

# IJHEM

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## International Journal of Higher Education Management



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# International Journal of Higher Education Management

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# International Journal of Higher Education Management

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- Offer academics, practitioners and researchers the possibility of having in depth knowledge and understanding of the nature of teaching and learning practices and.
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## International Journal of Higher Education Management (IJHEM) Volume 3 Number 1 August 2016

### Editorial Comments

Many who have made education their life's work have legitimate questions about the direction in which many of the most eminent education establishments are being lead. The current obsession with outcomes, whilst understandable to some extent, is disturbing for a number of reasons. Across the globe universities are witnessing attempts to suppress both free speech and those who think differently or who may hold views that disquiet or challenge the mainstream orthodoxy. Financial pressures have also seen institutions readily accept funding from political entities that have either bought their silence or unquestioning devotion. Little wonder then that some have felt the need to raise questions about the way in which entities such as European Union have used funds to create a dependency culture in the HE sector across much of Europe. What has been doubly disturbing is that those who have been courageous, some might say foolhardy, enough to question such systems of patronage have often found themselves rounded upon and stigmatised. We all need to ask ourselves what learning is really about, and how we empower ourselves and others to not just be passive receivers of knowledge, but develop the capacity to become autodidacts. Maybe Saul Bellow (1915-2005) was nearer the mark when he wrote the following; "The book of the world, so richly studied by autodidacts, is being closed by the "learned" who are raising walls of opinion to shut the world out."

This edition of the International Journal of Higher Education Management (IJHEM) contains seven scholarly articles conforming to the principal objective of the journal, namely the dissemination of both applied and theoretical knowledge. The papers provide an insight into a range of issues, both with local and global significance, and afford us an opportunity to appreciate the way in which the HE sector is endeavouring to adapt in this era or rapid change. Demographic and economic pressures are providing many challenges, and yet many of those in leadership and management roles have little time for serious foresight planning, as they are invariably focused on day to day firefighting. In addition there are issues concerning accountability and ensuring that those in leadership roles are much more representative of society as a whole. The findings of a number of these papers are significant not only for academicians, but also for professionals, policy makers and those responsible for local, regional and national strategy.

The Editorial Board is grateful to the contributors for making IJHEM the platform by which they have chosen to put their research into the public arena, and trust that they will use their good offices to ensure that others do the same.

The first paper is entitled: Investigating change through Appreciative Inquiry: A Case Study by Collington & Fook. No organisation or institution can afford to ignore the need for some form of appraisal and yet it might surprise some to discover, thanks to this paper, that Appreciative Inquiry (AI) has been a recent arrival in parts of the HE sector in the United Kingdom. Post- the financial crisis of 2008/2009 budgetary constraints and the drive for savings that have become known as Austerity have proved a catalyst for change, some of this change being in regard to institutional rationalisation. Financially at least, the UK HE sector has been

rather under the cosh, and as such has had to make savings, as well as rationalise resources including staff. Some in leadership roles have been only too pleased to use supposed government funding constraints and even the recent uncertainty surrounding the impact of the Brexit vote to push through unpopular measures. The HE sector in the UK is no stranger to funding constraints, with entities such as the publicly funded Higher Education Funding Council for England (HEFCE) be responsible for the distribution of funding, often at below inflation rates that result in a de facto cut for universities. Various universities have had to take tough decisions for some time with well-respected institutions such as Reading University making controversial decisions such as when it decided to close its award-winning physics department in 2006 – note that this was prior to the aforementioned global financial crisis.

With a marked increase in both internal and external pressures the atmosphere in some universities has been soured to some extent. Thus the mechanism used to help forge greater unity and purpose is worthy of research. Appreciative Inquiry, whilst not without its critics, is viewed as more constructive. Collington & Fook observe that; "AI promotes collegial, reflective practice..." something that is essential when endeavouring to take an educational institution forward. Whilst mention is made of the future, it is perfectly reasonable to ask what is meant by the word 'future'. What timeframe is being considered? All too often the planning time frames tend to be far too short. I note with interest that whilst departments featured in this research met both separately and together, it would appear that only the Heads of Schools or programme leads were deemed worthy to have one to one meetings. For AI to be truly effective, it requires both vertical and horizontal scoping of opinion, and this is especially true when it comes engaging those whose voice may well be marginalised or occasionally overlooked.

Whilst the findings generally appear positive, it would have been useful to have some idea of how far the AI approach has permeated the institutional culture. It is heartening that participants found the process "interesting", the real value must surely lie in the ability of the institution to become more effective at internal communication. The silo mentality that bedevils countless organisations is difficult to combat, and thus anything that helps in this regard has to be something that adds value. Refining such processes is of paramount importance, as is the creation of safe environments where participants feel free to speak candidly without fear of recriminations. Anyone familiar with the HE sector will appreciate that universities and colleges are notorious political institutions, often lead by talented individuals who do not take kindly to criticism, even when offered in a constructive manner. If AI can help provide a conduit that improves the situation, then it is to be welcomed. It is certainly encouraging that such an initiative appears to have been met with such positivity in the institution featured in this research.

The extent to which universities mirror the societies that they form part of is a matter for discussion. Those that rise to leadership roles are almost certainly likely to be of a conformist nature, or at the very least have proved themselves adept at reading and navigating the prevailing power mechanisms. Whilst many of those in leadership roles are often viewed as bulwarks against change, it is important to appreciate the role that creativity and the creative and questioning self can play in a society's ability to renew itself. With this in mind academic and social freedoms are clearly important, as are the prevailing norms within any given society.



Holding that thought for a moment, we would do well to ensure that we equip ourselves with an understanding of the degree to which any given community permits and encourages individual freedom and nurtures a spirit of individualism. In this respect the work of Geert Hofstede is pertinent to the next paper, and is worth perusing in regards to Turkey (<https://geert-hofstede.com/turkey.html>)

Mediating Role of Emotional Self-Efficacy between Emotional Intelligence and Creativity: Empirical Study on University Undergraduates by Gurbuz et al provides clear evidence that lecturers have a pivotal role to play as life coaches. Herein lies the challenge faced by educational institutions in Turkey and elsewhere, and that is that time and limits on personnel restrict the ability of lecturers to play a larger role, assuming of course that they are even interested in becoming mentors. Curricula have become increasingly prescriptive in some parts of the world, whilst in Turkey itself the higher education sector has become increasingly politicised, to such an extent in recent months that grave misgivings have been expressed internationally about the stifling of expression and dissent. It is important that readers appreciate that the authors of this paper wrote it prior to the recent failed coup in Turkey, an event which is already having widespread ramifications on the Higher Education Sector and society as a whole. This paper reminds us of the desirability of providing an academic environment that is conducive to creativity. We would all do well to cherish those dimensions that foster Creativity and Self Efficacy.

The third paper of this issue is entitled: An analysis of applied professional teaching practices in relation to research and policy - Parkinson & Chew. It is only really when there is an opportunity to survey the number of changes that have taken place across the UK HE sector over the last three decades that we begin to appreciate the enormity of what has and continues to take place. Where once to all intents and purposes in most institutions an undergraduate degree was free at the point of delivery, since 1997 fees have changed the dynamic to such a degree that they appear to colour decisions made by consumers and providers alike. The so-called marketization of the HE sector has created the "demands for a perceived value for money" that a range of academics have observed, and Parkinson and Chew are right to articulate the fact that many professionals have grave misgivings about what is taking place. "Measurable outcomes" have become the order of the day, and some are questioning how much further this commoditisation will go. Formal and informal league tables have resulted in students and indeed many of those in leadership and management roles demanding more bangs for their buck. The learning process has become a particular area of focus with some academics feeling as if they are in an X-Factor-style talent contest, one that requires them to play to the gallery and shamelessly self-promote at every available opportunity.

This paper highlights the impact of new technology and the role of Virtual Learning Environments (VLE) and Massively Open Online Courses (MOOCs). The quest for measurable outcomes has thrown the spotlight firmly on to the questionable issue of relevance, little wonder then that many academics feel decidedly nonplussed. Maybe this goes some way to explaining why so many staff are taking early retirement or leaving the profession altogether. Whilst it is important to appreciate that change is a constant, and that some change ultimately is beneficial for all concerned, the simple fact is that the speed of change has been bewildering. This

measured paper draws heavily on professional experience and provides a cogent explanation of much of what is taking place. The fact that it ends by urging a degree of reflection is a testament to the mature and thoughtful approach that appears to under-pinned the manner in which this paper has been approached.

It takes a person of tremendous courage and self-confidence to challenge the prevailing orthodoxy, and yet that is precisely what is done in the next paper: Sorry Harvard, but I don't like the case method - Tarun Pasricha. I have no doubt that some may see this as a polemic, one written by someone who has the temerity to question the teaching method of an august institution. In point of fact what Parischa is doing, is what all effective academics should do, and that is examine whether something is fit for purpose. The author is not questioning the validity of using case studies, he is making the case for a more balanced approach, one that seeks to restore a degree of equilibrium. It is neither good for Harvard University nor the Higher Education sector as a whole that some people and institutions ape the Harvard model without question. Other institutions are so in awe of the name that they mentally genuflect, this too is decidedly unhealthy. Whilst no one questions the fact that Harvard University is an academic powerhouse, it is not infallible, and we would do well to appreciate that what works well in an exceptionally wealthy US institution does not automatically work well elsewhere.

The issue of case studies does indeed raise a range of questions. How many of these case studies come from the developing world? How well represented are case studies from female owned or ethnic minority communities? What effort is made to ensure that students are made aware of the importance of discernment? There is a growing appreciation that the 'West knows best' approach (or more accurately the 'US knows best') is well past its sell-by date, a point that was further underscored by the fact that so few western policy makers and academics predicted the financial crisis of 2008. Case studies have their uses, but are invariably drawn from an extremely limited pool, one that in some respects is highly unimaginative and rarely representative of society, or for that matter the world as a whole. Parischa draws on his professional experience to make a convincing case for paring back the percentage of the curriculum that is given over to the examination and exploration of case studies. If we read what he has to say in as objective and open-minded a manner as possible we may well find ourselves acknowledging that he has a point. In which case far from this paper being mere effrontery, it is precisely what we need those in leadership and management to do on a regular basis.

We now move from case studies to the necessity of a society to foster entrepreneurial activity as a means of providing employment, hope and greater social cohesion. Entrepreneurial Intentions amongst Tunisian Students: An Empirical Investigation Applying the Big-Five Personality Traits Theory - Ettis & Kefi seeks to address something of the current knowledge deficit with regards to part of the region that experienced the so-called Arab Spring. This paper makes clear that one of the root causes of dissatisfaction was the sense of social injustice caused by unemployment and the absence of job opportunities for those without money and influential connections. Those familiar with the GEM Tunisia Report 2012

([www.gemconsortium.org/report/49522](http://www.gemconsortium.org/report/49522)) will appreciate that there has been a conscious effort on the part of Tunisia to endeavour to stimulate greater entrepreneurial activity. The HE sector has always had a duty to help prepare students for the world of work, whether by it

adding to the students' skill set or helping individuals grow in confidence and thus be better able to articulate themselves. That said, many of those in leadership and management roles in Higher Education have only ever known the world of education, and precious few have ever set up their own business, let alone made a success of it.

Ettis & Kefi's route into an exploration of student attitudes to entrepreneurial activity is through the use of the Big-Five Personality Traits Model (Eysenck 1960). Such an approach is eminently sensible, although it is inevitable that this has its limitations as the arrival of the Internet and social media has already brought about a seismic shift in the way in which individuals interact. For all the dominance of local culture and social mores, attitudes and expectations are changing, a point that is often lost on those that walk the corridors of responsibility in many universities. Family and societal norms and expectations still exert considerable influence, as do the role models that are held up by academia, the media and society at large. Whilst the youth of Tunisia will have various role models from popular culture, music, sport and fashion, it would be useful to know which entrepreneurs both male and female are in the public domain and receive comparable media exposure and adulation. Does Tunisia have a television programme such as 'Dragon's Den'? If so, how is this regarded? Interestingly, in common with other surveys carried out across the Maghreb and much of the Arab World those surveyed contain a higher percentage of female students. Whilst this is encouraging in some respects, prevailing patriarchal attitudes mean that the iconography and lexicon deployed invariably assumes that it will be the males that found their own businesses. Personality traits are of course significant, but equally so are the attitudes of those responsible for pedagogy and andragogy. This research makes it abundantly clear that educators need to do more.

A number of Arab countries are eager to ensure greater opportunity for their citizens, and in an ever changing world policy makers and educators are endeavouring to grapple with issues that will shape the future in regards to development and stability. The penultimate paper of this issue is entitled: Social media as a tool in learning and social behaviour in Saudi Arabia - Yusuf et al. New technology has opened up a world of opportunities, whilst also providing a means by which citizens can benchmark their own experience against what is taking place elsewhere. Internationally the HE sector is beginning to see new learning and teaching opportunities, and in some respects is feeling its way towards a new style of engagement with current and potential students. Massively Open Online Courses (MOOCs) whilst a complete anathema to some academics, have taken on a momentum of their own, something that is more than apparent when visiting a site such as [www.futurelearn.com](http://www.futurelearn.com)

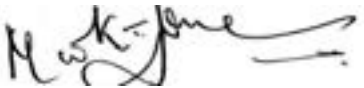
One of the greatest dangers about the response to the social media revolution is to base decisions on assumptions rather than on as comprehensive data set as is humanly possible. Whilst this research does not claim to be representative of Saudi Arabia as a whole, it does at least provide a useful snapshot of where things are at present, at least amongst an urban elite who attend a prestigious university. The generational gulf is significant, especially when we consider those who occupy the most senior posts in universities and colleges. Those responsible for drafting Saudi Vision 2030 (<http://vision2030.gov.sa/en>) are unlikely to be fully commensurate with the current state of social media engagement, or indeed aware of the

multiplicity of platforms available and the degree to which these are in favour amongst Saudi students and young adults.

The final paper of this issue shines a light upon an issue that every educational institution, indeed every organisation should take cognisance of, namely the degree of diversity amongst senior staff. A portrait of faculty diversity at selected elite universities by Saturnin Ndandala elucidates something of the progress being made amongst a cluster of elite North American universities. Whilst there is evidence of plenty of progress with regards to official policies, when it comes to key personnel the picture is decidedly patchy. Visible minority academics (VMA) remain thin on the ground when it comes to senior posts, and appear to be passed over when it comes to key promotions. A particularly telling point raised in this paper is in regards to whether this issue is deemed a priority or not, sadly, in some faculties and departments it would appear not. Whether "implicit bias" exists remains a point for further research, but the fact that many VMAs feel socially isolated should be a matter of considerable concern.

Ndandala makes an important point in highlighting the role that data collection, transparency and robust monitoring has to play. Sadly, many universities in North America and elsewhere are reluctant to collect data concerning ethnic origin, for fear that some might misinterpret the motivation behind such profiling. Looking around many universities and colleges it is still the case that whilst ethnic minorities are often hired in large numbers, they are invariably found in ancillary and support roles, not those deemed high status. This important research is a timely reminder just how much more work remains to be done to ensure that HE institutions not only are representative of society at large, but actually ensure equal opportunities for promotion regardless of gender and ethnicity. A key dimension here must surely be the lexicon and iconography of leadership.

Whilst it is important to note that there are signs of progress, it is clear a considerable amount of work remains to be done. Reports such as: Healing a divided Britain: the need for a comprehensive race equality strategy (<https://www.equalityhumanrights.com/en>) are a reminder of just how much work societies have to do to achieve meaningful equality, rather than merely engaging in tokenism and ethnic minority window dressing. The HE sector has an important role to play, and needs to redouble its efforts in this regard.



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## Instigating change through Appreciative Inquiry: A Case Study

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### *Purpose*

*This paper illustrates the usefulness of an appreciative inquiry (AI) approach and design in bringing about change. It reports on a case study of a review of a school within a higher education context using AI to engage staff, assess the need for change and make recommendations on this basis. AI is a qualitative approach focusing on potential strengths, and is an important approach in the current economic climate of austerity.*

### *Design*

*The paper is organized as a case study. It provides contextual background, argues for and outlines an AI approach, and reviews the literature which makes a strong case for AI in engaging staff with change, and promoting positive aspects like reflective team working. The actual review process is then described and how the AI approach was applied. What follows is a discussion of issues which arose in applying the approach. It concludes that there are clearly very positive benefits to using AI. There may also be a need to modify how it is applied in order to maximize staff potential for trusting the process, and to enable the airing of alternative, more complex views, whilst still maintaining a positive focus.*

### *Practical/social implications and originality/value*

*The paper illustrates how an AI approach can be used in effective change management in the current climate of austerity and change in the public sector in the UK. AI can offer a way of restoring staff participation in change, and a way of enhancing communication and trust. The material in this paper is original and has not been published elsewhere.*

**Keywords**  
appreciative  
inquiry;  
change  
management

### **Introduction**

The Appreciative Inquiry (AI) model is based on the assumption that the questions we ask will tend to focus our attention in a particular direction. Unlike AI, other methods of assessing and evaluating a situation and then proposing solutions are based on a *deficiency* model. Such models ask questions such as “What are the problems?”, “What’s wrong?” or “What needs to be fixed?” The problem with these sorts of approaches is that there may be some inherent advantages of an existing situation which may then be ignored, and so a full or complex picture is not gained. Instead of asking about ‘the problem’, some other methods raise questions in terms of challenges, which proponents of AI (Cooperrider, Whitney and Stavros 2008) argue also maintains a basis of deficiency, thereby assuming that there is something

wrong, or that something needs to be fixed or solved. In this paper we report on a review of a school within a university which was based on AI, but also suggest that the method could prove useful in reviewing the need for healthcare organizational changes.

The purpose of this article is to outline the application of basic principles of Appreciative Inquiry to engage with staff in a School within the higher education context, assessing the need for change and making recommendations for future organisational structure and practice. We felt that it would be beneficial to use AI for several reasons. Overall, given the current need for austerity, it is easy to take a negative orientation to reviews, assuming that underlying motivations are primarily about cost-cutting, and searching for inadequate or inefficient practices which will automatically be discontinued. We felt that AI might provide some balance, so that positive contributions could provide a context for whatever cost-cutting strategies might be envisaged. In fact, many authors in healthcare suggest that the positive focus of AI is a real bonus in current climates which can be seen to devalue the personal input of staff (eg. Traikovski et al, 2013; Richer et al, 2013). Also, given that the School was relatively new to the Faculty with mainly healthcare disciplines it seemed important to adopt an approach which would recognise the value of a discipline which for most of its history had belonged within faculties with different (non-health) disciplinary backgrounds. Given also the rapidly changing nature of policies for this discipline, an AI approach potentially provided a basis from which to value the longer standing practices, rather than be too subsumed by current shorter term imperatives in the wider policy context.

Given the type and speed of changes taking place, we felt that the use of AI was an approach which might be relevant for many other reviews taking place in the healthcare setting or higher education in the current political and economic context.

We begin with a brief background to the review and an overview of AI and its usage. We then describe the process we undertook, the findings, and our reflections and observations on the process.

### **Background to the review**

As we alluded to above, the School was new to the Faculty and the reasoning behind the move was that the Faculty would provide a very relevant professional basis, with the appreciation of professional practice and all that this entails in terms of teaching imperatives, research orientation, practice learning, workplace-based education, and professional partnerships. We have deliberately withheld the name of the school, in order to preserve confidentiality but suffice to say, it was not health-related. A review of this nature therefore carried inter-disciplinary challenges. Clearly the review team was concerned to evaluate the school in its own disciplinary terms, but also to identify points of similarity which need to be capitalised upon, and distinctive aspects which needed to be preserved and supported. In addition, there were radical and rapid policy changes being undertaken in the way education and training this school offered was being funded and provided in the UK, most primarily with a move to more partnership led and driven provision with and by external organisations. Circumstances therefore seemed to indicate a need to re-assess the direction and management of the school.

### **Appreciative inquiry**

AI has been used widely within the business community; only recently has AI begun to emerge as an effective strategy within higher education and healthcare (Dematteo& Reeves, 2011) Change theories and organization development strategies have long followed the problem-solving approach of looking at organizations, identifying the weaknesses and introducing interventions to do things better (Cooperrider 1990).

Appreciative Inquiry (AI) is a model for analysis, decision-making and the creation of strategic change, particularly within companies and other organizations (Barrett and Fry 2005). What makes AI so powerful is the strengths-based approach it takes to change in human systems. In most organizations, focusing on what's wrong and how to fix it has become a habit as ongoing evaluation of processes and practices are undertaken. An important component of any AI initiative is making the "mental shift" from focusing on problems to focusing on strengths. Bushe (2007) however points out that AI is not only about the positive but that the transformative element is to be promoted.

As reaffirmed by Bushe (2013) Appreciative Inquiry aids individuals in:

- Appreciating, valuing the best of what is
- Envisioning what might be
- Engaging in dialogue about what should be
- Innovating, what will be

The 'appreciating' component of the inquiry involves creating and keeping a positive mind-set of valuing, affirming, and building on strengths throughout an organization. The 'inquiring' component involves asking questions to explore and study, discover and build on new possibilities. Keefe and Pesut (2004) argue that in times of accelerated change accompanied by leadership transitions, appreciative inquiry and sense-making skills are necessary. Sense-making involves sizing up a situation to create a framework for decision-making, creating a context for communication, linking with others, and focusing on what is and what could be (Cooperrider and Shivastva (1987). For them, sense-making could be facilitated by applying appreciative leadership techniques.

