration that the beneficiary receives to cover the expenses generated by working in a distant community. It is worth mentioning that, despite the problems existing in the TTCSP, the number of teachers working for the student population remains at 96, of which 46 teachers are full-time, 30 part-time and 20 hourly paid. This numerical condition would seem to help the students to receive a personalized training, which would reflect better results, however, it has not been so. Elements that lead to think that the TTCSP tends to disappear in a very short future, due to the extrinsic reasons pointed out.
RECOMMENDATIONS

Because of the decreasing results obtained by the TTCSP and the problems in the Mexican educational system, it is proposed to the federal and state Ministry of Public Education that:

1) The school management body of the TTCSP be restructured to eliminate any possible managerial vice.
2) To Create a scheme to stimulate teachers' performance, that is, an economic benefits program leading to the development of three substantive areas: Teaching, Research and Dissemination of Culture to give effective application to article 60 of the Law of the Ministry of Public Education of the State of Puebla, which states that: "Higher education aims to continue the process of comprehensive training initiated at the previous levels, by preparing professionals and researchers of the highest quality, supporting its permanent improvement and updating in order to establish a solid scientific, humanistic and technological infrastructure that contributes to the adequate support for the development of society. (SEP, 2014)
3) To reform the law to allow the retiring teachers can inherit their full posts to their children who hold a master's degree in teaching or any major. Subsequently, this post will be permanent, if the beneficiary presents a doctor of philosophy in any concentration, certification in the English language and in some technological ability, 4 years later. Otherwise, the beneficiary will just get half of the post. Achieving an exponential growth in the number of doctors in Mexico, since the Organization for Economic Cooperation and Development (OECD) measures the literacy of a country, according to the number of educational credentials that the population of the country has.
4) To indicate the MEP staff to allocate posts to applicants, as close as possible, to their registered addresses.

BIBLIOGRAPHY

1) Ley de Educación del Estado de Puebla, 2014
General Aspects Of Teacher Leadership

Ma. Kathia Luis Gática, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. María Laura Gática Barrientos, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. Jesús Hernández García, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. Emma R. Cruz Sosa, Benemérita Universidad Autónoma De Puebla, Mexico

ABSTRACT

Currently, leadership is one of the key components in higher education. Teachers are responsible for becoming a reference for students who will receive a series of lessons that will be essential in their life, so it is required that they become leaders. This research work is qualitative; exploratory-descriptive, aims analyze the leadership exercised by the lecturer, in the training students at the academic, professional and personal level, since it is a key instrument for the improvement of teaching, learning and the future life of the students.

Keywords: Leadership, Teachers, Education, Teaching, Effectiveness

INTRODUCTION

The accelerated development and the diversity of student demand, requires an increase in the quality of education provided in Public Universities, in front to the need for further preparation to students so that they can carry out a more efficient work in a specialized and competitive context.

(Robert J. Marzano and Debra J, 1987) At the end of the 1980s, identified that one of the causes Good performance of schools with few financial resources in the United States was the existence of the factor "professor committed". At the same time, investigations conducted by agencies of the United Nations have ratified such evidence: the educational establishments require leaders to think in a different future and to be able to lead their communities toward that goal.

In the last twenty years, different countries, concerned about the quality, efficiency and productivity, have developed a number of actions among which we find the World Declaration on Higher Education in the Twenty-first Century of UNESCO (1998), is an example of the reforms which seek to respond to the demands of a Globalized Society.

Incorporate these changes to policies, structures and action in universities, it has not been easy, the society is at a time of major reforms in education, in which the role of the teacher is critical in this process.

The objective of this research is to examine the leadership exercised by the university teaching, its importance in the processes of change in the training of students to academic and personal level, as it is a key tool in teaching, learning and the future of the students.

METHODOLOGY

This research work is qualitative; exploratory - descriptive. We review the most relevant theoretical faces, in order to explore key aspects that have defined the teacher leadership in public universities; it contextualizes the phenomenon studied in the University students in their academic, professional and personal development

LITERARY REVIEW

Concept of Teacher Leadership

Blanchard (2007) raises the leadership as the ability to influence others, through the unleashing of the power and potential of individuals and organizations get one higher benefit, that is, what is best for all concerned.

© Copyright by author(s) 382-1 The Clute Institute
The role played by the teachers is essential, they are the repositories of knowledge that society wants to convey in the schools to their students, meet a specific task and important for the society. University education is an activity wherein teachers exert their influence over the students, with the intention of achieving valuable results, so it is understood, carried out a leadership.

The way in which leaders directed their followers, will depend on the degree of adaptation to the context of the group, organizational culture, the characteristics of the followers and the relationship that the leader with them.

Research on leadership in education a concept of teacher leadership is not explicitly or just is designated as a significant issue.

The Organisation for Economic Co-operation and Development (OECD, 2012) believes that leadership in schools is one of the factors that relate specifically to the quality of education.

Empirical evidence suggests that the attitudes and behaviors of teachers, are an important factor on the level of service quality in university education, i.e., the degree of satisfaction of the teaching staff. The above highlights the importance of job satisfaction in the educational environment, since it has a direct impact on students, the quality of education and institutional reputation (Capelleras and Veciana, 2004).

According to Hagedorn (2000), the academic activities of the teaching staff are influenced by the level of satisfaction of teachers since they work in multidisciplinary, environments subject to the evaluation of the performance of their academic activities, characterized by too much pressure and stress. The discoveries of Oshagbemi (2000) indicate significant differences in satisfaction with teaching and research according to the age, sex and occupational category.

According to Uribe (2005), the impact produced by the exercise of proper leadership is the school effectiveness. Ortiz (2005) considers that an attitude of transformational leadership for decision making, motivation and teachers in educational innovation push is required.

The Talis report (OECD, 2009), entitled 'Professional development of teachers, a European and international comparison', which is based on an international survey on teaching and learning made teachers from 23 countries, points out that a school policy that informs teachers about their performance is closely tied to their professional development and work of the school environment. Unhandled exception.

Importance Of Teaching Leadership

The leader that develops leadership behaviors, is accepted and leads to proposed objectives, however, the teacher, does not work to be accepted, but to encourage the education of the student, their effectiveness depends on the profile of leadership that is capable of creating with the specific realities of their group. A teaching leader should have the ability to allow students to take their own decisions at one time, without hiding its weaknesses or skills, under this leadership is a process that develops every day to be able to successfully achieve the result expected. When the teacher has lack of affective relations between students, the smooth running of the group is difficult. A true leader is that it has the ability to influence others, its characteristic is to always go forward in its case to solve possible problems. Blanchard (2007)

The teacher not only must be a leader to the students, also at the institutional level, before their peers and professionals working in the institution, i.e., to make good management at the organizational level, it is necessary to count with the collaboration of good leaders at various levels, able to make decisions and resolve conflicts that arise.

In this context, the creation of effective leadership structures, able to drive and run educational projects in an efficient way, so its influence reaches the classroom work with students, in virtue of which teachers are a key element, so its development is emerging as one of the major tasks of managers is required.

DEVELOPMENT

The theories about leadership used in business have been taken to the context school focus on traits or behaviors and actions of leaders, in relation to scenarios where there is leadership, followers and subordinates (Agüera, 2006, López-
Some theories have typified leadership styles; for example, the behavioral theory concerns styles autocratic, democratic, and permissive; the situational speaks of depleted leadership, task, midpoint, and country club team. Subsequently, the transformational theory characterizes the transformational and transactional leadership (López-Gorosave, Slater, & Garcia-Garduno, 2010, p. 36).

Molinar and Velázquez (2005) formulated a summary of the proposal by Levicki (2000) about the different styles of leadership:

**Autocratic leadership:** is the only competent and able to make all the decisions, not query defines the roles and told students what to do, when and how.

**Tolerant:** Students solve their conflicts, it is not involved, and their participation is almost zero.

**Democratic:** participatory, it makes people feel confident, consultation with students, i.e., looking for consensus in decision-making behavior is steering and support at the same time.

**Paternalistic:** Resolves the difficulties of students, allows almost no consultation.

Leadership in education as a research topic, has been increasing in the last decade, however, most centralizes its studies in the management of resources, administrative or managerial leadership; in others, the Organization, distributed, shared, democratic, participatory, or parallel, leadership now insists on highlight the focus of leadership in educational organizations: transformational, instructional, educational or pedagogical, leadership for learning, focusing on learning, social justice (MacBeath and Townsend, 2011).

"Bernard Bass Model"

This model focuses on the concepts of Burns, cited by Bass (1987), who distinguishes two types of transactional and transformational leadership, which are opposite each other:

Transformational leaders create changes in the behavior and attitude of his followers, changing his vision, getting them the commitment necessary to achieve the objectives of the organization. They worry about his followers and they appeal to moral ideals, they use different values, such as: honesty, responsibility and altruism. It represents the culture of change, increase the capacity of the Organization to resolve the problems individually or collectively, i.e. more than individual selfishness in the interest of the Organization, motivating people to do more than what you expect.

1. **Basic factors of transformational leadership:**

   **Charismatic leadership:** Leaders of this type, earn the respect, trust, security and acquire a strong individual identification with his followers, they are able to make the extra effort required to achieve the planned objectives.

   **Individualized consideration:** fans take greater responsibility for their personal development, since this type of leaders diagnose the needs and capabilities of the followers and serve them individually.

   **Intellectual stimulation:** use a more formal logic to solve problems, i.e., they stimulate his followers intellectually to use their own perspectives, so, become more effective troubleshooters with or without the help of the leader.

   **Inspirational leadership:** provide vision to his followers, through increase enthusiasm and optimism, communicating his vision of the future realizable with fluidity and safety which allows to achieve a high level of development.

   In a changing world, the most valuable leaders, are those that can arouse the consciences of the subordinates about what they are doing.

2. **Transactional leadership:**

   It usually does not go beyond strategically guiding the organization to a leadership position, only deals with making...
everything flow smoothly, also known as institutional leadership, promotes compliance with the work of his followers through rewards or punishments. So the term "transaction" refers to the fact that this type of leader motivates essentially to subordinates through exchange of rewards for performance. Bass (1987)

Classification of different trends with which the teacher leadership is:

Instructional leadership: for Ron Ritchhart, quoted by Dr. Rafael Cartagena (2015), a quality education will depend on what society expects from their colleges, which involves analyzing the traits that are desired in terms of learning, the labour market and other intellectual types, for example: creativity, problem solving, take risks, work ethic, social responsibility, critical thinking, curiosity, open-mindedness, be strategic, etc.

Educational or pedagogical leader: the pedagogical leader, according to recent research, focused his educational work in: formulate, monitor and evaluate the goals and objectives of the institution, plans and programs of study and the strategies for its implementation. Organize, guide and observe instances of educational-technician work and professional development of teachers in the establishment. However, it is difficult to make all these functions, since they must perform tasks emerging. (Ministry of education, 2008)

In all of these research focuses on the role of school or senior leaders, i.e., teacher leadership is reflected in that it will become an Executive with the characteristics and skills necessary to become director or rector, which are the usual figures that this approach, such is the case of Hue, Esteban and Bardisa (2012).

The growth of autonomy in educational centers represents a change in the type of leadership, educational leaders have a higher level of responsibility and accountability. (OECD, 2009)

Executive Leadership: is one of the most important school factors in the learning of the students (Leithwood, Harris & Hopkins, 2008). Also, the empirical "investigation has produced various models of practice of management and educational leadership, and reported the existence of a repository of practices that are performed by the majority of senior leaders who are successful in their schools" (Day, 2007, López-Gorosave, Slater & Garcia-Garduno, 2010, p. 33). "

In this context, the quality of the institutions of higher education depends largely on the competence, dedication and style of leadership of the management team (Alvarez, 2001, caves & Diaz, 2005), composed of the rector, Vice-Rector of teaching and academic Secretary whose function is definitive for the performance of the work of teachers.