A review of literature demonstrates that AI has been used successfully in a number of contexts. Clossey, Mehnert and Silva (2013) reports on its use to facilitate implementation of the recovery model in mental health agencies. The article explores how AI could be helpful in shifting an organization's culture to render it compatible with recovery through descriptions of two mental health centres' use of the tool. The experiences described indicate that AI, if used consistently, empowers staff. The article concludes with consideration of the implications of this empowerment for recovery model implementation and directions for future research.

Hughes (2012) also considered the approach for researching social work practice. The paper considers its potential as a research tool, therapeutic intervention and an educative tool within social work practice and education due to its congruence with professional social work values. Participants were recognised as the expert of their own experience and power is shared through participatory and appreciative approaches. The aim was for participants to benefit



directly from the research process as they are supported to express, analyse and reflect on their experience and to make changes that could improve their lives. Hughes argues that insight gained from the presentation of research findings can provide a catalyst from which others can reflect, analyse and evaluate their own practice.

Allen and Innes' (2013) paper reports on a study that investigated the process and outcomes of using AI in an Australian initial teacher education (ITE) program review. The aim of the study, which drew on a sample of teaching staff involved in a Master of Teaching program, was to gain an understanding of the extent to which the application of the AI framework can be used effectively in the review of ITE programs. AI promotes collegial reflective practice and the generation of positive resolutions and thus aligned with the purposes of the review that were to foster collaboration, strengthen staff morale and, subsequently, build a stronger program for students. As an outcome of the study they concluded with five recommendations for facilitators considering AI as an approach to higher education organisational analysis and learning: 1. Scope, sequence and timing are paramount. 2. Beware of making assumptions. 3. Power imbalances change everything for some. 4. Barriers are resilient. 5. Working as facilitators with peers in the AI environment requires a high level of confidence. Finally, those who facilitated the retreat acknowledged that, in an effort to make the shift to a forward-looking and positive approach to the appraisal of the MTeach, they perhaps imbued themselves with an overly optimistic sense of how they should conceptualise and implement the review.

Likewise, to achieve transformational change in nursing, Harmon et al (2012) argued that a transformational approach is needed. At the University of Virginia-School of Nursing, an AI Summit was designed to bring all staff, faculty, student representatives, and members of the community together to rewrite the school's strategic plan. New connections within the school, the university, and the community were made when 135 participants engaged in the 4-step AI process of discovering, dreaming, designing, and creating the school's future. During the summit, 7 strategic teams formed to move the school toward the best possible future while building on the existing positive core.

Van Vuuren and Crous (2005) write that the management of ethics within organisations typically occurs within a problem-solving frame of reference. This often results in a reactive, problem-based and externally induced approach to managing ethics. The aim of their paper was to present AI as an alternative approach for developing a shared meaning of ethics within an organisation, creating a foundation for the development of an ethical culture over time. A descriptive case study based on an application of AI was used to illustrate the utility of AI as a way of thinking and doing to precede and complement problem-based ethics management systems and interventions.

While AI has its origins in organizational development, Kung et al's (2013) article considers the application of AI within a course evaluation in higher education. An AI process was deemed appropriate given its concern for peak performance or life-centric experiences. So, former students of a particular course, along with current students, engaged in the discovery and dream stages of the 4D process, after which the researchers engaged in the identification of perceived causes of success and emergent themes that led to the co-construction of a set of

aspirational statements and an action plan for future teaching staff within the course. The process and outcomes affirmed the application and power of this strengths-based approach to uncover experiential and interpretive data pertinent to the ongoing development and sustainability of an academic course.

In a business school context Grandy and Holton (2010) considered how to mobilise change. The purpose of their paper was to explore how AI as a pedagogical tool could be generative in nature creating opportunities for change and development in a business school. Using a qualitative approach their research involved data collection and analysis in three stages of AI with a group of undergraduate students enrolled in strategic management and organizational change courses. Findings indicated that the experiential nature of the AI process was a success in promoting dialogue and inquiry, encouraging collaboration and team building, and empowering individuals toward a collective vision. Through an iterative process, four possibility statements were developed including: meaningful relationships with professors and peers; leadership opportunities; experiential learning; and creativity and flexibility in program design. These statements would serve as a starting point for future planning to the business school under study. Practical implications were that the process offered a number of insights for both faculty and students regarding the symbiotic relationships between learning and change.

Trajkovski et al (2012) examined and critiqued how the phases of the 4D cycle (Discovery, Dream, Design, and Destiny) of appreciative inquiry are implemented in a healthcare context. Nine qualitative studies met the inclusion criteria. Results highlighted that appreciative inquiry application is unique and varied between studies. The 4D phases were not rigid steps and were adapted to the setting and participants. Overall, they found that participant enthusiasm and commitment were highlighted suggesting appreciative inquiry was mostly positively perceived by participants. Appreciative inquiry provided a positive way forward shifting from problems to solutions offering a new way of practising in health care and health research

By contrast with most of the literature cited above, Dematteo & Reeves (2011), while noting many of the positive points listed above, were also critical of the AI approach. Basing their conclusions on 50 interviews with participants who had been involved in using AI to bring about change within interprofessional education settings, they argued that AI lacked the ability to focus on structural issues. It is interesting that the bulk of the literature emphasises the positives, and that noting of the problematic aspects of AI is minimal. Our own discussion will address these issues in more detail.

In summary, the review of the literature therefore indicates several major points:

- AI is contrasted with problem-solving approaches and is thought advantageous because of its ability to create more sustainable and shared cultures
- AI has been used successfully in most of the professions: health, nursing and mental health; social work; teacher education; higher education; organisational studies and business.
- The uses have ranged from assisting to implement a new model; research; organisational review; and in facilitating change.

- The literature has emphasised the positive aspects of AI which include the empowerment of participants; the ability to promote the integration of research and review/evaluation; the ability to be used as a pedagogical tool; the promotion of collegiality and a strengthening of morale; a catalyst for further reflection and analysis; its usage in developing partnerships with external organisations; and its ability to complement other methods.

The downsides of AI include: the potential for being overly optimistic in approach; an inability to address the structural aspects of organisational change (and perhaps the implied power imbalances inherent in this).

### **Review of the School**

The School reviewed was regarded as an already successful operation with evidence of consistently achieving good outcomes to a range of external quality measurements. However there have been many external changes recently as well as the transition to a new Faculty, policy and budget changes necessitating a fresh look at the school in this context.

The approach to the review took account of what the School needed now and in the future, who does what, programme delivery and best practice. It planned to identify opportunities for enhancement of quality of current provision and future diversification opportunities. It was envisaged the review would inform decisions about organisational change and development to be implemented.

The review had initial scoping exercises through Appreciative Inquiry to establish what works well, what is not working well, what could change in the light of external drivers, internal changes, processes adopted. The aim of the review is to enable transformational change, focusing on good practice, effectiveness, efficiencies and the different elements of management and leadership within the School for optimal functioning. The objectives included:

- Provide opportunities for all school members (academic and professional support staff) to have input through a positive (appreciative inquiry) lens
- Find out broadly how people would like to see the school and what might need to be done to achieve this
- Establish how individuals/the school respond to the changing external/political conditions as a whole school and what is needed to be able to do this.
- Find out what experiences and processes were effective, their own contribution in the school, what they valued most and what can be done to promote improvements

### **Methodology - applying the AI approach**

David Cooperrider and Diana Whitney's 2005 book outlining the five principles of Appreciative Inquiry, has become the standard model used by practitioners and researchers.

Implementation of AI required recognition of the need for structured conversations. These are opportunities for people to tell stories about past high point experiences at work and their dreams for the organization's future. They serve the 'appreciating' function because sharing stories builds positive connections between people. They serve the 'inquiring' function because they invite exploration of what's working well in the organization and individual's hopes for the future. Also important was that AI can be used flexibly (Whitney and Trosten-

Bloom (2010) but a consistent principle is that the more stakeholders that participate, the better, thus ensuring a broad array of input and good buy-in to the outcomes of the review.

In preparation for the review a strategic lead was identified (the authors led the review) and a steering group with key staff within the School convened to ensure control was retained by the school and to maintain confidence in the process. Large group briefings were held, followed by briefings and updates in writing that included the purpose, scope and features of the review, as well as the practicalities of how they can contribute. We wanted them to view this as a genuine opportunity to engage in dialogue about their shared ideas for the school.

The review team acknowledged that the usual approach to organisational change is to pay attention to problems, therefore with a tendency to make staff defensive in the process – the very people that need to be engaged in the change. Therefore approaches used in AI were appropriate for this review as it works with whole staff groups and begins with looking for the positives and connects this to produce a vision for change. The aim was to identify what works well for whom and what could be done differently in order to achieve agreed outcomes.

The information gathering methods used were, focus groups with School staff, meetings with external stakeholders, analysis of data and current portfolio. It focused on individuals' experiences working in the school, good practice, processes, efficiencies and value for money.

The following activities were included during the 'Discovery' and 'Dream' Phases

- Steering group meetings and division of key tasks and timelines
- Identify specific topics for the inquiry
- Identify all individuals to be included in the inquiry and agree minimal/acceptable numbers
- Clarify purpose of the inquiry and determine key questions to be asked
- Opportunities for involvement – Focus Group discussions, one to one discussion and individual responses via e mail.

Examples of discovery phase questions for specific topics of the inquiry are as follows:

In the "Discovery" stage:

- Used interviews/conversations to learn ...:the very best of what it is like to work in the School - eg. outline experiences and processes that are/were effective, own contribution within School, what was most valuable, what could be done to promote improvements
- Created opportunities for people to share stories about their "peak experiences" in organizations.
- People were encouraged to talk about their organizations when they function at their very best, and about their own individual strengths and resources.
- The interview/discussion lead introduced each topic with a positive prologue and then may use a phrase like: "Tell me a story about ...." Seeks stories of personal experiences of those interviewed.
- Analyses of the unique factors that contributed to the positive experiences

In focus groups and individual discussions:

- When did you join the school and what attracted you to it?

- What keeps you here and what makes the difference for you?
- What are your areas of responsibility?
- Everyone experience 'ups and downs' in their day to day work. Tell me about a time in your work when you felt energised/passionate /most effective... (describe in detail the situation, who was involved, what made it a high point etc)
- What do you value most about your work here and the School in general? What is most interesting and meaningful?
- What are the qualities/strengths you believe you bring to the School?

### **Data sources and staff contributions**

Initial briefings were held to provide staff with an overview of the review process and this was followed by an information sheet prior to holding the focus group discussions. It was decided to hold discipline-specific, administrative or programme team meetings separately, followed by mixed group meetings to discuss emerging themes from the data.

A range of the different areas/disciplines from which information were gathered, number of focus group discussions held and the numbers of staff that participated were fed back to participants over the period of the review. The aim was to achieve a minimum of 80% staff group contribution to the review and this target was exceeded. Sixteen of the 46 staff had been in employment more than ten years, 26 between 3 and 9 years and only four less than 2 years. Time working in the School ranged from two months to twenty five years.

In addition to focus group discussions, one to one meetings were held for particular individuals eg. Head of School, programme leads to obtain more detail about issues raised in the focus groups. Follow up focus groups with academic and administrative staff from different teams were held for further exploration of themes derived from previous data collection. This was achieved over a period of six months.

### **Discussion**

Overall the process appeared highly successful, simply in terms of the willingness to participate (more than 80% participation rate) and to contribute to the process. Some people participated multiple times (in that they belonged to several different groupings and took the opportunities this afforded to participate with each group). Many remarked that they found the process interesting, and learnt many details about their colleagues which they had not known before (such as how long they had been in the school, the circumstances which had brought them and motivated them to stay). These were experienced as positive aspects of the process. Participants on the whole left each session in an upbeat mood, and often said that they felt valued by the process.

Below we have used Bushe's (2013) four aspects of how AI is helpful to frame our discussion:

### **Appreciating and valuing the best of what is**

As noted above, many participants felt they gained better knowledge of colleagues, especially about their motivation in coming to work in the school, and in staying on. It was helpful to reaffirm what people found engaging and sustaining about the school, its mission

and its culture. One aspect of this was the very strong reputation of the school with its external organisations, and the conscientious job done by staff in sustaining supportive relationships with partner organisations. Openly noting aspects like these was also very useful in informing all staff in the school of positive activities being undertaken by others, which they were not always aware of. This appreciation could serve to develop a better “whole school” vision.

A clear theme emerged about valuing the work environment, the support available and working with people who care about what they do, particularly focusing on the students.

### **Envisioning what might be**

Despite initial scepticism about the review in general, and the process in particular, the triangulation of information sources enabled adequate capture of the school activities, roles, responsibilities and staff views. Although the focus was on what individuals valued about their working context it was important to ask their views on any areas for enhancement. Small group dialogue proved useful in eliciting what could/might be, thus visioning the future.

In addition to focus group discussions, one to one meetings were held for particular individuals eg Head of School, programme leads to obtain more detail about issues raised in the focus groups. Follow up focus groups with academic and administrative staff from different teams were held for further exploration of themes derived from previous data sources. Suggestions, for example, included a need for more efficient processes and more guidance especially with outward facing roles, enabling a sense of trust to grow and encourages the confidence to share ideas; the human relationships building in a climate where ideas can be share, creating dynamic working relationships.

### **Engaging in dialogue about what should be**

Follow up discussions in mixed groups and amongst the review steering group provided opportunities for ideas about the way forward were tested

The issue of needing more *direction and a vision* for the school emerged as one of the strongest themes, coupled of course with the need to be more proactive in forward planning, but also the need to be more strategic. With an eye to the future, staff made helpful suggestions about what the way forward might look like, for example, a vision which shows how the different programs of the school come together and which provides a common direction for everyone in the school to work towards. This could include a review of academic structures, teams and management of them. Better communication, especially whole school dialogue, is seen as important in forging this vision but also in continuing to support and develop each other in a volatile external environment.

It was also felt there was a need to be *more proactive in planning*, especially in course development which can be very reactive. Still others raised the issue of needing to be involved in more forums across the university and how to manage the distribution of responsibility.

### **Innovating, what will be**

Building on existing positive core identified through the review, analysis of themes, and use of ideas by the team influenced the draft recommendations.

Main themes from first rounds of focus groups and interviews were used for more in-depth discussion. This enabled aspects of the design and destiny phases of AI to be utilised to gain ideas for the way forward. For example, *'develop "provocative propositions" describing the organization's ideal "ways of doing things" – its structures, systems, values, norms, strategies, relationships.*

The review identified the need for organisational change to achieve more effective management of the School through redefining roles and responsibilities, making better use of expertise across school programmes and use of distributed leadership as appropriate, to include line management.

### **Weighing up the downsides and upsides of AI?**

Some difficulties however were encountered with some of the questions, in that participants did not always understand what was being asked, or why. Sometimes when questions perhaps felt too personal, some participants avoided answering them directly, and spoke instead about the program they co-ordinated, rather than their own experience of working in the school. Sometimes it seemed as if they might have been suspicious of why more "personal" questions (such as what motivates you to stay in the school) were being asked, or maybe it was that they felt their answers might appear too negative, so they were reluctant to voice them. This suggests that because the underlying approach of AI is non-traditional, participants may need better preparation and understanding of the approach in order to maximise their involvement.

As reviewers, we were hopeful that we could hear and encourage a diversity of views without appearing "non-appreciative". Although firmly committed to the AI approach, we acknowledged that all situations are complex, and that sometimes a range of views is needed to build up this more complex picture. Because this was the first time we had used AI, we were not confident about how legitimate space for this complexity could be created. This meant that asking questions such as 'so what next, what would you change?' and also sharing good practice and individual views was perhaps particularly important in creating an environment which enabled differing viewpoints to be heard.

Creating a positive culture in the official sessions was also very important, in order to encourage frankness, and sending the message that individual staff were valued. We felt this was particularly important, given the current general climate of austerity in UK higher education and the low morale that this has brought about for some academics. There was also potential for setting up this positive climate to "backfire" in that, because not everyone had experienced the university culture in this way, there was in some cases little trust that the reviewers (and the faculty who had commissioned the review) actually did value individuals or that was a general disposition of good will towards the school. It was difficult, indeed perhaps impossible, to convey a more positive message through one review, and indeed what amounted to one session with most individual staff. There was therefore, for some participants, an attitude of mistrust, which presumably meant that they were not frank in their responses. This resulted in not everyone responding to all the questions to the same extent, nor were they able to be reflective to the same extent. We were aware of some of these

misgivings as some people raised questions about the process outside the official review sessions.

In some ways, it was AI itself which assisted with addressing problematic areas however. Because the AI sessions were on the whole experienced as enabling, participants felt reasonably relaxed in airing their views. We did note however that several people felt able to be more frank with us outside the official sessions. Whilst what they told sometimes could not be officially included in the findings, it did allow a better understanding of why they had framed their responses in the way they did. It also allowed us to craft and suggest more specific ways of dealing with the issues which had arisen. The opportunity for official one to one sessions proved useful in capturing additional information.

### **Conclusion and further directions**

What have we learnt from engaging in this process? AI is certainly seen and experienced as a novel way of approaching organisational review. As our review illustrates, there is some literature which attests to the benefits of using AI in healthcare settings. Our experience certainly bears out findings suggested in some of the literature, such as the potential empowerment of staff (Grandy, 2010&Trajkovski et al, 2013); and the positive benefits of collegial reflection (Allan & Innis, 2013). There appears, from our experience, that there are many positive aspects to using AI, especially in a current climate of austerity with public monies, when tensions between managers and staff are potentially more fraught. Given that it is difficult to create easier and more trustful communication in this climate, AI can prove invaluable. In addition, it is helpful to be able to empower and value staff using a systematic process like AI, when staff may often feel that they take different messages from the broader organisational and fiscal climate. It is also clearly a useful process in preparing the ground for change, something which is inevitable in public services in the UK at the moment. AI effectively enables staff to become part of the change process.

Our experience also suggests that given that AI is a novel approach, staff perhaps do need more understanding and awareness of the principles that underpin it, so that they can participate more fully in the process, and so that its benefits can be maximised. There could be some benefit in having an introductory session which allows for open discussion of the pros and cons of AI, so that people can air doubts and uncertainties before engaging in the more formal part of the process. In this sense, such a preliminary discussion might provide the opportunity to build more trust beforehand, and so address some of the issues which we found from our experience. There might also be some benefit, whilst still applying the general principles of AI, to be able to modify the method slightly so as to create space for the voicing of alternative, or what might be seen as more negative views. This could perhaps be framed as naming what needs to change and at the same time envisioning the particular changes which would address it. In this way the positive focus is maintained, but not at the expense of silencing more complex or problematic perspectives.

In conclusion, we believe the benefits of AI are clear, and that perhaps it is becoming even more relevant as an approach in the current economic climate. Our experience suggests



though that specific aspects might be better developed in order to maximise the benefits of such an approach.

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# Mediating Role of Emotional Self-Efficacy Between Emotional Intelligence and Creativity: Empirical Study on University Undergraduates

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*Today's world requires a professional working life in which there are individuals equipped with different skills, and using composition of those skills. Thus, person-job fit, difficulties individual faces in the job and the overall process during their career paths have become important phenomena. In this process, some of the factors make positive contributions to people' both personal and professional life. In this study, among those factors, Emotional Intelligence, Creativity from both potential and practice perspective and Emotional Self Efficacy have been investigated. The main objective of this study is to unravel the stated untapped pathway between Emotional Intelligence and Creativity in educational context-in University subject domain. In this respect, the mediating role of Emotional Self Efficacy in explaining Potential and Practiced Creativity has been mentioned. Data for this study was collected from a sample of 265 students receiving education both from state and private universities located in Istanbul, Turkey. Snowball sampling was applied in order to reach as much students as possible. The data were analyzed by using the Statistical Package for the Social Sciences (SPSS) 22.0 software. Firstly, Factor and Reliability Analyses of all measurement instruments were conducted and their factor structure was revised based on the results. Then hierarchical regression analysis was done in order to test the mediating effects.*

*The results show that; Emotional Self Efficacy mediates the effects of Adaptability on only Creative Potential for students. In other words, individuals who; have problem solving ability, are flexible and realistic can have a potential for being creative. When they have a belief in their capability of perceiving emotions in self and the others, using emotions to facilitate thought, understanding emotions and emotional knowledge in the self and the others and regulating emotions in the self and the others (Mayer, Salovey and Caruso, 2004 cf. Kirk, Schutte and Hine, 2008) effect of adaptable abilities lost its effect in explaining their creative potential.*

## Keywords

Emotional Intelligence, Creative Potential, Practiced Creativity, Emotional Self-Efficacy

## 1. Introduction

Scholarly focus on or commercial and academic expansion of Emotional Intelligence comes from the fact that individuals who are regarded as intelligent (high IQ level) ones could not succeed in every aspects of life as ever expected. (Acar, 2001; Dulewicz and Higgs, 2000). Thus, considering only IQ could not be a good indicator of real life outcomes. In literature,

Emotional Intelligence has become one of the major evaluation tools for individual's workplace outcomes including successes and failures.

Furthermore, Creativity which is considered as the production of novel and useful ideas, products or procedures in any domain (Amabile, Conti, Coon, Lazenby and Herron, 1996; Carmeli, McKay and Kaufman, 2013) has also been a significant factor for individuals, because it is feeding mechanism that leads to innovation. But especially the main emphasis of this study is creative potential and practiced creativity for evaluating creative individuals.

Another phenomenon, Emotional Self Efficacy (ESE), has been included in this research and the main concern is to reveal the path between Emotional Intelligence and Creativity, in other words, where the Emotional Intelligence and ESE can intersect and affect creativity is under consideration. All of them are evaluated in an educational domain: *Universities*.

This study is organized as follows: First part deals with the operational definition and theoretical approaches to Emotional Intelligence, Creativity and Emotional Self Efficacy. Based on these, proposed model of the study is explained. The other part explains the methodological orientation of the research. Lastly, practical and theoretical implications are discussed in accordance with the findings.

## 2. Literature Review

### 2.1. "Emotional Intelligence (EI/EQ)": Definition and Theoretical Approaches

Scholarly focus and commercial expansion of Emotional Intelligence comes from the fact that individuals who are regarded as intelligent (high IQ level) ones, could not succeed in every aspects of life as ever expected (Acar, 2001; Dulewicz and Higgs, 2000). Thus, it is believed that considering only IQ could not be a good indicator of real life outcomes. In literature, Emotional Intelligence has become one of the major evaluation tools for individual's workplace outcomes including successes and failures. In this part, firstly nature of Emotional Intelligence and fundamental theoretical approaches is explained.

#### *Nature of Emotional Intelligence: Operational Definition*

The first researchers to use the concept of Emotional Intelligence (hereafter EI) were American psychologists Salovey and Mayer (Hahn, Choi, and Lee, 2013). They defined Emotional Intelligence as the subset of *Social Intelligence* which has been also defined as the ability to understand and manage people. In their definition, EI is explained as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey and Mayer, 1990; Mayer and Salovey, 1993). Here, they firstly suggested appraising and expressing emotions is a part of the EI. Furthermore, they believe that people need to perceive emotions not only in themselves, but also in those around them, because this could enable individuals to adapt to social behaviors and perceived positively by others. They also included regulation of emotion in self and others and the utilization of emotional content in problem solving (Salovey and Mayer, 1990; Mayer and Salovey, 1993)

Goleman, later introduced the term "emotional intelligence" in The Times in 1995, and since then the term has received a great amount of attention from researchers around the world (Hahn, Choi, and Lee, 2013). Popularity of the term "EI" comes from the most famous book

written by Daniel Goleman, and then it has been defined so many times.

Mayer, Salovey and Caruso (2000) has defined EI firstly as a cultural trend (*zeitgeist*), group of personality traits and set of abilities having to do with processing emotional information. They have used “*zeitgeist*” implying integration in the war between emotion and rationality throughout human history. Historically, ‘emotion’ and ‘intelligence’ were viewed as being opposite to one another (Lloyd, 1979). The theory of emotional intelligence suggested the opposite: emotions make cognitive processes adaptive and individuals can think rationally about emotions (Brackett, Rivers, and Salovey, 2011). In this sense, it refers an emotionally intelligent society that understands how to integrate reason and emotion (Mayer et al 2000).

Secondly, emotional intelligence has been defined by referring Daniel Goleman’s five parts: Knowing emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationships (Mayer et al., 2000). Also, Goleman’s another book focused on the workplace, these five parts have been divided into twenty-five different emotional competencies (Mayer et al, 2000). As they stated, another definition made by Bar-On: *EI is an array of non cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures* (cf. Bar-On,1997 in Mayer et al., 2000). The key factors involved in this model include **intrapersonal capacity** (the ability to be aware and understand oneself, one’s emotions and to express one’s feelings and ideas) which further divided into emotional self awareness, assertiveness, self-regard, self-actualization and independence, **interpersonal skills** (the ability to be aware of, understand and to appreciate others’ feelings as well as to establish and maintain mutually satisfying and responsible relationships with others) which is divided into empathy, interpersonal relationship and social responsibility, **adaptability** (the ability to verify one’s feelings with objective external cues and accurately size up the immediate situation, exibly to alter one’s feelings and thoughts with changing situations, and to solve personal and interpersonal problems) which is divided into problem solving, reality testing and flexibility, **stress management** (the ability to cope with stress and to control strong emotions) which is divided into stress tolerance and impulse control, and **motivational and general mood factors** (the ability to be optimistic, to enjoy oneself and others, and to feel and express positive feelings) which is lastly divided into happiness and optimism (Bar-On et al., 2000; Mayer et al., 2000).

However, Mayer and his colleagues see such groupings as quite different part of personality and they argue that it is highly improbable that any person could meet both intrapersonal and social/interpersonal skills at any time that has been stated in Goleman’s twenty-five criteria (Mayer et al., 2000). Instead, they suggested that EI is composed of mental abilities, skills or capacities. Furthermore, they discussed those researchers who use “Emotional Intelligence” to describe multiple aspects of personality often characterize mental qualities as abilities or capacities (Mayer et al., 2000).

Although EI is regarded as an important tool in organizational science, many questions about its construct, theory and measurement has been discussed, so answers remain dubious on such issues not only in organizational context but also in the other fields (Joseph and Newman, 2010).

### Theoretical Approaches: Ability vs Mixed Models

Theoretical approaches to EI, using different models can be divided according to whether they focus on specific abilities. From mostly used models, *ability model* considers EI as "the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought". Even, among this conceptualization, it is possible to divide the model into two: specific-ability approaches and integrative model approaches (Mayer et al., 2008). According to Mayer et al.'s classification, specific -ability approaches focus on a particular skill(s) that can be considered fundamental to EI.

In a general sense the ability-based models explain EI as a construct that can be broken down into a set of four branches or competencies: 1. Perceiving emotions accurately, appraising and expressing emotions; 2. Using emotions to facilitate thought, 3. Understanding emotions and emotional knowledge and 4. Managing emotions in a way that enhances personal growth and social relations in other sense promote emotional and intellectual growth (Mayer, Salovey, Caruso and Sitarenios, 2001; Carmeli, McKay and Kaufman, 2013). As stated by Mayer et al. (2008), integrative models of EI refers joining several specific abilities mentioned in the four branch model to obtain an overall sense of EI. However, the main difference lies in skills growing in one area (e.g., perceiving emotions), so will grow skills in other areas, such as understanding emotions and being able to regulate them.

Despite their frequent usage, in literature some of authors prefer to focus on mixed models that do not classify EI as intelligence but as a combination of intellect, personality and affect. Petrides and Furnham (2001) proposed two labels, firstly emotional self-efficacy for trait view and secondly cognitive-emotional ability for ability view in order to avoid semantic inconsistencies. Another one that has used in this study has been developed by Dr. Reuven Bar-On. It includes intrapersonal capacity, interpersonal skills, adaptability, stress management strategies and motivational and general mood factors (Bar-On, Brown, Kirkcaldy and Thome,2000).

Especially mixed models, include not only emotion and intelligence, but also as Bar-On and Goleman stated, motivation, non-ability dispositions and traits, and global personal and social functioning. Although these theoretical discussions have merits for delineation and understanding of EI, this study's main concern is not just discussing such differences. Although there are some inconsistencies in operational definitions from some aspects, each view has valuable implications for practice and theory. However, this study explicitly linked to Bar-On's definition of EI. It implies as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". In this sense, rather recognition and control of personal emotion, EI is studied as an umbrella term (grab bag) for a broad array of constructs that could be loosely connected (Bar-On 1997 cf. Joseph and Newman, 2010).

### 2.2. Creativity: Creative Potential and Practiced Creativity

Another construct under consideration is Creativity from potential and practice perspective. Although the examination of the underlying causes and the mechanisms of creativity cause conceptual diversity (Ruiz,Torrano,Gonzalez,Batey and Petrides, 2011), mostly

agreed upon definition of it is “the generation of novel (i.e., original, unexpected) and appropriate (i.e., useful, adaptive) ideas for products, services, processes and procedures by the complex mosaic of individuals and groups in a specific organizational context (Amabile, Conti, Coon, Lazenby and Herron, 1996; Amabile, 1997; Carmeli, McKay and Kaufman, 2013; McLean, 2005; , Martins and Terblanche, 2003; Woodman, Sawyer and Griffin, 1993). The term “novel” indicates the difference from what’s been done before and “appropriate” means suitability to the problem or the opportunity presented (Amabile, 1997). Yet, creativity needs to satisfy another condition that these ideas for products, services, procedures and processes are relevant for, or useful to an organization (Oldham and Cummings, 1996).

Rather than only as a product, creativity could be regarded also as the process of idea generation, problem solving, and the implementation of an actual idea or solution within a social context (Carmeli, McKay and Kaufman, 2013). Thus creativity is a multilateral phenomenon resulting from cognitive, motivational/dispositional and environmental/social factors and their interaction. This means that creativity more likely occur when an individual has certain characteristics or innate skills and abilities, has domain specific knowledge embedded within social networks, is intrinsically motivated and perceives environmental factors as supporting (DiLiello and Houghton, 2008).

Creativity is used in large bodies of research: as socially recognized achievement in which there are novel products to which one can point to as evidence, such as inventions, theories, buildings, published writing, paintings and sculptures and films; laws; institutions; medical and surgical treatments, and so on; and as an ability manifested by performance in critical trials, such as tests, contests, etc, in which one individual can be compared with another on a precisely defined scale (Barron and Harrington, 1981).

Based on this brief literature review, creativity has been examined from a potential and practiced perspective in this study. Creative potential may be defined as the creative capacity, skills and abilities that the individual possesses. In contrast, as the utilization of creative skills and abilities, practised creativity is different from creative performance, which is measured externally by products or achievements that can be assessed or observed (Hinton, 1968; 1970; Amabile, 1996 cf. DiLiello and Houghton, 2008)

### **2.3. Emotional Intelligence and Creativity in the Context of Efficacy**

#### ***Proposed Relationship between EI and Creativity***

Furthermore, while research attention had directed to the influence of EI on individual behaviors and performance, much less work has been done to explore the links between EI and creativity (Joseph and Newman, 2010; O’Boyle et al., 2011). There are even several conducted studies that focus on the antecedents of creativity, intelligence, cognitive style, personality with contextual factors such as leadership, organizational support, the creative atmosphere, rewards (Hahn, Choi and Lee, 2013), research suggests that relationship between EI and creativity is more complex (Carmeli, McKay and Kaufman, 2013).

In 1983, Amabile discussed the relationship between intelligence and creativity in the Componential Theory of Creativity. This theory suggests that intelligence could be regarded as a

component of creativity, even if it is not sufficient factor for creativity. Thus, there is a need to reveal the pathway between EI and Creativity.

***Proposed Relationship between EI, Self- Efficacy and Creativity:***

Self-efficacy for emotional functioning may be a cornerstone of emotional competence. Self-Efficacy refers an individual's perception of what he or she can do rather than what he or she does. Belief in one's personal efficacy constitutes a key factor of human achievement, attitude and performance and is a crucial element within social cognitive theory (Bandura, 1997 ; Kirk, Schutte and Hine, 2008)

According to Social Cognitive Theory, individuals act according to how they interpret-organizational- realities, and this interpretive activity is influenced by their ability to read and understand their thoughts, feelings and behaviors via self-awareness, regulation and control. Social Cognitive Theory is somewhat similar to the main concern of Emotional Intelligence studies by emphasizing self-awareness, self regulation, self control as key factors leading to the development and actualization of self-efficacy (Gundlach, Martinko and Douglas,2003). From this assumption, it is argued that work on self-efficacy and emotional intelligence intersect. Mainly, emotional intelligence can help people generate the causal attributions that are least damaging to their self-efficacy beliefs through regulating emotions these attributions might produce (Gundlach, Martinko and Douglas,2003).

In this context, Petrides and Furnham (2003) and Petrides, Sangareasu, Furnham, and Fredrickson (2006) suggested that trait emotional intelligence can be named as ' emotional-self-efficacy'. However, Kirke, Schutte and Hine find this assumption as (equating trait and emotional intelligence) an overgeneralization. They mainly argued that self-perceptions related to emotional functioning include emotional self-efficacy, but that there are other aspects of self-perception and other dispositions not encompassed by emotional self-efficacy. Thus, emotional self-efficacy may be an aspect of trait emotional intelligence, but it is not identical what Petrides and Furnham (2003) described as trait emotional intelligence (Kirk, Schutte and Hine, 2008).

They have also supported their arguments by research findings. Results indicated that trait emotional intelligence was strongly related to emotional self-efficacy. Although emotional self-efficacy could be regarded as a type of emotional intelligence in its own right, somewhat distinct and having separate utility from trait emotional intelligence and ability emotional intelligence could be gained (Kirk, Schutte and Hine, 2008).

Besides these, Reiter-Palmon, Robinson-Morrall, Kaufman, and Santo (2012) also found that self reported creativity is strongly related to creative self-efficacy. Here, the main concern is the individual's met cognition that, some people low in creative met cognition may believe that they are very creative yet not demonstrate creative proficiency (Carmeli, McKay and Kaufman,2013).

Based on these arguments, proposed research model in this study is presented in Figure 1.



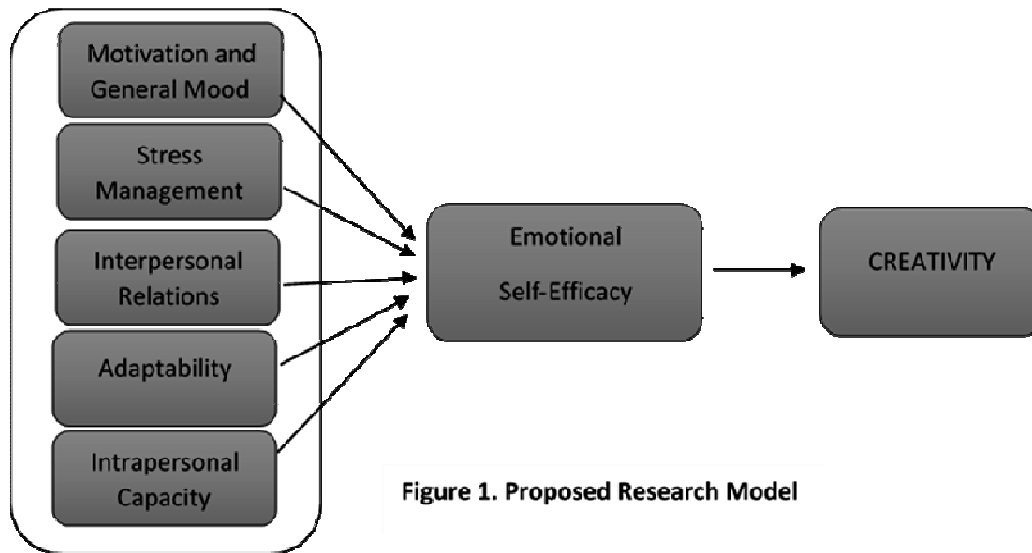


Figure 1. Proposed Research Model

### 3. Methodology

#### 3.1. Research Objectives

The main objective of this study is to unravel the stated untapped relation or pathway between Emotional Intelligence and Creativity in University subject domain. In this respect, mediating role of Emotional Self Efficacy in explaining Potential and Practiced Creativity has been mentioned.

Main hypothesis developed in this study is that “*Emotional Self Efficacy has a mediating role between Emotional Intelligence and Individual Potential and Practiced Creativity*”.

#### 3.2. Research Setting and Participants

Data for this study was collected from 265 students of both state and private universities located in Istanbul, Turkey. Snowball sampling was used in order to reach as much students as possible. The main aim of choosing students is to discuss the effect of Emotional Intelligence’s possible inclusion in curriculums on students both educational and personal lives.

#### 3.3. Measurement Instruments

Survey method has been chosen to collect data. Scales used have been constructed after a deep literature review and have been adapted to the Turkish culture by using the method of translation and back translation as suggested in the literature. Emotional Intelligence (EI/EQ) is measured through using the scale originally developed by Dr. Reuven Bar-On. However, in this study, its Turkish version including 88 items adapted from Fusun Tekin Acar (2001), is used. This instrument consists of five composite scales measuring level of Intra-Personal Capacity, Interpersonal Relations, Adaptability, Stress Management and Motivation and General Mood. Creative Potential and Practiced Creativity scale used in this study, was developed by Trudy C. DiLiello and Jeffery D. Houghton (2008). For measuring Emotional Self-Efficacy, scale developed by Kirk, Schutte and Hine (2008) was used. Participants were asked to indicate their degree of agreement with the statements on a six-point scale ranging from “strongly disagree” =1 to “strongly agree” = 6.

## 4. Results

### 4.1. Data Analysis

#### 4.1.1. Exploratory Principal Component Analyses

The data was analyzed using the Statistical Package for the Social Sciences (SPSS) 22.0 software. Firstly, Factor and Reliability Analysis of all measurement instruments was conducted and their factor structure was revised based on the results. Due to its composite structure, separate Factor and Reliability analyses were run for the sub dimensions of EI scale. Its five dimensions of Motivation and General Mood, Stress Management, Interpersonal Relations, Adaptability and Intra-Personal Capacity and their revised factor structure are shown respectively in the Tables below.

As shown in Table 1. Motivation and General Mood has three factors in contrast with the stated two factor structure in literature of "Optimism" and "Happiness". Respectively Cronbach's Alpha Levels of the scale are as follows:  $\alpha = .689$ ;  $\alpha = .695$ ,  $\alpha = .693$ .

Motivation and General Mood	Factor Loading	Cronbach's Alpha	Number of Items
<b>Happiness</b>		<i>.689</i>	<b>4</b>
I feel frequently bad. (RC)	.785		
Before leading in something, generally I have a feeling that I will be unsuccessful. (RC)	.680		
I do not enjoy life. (RC)	.633		
For me, smiling is difficult. (RC)	.577		
<b>Optimism</b>		<i>.695</i>	<b>4</b>
When things are getting tough, I do not lose my motivation.	.702		
I believe that I can overcome very difficult situations.	.701		
Generally, I expect the best.	.634		
I am satisfied with my life.	.531		
<b>Spirited</b>		<i>.693</i>	<b>2</b>
I am a cheerful person.	.799		
Being with me is enjoyable.	.779		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.810
Bartlett's Test of Sphericity			
Approx. Chi-Square			661.273
df			45
Sig.			.000
Overall Reliability Statistics: Cronbach's Alpha			.800

**Table 1: Factor and Reliability Analysis of Emotional Intelligence Scale –Motivation and General Mood**

Table 2. also indicates Factor and Reliability Analysis of Emotional Intelligence Scale-Stress Management with its three factor structure in contrast with the stated two factors in literature of "Impulse Control" and "Stress Resistance". Respectively Cronbach's Alpha Levels of the scale are as follows:  $\alpha = .636$ ;  $\alpha = .603$ ,  $\alpha = .609$ .

Stress Management	Factor Loading	Cronbach's Alpha	Number of Items
<b>Impulse Management</b>			
I have difficulty in controlling my anger. (RC)	.762	.636	4
I am a grumpy person. (RC)	.696		
During the discussion(s), my friends tell me to lower my voice. (RC)	.663		
I am an impatient person.	.604		
<b>Stress Resistance</b>			
I know how to deal with troublesome situations.	.839	.603	3
I know how to keep my temper under difficult situations/conditions.	.748		
I can cope with stress without becoming very angry.	.575		
<b>Stress tolerance</b>			
I can't put up with ever so much stress. (RC)	.841	.609	2
It is difficult for me to face sad events. (RC)	.773		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>			.707
<i>Bartlett's Test of Sphericity</i>			
<i>Approx Chi-Square</i>			341,409
<i>df</i>			36
<i>Sig.</i>			.000
<i>Overall Reliability Statistics: Cronbach's Alpha</i>			.671

Table 2: Factor and Reliability Analysis of Emotional Intelligence Scale-Stress Management

Table 3. explains the Factor and Reliability Analysis of Emotional Intelligence Scale-Interpersonal Relations with its three factor structure of "Social Responsibility", "Interpersonal Relations" and "Empathy" similar to what has been found in the literature. Respectively, Cronbach's Alpha Levels of the scale is as follows:  $\alpha = .804$ ;  $\alpha = .782$ ,  $\alpha = .693$ .

Interpersonal Relations	Factor Loading	Cronbach's Alpha	Number of Items
<b>Social Responsibility</b>			
I respect the others (people).	.780	.804	5
I can help a crying child to find his/her dad and mom even if I have to be somewhere else.	.742		
My friends easily share their private issues with me.	.685		
I care about what happens to the others.	.634		
I am happy with helping another person(s).	.613		
<b>Interpersonal Relations</b>			
I easily make friends.	.792	.782	4
People think that I am a social person.	.784		
I can form good relationship with others (people).	.731		
Forming good relationship is important both for my friends and me.	.599		
<b>Empathy</b>			
I do not get on well with others. (RC)	.779	.693	3
According to some, it is difficult to trust me. (RC)	.746		
I could not realize the others suffering (from something.)	.693		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>			.863
<i>Bartlett's Test of Sphericity</i>			
<i>Approx Chi-Square</i>			1108,127
<i>df</i>			66
<i>Sig.</i>			.000
<i>Overall Reliability Statistics: Cronbach's Alpha</i>			.857

Table 3: Factor and Reliability Analysis of Emotional Intelligence Scale-Interpersonal Skills

Table 4. also shows only one factor for Emotional Intelligence Scale- Adaptability ( $\alpha=.690$ ) in contrast with the literature in which three sub dimensions have been stated as “Flexibility”, “Realism” and “Problem Solving”.