For Rojas (2014), Coordinator of the Red's leadership in education of OREALC/UNESCO Santiago, one of the current problems of the quality of education is the loss of the authority of the teacher, which occurs by multiple factors: from the influence of the social environment on students to deficits in the training of teachers.

"The only way you need a professor to be a leader is to have moral authority that has credibility, infuse confidence, that children respected him, young people follow him. Only thus atmospheres of peace and civility will be created". Rojas (2014).

Rojas (2014) considers that "in educational leadership, what has more impact is the pedagogical Director, represented by that director or Director who becomes mentor to his own teachers and motivate them to improve their practice in the classroom. Decisions for the community, because it has experience and generate a positive atmosphere in their environment".

Continuous, explaining that most of the teachers of Latin American countries, seem resigned to not educate and blame the lack of learning from his students, especially the poorest, to parents, to the environment, violence, environment, lack of support from the authorities, low wages, etc. However, thanks to concrete examples reported in different parts of Latin America, we know that, even in the poorest schools, students can learn.

Traditional culture required the student to obey, when asked the student to express his opinion enters panic, thinking that they will be deprecated or disqualified, change does not necessarily rule out the last, i.e. it is not allow indiscipline and debauchery but consider their opinions, to remember the past to avoid repeating it.
Mexico is no exception, since there are multiple factors that affect education such as poverty, corruption, malnutrition, profile of teachers, educational programs, financial resources, infrastructure, i.e. rural schools which lack many things that inhibit the self-development of the students and the teachers, hindering the leadership that sees the teacher as a figure of respect which must obey blindly, without discussion.

Traditional culture required the student to obey, when asked the student to express his opinion enters panic, thinking that they will be deprecated or disqualified, change does not necessarily rule out the last, i.e. it is not allow indiscipline and debauchery but consider their opinions, to remember the past to avoid repeating it.

**The Effective Leader Skills**

The most relevant feature of all is the self, this capacity some authors have defined it as the "auto leadership" (Leider, 1996), corresponds to the character that each person brings to the role of leadership, and that is related to their values, attitudes, personal purpose, choice, courage to take risks, as well as the ability to recognize weaknesses to reinvent yourself, car care, that make up the essence of leadership.

Molinar and Velázquez (2005), the skills that a leader should possess are:

**Proactive:** take initiative in the development of their actions prevails the freedom of action to the circumstances of the environment.

**Ability to create the future:** encouraging people to visualize the goals proposed, so they serve as inspiration and lead their present actions pointing toward the future.

**Ability to motivate others,** to persuade them in the achievement of its objectives.

**Ability to develop relationships,** using his skills to communicate their knowledge, ideas and experience. To achieve favorable and profitable relationships, the leader should be seen as a full and reliable person.

Fulfil this role, implies that the teacher has a high degree of emotional intelligence, not enough to be popular or have a hierarchical, or be an expert in any discipline office, a leader must have resources and tools that allow a certain degree of internal emotional equilibrium, which is reflected in all its actions and interactions with the people around, forming a true example of life to those who follow them...

**Functions of the leader:**

The challenge for higher education professor, should be directed to stimulate in pupils self-reliance, which is a powerful tool that will allow them to adapt to changes more effectively, facilitating and enabling your students skills and learning that according to Jaap (1991), cited by Molinar and Velázquez (2005, p. 18), you will be used to:

- Understand your role in the Organization and in the community.
- Participate in the establishment of individual objectives and the institution with which they are committed.
- Obliged to acquire the attitudes, skills, and learning that enable them to make a good contribution.
- Accept responsibility for their own individual learning and development.
- Develop relationships of self-learning.

However, the exercise of teaching leadership is sometimes relegated by one position much easier and less risky, submission to the central powers hugging guidelines from senior positions, and thus carry out the daily work without investing a greater effort.

According to Velázquez (1994), "students is convinced you with the reason, but it moves him with emotion" the teaching and effective learning only is achieved when the teacher convinces and moves, productivity is achieved with...
love, a teacher, fool, ignorant, without a positive and enthusiastic attitude, discouraged the student.

**Teacher, Student Leader**

It is important to understand the educational process in order to improve the quality of teaching and learning; therefore, a permanent dialogue between the teacher and the students, allows to know the interests and motivations of them to steer the development of objectives and individuals. So the teacher must identify cultural elements of the students to mold them, without that cause distress or rejection on the students, so the education of future professionals, route to the study of everyday problems of the educational process, creating and specifying the vision of the future that they expect, considering the demands of the institution and its surroundings.

Alvarez y García (1997) argue that "when the teacher or professor is a leader, improves perception, self-esteem, respect and confidence in itself, casts safety, confidence and positive energy toward students and manages to share their satisfaction, enrich themselves and enjoy with your results, take them as collaborators, thus improving the educational work and the culture of group"

Likewise, Sprinthall (1996) writes: "... The Professor, as a leader, can exert an enormous influence on the definition of the group. We have pointed out that a class can evolve in very different ways, thus can be from a simple collection of self-centered individuals, in which each "does a different thing", up to a machine with a perfect gear, in which every single individual can be defined by membership in the group. If the teacher does not know the social variables, or decides not to exercise the role of leader, students will impose its own style of working, which can lead to a rather unpleasant situation: that the role of the teacher is defined by the group. Although we must not forget that the opposite extreme, in which Professor sets goals and a relationship based solely on their own needs and values, is equally undesirable. Thus, the way in which the Professor uses concepts such as social facilitation, compliance, competitiveness, cohesion and group pressure is part of the teaching process".