<b>Adaptability</b>	<b>Factor Loading</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
<b><i>Problem Solving</i></b>		.690	4
When I face a problem, I think twice.	.774		
When I face a difficulty, I want to collect as much as information about the issue.	.744		
While I am solving problem(s), I analyze all the possibilities, and then I try to decide the best.	.740		
My skills in managing difficulties are getting better.	.620		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>			.727
<i>Bartlett's Test of Sphericity</i>			
<i>Approx Chi-Square</i>			170.104
<i>df</i>			6
<i>Sig.</i>			.000
<b>Overall Reliability Statistics: Cronbach's Alpha</b>			<b>.857</b>

**Table 4: Factor and Reliability Analysis of Emotional Intelligence Scale-Adaptability**

<b>Intrapersonal Capacity</b>	<b>Factor Loading</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
<b><i>Self Actualization</i></b>		.790	7
I try all my best to learn something appealing to me.	.742		
I feel good when I evaluate both my positive and negative sides.	.695		
I try all my best to make my life more meaningful.	.671		
When I feel bad, I know what upsets me.	.628		
I can tell someone what I think even if I disagree with him.	.540		
I can tell the other(s) when I get angry.	.532		
I like doing things that I am interested in.	.530		
<b><i>Stability</i></b>			<b>.736</b>
I could not decide on my own. (RC)	.722		
I need someone else much more they need me. (RC)	.712		
I know what I feel.	.658		
I am satisfied my own personality.	.645		
I do not know what I am exactly good at. (RC)	.592		
<b><i>Emotional Sense of Self</i></b>			<b>.613</b>
I can easily reveal my on feelings.	.646		
I cannot easily share my deep feelings with someone else. (RC)	.743		
It is difficult to define my own feelings (RC)	.686		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>			.829
<i>Bartlett's Test of Sphericity</i>			
<i>Approx Chi-Square</i>			1,079.585
<i>df</i>			105
<i>Sig.</i>			.000
<b>Overall Reliability Statistics: Cronbach's Alpha</b>			<b>.821</b>

**Table 5: Factor and Reliability Analysis of Emotional Intelligence Scale -Intra Personal Capacity**

Table 5. explains the factor structure and reliability of Emotional Intelligence Scale-Intra Personal Capacity with its three dimensions in contrast with the stated five dimensions of “Independency”, “Stability”, “Self-Respect”, “Self-Actualization” and “Emotional Sense of Self”. Respectively, Cronbach’s Alpha Levels of the scale is as follows:  $\alpha=.790$ ;  $\alpha=.736$ ,  $\alpha=.613$ .

Creativity	Factor Loading	Cronbach's Alpha	Number of Items
<b>Creative Potential</b>		.828	4
I have knack for further developing the ideas to others.	.710		
I feel that I am good at generating novel ideas.	.738		
I have confidence in my ability to solve problems creatively.	.810		
I am good at finding creative ways to solve problems.	.828		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>			.828
<i>Bartlett's Test of Sphericity</i>			
<i>Approx Chi-Square</i>			670.254
<i>df</i>			6
<i>Sig.</i>			.000
<i>Overall Reliability Statistics: Cronbach's Alpha</i>			.901

**Table 6: Factor and Reliability Analysis of Creativity Scale**

Originally, creativity has been divided into two factors as Creativity Potential and Practiced Creativity. However, as shown in Table 6. above, in this study only Creative Potential has found reliable ( $\alpha=.828$ ). Lastly, Table 7 shows Reliability and Factor Analysis of Emotional Self-Efficacy Scale. Scale was revised with four factor structures as "Regulating", "Facilitating", "Understanding", "Perceiving". Respectively Cronbach's Alpha Levels is as follows:  $\alpha=.869$ ;  $\alpha=.796$ ;  $\alpha=.818$ ;  $\alpha=.794$ .

Emotional Self Efficacy Scale	Factor Loading	Cronbach's Alpha	Number of Items
<b>Regulating</b>		.869	6
Understand what causes your emotions to change	.792		
Correctly identify your own positive emotions	.672		
Know what causes you to feel a negative emotion	.766		
Figure out what causes you to feel differing emotions	.576		
Correctly identify your own negative emotions	.620		
Know what causes you to feel a positive emotion	.564		
<b>Facilitating</b>		.796	4
Change your negative emotion to a positive emotion	.756		
Create a positive emotion when feeling a negative emotion	.835		
Use positive emotions to generate novel solutions to old problems	.762		
Help another person change a negative emotion to a positive emotion	.515		
<b>Understanding</b>		.818	4
Realize what causes another person to feel a negative emotion	.773		
Realize what causes another person to feel a positive emotion	.688		
Figure out what causes another person's differing emotions	.793		
Understand what causes another person's emotions to change	.599		
<b>Perceiving</b>		.794	4
Use positive emotions to generate good ideas	.571		
Recognize what emotion is being communicated through your facial expression	.761		
Notice the emotion your body language is portraying	.819		
Notice the emotion another person's body language is portraying	.643		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>			.893
<i>Bartlett's Test of Sphericity</i>			
<i>Approx Chi-Square</i>			2,460,222
<i>df</i>			153
<i>Sig.</i>			.000
<i>Overall Reliability Statistics: Cronbach's Alpha</i>			.920

**Table 7: Factor Analysis and Reliability of Emotional Self-Efficacy Scale**

#### 4.1.2. Multiple Hierarchical Analyses

According to Baron and Kenny (1986) there are three conditions that be need to be meet in order to make a mediation analysis: Firstly, the independent variable must have a significant effect on mediating variable, secondly the independent variable must have a significant effect on dependent variable, lastly, mediating variable must have a significant effect on dependent variable. Under these conditions, it is possible to analyze mediating effects. Mediating effects could be diagnosed if the effect of the independent variable on dependent variable decreases when the third (mediating) variable is included in the analysis. However, perfect mediation occurs when the independent variable loses its significant effect when the mediating variable included in the analysis.

In this vein, Hierarchical Regression Analyses were conducted in two sequential steps after controlling whether there is a significant correlation between variables. On the first step, sub dimensions of EI; Motivation and General Mood ( $\beta=.025$ ,  $p=.703$ ), Stress Management ( $\beta=. -010$ ,  $p=.867$ ), Interpersonal Relations ( $\beta=.131$ ,  $p=.051$ ), Adaptability ( $\beta=.370$ ,  $p<.05$ ) and Intra-Personal Capacity ( $\beta=.037$ ,  $p=.584$ ) were regressed firstly on Creative Potential. Then, these dimensions of Emotional Intelligence were regressed on Emotional Self Efficacy. The results for Self Efficacy Factor (1) are as following: Motivation and General Mood ( $\beta=.079$ ,  $p=.211$ ), Stress Management ( $\beta=-.003$ ,  $p=.952$ ), Interpersonal Relations ( $\beta=.218$ ,  $p<.05$ ), Adaptability ( $\beta=.309$ ,  $p<.05$ ) and Intra-Personal Capacity ( $\beta=.057$ ,  $p=.377$ ). For the Self Efficacy Factor (2), Motivation and General Mood ( $\beta=.023$ ,  $p=.680$ ), Stress Management ( $\beta=.30$ ,  $p=.553$ ), Interpersonal Relations ( $\beta=.151$ ,  $p<.05$ ), Adaptability ( $\beta=.444$ ,  $p<.05$ ) and Intra-Personal Capacity ( $\beta=.156$ ,  $p<.05$ ) are found.

For the third one, Self Efficacy Factor (3), results are: Motivation and General Mood ( $\beta=-.040$ ,  $p=.536$ ), Stress Management ( $\beta=.069$ ,  $p=.241$ ), Interpersonal Relations ( $\beta=.287$ ,  $p<.05$ ), Adaptability ( $\beta=.247$ ,  $p<.05$ ) and Intra-Personal Capacity ( $\beta=.055$ ,  $p=.408$ ).Lastly, for the Self Efficacy Factor (4), Motivation and General Mood ( $\beta=-.027$ ,  $p=.684$ ), Stress Management ( $\beta=.073$ ,  $p=.219$ ), Interpersonal Relations ( $\beta=.157$ ,  $p=.021$ ), Adaptability ( $\beta=.327$ ,  $p<.05$ ) and Intra-Personal Capacity ( $\beta=.065$ ,  $p=.337$ ).Additionally, Emotional Self Efficacy Factors were regressed on Creative Potential: Regulating ( $\beta=-.032$ ,  $p=.691$ ), Facilitating ( $\beta=.472$ ,  $p<.05$ ), Understanding ( $\beta=-.054$ ,  $p=.455$ ) and Perceiving ( $\beta=.188$ ,  $p<.05$ ).

Model(s)		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
Model 1	(Constant)	1.880	.323	.463	5.821	.000
	Adaptability	.566	.067		8.466	.000
Model 2	(Constant)	1.060	.324		3.275	.001
	Adaptability	.344	.070	.281	4.886	.000
	Facilitating	.429	.064	.383	6.661	.000
Model 1: R = .463, R <sup>2</sup> = .214 F (1,263) = 71.682 p < .05						
Model 2: R = .573, R <sup>2</sup> = .328 F (2,262) = 63.935 p < .05						
a. Dependent Variable: Creative Potential						

Table 8: Multiple Regression Analysis I

As shown Table 8. above, Model 1 explains the .214 variance in Creative Potential, however the Model 2 explains the .328 variance in Creative Potential. Adaptability's affect on Creative Potential has decreased from  $\beta = .463$  to  $\beta = .281$  even, but its significant effect continues ( $p < .05$ ).

Model(s)		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	1.880	.323		5.821	.000
	Adaptability	.566	.067	.463	8.466	.000
Model 2	(Constant)	1.111	.389		2.855	.005
	Adaptability	.460	.073	.376	6.327	.000
	Perceiving	.262	.077	.202	3.405	.001
Model 1: R = .463, R <sup>2</sup> = .214 F (1,263) = 71.682 p < .05						
Model 2: R = .497, R <sup>2</sup> = .242 F (2,262) = 43.080 p < .05						
<i>a. Dependent Variable: Creative Potential</i>						

**Table 9: Multiple Regression Analysis II**

Table 9. indicates the results of Second Regression Analysis as Model 1 explains the .214 variance in Creative Potential, however Model 2 explains the .242 variance of Creative Potential. Adaptability on Creative Potential has decreased from  $\beta = .463$  to  $\beta = .376$  even, its significant effect continues ( $p < .05$ ).

## 5. Discussions and Conclusion

The main aim of this study is to reveal the effect of Emotional Self Efficacy on the relationship between EI and Creativity from the potential and practice perspective. Based on the mix model of EI assumptions, this study was built on the five composite dimensions of EI including intrapersonal capacity, interpersonal skills, adaptability, stress management strategies and motivation and general mood (Bar-On, Brown, Kirkcaldy and Thome, 2000). According to the findings, from the Emotional Self Efficacy dimensions, Facilitating and Regulating have mediating effects between Adaptability and Creative Potential. This means that if a person has the ability to verify his feelings with objective external cues and to adapt emerging conditions by altering his feelings and thoughts and solving both personal and interpersonal problems, it is more likely to have creative potential. Though, if there is self-confidence in both using emotions to facilitate thought and regulating those emotions in the self and others, the effect on previous abilities coming from Adaptability, lose its power to a certain extent. Thus, our latent hypothesis is partially supported, so full mediation has not occurred in this study.

Based on the results, it is again ascertained that Emotional Intelligence and Emotional Self Efficacy are not overlapping constructs, they are somewhat distinct and have separate utility from trait emotional intelligence and ability emotional intelligence (Kirk, Schutte and Hine, 2008).

Another interesting finding is that although Creativity was analyzed from both potential and practice perspective, only potentiality has given some meaningful results. This could derive

from the fact that this study was conducted in university setting, thus students could not find any opportunity in practicing their creativity.

As undergraduate students are gaining qualifications, knowledge and skills to prepare them for future lives in the world of work, they also need to be equipped with knowledge and skills in emotional functioning. If they have confidence in such skills, they can easily reflect those skills on the workplace, they will be more successful and will be satisfied with their lives (Dacre, Pool & Sewell, 2007). In this capacity, higher education system could be designed so that students can also learn how to acquire and adopt such skills. Thus, lecturers should have a responsibility not only limited to teaching or academic counseling, but also encompassing a coaching role penetrating in every aspect of student's life.

Besides this study's contributions, unfortunately, we used self-report measures of EI that we could not assess true intelligence and it is highly likely that respondents can provide socially desirable responses. Besides self-report measure, it is possible to use another supportive measure in order to avoid biased answers. This study can be repeated in other organizational settings. As an important antecedent and mostly studied in creativity research, contextual factors in addition to personal psychological factors can be used and tested with different models. As another research venue for future could be comparing both female and male student's level of those skills and especially role of education for developing countries.

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## An analysis of applied professional teaching practices in relation to research and policy

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*Through the educational teaching practices of two educators (the authors), this paper illustrates how their professional practice of university teaching of accounting has been informed by reference to education theory and associated research literature. It does so in the context of the use of educational technology, set against a backdrop of a turbulent environment in the UK. That environment has seen higher fees for students, a degree of marketization of education, and demand for perceived value for money by students. There have been consequences for perceptions of professional practice. Those implications have resulted in institutional policy initiatives, with consequences for the delivery of the education curriculum. This paper sets out reflections by the authors on the influences on and consequences for their professional practice, drawing conclusions which set out future steps on their way forward in an increasingly challenging world.*

### 1. Introduction

The focus of this paper is a reflective analysis of educational professional practice within a specific department in a UK university. The professional practice area is educational technology applications within the accounting teaching at both undergraduate and post-graduate levels of two educators who share the teaching of modules. It captures reflections of both on their roles as accounting educators, examining past and ongoing challenges faced in seeking to improve professional practice. Those reflections combine elements of professional knowledge/education, and interconnections between research, policy and professional practice. Considerations are set against interlinked backdrops of the changing broader educational landscape, the dichotomous nature of professionalism, technology applications within education, and the evolution of guidelines and quasi-policy within the university employing both educators. The impacts of the changing landscape are examined in the context of implications for enhanced professional practice, looking at the growth of associated movements and their implications for the development of attributes to underpin the design and implementation of more efficient and effective strategies for teaching and learning. Within the examination, the influences of changes in the arena of higher education, both in general and in the university, on the educators' professional practice are taken account of. That professional practice embraces a framework which focuses on: what the educators want students to learn - intended outcomes; how the educators will help them to learn - modes of teaching and learning; how the educators will discover what they have learnt - assessment; and how the educators find out if their teaching has created a valuable student experience - evaluation.

## 2. Approach

Reflections on practice are set against a number of backdrops. Research literature concerning the emergence and application of educational technology in the round, and in relation to accounting education, is identified and analysed, capturing the drivers for the growth in the use of technology and the different modes of application. It is not contained in one section but, rather, is sprinkled throughout the paper at appropriate points. The outputs from the literature review are set against the contexts of broad brush strategy at the university institutional and departmental levels, and a number of specific actions by the two educators in relation to delivery of teaching, formative and summative assessment, and marking and feedback. The paper starts by considering aspects of changes in the generic educational landscape. It then examines the notion of professionalism within university teaching and learning. It thereafter sets out policy-related considerations. After subsequent considerations it identifies and analyses how the educators are engaging with the consequences of changes and influences and the implications for their accounting teaching and professional practice.

### 2.1 A changing landscape

The UK Higher Education landscape has been subject to substantial change over the past twenty five years. These include: the creation of 'new universities' from the polytechnic sector in the early 1990s; the emergence of private universities; institutions with university college status; the growth in student numbers through UK government policy; the consequences of the changes to UK/EU university student fee structures in 2012; and the wider issue of student global mobility. Referring to the 1990s, these changes are described by Light and Cox (2001, p12) as a context of 'supercomplexity' with changing departmental requirements, new types of institutional and external agent demands, different demands from the changing nature of a student body, as changing academic roles requiring different knowledge bases and, in some cases, different approaches to ways of knowing. Some researchers (e.g. Levidow, 2001) view the consequences as a form of marketization of higher education, through the subsequent growth in the number of institutions entering the market, and demands for a perceived value for money by students. Given the increase in fees paid by students in UK institutions – 69.8% of fee income in 2012 (when higher fees were introduced) compared with 23.2% in 2006, and 11.3% in 2000, it is hardly surprising that student expectations have changed and continue to change, and that staff feel some duty of response in the context of providing value for money, however perceived, in return. This has led in the eyes of some (e.g. Schuck et al, 2008) to a 'commodification' of education. Accordingly the environment within which educators are located has become turbulent. Further turbulence, sometimes welcomed by educators, sometimes not, has been created by the emergence of the UK Higher Education Agency (HEA) and the Scholarship of Teaching and Learning (SOTL) movement. This has been compounded through the internal stimuli of the demands by and expectations of UK universities for both research active and teaching route staff to 'learn to teach', and 'perform' through assessments by student evaluations. Mackay et al (1995, p193) view the emergence of the changed environment as one which challenges intellectual values, professional practices and institutional arrangements. At the time of the emergence of this new context, Shattock (1995, p157) contended that the change

from elite to mass education, with imperatives to drive down student unit costs, led to an identity crisis regarding the functions of universities: should it be education for education's sake, or education for employment opportunities?

Such writings reveal concerns with consequences for the role of the university teacher in the context of the nature of their profession. Illustratively, Hoyle and John (1995) asserted that the changes would increasingly bring challenges concerning the role, status, autonomy and professional knowledge of all teachers, including those in universities. The changes in the UK higher education environment, bringing more and different types of universities with record student numbers, often fewer resources, with educators often feeling compelled to be reductive and technicist have led to accusations of the creation of the McUniversity (Parker and Jarry, 1998), with 'one-size fits all' modules marketed, sold, and delivered to increasingly instrumental students seen as customers. Some universities have adopted measures of standards and effectiveness within a framework of benchmarks and measurable outcomes, enveloped in 'managerialism' (Walker, 2001). Peters and Roberts (2000) see this as contributing to the emergence of education as a key factor in economic competitive advantage for both corporations and nation states. They recognise the role universities still play in the generation and dissemination of knowledge and education as valid in its own right but point out that what they describe as a neo-liberal emphasis results in a reduction in the role of universities as contributors to society in the broader sense. The consequences of the changes for educators were seen, and still are, as being disturbing. Rowland (1999) sees the consequences for teaching in universities as being a focus on surface learning derived from a concentration on key facts, with little if any room for consideration of and reflection on approaches to teaching and learning and the digestion of approaches. Ball (2000, p17) sees 'performativity' in particular as a major issue as "it fundamentally changes what academic life is". This has consequential implications for the fostering and attainment of understanding and learning. In a longitudinal study of two UK universities, Kinman et al (2006) report that the psychological distress reported by academic staff had increased and was on a par with that experienced by staff in accident and emergency units in hospitals, linking this phenomenon to increased breadth and depth of workload.

Such changes in the university environment led to Barnett (1997) expressing concerns about students no longer being encouraged to both learn about themselves and their world, not developing themselves and contributing to their world. He notes that this compounded by increasing tensions between accountability tensions: traditionally education being set in a context of academic freedom with little responsibility, and the demands from the wider society – state and public, and institutions and students for accountability Barnett (ibid) continued his articulation of his concerns in subsequent writings. Subsequently he again (2004) expresses his concerns for teaching as a profession when identifying polarised views of education by staff. Those views on the one hand reflect an ideal of the university as a space for intellectual endeavour, an ideal to be pursued, and on the other an acceptance of the new reality of university life allowing only the use of instrumental means to ends. He argues that rather than accept these two opposites, staff should respond to challenges presented by the changing nature of the university landscape by seeking to merge the two.

## 2.2 Implications for professionalism

Key amongst the challenges to developing professionalism in educators is the tension between two concepts of professionalism: professionalism as a societal concept of professionalism as a mechanism for social coordination, and professionalism as a suite of values and dispositions. The first concept is based on the notion of professions serving a significant social function within society. That function enables skills, knowledge, and expertise to be combined in manner which sets standards enabling collections of people, as groups and as individuals, to provide society with a range of social goods, such as healthcare, education, social services. The second concept views professionalism as the identification of a range of characteristics and attributes underpinning expertise and standards perceived as engendering good professional practice. On the surface it may appear that the two are separate and easily distinguishable but the literature reveals a range of views on the meaning of each concept, tempered by overlaps between them. Key amongst these are issues associated with power and identity, set in the motivations of individuals and groups of individuals for status, identity, self-esteem, and, sometimes, financial rewards. These issues are examined in the context of the early 21st century, but are not new. Previous writers have engaged with issues of identity, issues impacted and set by beliefs and views about the nature of education and the role of the university in the process of education. Schön (1971) identifies a sense of stability as a key component of the mechanism we use to protect ourselves from the threat of change, a mechanism connected to a continuing belief in our sense of identity. He contends that dealing with change threatens our sense of identity and that challenges to our existing sense of identity can lead to crises in our lives. The changes in the educational landscape have resulted in challenges to the identity of the university. His considerations led to the development of the notion of the reflective practitioner (Schön, 1983). Bernstein (1996) places the notion of the identity of the university in the context of two foci. One relates to the needs of society, and the other to the economic reality within which a university is required to function. The first he refers to as a 'sacred' feature, and the second as 'profane'. The 'sacred' espouses forms of knowledge and associated examination and discourse. The 'profane' captures the demands and constraints derived from the economic context. He contends that identity could be threatened by a change in either the 'sacred' or the 'profane'. The economic contexts have impacted upon the identity of the university, and its associated educational processes, leading to a sense of confusion, certainly on my part, of what education is and how it should be delivered. This should prompt reflections upon what we mean by professionals, professionalism, and being professional. For the authors of this paper these reflections provide a context for subsequent consideration of the use of technology within their own domain of accounting education.

Eraut (1994) asserts that professionalism is perceived as a power, with that power related to expertise, contending that expertise is the prime source of professionalism as a power. This, he contends, is biased by professionals specifying and controlling the content of the related knowledge base. As individuals form collectives, the groups of collectives seek recognition as professional bodies, and once recognised exert significant influence over the knowledge base. As professional bodies they also set admissions standards based on acquisition of the knowledge data base, both in theoretical and applied ways. (This is particularly the case of the accountancy

profession.) Whilst social goods and services are made available to society and delivered, the professionals gain financial reward and status. It may be that this reflects an inherent conflict of interest. In contrast Turner (1993, p.14) states that 'The professional is motivated by service to the community rather than by the anticipation of an immediate material reward; altruistic values predominate over egotistical inclinations'. It may be that the 'professional' is caught between the two. Eraut (ibid) asserts that power within professionalism is typified by three sets of characteristics, each connected to the relationships between professionals and clients. He contends that power emerges from: patronage by wealthy and powerful clients; a commercial relationship involving fees and, often, relatively restricted competition; and a welfare relationship, providing benefit to society. Eraut (ibid p.14) states "The power and status of professional workers depends to a significant extent on their claims to unique forms of expertise, which are not shared with other occupational groups, and the value placed on their expertise". He continues with a historical review of meanings of professionalism, all reflecting different combinations of knowledge base, expertise, and related power. Different combinations reflect balances between knowledge base, expertise, and those balances may be impacted by a manipulation and distortion of communications with the purpose of asserting vested views, and by implication personal gains, both intrinsic and extrinsic. Accordingly, the interpretation of the meaning of professionalism by one person may be slightly or very different to that of another, adding to uncertainty within professionalism.

### **2.3 Responses to challenges to and for professionalism**

Within the UK education arena, there have been responses to perceived need for educators to be seen to be 'more professional'. In response, a number of movements have emerged. One is the Scholarship of Teaching and Learning (SOTL), together with more formal institutional movements, as in the Higher Education Academy (HEA), and individual units within universities. SOTL situates itself in post-secondary education and is built on the premise of research into the practice of teaching, professional development, student learning, the study and development of expertise in pedagogy, the implementation of innovative teaching methods and various other important facets of the teaching profession. Smith (2001) endorses the scope of the SOTL rationale. He contends to achieve quality learning by students, teachers as professionals must ensure that their teaching is informed by not only the latest developments in their subject area (and in accounting, regulations change annually), but by research into instructional design together with modes of assessment. He suggests that the scholarly teacher should make informed choices about delivery and assessment modes utilized, building upon findings from their own research and reflections. He asserts that the scholarly teacher can thus be classified as a professional. This is reflected in the HEA in its search for excellence in teaching and learning and improving the student experience. Its research-based UK Professional Standards Framework (UKPSF) is often used to map against for those seeking formal recognition of the professionalization of their teaching and for those continuing to develop their careers. In many UK universities this framework is used for compulsory minimal teaching qualifications for early career teaching staff probation. This innovation reflects new policy. It is through policy

that objectives are implemented. If the policy is to improve professionalism in teaching and learning, the characteristics of policy itself should be examined.

### **2.3.1 Policy and professionalism**

Policy is the core foundation for professional practice. Its nature and role within professional contexts allows for the management of such contexts by linking objectives, strategy, operations and achievement. This is no different within an educational process (West-Burnham, 1994), or rather, education management. Historically, Caldwell and Spinks (1988) cite that educational management was protected in a predictable and relatively safe environment, with administration representing management. This, of course, was before the Thatcherite drive doctrines in the UK to pave the way for changes in the way in which education was to be managed. Educational management was to profoundly change to Leadership, Management and Administration. West-Burnham (ibid) argues an inherent dichotomy due to constant change within the education landscape.

Such dichotomy, of course, has significant implications for education. This is based on the premise that an education context differs too much from that of a private sector context in areas such as the clarity of goals, being too value laden and being more dependent on the actions of educators. Consequently the dichotomies should be constantly monitored and balanced.

Individuals emphasise their own perspective by endorsing a particular approach, reflecting their own values but bringing potential conflicts between the sets. Policy, here, is relevant in order to attempt to reconcile such conflicts. However at one end of the spectrum policy can try to illicit legitimate compromises but at the other end, it can also be inappropriate and unworkable for some entrenched parties. Policy may also reflect the views of those who have greater opportunity within in the development process to ensure that other views, however legitimate, are diminished or ignored completely.

With so many interested parties this can never be easy and re-emphasises the dichotomies and tensions referred to earlier. At the minimum, the policy process must have well-considered, well-structured and incremental improvements (Ball, 1993). This allows the views of interested parties to be given due consideration. Tooley (1996) endorsed a radical, free market approach with policy reflecting whatever is demanded by the market. This approach may result in policy reflecting the force of whatever is fashionable at the time, driven by proponents with particularly vested interests, especially from positions of power and, potentially, constantly changing, and unclear. If policy is, to a degree, muddled, fudged, then perhaps the most affected stakeholder on the receiving end of the whole process is unfortunately the student. Tensions emerge, tensions that perhaps can never be reconciled. In a search for a way forward in the resultant conflicts, it is Grace (1994 and 1995) and Ball (1994) who help to make sense of these conflicts through a consideration of policy science and its evolution into policy scholarship.

### **3. Technology as an educational tool: a broad context**

Part of the attainment of teaching excellence in the authors' home university is the formalisation of eLearning within its agenda with a requirement that from 2018 that, as a minimum, every module should have an e Learning component. Amongst other advantages,



this is viewed as providing greater accessibility to education, building upon early work by the UK Open University and other distance education providers, and the emergence of MOOCs (Massive Open Online Courses). MOOCs have changed the market by offering educational materials and content on demand online and free of charge. Such a disruption has demanded response and universities have had varying degrees of response times as well as response types and initiatives. A consequence of the MOOC is that content becomes readily available to students much in the same way Google and Wikipedia provides, yet with the branded goods providing some reassurance of their quality and reliability. The strategic priority given to eLearning is appropriate in seeking to attract and engage students who appear to be receptive to different complementary modes of teaching and learning, using, particularly, technology. The challenge lies in understanding how to utilise, adapt, and enhance the experience for the learner. As such the emphasis on the reflective professional is ever more important.

### **3.1 Technology as an educational tool: the authors' context**

The authors' use of technology has centred on use for both delivery and assessment. It is important to note this use of such technology was based not on research and associated reflection but rather on i) witnessing the actions of others, and ii) literature research to point to pathways to follow. The focus of the relevant literature was both 'teaching' in general, and on the use of technology in accounting education specifically. As a consequence, in addition to the use of Moodle, the university's virtual learning environment (VLE) use is made of lecture casts, 'flipping' prior to lectures, 'flopping' for post-lecture follow-up, personal screen capture to provide narrated worked solutions to exercises and questions, including coursework, podcasts (both audio and video), a personal voting system – clickers, in class for both formative and summative assessments, and digital ink applications to bring lecture slides and spreadsheets to life. Moodle VLE quizzes are also used as part of summative module assessments, enabling marking to be applied immediately with speedy feedback to students. The authors have continued their reflections by seeking out more recent research literature, and by conducting studies of their own students. Those studies have resulted in papers being accepted and presented at scholarship conferences, and published in scholarship journals.

Research relating to the use of technology in education generally, and accounting education specifically proved thought provoking. 'The Carpe Diem journey: Designing for learning transformation' (Armellini et al., 2009) is particularly interesting, with its emphasis on taking account of staff as well as students as technology-enhanced learning is developed, applied. The principles outlined in that work enabled the authors to make sense of studies relating to accounting education, notably e.g. Al-Khadash and Al-Beshtawi, (2009); and Moustafa and Aljifri, (2009).

The use of blended learning as a mechanism to support traditional classroom tuition has received positive support (illustratively MacDonald and Macateer, 2003; Garrison and Kanuka, 2004, Dziuban et al (2005). The term blended learning has, however, been criticised for being a 'catch-all' term which through its lack of specificity results in the lack of a defined protocol with which staff and students can identify with. As a consequence pedagogical theories and associated sets of instructional methodologies are applied, reflecting hybrid rather than blended

learning (Oliver and Trigwell, 2005). Whether in a blended or hybrid setting the use of technology has been shown to i) improve student motivation, and ii) stimulate greater student engagement (Armellini et al., 2009). That said, the authors have found the time and effort involved in setting up and implementing the use of technology to be, on occasions, daunting. Lecture casts have been shown in a number of studies to be useful supplements to recommended core text books (Armellini (ibid); Andrews and Becker et al, 2004). Crouch and Mazur (2001) correlated academic scores on two identical modules, showing significantly better academic scores where vote clickers were used. Kaleta and Joosten (2007) found a 70% majority of students (n = 3,000) seeing clickers as a great benefit to an enhanced study experience.

### **3.2 Technology as an educational tool: the student context**

To help make greater sense of the authors' use of technology, in the context of 'doing it right/getting it right', a small scale survey asking students about their perceptions was undertaken. Students (n = 91) studying a Masters-level Financial Management module were surveyed in an attempt to identify students' perceptions of the use of e-learning technology components, the components being vote clickers, digital ink applications, and lecture casts, all in regular use on that module. A deductive approach was adopted, seeking answers to three broad research questions:

- Which e-learning components, if any, are perceived by students as being positive within the learning experience, and why?
- Which e-learning components, if any, do not contribute to a positive learning experience, and why?
- What lessons emerge with regard to improving the student study experience through amendments to the curriculum design?

Survey questions were formulated following focus group interviews, with each group stratified representatively, and the survey administered on-line. There was 74.7% response rate. Absolute and relative frequency analyses were undertaken revealing positive views about vote clickers and digital ink use, but with very mixed views of lecture casts. An interesting thought, no more at this stage, is that vote clickers and digital ink applications are under the control of the staff member whereas lecture casts are an institutional product controlled centrally. The study is limited in both size and scope but provides food for thought for subsequent studies to contribute to reflective professionalism.

### **4. Review and conclusions**

The scope of this paper has facilitated the exploration and consideration of issues that lie at the heart of what professionalism means as a generic within the UK Higher Education context, and to the professionalism of individuals situated within that context. This feeds into an iterative reflective process of what it means – and perhaps what it does not, to be a professional, and the associated duties and obligations charged to being that. It provides an opportunity to stop, think, reflect and scope a future landscape. However, perhaps this is what defines what the process of professionalism in the authors' particular context is: feeding into institutional policy, maintaining professionalism, but reflecting ultimately to feed into policy review and implementation, a process which should not only engender the continuation of professionalism

but should accommodate the implications and consequences of changing policy. That will not be easy with the competing demands of students, the university, and personal standards and expectations. That said, 'not being easy' is not an excuse for shrugging one's shoulders and maintaining the status quo. The world has changed, and will continue change and efforts must be maintained to continue being reflective professionals.

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## Sorry Harvard, but I don't like the Case Method

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### Keywords

Case method  
B-school,  
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*The Harvard website (<http://www.hbs.edu/teaching/inside-hbs/>) has the following to say on the Case Method:*

*"To create leaders, Harvard Business School creates the context in which leaders are formed: real-life challenges, wrapped in complicated and sometimes insufficient information. Each challenge confronts our students with a rich web of consequences and a demand for a prompt, responsible plan of action.*

*These challenges are our cases. Through the case method, every Harvard Business School classroom becomes a crucible for participant-centred learning. A crucible in which students not only assume responsibility for their education, but exercise the fundamentals of leadership that they will practice the rest of their lives.*

*The case method is rooted in Harvard Business School's original vision. Edwin Gay, first Dean of HBS, called it the "problem method" and foresaw its value in creating leaders able to adjust as necessary to ever-changing business climates. From its inception a century ago, the School established two important pedagogical principles. First, it would use cases as teaching vehicles and not rely on lectures and readings. Second, it would engage the students in the learning process by getting them to teach themselves and each other. Today, although we also make use of lectures, simulations, fieldwork, and other forms of teaching as appropriate, more than 80 percent of HBS classes are built on the case method."*

Harvard's innovation is now implemented in thousands of business schools across the globe and the Case Method of teaching has become the standard of effective pedagogy. As a relative academic "outsider", however, I have some contrary views on this subject - as can be inferred from the subject of this article.

I am a "Second Career Academic". I have 25 years of corporate experience in major multinational companies in India in the domains of FMCG, Tobacco, Food & Beverages, Footwear, OTC & Rx Pharmaceuticals. My functional responsibilities progressed from Sales & Marketing to General Management in India; and to Business Development in other parts of Asia. I forayed into academia in 2011, and am currently a fulltime faculty in the Marketing area at a leading business school in India.

When I began my teaching career, I was given a month's time to develop and offer a course in the Marketing area, and to my protestations that this was too short a time, especially for someone coming from the corporate world, the Dean proffered some advice which I recall vividly to this day. The gist of his input was that I should not be apprehensive because preparing a course was a fairly straightforward task - all I needed to do was to access an outline for a similar course and familiarize myself with the cases associated with each session. Since over 80% of the sessions were based on cases, the only expertise I needed was how to effectively

conduct cases in a classroom, and for that he suggested I attend a few sessions conducted by faculty who were renowned practitioners of the Case Method pedagogy.

So my first impression of the Case Method was that it was a great boon to faculty as it made the preparation and delivery of courses a breeze. As my teaching career progressed, I realized that the vast majority of courses in a B-school were based on the Case Method and that in fact this was the recommended pedagogy. Even more intriguing was the discovery that the same case could be used across multiple functional areas – marketing, finance, manufacturing, human resources – and all the faculty needed to do was to pick up the aspects which pertained to one's area of expertise.

My actual experience of working with cases as a teaching method was however disappointing and after my first course, I drastically reduced the number of case-based sessions in my subsequent offerings. I am today a sceptic of the Case Method, both as an instrument for imparting learning (i.e. as a *pedagogy*) as well as the *process* recommended (by Harvard) to employ the method. In this article, I hope to offer some rationale for my skepticism in both these areas. While most of my teaching experience is with students in a B-school in India, I believe some of the learning's would be of interest to faculty across the globe.

In July 2016, I conducted a survey of 74 MBA students who graduated from the Goa Institute of Management, India during 2012-2016 and some of my observations below are based on the findings of this research, a summary of which is available in the Appendix.

### **The Case Method Pedagogy**

Essentially, the Case Method is an approach to teaching based on the Socratic Method wherein real world examples are presented to students, after which learning is facilitated through discussion and skilful questioning of participants. The origin of the Case Method can be traced back to 1870 when it was first introduced in Harvard Law School, according to Professor David Garvin (David Garvin, Harvard Magazine, 2003, p. 56):

*A newly appointed dean began to teach with cases in 1870, reversing a long history of lecture and drill. He viewed Law as a science and appellate court decisions as the "specimens" from which general principles should be induced, and he assembled a representative set of court decisions to create the first legal casebook. To ensure that the class time was used productively, he introduced the question-and-answer format now called the Socratic method.*

One can argue that such a method as outline above is appropriate to a subject like Law which relies on past precedents, and may not prove suitable in a business environment which is dynamic and changing. However, the Case Method soon established itself as an effective pedagogy in the context of a B-school. The premise was that the Case Method would familiarize students with real workplace situations and issues as compared to a "theoretical" textbook-based method of imparting learning.

However, in practice, there are several challenges inherent in this method of teaching:

1. The real world examples are frequently out of date, typically by 5 years or more, and in an era of rapid technological change, the case may not reflect contemporary issues being faced by business managers.

2. Most cases do not lend themselves to easy application of theoretical principles and tools which may have been taught in formal classroom sessions or described in chapters of a textbook. So, if one of the purposes of a case study is to see how theory can be applied in a real world context, this seldom happens. By its very nature, a case is a document which provides data on a business organization at a particular time period – financial statements, organization structure, research studies, key personnel, etc. – and is not specifically designed to make it amenable to the application of theoretical principles. Of course, many of the cases published by Harvard and Ivey do link theoretical concepts to case situations in the Teaching Notes, but the vast majority of cases published in recent years merely tell a “story” of an organization at a particular period in time, and are sufficiently “general” in their approach so that they can be used by faculty in multiple functional areas.

One of the questions asked in my survey of MBA students referenced above was: *“What proportion of the cases you studied provided learning on the application of theory, concepts and tools to real-life work situations?”* The majority response was: *“Between 25% to 50%”*. So less than half the cases studied had clear linkages between theory and practice.

3. Assuming that some amount of theory and conceptual knowledge should be an integral part of any academic course, the Case Method poses further challenges. If the Case Method becomes the sole and exclusive method of teaching – and I know that many courses take this approach – then it is possible that at the end of the course, students may well have learned nothing about concepts, principles or tools but merely acquired an in-depth knowledge of several business organizations at some time period in the past. While this would make the task of designing and delivering a course relatively easy for faculty, it is uncertain whether students would have learnt anything meaningful about the subject matter of the course. The theoretical sessions in a course are based on years of research of real world problems and it is not clear to me how the concepts, principles and tools which have emerged from this research can be imparted to the students in a course designed *exclusively* on the Case Method.
4. Most teaching faculty in B-schools have limited (often none) prior working experience in industry and the Case Method is often touted as a great innovation which enables them to impart practical learning to students. I would submit, however, that the outcome is somewhat different – precisely because the faculty have limited industry experience, their ability (and credibility) to translate the case facts into student learning is also limited. In fact, in my opinion, prior industry experience is highly desirable for a faculty employing the Case Method pedagogy in a B-school.

This is borne out by the response to another question in my survey of MBA students: *“Do you think that the faculty employing the Case Method of instruction should have had prior work experience in industry?”* A large proportion (81%) of the respondents said: *“Yes”* with a further 15% saying they were *“Unsure”*.



5. Typically, cases are 10 to 12 pages in length with several annexures containing reams of data. This tends to discourage students to undertake a pre-class analysis of the case content - remember that there are multiple subjects for which the students need to prepare for, and invariably, most of them require pre-class study and analysis of fairly lengthy cases. Also there are accompanying readings to each case which also need to be perused as part of class preparation. After the initial couple of terms at a B-school, "case fatigue" sets in among the students. What appeared at first to be a novel method of imparting instruction, especially as compared to the pedagogy they had experienced during their undergraduate studies, increasingly becomes an unwelcome chore. The result is that a majority of students turn up to class without having even read the case - and this is disastrous both for the instructor and the Case Method.

As can be seen from the above, in order for the Case Method to become an effective pedagogical tool in a B-school, the following necessary conditions should be met:

1. Cases should be carefully chosen (and constructed) so that they are amenable to the application of theoretical tools and principles learnt elsewhere i.e. from textbooks or "theory" classroom sessions; and/or should generate some pointers to the development of some general concepts or "solutions" which could be applied in different organizations and situations. In other words, cases should either be amenable to the application of general principles or should generate some concepts themselves. While the early cases were designed this way, in recent years, writing a case has become a mandatory requirement for most faculty, and the sheer volume of cases published has exploded. Many of these cases are based on interviews with some key personnel in an organization and are seldom constructed to glean conceptual insights; several are written in a story-telling fashion and focus on making the case an interesting read.
2. Faculty employing the Case Method should have some industry experience, or should be encouraged to acquire such experience through planned exposure to organizations similar to those covered in the cases they are teaching.
3. The course design should strike for a balance between the number of sessions devoted to the Case Method and those assigned to "theory" classes, so that students acquire a holistic knowledge of the course content.

### **The Case Method Process**

Let us now turn our attention away from *pedagogy* to *process*. Even if cases meet the standards outlined above, the process by which the Case Method is employed in a classroom leaves much to be desired.

I recently had an opportunity to attend one of the standard workshops conducted by Harvard Business Publishing (HBS) across the globe, appropriately titled "Case Method Teaching Seminar", to train B-school faculty in using the Case Method in their courses. Conducted by senior faculty, renowned for their skill in handling classroom sessions based on

the Case Method, the seminar imparted tips on how to use the Case Method as an effective pedagogy.

Such tips revolved around how to structure a session utilizing the Case Method in terms of framing the opening question, discussion pastures and blackboard (or whiteboard) management; getting into the shoes of the protagonist in the case; identifying the roles being played by different students; and how faculty should enter, manage and exit a case discussion.