The teaching leader must be an example, showing their capabilities and limitations, evaluating to recognize their own achievements and errors, increasing their self-esteem and that of others. The formation of students, must be aimed at the study of common problems, so it is important to understand the educational process to improve the quality of the teaching and learning.

To achieve this, Reeve (1994), raises, teachers, to proposals that students consider beneficial to their personal and professional growth and with real possibilities of being reached, so it must be considered that there are different types of motivation:

**Intrinsic motivation**: when internal factors of the person involved.

**Extrinsic motivation**: caused by circumstances external to the subject.

**Transcendent motivation**: the action is driven to looking for benefits beyond the individual level, benefiting others.

There are some presenting students within the classroom, related to motivation towards learning and needs which make up significant guidelines for acting teachers. According to Carlos Zarzar (1996, cited in Molinar and Velazquez 2005, p.65) some elements that would be motivating for the students are:

Feel at ease in the classroom: relates a pleasant climate and respect in which the teacher encourages a climate of collaboration and partnership.

Having a close relationship of collaboration with the teacher: who expresses an attitude of openness and of interest to students, identifying them by name, which favors the personal relationship in the classroom, recognizing their potential for learning and establishing collaborative relationships.

Be treated with dignity: and see that they recognize and respect their rights

Be taken into account in the decisions that concern them
Working with an active and participatory methodology based on the dialogue teacher and peers, which benefits the interest of students in the construction of their own knowledge.

Understand what it is trying to in classes, which increases the degree of participation.

To clarify your questions adequately.

Being able to check their progress, individual and group, and which are recognized by the teacher, through the formative evaluation.

To confirm the practical application of the contents presented in class through the application of innovative methodological strategies that allow the development of praxis.

In addition to these elements, Molinar and Velázquez (2005), propose others:

Being in an environment of equality and justice

That will highlight their achievements and positive aspects.

Deal with problems that challenge the intellect.

Get good grades

The teacher must assume its responsibility, in the results obtained by students in their assessments, and analyze them not only from the point of view of learning but from the methodology applied to classes.

Professional Development Of The Teacher And Leadership

This leadership is considered not only as the host, by delegation of the director, a series of functions, or participate in the management team, but rather as a specific issue of the teacher, regardless of the position that occupy in the organizational structure, assuming formal or informal modes.

The work of leadership is intentionally developed in three foci: the individual, that of collaboration or development team, and the York-Barr and Duke, organizational development (2004). In other words, and more looking at the practices of teachers, Harris and Muijs (2004) considered that, to exercise leadership, teachers would have to take decisions, collaborate and participate actively in the process of promoting learning.

DASI itself, handle knowledge of equity, inclusion, and diversity of the teaching; contribute to the professional development of members through coaching and mentoring processes; demonstrate effective practice; do feedback; take a leadership role in the development, implementation and evaluation of policies and practices that contribute to the momentum of the school; possess analytical, interpersonal, and organizational skills needed to work effectively with teams of school work and in the next context. i.e.: when teachers, with their contribution, influence beyond classes to colleagues, parents and other educational agents, exert their leadership.

CONCLUSION

The study of teaching leadership in education is relevant, since it is a field of research that has been little studied and especially in Mexico, so it is necessary to conduct research on this topic that would help to promote the teacher leadership.

The leadership should be exercised in all institutions of higher education regardless of whether they are public or private, since one of the issues that has been highlighted is how the personal and professional dimension in the teaching is mediated by the conditions of teaching and the culture of the school.

In the new professional context, arises the need for acceptance, appraisal, respect, collaboration, and commitment of teachers to make changes in the structural processes that support teacher professional development and innovation.
You must pay attention: to the formation of both informal and formal, taking into account the different phases of the professional life of it, as: personal satisfaction at work motivated by expectations informed and realistic; successful experiences obtained from achievable objectives and evaluated positively; relation spaces that ensure the feeling of belonging to the Organization and commitment; promotion for the motivation of the members of the educational institution which involves exercising responsibilities along with the recognition of personal and collective successes.

Raises the urgency of raising awareness on the faculty, teaching leadership and its relevance in the field of university education.

Any teacher can be a leader, is a skill that you can learn whenever there is the attitudes and skills and the motivation to exercise that role.

A leader requires the ability to transform people and serve as a source of inspiration to promote changes in them, which implies having a deep knowledge of itself, in order to achieve consistency and fundamental credibility and influence in the conduct of University students, which will impact on their future development.

**BIBLIOGRAPHY**


**WEB REFERENCES**

1. Harris, A. y Muijs, D. (2004). «Teacher leadership, a research project funded by the General Teaching Council and National Union of
   http://www.ei-ie.org/en/websections/content_detail/3272

© Copyright by author(s) 382-8 The Clute Institute


Organizations And The Strategic Plan To Boost Local / Regional Development

Ma. Rubi Del Rosario Vargas Hernández, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. Jesús Hernández García, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. Emma R. Cruz Sosa, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. Patricia Eugenia García Castro, Benemérita Universidad Autónoma De Puebla, Mexico

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 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 multi-sectoral 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). (Paz, 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 multidimensional and integrated approach, defined by the capabilities of linking the local with the global and it is a process that requires 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 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 defined as 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.
this context, the strategic management of this process is defined as the 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 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:
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 analysis of the 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 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.