Of the many pieces of advice given by the instructors at this seminar, the one which I found most striking was an assertion that the case discussion did not have to end in a solution. In other words, the Case Method relies on identifying the issues or questions in a case, fosters an animated discussion of the pros and cons of various options, but does not need to arrive at the "right" answer or solution. I was horrified – what then was the purpose of the Case Method as a learning tool? Surely, the purpose of studying a real life situation faced by a real company was to apply one's knowledge, skills and common sense to arrive at the "best" course of action. How would student learning take place if there was no understanding of the best course of action in a problem situation? When faced with a similar situation at the workplace, how would the freshly recruited manager proceed?

Furthermore, it would be useful to have a follow-up of the case in question – what did the organization actually do to fix the issues and challenges it was facing and whether those decisions resulted in a successful outcome? This would lend credibility to any solution or course of action which had emerged during the case discussions and would be another source of learning for the students. Again such a follow-up was neither recommended nor available in most cases.

In response to my survey question: "*What proportion of the cases you studied provided for a "follow-up" discussion on what actions the organization actually took and their outcome subsequent to when the case was written?*", 61% responded that less than a quarter of the cases they studied had such a provision.

I am still getting my head around this process of conducting a classroom session based on the Case Method. By definition, a case describes a situation in the past – surely there must be data available on the decisions the organization took *after* the case was written. And in many cases, the outcome of those decisions would also be public knowledge. Such an analysis would greatly contribute to the students' learning from the case – for one it would enable them to compare their recommendations with the course of action actually taken by the organization.

The impression I got from the seminar is that the key to running a successful classroom session based on the Case Method was to employ a theatrical approach to foster student involvement. So the students are all actors in a drama playing their respective roles and the faculty is the director orchestrating the whole exercise. While it is possible for the students to get involved and thoroughly enjoy a case discussion, the actual learning which takes place is suspect. If there is no discussion of concepts to be applied in a case, a consensus on the right solutions, and the outcome of decisions the organization actually took, then, in the words of Shakespeare, the session was "full of sound and fury, signifying nothing".

It is worth quoting here from the abstract of an article written by Steven M. Shugan from the University of Florida (Marketing Science, Vol. 25, No. 2, March-April 2006, pp. 109-115): *More importantly, the traditional case method of teaching often ignores important research findings. Consequently, it helps destroy the link between academic research and classroom learning. Students lose the benefit of important research findings while leaving the classroom with false confidence about what they know. Researchers lose an incentive to do research relevant to their students. Eventually, there is less research worth teaching, and fewer students value the knowledge learned through painstaking research. Although we might covet the skill of persuasion, time might gradually elevate previously less persuasive managers who have better skills with analysis and collecting relevant information. Great teaching requires great content, in addition to active learning.*

I am not too sure whether these deficiencies in the process of conducting a classroom discussion based on the Case Method are by accident or design. Perhaps faculty simply do not have the expertise and industry experience to arrive at the “right” solution, or are reluctant to do so lest they are proved wrong. Maybe they are unwilling to put in the extra effort to research what decisions were actually taken by the organization in the period after the case was written, and what the consequences were. After all, if a 20-session course is based around 15 case studies, this would involve an enormous expenditure of effort!

I simply cannot buy the Case Method purist’s assertion that a case discussion can end without a satisfactory conclusion or at least a recommended solution, and because of this, I rarely use cases in my courses. However, whenever I do run a course, I attempt to follow it through. So, for example, I run a course called Marketing Execution in the B-school I am currently employed, and that has only one case study about a healthcare brand which faced some positioning issues a few years back. As soon as the case discussions are over, I invite the Brand Manager who actually handled the brand when the case was “live” to come and talk to the students and tell them about the actions the company took and what the outcomes were. I believe that this leads to more integrated learning based on the case discussions.

Sorry Harvard, but I don’t like the Case Method (as currently practised).

### APPENDIX

*A summary of the responses of MBA students who graduated during 2012-2016 from the Goa Institute of Management, India, conducted in July 2016.*

**Of the various courses you have attended so far, what proportion have employed the Case Method in one or more classroom sessions?**  
(74 responses)



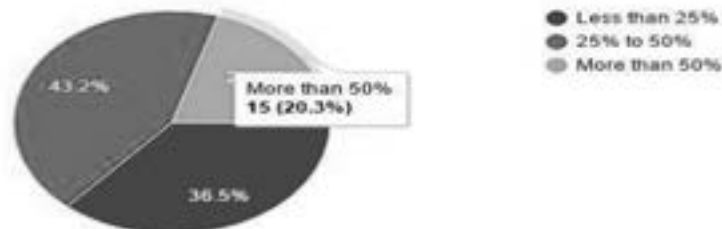
**Within the courses which used the Case Method, what proportion of the classroom sessions were devoted to case discussions?**  
(74 responses)



**What proportion of the cases you studied provided learning on the application of theory, concepts and tools to real-life work situations?**  
(74 responses)



**What proportion of the cases you studied provided a clear conclusion on the "right" course of action for "solving" the issues raised in the case?**  
(74 responses)



**What proportion of the cases you studied provided for a "follow-up" discussion on what actions the organization actually took and their outcome subsequent to when the case was written?**  
(74 responses)



Do you think that the faculty employing the Case Method of instruction should have had prior work experience in industry?

(74 responses)



Do you think that the Case Method, as currently practiced, is a useful learning tool?

(74 responses)



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## Entrepreneurial Intentions amongst Tunisian Students: an Empirical Investigation Applying the Big-Five Personality Traits Theory

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### Keywords

Entrepreneurial intentions, Personality traits, Big-Five theory, Openness, Neuroticism, Agreeableness, Conscientiousness, Extraversion, Risk tolerance, Tunisia.

*Unemployment and under-employment played a pivotal role in the dissatisfaction that resulted in the countries directly affected by the so-called Arab Spring. Promoting entrepreneurship can help these countries in moving towards the “entrepreneurial society”; a significant factor in economic growth. This study examines what drives entrepreneurial skills and encourages entrepreneurial intentions among students in Tunisia; the first Arab spring country. The objective is to understand the impact of individual traits of the Tunisian student on his entrepreneurial intentions. The conceptual model postulates an effect of personality traits (according to the Big-Five theory) and risk tolerance on entrepreneurial intentions. Data were collected through a survey of 300 students. The results indicate that the personality traits of openness, conscientiousness, neuroticism, and risk tolerance encourage entrepreneurial intentions. However, introversion and agreeableness reduce these intentions. The implications of these results, limitations, and future avenues of research are presented in the conclusion.*

### Introduction

Numerous factors have led to the protests in Arab spring countries such as Tunisia, Egypt, Libya and Yemen. Most of these factors including economic issues mainly unemployment and poverty (Campante and Chor, 2012). In these countries, promoting the emergence of an autonomous and dynamic private sector representative of small and medium enterprises is one of the most primary objectives that must guide the reform process (Paciello, 2011). The entrepreneurial activity of individuals is regarded as a significant factor of economic growth. Encouraging entrepreneurship is imperative to move towards the “entrepreneurial society.” A society, in which individuals are willing to deal with the risk of creating new businesses and promoting a favorable business culture (Audretsch, 2007). For the Arab spring countries, this can be achieved through learning (Campante and Chor, 2012).

The vast majority of the literature on management theories is based on research concerning developed economies. This study examines the entrepreneurship question among students in Tunisia; one of the Arab spring countries. Tunisian universities must create awareness that there is an alternative way of employment. They need to develop student's

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entrepreneurial potentials and competencies. Above all, universities must understand what drives entrepreneurial skills and encourages entrepreneurial intentions. The purpose of this study is to examine this question.

Individual traits are a needed factor in the complete entrepreneurial process (Galloway *et al.*, 2005). In Arab spring countries, these traits are critical, especially in the initiating step, where other financial and technical incentives are lacking. Therefore, it is important to establish which individual qualities should Tunisian universities promote through education and training activities to stimulate student's desire of a self-employment career.

Related to entrepreneurship, previous research has indicated that the intention of carrying out entrepreneurial behaviors may be affected by several factors, such as needs, values, wants, habits, beliefs (Lee and Wong, 2004; Garg *et al.*, 2011), desirability, feasibility (Krueger *et al.*, 2000; Shapero and Sokol, 1982; Veciana *et al.*, 2005), culture (Hofstede *et al.*, 2004), and job satisfaction (Watson *et al.*, 1998). These factors are in most cases cognitive, organizational or behavioral. These studies offer a little on why these factors affect some individuals more than others? The psychological background and the personality characteristics are rarely studied (Brown, 2011; Fairlie and Holleran, 2012; Lee *et al.* 2011). Lee *et al.* (2011) recommend studying, in future research, the effects of individual factors on entrepreneurial intentions. Along the same lines, Fairlie and Holleran (2012) noticed that individual differences should be taken into account when designing and implementing training programs in entrepreneurship. Especially, as little has been done to examine the relationships between personality types and entrepreneurial intentions (Zarafshani and Rajabi, 2011; Viinikainen and Kokko, 2012).

This study seeks to extend the entrepreneurial knowledge by investigating the scope to which individual factors influence business creation intentions in the context of an Arab spring country. The aim of this paper is to examine which personality traits (according to the Big Five model; Openness, Conscientiousness, Extraversion/Introversion, Agreeableness, and Neuroticism, Eysenck, 1960) are likely to motivate entrepreneurship among Tunisian students. Also, we examine the role that risk tolerance plays in enhancing entrepreneurial intentions among students. Risk attitude forms a separate dimension of personality outside of the Big Five (Paunonen and Ashton, 2001). Students generally are afraid of risk starting a business. This individual characteristic seems essential to study because of their importance in determining who starts and operates businesses and in deciding between entrepreneurship and salary work. In the next section, we review the entrepreneurial intentions concept research. Then we use the Big-Five theory to exhibit the personality traits and we expose the risk tolerance literature. Also, we explain the relationship between these constructs and the entrepreneurial intentions. As well as, we present the methods and the results. Finally, we discuss the implications of the findings.

## **2. Conceptual framework and hypotheses**

### **2.1 Entrepreneurial Intentions**

Entrepreneurship is defined as the process of organizational emergence (Gartner *et al.*, 1992). Intentions are antecedents of actual behavior (Ajzen, 1991). Intentions refer to the extent to which people show willingness to put effort into executing that behavior (Ajzen, 1991).

According to Crant (1996, p. 43), entrepreneurial intentions refer to “one's judgments about the likelihood of owning one's own business.”

Researchers (Laspita *et al.*, 2012; Lee *et al.*, 2011) indicated that our understanding of entrepreneurial intentions is guided by two models: Ajzen's (1991) theory of planned behavior and Shapero and Sokol's (1982) model of the entrepreneurial event. According to Ajzen's (1991) theory of planned behavior, an individual's entrepreneurial intentions are shaped by three attitudinal antecedents: attitudes toward behavior, subjective norms, and perceived behavioral control. The model of the entrepreneurial event states that entrepreneurial intentions are derived from perceptions of desirability, feasibility, and a propensity to act upon opportunities (Shapero and Sokol, 1982).

This research states that it is not only the above-mentioned variables are important determinants of entrepreneurial intentions but other personality characteristics are also important. A growing literature examines the relationship between individual traits and entrepreneurship (Caliendo and Kritikos, 2012). Here we are going to emphasize this question and we will investigate whether entrepreneurial intentions depending on individual's personality traits and risk tolerance or not.

## 2.2 Personality Traits and the Big-Five Theory

There is no one single way to define the personality (Saucier and Goldberg, 2006). Several psychologists have proposed definitions. Allport (1937, p.48) defined personality as “the dynamic organization, internal to the individual, of psychophysical systems that determine its special adaptation to the environment.” This definition refers to the attributes considered to be present “within” the individual (Saucier and Goldberg, 2006). Other definitions highlight the stable nature of these attributes. To James and Mazerolle (2002), personality refers to stable mental structures and processes that influence interpretations and emotional and behavioral responses of individuals to the environment.

Following the work of Allport (1937), Cattell (1950), Eysenck (1960), Norman (1963), and Tupes and Christal (1961), many researchers (Costa and McCrae, 1992; Digman, 1990; John, 1990; Wiggins and Trapnell, 1997) propose the model of the five major factors, the “Big Five” as a framework for the study of personality. According to this model, personality can be described by five basic dimensions namely Openness, Conscientiousness, Extraversion/Introversion, Agreeableness, and Neuroticism (OCEAN). Studies have postulated that some psychological profiles tended to be more likely to become entrepreneurs, than others (Mitchell *et al.*, 2002; Routamaa and Miettinen, 2006).

*The Openness* describes the intellectual curiosity, imagination, and the proactive seeking and appreciation of experience for its own sake, based on characteristics such as openness to feelings, new ideas, flexibility of thoughts, and readiness to indulge into fantasy (McCrae and John, 1992). The Openness should relate positively with entrepreneurial intentions as entrepreneurship needs creativity, imagination, and curiosity. Hence an individual high on openness should show an indication of more entrepreneurial intentions than another with less openness.



*The Conscientiousness* in an individual is manifested by his scrupulous, responsible, disciplined, organized, and trustworthy characters. Conscientious individual strives after goals and adheres to principles (Costa and McCrae, 1992). Conscientiousness should be related positively to entrepreneurship. An entrepreneur needs to be organized, orderly, hard workers, and efficient in carrying out tasks.

*The Extraversion* (i.e., low introversion) is the tendency to be sociable, impulsive, likes to talk, and to have positive emotions (Costa and Widiger, 2002; Piedmont, 1998). Extraversion characterizes people with a need for activity, adventurous, excitement and stimulation (Costa and McCrae, 1992). Extroverted individuals should have stronger entrepreneurial intentions than introverted because they are more active, seek leadership roles, and more able to mobilize people in order to create a social network and to get involved in the hazard.

*The Agreeableness* is an interpersonal dimension corresponding to traits such as altruism, trust, modesty, and gentleness (Bergman *et al.*, 1993; McCrae and John, 1992). Agreeableness might inhibit the willingness to make hard bargains (Zhao and Seibert, 2006) as an individual high on agreeability will tend to agree with others, not to say “no” and to readily abdicate. This behavior doesn’t meet the requirement’s character of a negotiator essential to managers. Therefore, the trait of agreeability should relate negatively with entrepreneurial intentions.

Finally, *the Neuroticism*, which is opposed to emotional stability, is characterized by anxious behavior, unstable, melancholy, and nervous (Petot, 2004). The Neuroticism represents individual differences in the tendency to experience distress and involves aspects of depression, frustration, and guilt (McCrae and John, 1992). Entrepreneurship is a long and stressful process that requires patience, perseverance, tenacity, and intrinsic motivation (Afzalur, 1996; Boyd and Gumper, 1983; Shaver, 1995). Individuals with high neuroticism should be less ready to engage in such a process. Hence, neuroticism is expected to be negatively related to entrepreneurial intentions. Based on the above arguments, the following hypothesis is proposed:

H.1. *Personality traits will be related to entrepreneurial intentions as follows:*

- H.1.1. *Openness will be positively related to entrepreneurial intentions.*
- H.1.2. *Conscientiousness will be positively related to entrepreneurial intentions.*
- H.1.3. *Introversion will be negatively related to entrepreneurial intentions.*
- H.1.4. *Agreeableness will be negatively related to entrepreneurial intentions.*
- H.1.5. *Neuroticism will be negatively related to entrepreneurial intentions.*

### **2.3 Risk Tolerance**

The risk-taker is someone “who in the context of a business venture, pursues a business idea when the probability of succeeding is low” (Chell, et al. 1991, p.42). In this study, the risk-taking must be analyzed as a stable trait of the entrepreneur. Some individuals are very reluctant when it is going to engage in risky activities. However, others have a less pronounced risk aversion (Arrow, 1965). This variable may affect the student’s entrepreneurial intentions. Entrepreneurship is inherently risky, so it is reasonable to think that individuals who are more risk tolerant are more likely to become entrepreneurs (Fairlie and Holleran, 2012).

Risk aversion is one of the characteristics of the entrepreneur that can determine his intention of starting a business (Kihlstrom and Laffont, 1979; Knight, 1921; Rees and Shah, 1986;

Valdez *et al.*, 2011). Empirical studies find that risk aversion is one of the most influential antecedents of the decision of going into business (Begley and Boyd, 1987; Bonnett and Furnham, 1991; Caliendo *et al.* 2010; Zhao and Seibert, 2006). For this reason, we have chosen as a variable in the conceptual model. The second research hypothesis is formulated as follows:

H.2. *Risk tolerance will be positively related to entrepreneurial intentions.*

### 3. Research methodology

#### 3.1. Data Collection and Sample

Data collection was a paper-and-pencil survey administered to college students from five Tunisian universities located across the country. A total of 300 students completed the survey. Students were recruited with a convenience sampling method.

##### 3.1.1. Measurements

To measure the constructs of the model, we used scales from the literature. The scales were selected based on their psychometric properties. The entrepreneurial intentions were measured by six items developed by Liñán and Chen (2009). Personality traits were measured by items adapted from the scale of Saucier (1994), which is a brief version of the Big-Five scale of Goldberg (1981). Risk tolerance was measured by the four items scale of Kau and Serene (1997). For these three constructs, items were assessed on a seven-point Likert scale. Items are presented in Table 2.

##### 3.1.2. Respondent Demographics

A total of 72% female and 28% male completed the survey. Students with a Master's degree (five years) were 57 % and those with a Licence's degree (three years) were 36 %, including mainly four specialties: Management (48.5 %), Economics (13 %), Scientific (23.1 %), and literary (5 %) specialties. About 49% of all students have followed an entrepreneurship training programs. The age group of 19-29 years is well represented (85.7%) (See table 1).

Table 1. Respondent demographic characteristics (N=300)

Demographics	%
Gender	
- Female	72.0 %
- Male	28.0 %
Age	
- <19	1.00 %
- 19 - 24 years	51.9 %
- 25 - 29 years	33.8 %
- 30 - 34 years	10.9 %
- 35 - 39 years	01.7 %
- > 40 years	00.7 %
Current level of study	
- License	36.5 %
- Master	57.0 %
- PhD	06.5 %

Demographics	%
Education	
- Management	48.5 %
- Economics	13.0 %
- Scientific	23.1 %
- Literary	05.0 %
- Other	10.4 %
Entrepreneurship training	
- Yes	49.1 %
- No	50.9%

### 3.2. Data analysis and results

The proposed model shown in Figure 1 was tested with IBM SPSS AMOS 20.0, using the two-step model-building approach as specified by Anderson and Gerbing (1988). The measurement model, including the latent constructs and their respective observed variables, was first analyzed to measure convergent and discriminant validity. Then, the structural model with the hypothesized relationships was tested and refined in an attempt for a better explanation of the data. A final, modified model was determined as a result. All analyses used maximum likelihood estimation.

#### 3.2.1. Measurement Model Evaluation

A confirmatory factor analysis of the full measurement model showed all the indicators significantly loaded on their corresponding latent constructs ( $p < 0.001$ ). The Cronbach's alpha reliability of the scales varies between 0.69 and 0.90. The internal consistency of the scales is satisfactory observing in this way the minimum of 0.60 (Nunnally, 1978). Several measures were used to assess the validity and reliability of the measurement model. All constructs exhibited levels of Composite Reliability (CR) exceeded 0.7, the Average Variance Extracted (AVE) surpassed the recommended value of 0.50 and CR was above the AVE value suggesting adequate convergent validity (Hair et al., 2010). The measurement model shows a good fit (Chi-square = 316.010,  $df = 187$ ; RMSEA=0.048; CFI= 0.943; TLI= 0.923) with all the fit-indices greater than the recommended cut-off values (Hair et al. 2010) (See Table 2).

Table 2. Indicators of reliability and validity of measurement scales (N = 300)

Items	Standardized Regression Weights	Reliability Cronbach alpha	Composite Reliability(CR)	Average Variance Extraded (AVE)	Maximum Shared Variance (MSV)	Average Shared Variance (ASV)
<i>Entrepreneurial intentions</i>						
I am ready to do anything to be an entrepreneur.	Deleted					
My professional goal is to become an entrepreneur.	0.732	0.90	0,903	0,702	0,309	0,123
I will make every effort to start and run my own firm.	Deleted					
I am determined to create a	0.896					

<i>Items</i>	<i>Standardized Regression Weights</i>	<i>Reliability Cronbach alpha</i>	<i>Composite Reliability(CR)</i>	<i>Average Variance Extraded (AVE)</i>	<i>Maximum Shared Variance (MSV)</i>	<i>Average Shared Variance (ASV)</i>
firm in the future. I have very seriously thought of starting a firm. I have the firm intention to start a firm someday.	0.868 0.845					
<i>Openness</i> Imaginative Creative Inventive Deep	Deleted 0.999 0.707 Deleted	0.75	0,853	0,749	0,221	0,072
<i>Conscientiousness</i> Organized Efficient Systematic Practical	0.667 0.833 Deleted 0.667	0.76	0,783	0,548	0,158	0,068
<i>Introversion</i> Bashful Shy Withdrawn Extroverted*	0.689 0.559 0.914 0.811	0.82	0,837	0,570	0,097	0,031
<i>Agreeableness</i> Warm Sympathetic Kind Cooperative	0.499 0.950 0.782 0.514	0.76	0,793	0,507	0,049	0,011
<i>Neuroticism</i> Envious Worried Touchy Jealous Relaxed*	Deleted 0.695 0.648 Deleted 0.832	0.77	0,771	0,532	0,097	0,043
<i>Risk tolerance</i> I like taking chances I like people who take risks in life without fear of what will happen If you want big gains, you have to take risk Investing in the stock market is too risky for me*	0.802 0.664 Deleted Deleted	0.69	0,701	0,542	0,309	0,081
<i>Model Fit:</i> Chi-square = 316.010; df = 187; CMIN/DF = 1.690; RMSEA = 0.048; PCLOSE = 0.628; NFI = 0.875; TLI =						

Items	Standardized Regression Weights	Reliability Cronbach alpha	Composite Reliability(CR)	Average Variance Extraded (AVE)	Maximum Shared Variance (MSV)	Average Shared Variance (ASV)
0.923; CFI = 0.943						

\*: Inverted item

As shown in Table 3, the square root of the Average Variance Extracted of each construct was greater than the correlations between the construct and any other construct in the model, satisfying Fornell and Larckers' (1981) criteria for discriminant validity. Discriminant validity was examined further by ensuring that Maximum Shared Variance (MSV) and Average Shared Variance (ASV) was less than AVE (Hair et al. 2010).