BIBLIOGRAPHY

17) UN (2015).
An Overview Of The Quality Of Working Life

Ma. Patricia E. García Castro, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. Rubi Del Rosario Vargas Hernandez, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. María Laura Gatica Barrientos, Benemérita Universidad Autónoma De Puebla, Mexico
Ma. Emma R. Cruz Sosa, Benemérita Universidad Autónoma De Puebla, Mexico

ABSTRACT

The quality of working life (QWL) is the responsibility of international organizations such as the International Labour Organization (ILO), who develops policies and reforms for decent work (understood as a good job or a worthy job), and the QWL. The World Health Organization (WHO), is responsible for promoting healthy work environments and the Organization for cooperation and economic development (OECD) promotes policies that improve economic and social well-being of people around the world. The QWL is a concept dealing with different disciplines such as economics, social sciences, psychology, and the area of health, among others. Hence that its definition is complex, primarily refers to the satisfaction of needs of people who require recognition, employment stability, balance between his job and his family, motivation and safety in its formal and gainful employment. If the quality of life of workers is poor, it will be reflected in their performance and work efficiency, and will affect significantly on the profitability of the companies.

The objective of this research is to identify the aspects that make up the quality of working life, the methodology used is qualitative; exploratory - descriptive.

Keywords: Environment At Work, Job Satisfaction, Partner-Labor Surroundings

INTRODUCTION

Of the International Labour Organization (ILO) decent work, synthesizes the aspirations of people during their working life. It means the opportunity of access to productive employment that generates a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom to make individuals to express their views, organize, and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.

The QWL is closely related to working conditions, these by definition, are any characteristic that can have influence in the appearance of risks for the security and health of the worker, the labor risk is the possibility that a worker suffers a certain damage derived from his work, one makes reference to diseases, pathologies as labor stress or burnout and injuries suffered in the occasion of the work. WHO defines health as the full State of physical and social well-being that has a person, this definition is the result of a conceptual evolution, since for a long time health was considered simply as the absence of biological diseases.

The OECD through Better Life Index (Index of better life), lows to compare the performances of the countries with the intention of measuring the well-being to reach a better life, using 11 dimensions, including aspects like income, uses, health and balance work-life, among others.

One of the problems that afflict today's workers, is the stress at work, which is reflected in discouragement, fatigue and anxiety, loss of income and unemployment; for employers translates into low productivity, constant rotation of staff and the high costs of selection and training of staff. For that reason for the theme of the quality of working life each day is more important. The work is an important aspect in the lives of people around the world, as mentioned Patlan (2017) it can be said that a person becomes the third part of the day, or more in the performance of their work.
in an organization. So the quality of life in the work aims to optimize the conditions of the environment of the work that the impact, that is why it is considered a dynamic and continuous process that aims to improve organizational productivity and worker satisfaction (Segurado and Argulló, 2002).

It is necessary that organizations are looking to raise their productivity and one of the ways to accomplish this is to create an environment in which the quality of working life is present, as the most important resource for the company is the worker, and if this is not satisfied with his work, you can generate problems that directly affect the profitability of the business, in this way, the organization and the employees are guaranteed mutual benefits.

**METHODOLOGY**

This work is qualitative, descriptive, exploratory - were reviewed books, magazines and internet sites related to the topic, to determine the state of the art of the quality of working life, with the purpose of compiling and systematizing the information on the basis of the background, different definitions, importance, as well as the factors that make up the term.

**LITERARY REVIEW**

**Background**

There were many contributions that have been made to improve the living conditions of the workers since lately 19th century, for example, some companies with this desire, shared with them part of their earnings, as Torres (2017) points out, another example was Elton Mayo in 1933, who in their studies verified the influence of environmental factors on the performance of the workers. Since then, a movement that seeks to humanize the conditions of work can be appreciated.

In the Decade 1950-59 a concept emerged that was specially involved within labor conditions of industrialized countries and increasingly took on strength: "Quality of life at work", Martel & Dupuis (2006).

Davis and Cherns (1975), mentions that during that period, the first research on socio-demographic policies was carried out in Europe, which gave the government the opportunity to promote working conditions for the well-being of the workers, approach that was endorsed by trade unions, The approach was supported by trade unions. At the end of that decade, General Motors employee, Irving Bluestone, used the term quality of life for first time to refer to a program where workers take an active role in decisions regarding to their working conditions, in order to assess the satisfaction of employees and the increase labor productivity, Martel & Dupuis (2006).

In September 1972, the International Conference on quality of working life, was herld at Arden House, Harriman, New York. One of the conclusions was to recognize the need to coordinate efforts of researchers and organizations, in order to build a solid theoretical body in the field of research on quality of life at work, Martel & Dupuis (2006). The term quality of life at work means more than the job satisfaction, as it includes elements such as participation in decision making, autonomy in daily work, redesigning jobs, systems and structures of the Organization to stimulate learning, promotion and a satisfactory form of interest and participation in the work, Granados (2011).

Thus emerged the need to humanize the work environment and pay special attention to the development of the human factor in the continuous improvement of the quality of life, , Segurado & Argulló (2002).

Since then, the term quality of life became so popular in the United States as in Europe, but in the latter took an approach socio-technical, which refers to a combination of structural perspectives, relationships and systemic human, where the organization is a technical system and individuals expect to meet their needs. United States continued with its current of humanization of the conditions of work, Martel & Dupuis (2006).

Companies such as Procter & Gamble, General Motors and Ford Motors decided to implement programs to improve the quality of life of its employees, obtaining great results especially in its new facilities, Gonzalez, Hidalgo & Salazar (2007).

Until that time, there was a definition that is broad, clear and accepted quality of life at work due to the diversity of
interests in groups within organizations, since for some quality of working life was related to the conditions of safety at work, while for others the important is worker motivation to increase productivity Martel & Dupuis (2006).

DEVELOPMENT

Definitions of QWL

According to Segurado and Argulló (2002), identified definitions are integrated in three groups:

- Classic definitions focused on the worker, based on the valuation of the employee in relation to their working environment, where job satisfaction, is dominated by experiences in the Organization, motivation for the work and the process of humanization of personal needs.
- The focus on the Organization, referred to a number of factors related to processes and changes in the organizational dynamics, participation in problem-solving, decision-making, labour welfare, strategies to increase productivity and job satisfaction, operational aspects and working relationships.
- Recent definitions, which are characterized by identifying the QWL with satisfaction the employment generated by the worker and what derived from new forms of managing human resources, providing an important role for organizations.