Table 3. Indicators of discriminant validity of constructs (Correlation coefficient matrix; N = 300)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Entrepreneurial intentions (1)	0,838						
Openness (2)	0,470	0,865					
Conscientiousness (3)	0,398	0,320	0,740				
Introversion (4)	-0,217	-0,090	-0,160	0,755			
Agreeableness (5)	-0,042	-0,016	0,061	0,027	0,712		
Neuroticism (6)	-0,055	-0,215	-0,201	0,311	0,222	0,729	
Risk tolerance (7)	0,556	0,236	0,277	-0,102	0,091	-0,153	0,736

Note: The diagonal elements show the square root of the average variance extracted; the off diagonal elements show the correlations between the constructs

### 3.2.2. Structural Model Evaluation and Hypotheses Testing

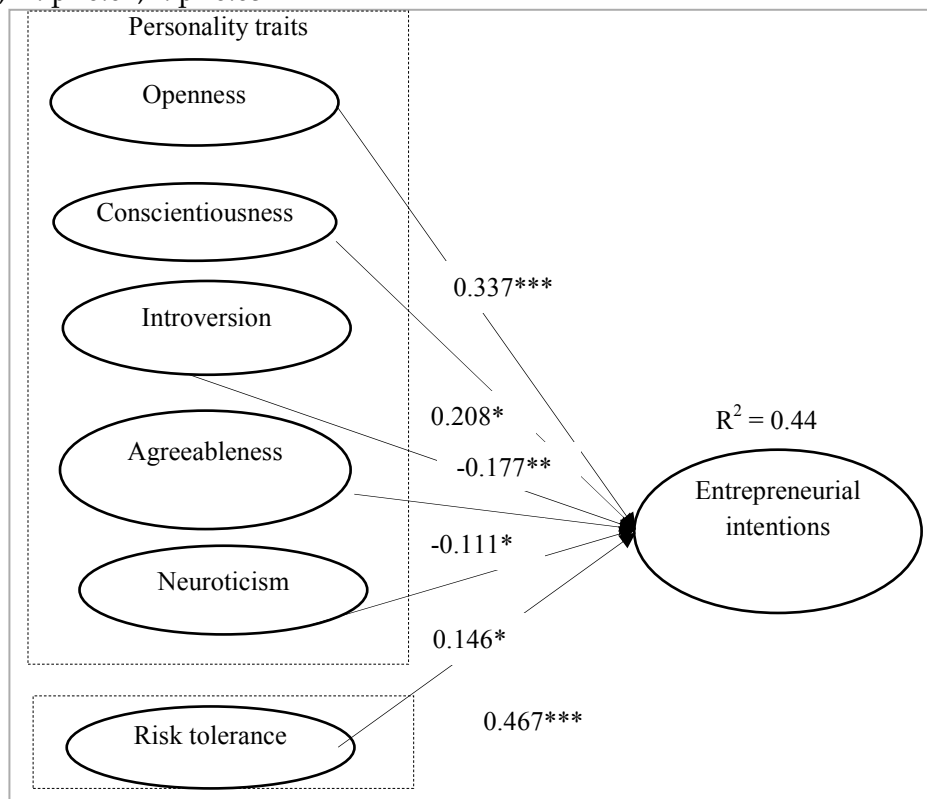
The results show that the fit of the model was satisfactory. Chi-square was 102.060 with 48 degrees of freedom. The RMSEA was 0.054; the TLI was 0.903; and the the CFI was 0.923, all of which were well within recommended guidelines. Five out of the hypothesized relationships were supported. Openness, conscientiousness, introversion, agreeableness, and risk tolerance were statistically significant in the predictable direction ( $p < 0.05$ ).

As expected, entrepreneurial intentions were positively influenced by openness (Standardized Regression Weights  $\beta = 0.337$ ;  $t$ -value = 5.550;  $p < 0.001$ ) and conscientiousness (Standardized Regression Weights  $\beta = 0.208$ ;  $t$ -value = 1.933;  $p < 0.05$ ). Entrepreneurial intentions were negatively influenced by introversion (Standardized Regression Weights  $\beta = -0.177$ ;  $t$ -value = -3.234;  $p < 0.01$ ) and Agreeableness (Standardized Regression Weights  $\beta = -0.111$ ;  $t$ -value = -2.407;  $p < 0.05$ ). These results lead us to accept the hypotheses H1.1, H.1.2, H.1.3, and H.1.4. However, neuroticism was found to be significant, but influence student's entrepreneurial intentions in a positive manner, disconfirming H.1.5, which postulated a negative effect. Further, we found that there is a significant and positive relationship between risk tolerance and students' entrepreneurial intentions (Standardized Regression Weights  $\beta = 0.467$ ;  $t$ -value = 7.122;  $p < 0.001$ ), suggesting support for Hypothesis H.2. These variables together explained 44% of the variance of students' entrepreneurial intentions ( $R^2 = 0.44$ , coefficient of determination). Key statistics for the final structural model evaluation are reported in Figure 1.

Table 4. Results of Hypotheses H.1 and H.2 Testing (N = 300)

Hypo.	Path	Regression Weights	Standard Error	C.R t-value	Testing
H.1.1	Openness → Entrepreneurial intentions	0.261	0.050	5.550***	Accepted
H.1.2	Conscientiousness → Entrepreneurial intentions.	0.357	0.191	1.933*	Accepted
H.1.3	Introversion → Entrepreneurial intentions	-0.156	0.052	-3.243**	Accepted
H.1.4	Agreeableness → Entrepreneurial intentions	-0.200	0.105	-2.407*	Accepted
H.1.5	Neuroticism → Entrepreneurial intentions	0.131	0.056	3.191**	Rejected
H.2.	Risk tolerance → Entrepreneurial intentions	0.443	0.087	7.122***	Accepted
Model Fit	Chi-square = 102,060; df = 48; CMIN/DF = 1.876; RMSEA = 0.054; PCLOSE = 0.205; NFI = 0.851 ; TLI = 0.903 ; CFI = 0.923				
Squared Multiple Correlations		0.44			

\*\*\*:  $p < 0.001$ ; \*\*:  $p < 0.01$ ; \*:  $p < 0.05$



\*\*\*:  $p < 0.001$ ; \*\*:  $p < 0.01$ ; \*:  $p < 0.05$

Figure 1. Structural model

## Conclusion

### Discussion and Implications

This study adds to the body of research in important ways. Relatively new and growing empirical studies examine whether the psychological characteristics or personality of individuals is significant determinants of entrepreneurship, in addition to the more traditionally identified determinants such as socio-demographic variables (Fairlie and Holleran, 2012; Sakkthivel and Sriram, 2012). As noted earlier, this research is one of the few empirical studies that has conceptualized and implemented the effect of personality factors on the entrepreneurial intentions of students in an emerging country. It helps to answer the question of which traits and which personality characteristics lead individuals to become entrepreneurs.

In this study, based on the Big-Five theory, various personality traits are considered to predict student's entrepreneurial intentions. Furthermore, the effect of risk tolerance on student's entrepreneurial intentions was examined. In the past, researchers stressed the role of cognitive, organizational, and behavioral factors like financial performance, environmental uncertainty, distinguishing entrepreneurs from the general population (Begley and Boyd, 1987; Bonnett and Furnham, 1991; Nwachukwu 1995; Sandberg and Hofer, 1987). Especially, personality factors are rarely investigated (Brown, 2011; Fairlie and Holleran, 2012; Lee *et al.* 2011). This research finds evidence that not only these variables are important determinants of entrepreneurship but also the traits of personality may be important, too. Moreover, this research gives support that the Big-Five approach is useful in the context of entrepreneurship. Our findings show that the openness personality trait could enhance student's entrepreneurial intentions. The more the student is curious and imaginative the more he will tend to start a business after graduation. Among the Big-Five traits, openness is strongly related to innovation. This finding supports Schumpeter (1911) who states that exploring new ideas, being creative, and taking novel approaches to the complete entrepreneurial process is essential for starting a new venture. This result meets also the finding of Caliendo *et al.* (2011) about the effect of openness on self-employment.

Furthermore, in our research conscientiousness is found to be positively related to student's entrepreneurial intentions. An organized, efficient, systematic, and practical personality will lead a student to be an entrepreneur. Caliendo *et al.* (2011) found no significant effect of conscientiousness on self-employment. Uysal and Pohlmeier (2011) concluded that conscientiousness had a positive association with the probability of finding a job.

The relationship between entrepreneurial intentions and extraversion/introversion was found to be significant. Introversion (*versus* extraversion) reduce the student's entrepreneurial intentions. This result confirms findings from the leadership literature suggest that extraversion is positively related to leadership (Burch and Anderson, 2009), but deviates from the research of Zhao and Seibert (2006) who found no support to the hypothesis that entrepreneurs score higher than managers on extraversion.

Similarly, there is evidence that agreeableness trait is negatively related to the intention to start up a company. The more the student needs to express kindness and sympathy, in order to agree with others and to have good interpersonal relationships, the less he will tend to decide to be an entrepreneur. This result deviates from Caliendo *et al.* (2011) who argue that

agreeableness does not influence the self-employment probability. However, it supports the conclusions of Zhao and Seibert (2006) who find that entrepreneurs score significantly lower than managers on agreeableness.

Unexpectedly, our findings reveal that neuroticism, a negative emotionality such as feeling anxious, worried, touchy, and tense enhance entrepreneurial intentions. We hypothesized a negative effect. Uysal and Pohlmeier (2011) revealed that neuroticism had a negative association with the probability of finding a job. Thus, it seems that the lack of amiability and vulnerability motivate people with high neuroticism to build up their own business.

Moreover, our results show that students who are more risk tolerant have more entrepreneurial intentions than those less risk tolerant. This finding is consistent with many previous researches. Douglas and Shepherd (2002) found attitudes towards risk to be related to entrepreneurial intentions. Considerable research indicates that entrepreneurial individuals are generally more risk tolerant than less entrepreneurial individuals (Begley, 1995; Caird, 1991; Sexton and Bowman, 1984). A range of other studies carried out in the context of developed countries have explained entrepreneurial intentions by means of risk tolerance, report a positive relationship (e.g.: Caliendo *et al.* 2009; Cramer *et al.* 2002; Fairlie and Holleran, 2012).

These results have a number of theoretical and managerial implications. From a theoretical point of view, our research endorses that personality significantly influences entrepreneurial processes and that the Big-Five theory is a suitable framework to explain entrepreneurial intentions.

From a practical point of view, and seeing that in Arab spring countries, efficient financial and technical incentives are lacking, it's possible to rely on individual entrepreneurial qualities to promote entrepreneurship and to stimulate student's desire of a self-employment career. Educators may be able to strengthen psychological qualities of openness, conscientiousness, extraversion, competition, and risk tolerance to enhance student's entrepreneurship orientation. This is possible throughout creating education programs that offer students appropriate support and challenges that develop these personality traits.

Moreover, the awareness of students about taking risk and personality characteristics needed for self-employment may be changed when they are brought into contact with entrepreneurs who can serve as role models (Henderson and Robertson, 2000).

Another implication is in the field of teaching entrepreneurship, the relationship between openness, conscientiousness, extraversion, agreeableness, and risk tolerance and entrepreneurial motivation could be used as criteria for identifying students for entrepreneurial training programs.

Finally, in line with Okhomina (2010), our research shows that the characteristics of the openness, conscientiousness, extraversion, agreeableness, and risk tolerance propensity may be meaningful indicators for team member's selection for starting new projects or new-product launches and evaluating candidates for posts that need an entrepreneur profile in company, among others.



### Limitations and Future Research

This study is prone to some limitations that require further future investigations. The convenience sample may affect the validity of results. The results would have been more relevant if a probabilistic sampling method were used. An additional limitation is that female students are more represented than male students in the research sample. A more heterogeneous sampling is needed. Also, our sample was Tunisian students; thus, the study has a limitation in generalizing our findings in other cultural environments.

Subsequently, the findings of this study offer a number of opportunities for future research to advance our knowledge of the individual factors that predict intentions to start businesses. Future research could analyze several other interesting issues, which fall outside the scope of the present article. It will be desirable to replicate this research in other spring Arab countries' universities. Qualitative and longitudinal approaches would be also useful to monitor student's individual antecedents of entrepreneurship. Finally, it is important to examine the moderating role of socio-demographic characteristics (gender, age, education...) and situational factors (perceived risk of unemployment, region economic growth, parent's occupational status...) and the mediating role of entrepreneurship attitude, subjective norms and perceived feasibility.

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## Social media as a tool in learning and social behavior in Saudi Arabia

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*Social media tools have become universal because the majority of population worldwide tend to use diverse social media applications. The advancement of technology has provided a chance to accommodate the needs of individuals to stay connected with each other. This paper explores the importance of social media tools perceived as essential learning resources in the contemporary educational field (Alwi, Mahir, & Ismail, 2014). It has been argued that technology has advanced the static information and provided viable opportunities for individuals to increase their learning skills and enrich their learning horizons. Technology is not only one-time investment, but is progressively advancing day by day by introducing different types of infrastructure expansion and growth in social media applications.*

### Introduction

Research shows that a substantial number of individuals are involved in using Youtube, Facebook, Blogging, and Twitter for learning purposes by making groups based on specific interests and following certain discussions (Nookhong & Wannapiroon, 2015). Technology has provided a different type of medium for individuals so as to increase their learning resources through the implementation of social media and exchange of information within seconds. The increased social media adoption has led to a significant impact on social behavior, which is not only related to learning purposes but also to business investment. The fast emerging social media has shifted patterns of social behavior, which has gradually led to the integration of social media tools in a wide range of learning and teaching activities. This paper mainly focuses on the Kingdom of Saudi Arabia (KSA), stressing on social behavior dimensions and how it has impacted local society, through social media as a promising tool of learning.

In recent years, online social network sites like MySpace, Face book, and Twitter have become the most popular sites on the Internet, especially for college students who have been enticed into spending longer hours using social media technologies, thus redefining their interpersonal communication and study dynamics. (Junco, Merson & Salter 2007). University students' communicative capacities have been transformed by these systems that dramatic and irreversible changes to the very shape and structure of their academic and social behavior, along with their cultural disposition have necessarily followed.

## Literature Review

Technology has shown tremendous diversity in recent years; however, social media is one of the significant elements of technology in the internet-driven world. It has provided more knowledge to workers, students, clients and facilitates individuals as a learning tool (Nookhong & Wannapiroon, 2015). Due to the fact that a significant proportion of the world's workforce is connected to social media, most individuals tend to adopt social media as a marketing and learning tool. Scholars have argued that social media is an internet-driven tool, which has provided a medium to individuals to share, create and transfer information such as data, ideas, pictures, videos, voice messages, etc. in virtual communities.

Moreover, social media is also defined as a group of internet-based applications, which have created user friendly content for people to exchange data with each other. It depends on individuals how they use social media and for what purposes. It has provided numerous benefits such as quality, frequency, outreach, usability, proximity and durability. Nowadays, the learning environment is also created on social media using different platforms, which have the same characteristics as the system of the bygone ages (Mao, 2014). It can be said that with the explosion of the internet world, learners are revolving around social associations and tools to learn. There are different types of social media platforms to include LinkedIn, Chat/Messaging, Facebook, Twitter, Youtube, Instagram and Blog.

Other popular social media platforms in the context of Saudi Arabia refer to Whatsapp and Dropbox, as they find proper application in academics. Students tend to utilize Whatsapp as a relevant tool to exchange important information about certain topics they explore (Nookhong & Wannapiroon, 2015). This aspect allows them to focus on the limitless possibilities of expanding their learning to new horizons. Moreover, Dropbox has become a popular learning tool recently, considering its capacities to facilitate document sharing among students. In this way, they can have access to vast information on the web, as the respective social media platform is quite flexible and efficient.

These are the most popular tools used by individuals as a learning tool to achieve multiple objectives, not particularly in the business field but in informal learning experiences as well. Youtube provides video content to spread learning content, whereas messaging has given a leverage for rapid communication to transfer data. These tools are well-recognized and are deployed as a vital element of the successful implementation of social media for learning purposes (Mao, 2014). As social media have been considered a learning tool, this aspect has also affected the social behavior of individuals.

Social behavior is defined as a behavior of individuals linked with society, or between members of society in terms of how they communicate with each other. However, social behavior is both considered to be social meaning and social context by focusing on social actions of individuals (Sun, Chen, & Fan, 2014). Due to exponential development and proliferation of social media as a learning tool, this has revolutionized the global world by increasing the demand of technology. The internet now permeates the daily activities of individuals all around the world. Research has shown that the Kingdom of Saudi Arabia has more than 10 million online users, implying that almost half of the population is into social media through different platforms, for the vital purpose of learning experience (Mao, 2014). The main purpose of this

study is to focus on social media as a learning tool and social behavior of KSA, with the idea to show that the effect of adoption of technology has increased the extension of social media. From this perspective, it has been indicated that KSA's social behavior is dependent on social media as well because of diverse factors, such as immediate communication medium, cultural and region diversity.

Another study by Abero and Marin (2013) indicates that students surveyed had positive attitudes towards group work and considered that it did not have a negative impact on learning outcomes. Group work could be considered a strategy for overcoming one of the variables of failure in learning of this type: the students' socio-cognitive isolation. Students who participated in the study perceived that group work was one of the ways of working in the knowledge society.

On the negative aspects of SM use, Wang, Chen and Liang (2011) report that most college students spent vast hours checking social media sites. Ninety percent of students surveyed spent their time on entertainment. There were not too many college students who preferred using social media to deal with their homework. Eighty percent of the sample admitted that they posted or responded while completing homework which had definitely affected their efficiencies and their grades. Considering the data collected, there was a negative attitude towards social media when college students used them. The research also indicates that an approach is needed to better balance the relationship between social media and academic study. Therefore, college students should think more about the balancing equation of social media and academic.

The frequent use of Facebook could cause addiction toward the site and influence students' daily life at large. A study by Zainudin, Omar, Bolong and Osman (2011) was done to identify the relationship between female students' motives for Facebook use and Facebook addiction. Five motives identified were social interaction, passing time, entertainment, companionship, and communication. The findings of the study showed that there are significant relationship between female students' motives for Facebook use and Facebook addiction. As a conclusion, social interaction, passing time, entertainment, companionship and communication motives were among the major contributor to the addiction of Facebook site.

### **Methodology**

Methodology refers to a systematic, analytical and statistical approach of study to drive specific results. The main objective of this study is to examine the potential of social media as a learning tool and social behavior of KSA. This paper will perform research using a quantitative approach, with survey as a data collection method (Maxim, 1999). The survey was conducted at King Abdulaziz University amongst faculties and students of the different colleges at random. The method of carrying out a survey will be based on a Likert scale rating from 1-5, which will highlight how participants support certain assumptions related to the study. A quantitative method strategy may enable the researcher to uncover the perception of random participants to fill out the survey form; this method is useful because it provides statistical data to evaluate the results. This method will provide clear results with proper analysis using the frequency and



percentage method. The sample of this study will consist of 100 participants who need to respond to 10 questions.

One section will be divided into demographic, while the second one will be about social media and social behavior. The survey will be designed using an online survey tool identified as [www.surveymonkey.com](http://www.surveymonkey.com), as it will be sent to random participants in the KSA (Balnaves & Caputi, 2001). This online survey tool will be utilized to accumulate important information with significant implications for practice. With the help of the respective quantitative method, this study will find out the knowledge of how KSA's social behavior has been changed due to social media.

### Research Limitations and Directions for Further Research

A limitation of the research is related to the inadequate number of participants, as this may prevent generalizability of research findings. The short duration of the study may prevent the researcher to gather relevant data. This paper can be further extended to analyze each social media tool and how they are used in learning procedures by focusing on specific demographic area rather than focusing on every age group (Maxim, 1999). It would be helpful to properly analyze the data in a valid form. Moreover, further research can be performed on a specific KSA institution from the student population rather than selecting random participants online.