The QWL is a multifaceted concept and multidimensional that it has taken greater importance by the increasing demands the environment faced by companies, organizations and businesses in many parts of the world, which has led to a wide interest from many disciplines and professions, Bagtasos (2011).

According to Patlan (2017), so that the worker can count on quality of working life is required to have a motivating and rewarding, work that will give you balance and well-being in their personal and family, activities that is satisfactory and provides labor and/or professional development in pleasant conditions and a positive environment, which adequately give back economically the work; It must be safe and healthy employment which offered autonomy, a schedule that is legally established, in which allow workers participate in decision making, recognized their performance and receive feedback and a fair and equitable treatment.

According to the same author, quality of life at work is a multidimensional and complex construct that references of leading fashion to the satisfaction of a wide range of needs of individuals (recognition, employment stability, balance Employment - Family, motivation, and safety, among others) through a formal and gainful employment.

Promote the quality of life at work implies the necessary decision and participation of organizations.

Classification of the factors of the QWL

Patlan (2017) classified the factors that make up the term quality of life into four groups, as described below:

I Individual factors: refer to the satisfaction of the needs by working for the achievement of the full realization of the worker.

1. Work-family balance. - Occurs when the demands and labor pressures are compatible with demands and pressures, personal and family, causing stability, motivation, safety, enthusiasm, success, efficiency, responsibility, productivity and support, when there is imbalance, can produce stress, worry, frustration, dissatisfaction, hopelessness and loss of concentration.
2. Job satisfaction. - Perception of the employee that produces a positive emotional state pleasant towards their work and their activities carried out in the Organization, since it performs nice work, with a good atmosphere and compensation in accordance with your expectations.
3. Employment and professional development. - There are opportunities that the organization offers to workers to develop their skills on the job, allowing you to learn and develop new skills and knowledge, with the possibility of Ascend's post according to their capacities, results and merits labour, allowing you to make a career and have labor perspective long term within the organization.
4. Motivation at work. - Refers to a set of impulses, desires, and expectations of workers for their labour, professional and personal needs and achieve its objectives through the performance of their jobs. It is a process that activates
and dynamite to the worker to ensure active, enthusiastic, effective, competent, safe, enthusiastic, productive and engaged in work performance and behavior.

5. Welfare at work. The effective State is in which a worker is at his workplace in terms of activation, as well as the degree of pleasure in their work experience.

II. Factors in the work environment: these can pose risks to the safety and health of workers, impacting on their quality of life.

1. Conditions and working environment. - Refers to the set of technical, organizational, and social work environment factors and the working process in which workers activities in terms of their health, physical and mental well-being. Environmental factors may be physical, chemical, biological, technological, safety, etc. These factors can be demands, requirements, and limitations of the post for the performance of the work. When the conditions and the environment are favorable, the employee may feel comfortable, quiet, safe, fulfilled, motivated, active and healthy.

2. Safety and health in the workplace. - It is the perception of the worker with respect to the degree in which the organization uses a set of technical measures aimed at the prevention, protection and elimination of risks that endanger the health, life or physical integrity of workers and the development of a healthy workplace, which leads to make employment safely, with the minimum possibility of risk or damage occurring to the worker. When there is safety and health at work, people can feel secure, calm, motivated, stable and valued by the organization.

III. The work and the Organization factors: these relate to the Organization, the content of the work and the realization of tasks that contribute to the quality of life at work.

1. Content and meaning of the work. - Perception of perform interesting work, with meanings, the varied possibilities of making decisions and personal development. The work must have content and meaning to the person who performs it, must be valuable and useful to the Organization and to society, should give the opportunity to apply and develop knowledge and skills.

2. Economic compensation for the work. - Perception of the worker receive economic compensation adequate for knowledge and applied skills successfully to various tasks, contributions and performance in your work activities of the organization.

3. Autonomy and control at work. - It is the degree of freedom and independence that the organization gives to the worker to organize and carry out their work, being able to take decisions concerning the content of their tasks (order, speed, methods) as well as the amount and type of work, including the moments of work and rest (rhythm, pauses, holidays).

4. Employment stability. - It is the certainty to retain and remain on the job for the time indicated in the contract, avoiding being dismissed for unjustified or arbitrary reasons, giving the worker safety, stability and permanence at work, guaranteeing their labour, social, family and personal development.

5. Participation in decision-making. - In this case, the Organization informs and provides employees the means of participation to take advantage of its capabilities in decisions of relevance to the development of its business activities or the improvement of productivity and achievement of corporate objectives. Participation in decision-making increased autonomy and control over the work causing the workers feel more productive.

IV. Socio-labour environment factors: are those that meet needs in the social and interpersonal work (social needs of belonging and esteem) and contribute to the quality of working life.

1. Interpersonal relationships. - Possibility to have the worker to communicate freely and openly with his superiors, coworkers and people linked to the Organization as users or customers, allowing you to establish bonds of trust and support, creating a more comfortable work environment.

2. Feedback. - Degree in which the worker receives information from their superiors and colleagues about their job performance in order to assess the efficiency and productivity of its work to enable it to meet its performance, achievement of goals and improve their performance.

3. Organizational support. - When the worker feels backed by the Organization and their superiors. It reflects the perception of employees about if the organization values their contributions, their work and professional development, if you consider its objectives and values, if you hear their complaints, if you help them when they
have a problem and rely on a fair deal, increasing self-esteem, reducing their stress and if they give them a sense of belonging, creating a climate of support understanding and trust.

4. Recognition. - These are actions carried out by the Organization and the top to distinguish, congratulate or thank the work performed and the gains made by workers in the performance of its activities.

With all of the above, the quality of life at work, is the perception of the individual about their work and the possibilities offered by this, to satisfy a range of needs and expectations, personal, important, in particular in the field of work and professional, creative, healthy and safe, key to your fulfillment working, family and social as a means to preserve his health and its economy. Employees with quality of life at work, they feel happy, productive, active, responsible, friendly, happy, competent, committed, enthusiastic and healthy.

The OECD initiative launched in 2011 aims to promote better policies for better lives, consists of a report that brings together for the first time comparable international indicators of well-being, as well as recommendations of the Stiglitz-Sen-Fitouss. The report assessed eleven specific aspects of well-being such as housing, income, employment, community, education, the environment, civic engagement, health, satisfaction with life, security and the balance between work and life; so also in two cross-cutting dimensions: sustainability and the inequalities this as part of the ongoing activity of the OECD initiative to formulate new measures of evaluation of the welfare that go allá of Gross Domestic Product (GDP).

The OECD considerations related to indicators related to the QWL:

Income is an important means to achieve living standards high and, consequently, greater welfare. Having high economic resources also can improve access to education, health and housing of quality services. Adjusted net disposable family income is the amount of money that a family perceives or wins, each year. It represents the money available to a family to spend on goods or services.

Employment provides important, including benefits provide a source of revenue, the improvement of social inclusion, satisfying personal aspirations, strengthening self-esteem, and develop skills and competencies. The same unemployment refers to those not currently working but who are willing to do so and who are actively seeking employment. Long-term unemployment can have a large negative effect on feelings of well-being and self-esteem, and generates the loss of abilities, so the chances of finding jobs are reduced even more.

This includes the degree of probability of losing their jobs, the duration of the likely period of unemployment and how much financial aid can be expected from the Government. Employees who have a higher risk of losing their jobs are more vulnerable, especially in countries with lower social security systems.

The quality of the environment in which we live has a direct effect on the quality of working life, affecting the health and well-being of workers. Outdoor air pollution is a major environmental problem that directly affects the quality of life of the people. Despite Government interventions to reduce major pollutant emissions, the pollution effects of urban air in health continue to worsen, and the air pollution could become 2050 in the leading environmental cause of premature mortality. Pollution of the air in the urban centers, often caused by transportation and the small scale of wood or coal burning, is related to various health problems, from eye irritations, minor respiratory symptoms of greater consideration to short-term, and chronic respiratory disorders like asthma, cardiovascular diseases and long-term lung cancer.

Access to clean water is essential for human well-being. Despite the significant progress achieved in the countries of the OECD with regard to the reduction of water pollution, it is not always easy to discern the improvements in the quality of drinking water.

The health is essential in the quality of working life, since without this, the performance of the workers is diminished, directly affecting their well-being. The majority of the OECD countries have observed significant progress has been made in the hope of life of its population in recent decades, thanks to improvements in living conditions, public health interventions and the advances in health care.

Finding the proper balance between work and life is a challenge faced by all workers, especially those who are parents.
The ability to successfully combine work, family commitments and personal life is important to the well-being of all members of a family. Governments can help to resolve this matter to stimulate solidarity and flexible labor practices, which provide parents the achievement of a better balance between work and personal life. An important aspect of the labor-personal balance is the number of hours a person works. The evidence suggests that long working hours may be detrimental to the health, endanger your safety and increase the stress. The proportion of employees working 50 hours or more a week is not very high in the countries of the OECD.

According to the WHO, the economically active people spend approximately a third of his time in the workplace. The terms and conditions of employment have a significant impact on health, if these are suitable, its work can provide protection and social position, opportunities for personal development and protection against physical and psychosocial risks. Can also improve social relationships and self-esteem of the employees and produce positive effects for health, an essential prerequisite for the family income, productivity and economic development.

The health risks in the workplace, including heat, noise, dust, dangerous chemicals, unsafe machines and psychosocial stress cause occupational diseases and can aggravate other health problems. The conditions of employment, occupation and position in the hierarchy of the workplace also affect health. The people who work under pressure or in precarious employment conditions are likely to smoke more, do less physical activity and a healthy diet.

In addition to the general health care, all workers, particularly those in high-risk professions, health services need to assess and reduce exposure to occupational risks, as well as services of medical surveillance for the early detection of diseases and occupational injuries and work-related.

Chronic respiratory diseases, musculoskeletal disorders, hearing loss caused by noise and skin problems are the most common occupational diseases. Unfortunately, only a third of the countries have programs to address these issues.

The related non-communicable diseases, as well as heart disease and depression caused by the occupational stress give rise to increasing rates of disease and prolonged labor rates. The non-communicable diseases of occupational origin include the occupational cancer, chronic bronchitis and asthma caused by air pollution in the workplace and the radiation.

In spite of the incidence of these diseases, in most countries, doctors and nurses are not properly trained to deal with work-related health problems and many countries do not offer postgraduate training in occupational health.

Among the possible sources of stress, according to Guerrero J. (2006) are:

The design of the work. - Infrequent Breaks, long shifts of work; work frantic and routine that have little inherent meaning, without the use of the skills of workers and that provide little sense of control.

The style of management. - Lack of worker participation in decision-making, communication in the organization and of a policy favorable to family life.

- Interpersonal relations. - Inadequate social environments and lack of support or help from coworkers and supervisors.
- Job functions. - Ill-defined job expectations or impossible to achieve, a lot of responsibility or excess of functions.
- Career Concerns. -Lack of opportunity for personal growth or promotion.
- Environmental conditions. Unpleasant or dangerous environments - such as those in work areas filled with noise, air pollution, or ergonomic problems.
- Factors in the environment. - economic uncertainty, political and technological.
- Factors related with the organization. - inadequate interpersonal relations, discomfort produced by the mood of the group, a high number of hierarchical levels, too many rules, type of leadership and stage through which life in the organization in terms of its structure, design of the employment, conditions of work, rotation, etc.
The individual factors: family problems, economic, health and personality disorders.

(ILO) is devoted to the promotion of social justice and internationally recognized human and labor rights. This organization brings together governments, employers and workers of 187 member States in order to establish labor standards, develop policies and programs promoting decent work for all, women and men, that contribute to improving the economic situation and the working conditions which allow the establishment of a lasting peace, prosperity and progress.

The ILO is responsible for:

- formulate international policies and programs to promote human rights, improve the working and living conditions, and increase employment opportunities.
- Develop international labor standards supported by a unique system for control of its implementation.
- Formulate and implement, in active partnership with its constituents, a comprehensive program of technical cooperation, to assist developing countries to implement such policies.
- Carry out activities of training, education and research programs that contribute to the progress of all these efforts.

In the 2000 the ILO raised the importance of raising the quality of life in organizations, because it has been proven that the space is not an isolated environment and that what happens is fundamental for the development of abilities and interests of people, also suggested that companies should have the purpose of ensuring the growth of the individual capabilities of their employees, care for your safety at work and offer opportunities for advancement, Gonzalez, Hidalgo & Salazar (2007). However, many companies are more concerned in the development and gain a competitive advantage in the market and they have forgotten that one of its most valuable assets for organizations is its human resources, hence, for many the key to success has been of benefit to their employees and not only benefit at the expense of others, Chan & Wyatt (2007).

Other authors, such as Gonzalez, Hidalgo and Salazar (2007) argue that the implementation of projects to improve the quality of life in the business benefits to employees and companies with indicators, such as motivation, improvement in the functions, level of turnover, absenteeism, complaints, job satisfaction and efficiency in the organization.

Sabarirajan & Geethanjali (2011) mention a close relationship between the CVL and performance of employees, since conditions such as fair wages, financial incentives and efficient selection of the employees, contribute to a better quality of life at work.

**BENEFITS**

According to Guerrero J. (2006) the implementation of projects of CVT can prove beneficial, both for the Organization and for the worker, and this can be reflected in:

**Evolution and development of the worker.**

- High motivation.
- Better performance of its functions.
- Less job rotation.
- Lower rates of absenteeism.
- Fewer complaints.
- Leisure time reduced.
- Greater job satisfaction.
- Greater efficiency in the Organization.
- Less occupational accidents, occupational and work-related diseases, etc.

For David Arkless (2010), president of corporate affairs and government of Manpower Inc., "The Stronger organizations will be the ones that attract, engage and retain the best talent. The well-being in the workplace is key for the survival of a company. Companies, governments and others will have to revise their strategies to ensure that the
well-being in the workplace this interwoven within their plans, since firms which do not have to fight to stay competitive."

CONCLUSION

In spite of the importance of the issue, the public and private employers have devoted little attention to the quality of working life, this may be in part due to the economic crisis, corruption, lack of interest, no social responsibility etc., a balanced work place where the worker possesses sufficient resources with respect to the labor demands, is definitive for their motivation and productivity, and the most important to your quality of life, ensuring benefits for the company.

BIBLIOGRAPHIC REFERENCES


Web pages

www.catarina.udlap.mx/u_dl/a/such/documents/lps/arredondo_am/
bibliopi.org/.../peiro%20prieto%20-%20calidad%20de%20vida%20laboral%20vol%. chapter2.pdf
International Labor Organization Www.ilo.org/global/lang--es/
World Health Organization WwW.who.int/es/
Organization for Economic Cooperation and Development
bvs.sld.cu/magazines/ACl/vol14_4_06/ACI05406.htm
Www.tendencias21.net ‘ strategic trends associated with the level of income and the security offered a job. However, the characteristics of the work environment also play an important role in the welfare of an employee
Fostering Student Engagement With Community Support In Business Colleges
Kathryn J. Ready, Winona State University, USA

ABSTRACT

Student learning enhanced by student engagement activities (Trowler, 2010) serves as an area of emphasis in the standards for AACSB accreditation in business schools. For universities seeking accreditation or applying for reaccreditation, continuous quality improvement must be demonstrated in three areas: engagement, innovation and impact (AACSB, 2016: 2). In order to demonstrate competency and satisfy these requirements, the overall curriculum in business schools seeks to develop integrative activities and processes that support engaged learning and are consistent with the university and college’s mission. Engaged student learning, according to indicators examined in the National Survey of Student Engagement (2016), focuses on the level of academic challenge, learning with peers through active and collaborative learning, faculty and student interaction, and a supportive learning environment. Common approaches that demonstrate engaged learning and seek to support accreditation and reaccreditation efforts include student projects, presentations and internships. This paper goes further in discussing additional strategies to promote community participation in engagement activities that benefit students, faculty and staff. Outcome measures that can be used to document engaged learning activities for assessment purposes are highlighted.

Keywords: Student Engagement, Community Partnerships, Engaged Learning, Assessment

REFERENCES

Constructing A Practical Business English Course
Tony Cripps, Nanzan University, Japan

ABSTRACT

Increasingly, many university students around the world are demanding courses that target vocational skills. This presentation explicates the construction of an innovative business English course at a private Japanese university that was designed to meet students' specific vocational needs.

Initially, the presenter will provide a brief overview of the growth of business English courses in Japan and then focus on content-based and task-based learning. The presenter will discuss the design of an advanced business English skills course which aims to 'introduce students to essential English communication skills typically used in a corporate environment.' Elements of the business English course such as teaching students how to make effective presentations, how to make persuasive proposals, and pitching ideas, will be explained. The presentation will also discuss the effectiveness of business simulations and illustrate this with some practical examples. Samples of the presenter's course material will also be distributed.

Finally, the presenter will provide some sample guidelines for educators who wish to design similar courses of their own. Audience members will be encouraged to share their opinions on course design and contemporary pedagogy. It is expected that novice and experienced teachers will benefit from this presentation.