### Results

In this research, only selected information was reported and covered important aspects which are linked with social media and learning outcomes. The demographic statistics offers a relevant account of the participants. The idea of social media presents the information on student knowledge of social media approach and learning tools. Social media acceptance and its reputation received significant popularity among Saudi education specialists and Saudi students. Social media and its connection with student performance, learning tendency and attitudes were found in result findings. The survey gathered relevant information in regard to participants' gender, age and education background with the purpose to discover if these variables would influence student views and attitudes toward social media and their utilization of social media as a learning tool. Approximately 2000 participants took part in this survey, as 50 per cent of the participants were education specialists working in the education sector of Saudi Arabia, while 50 per cent of the participants were students enrolled in higher education courses, as shown in table 1.

**Table 1: Participants**

Participants	Percentage
Education specialists	50%
Students in higher education courses	50%

Approximately 75 per cent of the respondents were male and 25 per cent were female. In addition, 60% of students were in the age category of 18 to 24, 40% belonged to the 25-34 age group, while 70 per cent of education specialists were in the age category of 30 to 35, while 30 per cent belonged to the age category 35-40, respectively. Most of the education specialists hold

Bachelor's and Master's Degree, while students were actively involved in pursuing higher education in various Saudi universities.

The research examined education specialists' ideas and student knowledge about the approach of social media as a learning tool, as 94 per cent of participants were familiar with the fact that social media approach differs at different levels; only 6 per cent of participants were not well-informed about social media approach. It is evident that almost one third of the participants were very well-informed with the approach. There were roughly 7 social media tools identified by participants in the survey. They were Bulletin board, Blogging, Facebook, LinkedIn, Twitter and Youtube. The result findings showed that Facebook and Twitter were the most widely used tools in Saudi Arabia's education sector. Frequency table 2, shows the responses for the most common Social Media tools used in learning by students under social network category. It was a multiple response question. Whereas, frequency table 3 shows the responses for the most common Micro blog tools used in learning by students. Whereas, Table 4 shows the responses for the most common SM tools used in teaching by instructors.

**Table 2.** Responses for Social Media tools under Social networks category

Social network	Multiple Responses		% of Cases
	F	%	
Face book	1669	84.2	90.1
My Space	181	9.1	9.8
Others	132	6.7	7.1
Total	1982	100.0	

From Table 2, we note that a very high majority (90.1%) of students are using Facebook for learning.

**Table 3.** Responses for the Social Media tools under Micro blogs category

Micro blog	Multiple Responses		% of Cases
	F	%	
Twitter	1902	96.4	98.3
Meme	50	2.5	2.6
Others	21	1.1	1.1
Total	1973	100.0	

From Table 3, we note that a very high majority (98.3%) of students are using Twitter for learning purpose in micro blogs. This indicates that Twitter is the most commonly used micro blog.

**Table 4.** Responses for SM tools under social networks category

Social network	Multiple Responses		% of Cases
	F	%	
Face book	301	88.3%	92.9%
My Space	18	5.3%	5.6%
Others	22	6.5%	6.8%
Total	341	100.0%	

From Table 4, we note that a very high majority (92.9%) of instructors are using Facebook for teaching.

Before this survey was carried out, there was an expectation that most participants knew about twittering, but the findings indicated that there were 25 per cent of participants who did not have awareness about it at all, and 75 per cent of participants had awareness and knowledge about it. One of the questions was about social media adoption and use of social media for education purposes.

Table 5 shows the responses for blogs tools used in learning by students. The survey also discovered participants' perceptions about social media acceptance. Table 6 shows the responses for the slide sharing tools used in learning by students. It was a multiple response question. The understanding helped relevant authorities design learning activities significantly and utilizing social media tools efficiently.

**Table 5.** Responses for the Social Media tools under blogs category

Blog	Multiple Responses		% of Cases
	F	%	
Blogger	368	57.1	59.6
Word press	265	41.1	42.9
Others	12	1.9	1.9
Total	645	100.0	

From Table 5, one can note that (59.6%) of students are using Blogger in blogs. This indicates that Blogger is the most commonly used blog.

**Table 6.** Responses for Social Media tools under Slide Sharing category

Slide Sharing tool	Multiple Responses		% of Cases
	F	%	
Slide share	347	63.7	65.5
Prezi	183	33.6	34.5
Others	15	2.8	2.8
Total	545	100.0	

Table 6, shows the majority (65.5%) of students are using Slide share for learning purpose. This indicates that Slide share is the most commonly used slide sharing tool.

It has been indicated that 25 per cent of the participants affirmed that social engagement is the top rationale for social media acceptance followed by direct communication for education purposes, quick feedback and results. Yet 20 per cent of the participants used social media for relationship building and to reach new friends as indicated. Table 7 shows the distribution of student's sample as per the most common reasons. It shows entertainment with the highest (78.8%) usage level. Second highest is information searching with 66.9% and the third highest is exchanging ideas with 59.6%. It is also worthwhile to note that the responses for searching for information and learning are both above 60%. This indicates that a high percentage of students use Social Media for learning. The survey question was of multiple response type. Though, 55

per cent of the participants (education specialists and students) strongly affirmed that they used social media tools for academic purposes.

**Table 7.** Distribution of student's sample as per the most common reasons

Reason	Multiple Responses		% of Cases
	F	%	
Making Friends	1333	12.6	52.6
Exchange ideas	1509	14.3	59.6
Entertainment	1997	18.9	78.8
Sharing Resources	525	5.0	20.7
Community discussion	1107	10.5	43.7
Searching for information	1695	16.0	66.9
Learning	1565	14.8	61.8
Professional Networking	732	6.9	28.9
Others	102	1.0	4.0
Total	10565	100	

Table 7, shows the results on reasons that students use Social Media for.

Other reasons have also been considered such as low labor cost, gain understanding, capability to enhance education practices, public research/polling, controlled system, and reliability. In education specialists' free input, being able to connect with other colleagues is another strong rationale for social media tool acceptance. Education related advertisement has enhanced the utilization of social media tools to reach more potential users. Table 8 presents responses from students on preference to integrate Social Media as a tool in learning. It shows that the majority (66.1%) of students prefer to integrate Social Media as a tool in learning. This indicates to a certain extent the interest and readiness of students to adopt Social Media into their learning environment.

**Table 8.** Distribution as per opinion of integrating Social Media as a learning tool

Would you like to integrate Social Media as a tool in your learning?	F	%
NA	65	2.5
Yes	1721	66.1
No	362	13.9
I don t know	457	17.5
Total	2605	100.0

Table 8, indicates to a certain extent the interest and readiness of students to adopt Social Media into their learning environment.

Few students pointed out about the academic use for research projects, learning sources, and helped to work as a team to complete group projects. There are interesting facts in the findings. Saudi students had certain issues when they were utilizing social media tools for education purposes (30 per cent), but there were roughly 70 per cent of students who considered that most individuals in online communities were willing to find social media help for learning purposes. Roughly 70 per cent of participants would prefer to follow standards, procedures and

opinions of others when they were utilizing social media tools. Almost 80 per cent of Saudi students felt that they were acknowledged by online community members, while 20 per cent of students reported that they received helpful information from social media resources.

In both cases, when they corresponded with their class-mates and tutors, they received more supportive information about their studies (70%) and tried to persuade more as well (30%). It can be observed that participants corresponded at different levels with different target users. The social media approach has been an effective social learning tool. There are numerous social networking communities with immense interests such as politics, education, profession, recreation, etc., and in different arrangement such as government, organizations, corporations, membership, clubs which ultimately provided extended resources to students.

### Evaluating Attitudes of Students

The remaining portion of the questionnaire was designed to evaluate attitudes covering the following:

- Rating statements in terms of the positive impacts (advantages) of SM on social behavior and attitude
- Rating statements in terms of the negative impacts (disadvantages) of SM on social behavior and attitude

In this research, when evaluating attitudes, a 5 point Likert scale was used to acquire respondent's opinion. The weights used were as follows:

**Table 9.** Likert scale weights

Weight	Response
1	Strongly Disagree
2	Disagree
3	Unsure
4	Agree
5	Strongly Agree

Since these variables are considered to have ordinal weights, the weighted mean for all respondents may be computed for each variable (and for the whole factor) and is used to reflect the respondents' opinions (attitudes).

Table 10 shows results obtained when using the Likert scale to check the students' attitudes to answer the questions related to advantages of using SM in Social behavior of students for all questions at once. It shows that the overall attitude is 'agree' with an average weighted mean of 3.79. This indicates agreement with outcome obtained through the question by question approach.

**Table 10.** Results of students' attitudes on advantages of SM on social behavior and attitude of students - by clustering

Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree		Weighted Mean	Attitude
F	%	F	%	f	%	f	%	f	%		
1444	4.0	2597	7.1	6610	18.1	17252	47.3	8567	23.5	3.79	Agree

Table 11 shows results obtained to answer the questions related to disadvantages of using SM on social behavior and attitude of students for all questions at once. It shows that the overall attitude is 'unsure' with an average weighted mean of 2.83. This indicates agreement with outcome obtained through the question by question approach.

**Table 11.** Results of students' attitudes on disadvantages of SM on social behavior and attitude of students - by clustering

Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree		Weighted Mean	Attitude
F	%	F	%	F	%	f	%	f	%		
3936	18.9	5051	24.2	4723	22.7	4983	23.9	2147	10.3	2.83	Unsure

## Discussion

Social media tools are advancing their momentum at an inconceivable speed in Saudi Arabian education sector. The study demonstrated that people, as social beings, need reliable association with each other and with the globe. The world is advancing at a faster pace and it is clear than ever before that it provides incredible opportunities for sharing ideas, experiences, and intelligence due to the fast development of technologies. Social media established its way rapidly into the education world; at the same time, Saudi educators are seeking opportunities of leveraging social media tools in the educational field.

Social media approach offers students with new possibilities to become self-regulated in their study and research. They persuade an extensive range of communicative capacity. The current study indicated that the use of Facebook and Twitter is increasing and has become very accepted by Saudi students. There are different methods to utilize social media tools for educational objectives. One approach is to incorporate social media tools into the current academic system as a teaching and learning source to help the progression of curriculum completion.

## Conclusion

Utilizing social media tools in education sometimes can be very demanding and challenging to educators. Students can become a superior consulting source because they have skills and they have a better awareness of the tools. The future advanced technology and integration with education should emphasize on what students utilize instead of what the school wants them to utilize to assure maximum effectiveness, as indicated in this study. When students become core stakeholders of their own education, learning will be truly modernized through the efficient teamwork between instructors and students.

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## A portrait of faculty diversity at selected elite Universities

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### Keywords

VMA (Visible minority academics), Faculty diversity Racialized students.

Through a document analysis, this paper describes the problematic of faculty diversity at Harvard, Stanford, Princeton, McGill, UBC, and the University of Toronto. Existing studies suggest that these institutions have not succeeded to proportionately increase the representation of VMA. The ratio between VMA and racialized student population is still low. Whereas white academics continue to be over-represented in tenure positions. Ipso facto, the present paper suggests that these universities need to identify and address structural barriers against faculty diversity.

### Introduction

Faculty diversity has been at the epicenter of employment equity policies at Harvard, Stanford, and Princeton. For example, since 1970, Harvard's *University-Wide Statement on Rights and Responsibilities*, *Statement of Equal Opportunity Laws and Policies*, *Non-Discrimination and Affirmative Action Policy* were designed with the goal to increase diversity within the professoriate. Likewise, Princeton's *Target of Opportunity (ToO)*, *Equal Opportunity Policy* and *Affirmative Action Plan* were framed with the goal of hiring and tenuring best minority professors. Similarly, Stanford's *Commitment to Faculty Diversity* and *Best Practices of Creating a Diverse Search Plan* were also developed to accomplish the same goal. As opined by Stanford President John Hennessy, diversity and inclusion are priorities for Stanford (Stanford News, 2016). To some extent, the equity policies of these institutions have addressed the need for more faculty diversity. Equipollent to Harvard, Stanford and Princeton, three elite Canadian universities (McGill, UBC and the University of Toronto) have also developed such policies. For instance, last year, McGill University's *Principal Task Force on Diversity, Excellence and Community Engagement* was initiated in order to diversify its academic workforce. Its *Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law* was orchestrated with the purpose of providing regulations against disparate treatment, and unfairness in the academic workplace. From the same standpoint, University of Toronto's *Guidelines for Employees on Concerns and Complaints Regarding Prohibited Discrimination* and the *Human Resources Guideline on Civil Conduct* emphasize the same goal.

The *Employment Equity Policy* and *Strategy for Advancing Equity and Diversity* at UBC also identify the necessity to hire and promote more racialized academics. While faculty diversity is identified as goal to achieve, existing statistics, university equity reports and other online documents present a different discourse.



## Method

In the present paper, the literature derives from existing studies, statistical data, and online university reports related to the critiques of faculty diversity in the following six elite universities: Harvard, Stanford, Princeton, McGill, UBC (University of British Columbia) and UofT (University of Toronto). Online documents and statistical records were examined through document analysis, because it was impossible to have access to more in-depth-data. The reason is that university administrations are often recondite. Their entire public records are not always made available to the general public. The conceptualization of VMA is based on the definition provided in the *Employment Equity Act* of Canada where invisible minorities refer to non-white and non-indigenous people (Agocs, 2002; Frey, 2014). Accordingly, VMA refer to tenured and tenure-track visible minority academics. While diversity infers many things, in this paper, it is solely bounded to racial inequality in the professoriate of aforementioned universities. Thus, its scope is only limited to the criticism of faculty diversity at the following institutions: Harvard University, Princeton University, Stanford University, McGill University, University of British Columbia and the University of Toronto.

### Faculty diversity at Harvard, Princeton and Stanford

So far, only 11% of junior professors and 8% of senior professors at Harvard University are VMA versus 40% of the student body comprised of racialized students (Bolotnikova, 2016). A recent report also indicates that Harvard's VMA still experience social isolation, and unique challenges in pursuit of tenure (Aspelund & Bernhard, 2015). According to its 2013 *Faculty Climate Survey*, around 40% of VMA versus 20% of white professors responded that they have to "work harder to be seen as a legitimate scholar" (Enwemeka, 2014). Additionally, 53% of VMA disagreed that they experience a welcoming and an inclusive workplace climate (Enwemeka, 2014). While Harvard is making efforts to diversify its professoriate (Aspelund & Bernhard, 2015), the results of Harvard's 2013 *Faculty Climate Survey* evidence that faculty diversity has not been fully achieved yet. In addition, Zappa's report (2014) on pervasive prejudice at Harvard states that the hiring process is still shaped by implicit bias. Policies set up by the university to encourage diverse hiring practices are not always effective. Regulations to monitor faculty diversity exist, but numerical requirements for the proportion of candidates of color considered have not been set yet (Zappa, 2014).

The discourse of diversity is not espoused by all academic administrators. For some department chairs, the recruitment of more VMA is not important. Likewise, in Zappa's report, an associate professor of history Naoko Shibusawa said that at Harvard, "diversity becomes deprioritized by the point the hiring decision is made" (Zappa, 2014). In addition, there is not enough mentorship opportunities available for junior VMA. Even after securing a faculty position, VMA still encounter a hostile campus environment. Navigating the process of tenure has remained taxing for them. At Stanford University, where VMA represent 22% of the professoriate (Stanford University, 2015), the situation is the same as at Harvard. For instance, in April 2016, it was reported that Stanford students led a mass demonstration, protesting against the lack of faculty diversity on campus (Democracy Now, 2016). Until now, the representation of VMA is not proportionate to the higher percentage of racialized students. While these students

slightly represent more than 50% of its student population, Stanford's faculty is still 70% white (Democracy Now, 2016). Commensurately, faculty diversity is still an issue at Princeton University. As of today, VMA only constitute 15% of its professorial cohort, versus 43% of its undergraduate student body being constituted of racialized students (Princeton University, 2015). The symbolic representation of VMA in professorial ranks has caused frustrations among some non-white professors. Voicing their concern regarding the lack of substantive diversity, in 2015, faculty members at Princeton's department of African American studies supported the student protests against structural racism at Stanford. Parallel to that, they demanded that university administrators need to implement effective diversity policies in order to increase the hiring and retention of VMA (Department of African American Studies, 2015). Overall, existing equity data on Harvard, Princeton and Stanford evidence that these elite American universities have not fully achieved faculty diversity. In spite of developing employment equity policies, the representation of VMA in tenure positions has not been incremented yet.

### **Faculty diversity at McGill, UBC and the University of Toronto**

In spite of their emphasis on diversity, existing literature reveal that racial inequities within McGill, UBC and the University of Toronto's professoriate are still perennial. For example, last year, Jennifer Chan a Chinese-Canadian and an associate professor of education at UBC complained that she was unfairly evaluated and denied chair because of her race. Commensurately, British Columbia's Human Rights Tribunal condemned UBC of unfairly evaluating and denying tenure to McCue, a racialized professor (Redden, 2016). According to McCue, standards required to assess scholarly activities were unclear and that her minority research works were under-evaluated by university tenure and promotion committees (Redden, 2016). Until now, UBC's VMA only represent 20% of full-time professors, while racialized students make up 65% of the student body (Todd, 2015). These statistics evidence that there is still no proportional representation at UBC. Concurrently, at McGill University, VMA only constitute 9.2% of the professoriate (Bastani&Tesfaye, 2015) while racialized students account for 37% of the student population. In Bastani and Tesfaye (2015) and Hampton's (2015) articles, it is indicated that the under-representation of VMA is still perpetual due to systemic discrimination in hiring and tenure processes. It is also indicated that effective diversity management policies and practices are still lacking. Even though McGill's equity policies bear a diversity stance, institutional hostility against diversity has not completely faded away. McGill is still a chilly place and unwelcoming to non-white faculty. The contextual climate of its departments fosters a feeling of fear among VMA who work there. Consequently, leading them to silence their frustration and to keep a happy face.

Discussion around issues related to race and structural disparities in academia are not always supported in departments. In Bastani and Tesfaye's article, ZouaVang, a racialized assistant professor at McGill's department of sociology complained, "I myself have refrained from bringing up issues of race in my own department and at McGill more generally because there is not this welcoming environment where people can freely talk about race without fear of repercussions" (Bastani&Tesfaye, 2015). McGill's 2016 equity report titled '*Equity in the Hiring of McGill Academic Staff: An Investigation*,' highlights the same problem. This report raises the alarm

that there is resistance to implementing equitable hiring practices at the departmental level. The lack of commitment, formalized practice, and transparency in regards to employment equity at McGill still represents a hindrance against substantive diversity (Desai, 2016). In support of the color blind discourse and tokenism, symbolic diversity is more accepted by academic administrators. For the sake of clarification, in the present paper, symbolic diversity refers to tokenistic recruitment and retention, and the under-representation of VMA. Whereas substantive diversity denotes that there is an increase in the hiring and promotion of racialized professors, and that the academic workplace environment is inclusive. Analogous to the employment equity statistics of McGill and UBC, VMA (13.3%) are under-represented at the University of Toronto (University of Toronto, 2013).

For many years, no racial data on its student body was available. It is only this year that the university administration has decided to collect such data (Islam, 2016). Up to the present, there is a fair representation of non-white students on campus. Sure enough, a discrepancy exists between their representation and VMA's. Considering the statistical data, Martin Friedland (2015) critically contends that it might take more than fifteen years before the retention of VMA can reach at least 15%. This year, Black Liberation Collective, a student organization at the University of Toronto, demanded that the university needs to hire more racialized professors (Reynolds, 2016). On the basis of evidences provided, it transpires that these elite Canadian universities have failed to effectively increase the recruitment and retention of VMA. Thus, the status quo remains unchanged because VMA are still under-represented within their halls.

### **Discussion as related to existing studies**

While VMA remains under-represented in the professorial workforce of Harvard, Princeton, Stanford, McGill, UBC and the University of Toronto, existing studies indicate that such issue is not only conspicuous at these six universities. Broadly speaking, existing studies indicate that faculty diversity continues to be hampered by institutional discrimination across American and Canadian universities alike (Fleras, 2014; Henry & Tator, 2009; Jayakumar et al., 2009). Eisenkraft (2010) contends that, while Canadian universities are considered to be among the most liberal institutions, many non-white academics still feel excluded or denied opportunities. Likewise, in Chapa's work (2006), it is argued that every day discrimination and negative campus climates hinder the retention of American universities' racialized faculty. In these institutions of learning, systematic discrimination transpires in racial bias hiring, tenure and acculturation processes. Regarding the hiring process, VMA who apply for tenure track or other faculty positions often experience unfair screening by university search committees (Hassouneh, 2013; NAASS, 1999). A research indicated that in spite of having the same educational attainment, the time for securing a tenure-track position is much longer for VMA than for white academics (Spafford, 2006). Even after being hired, VMA often continue to encounter disparate treatment in academe.

For tenure, the process is strenuous and full of systemic barriers to surmount (Fryberg, 2016; Barnes & Mertz, 2012). For example, when navigating tenure process, Barnes and Mertz (2012) argued that double standards are often imposed upon them. Likewise, researchers have

pointed out that non-white academics are less likely to achieve tenure than their white peers because of the perennality of ethno-racial inequality in academia (Nakhaie, 2013; Turner, 2000). Adding to these challenges, opportunities that could bolster their career advancement and self-actualization, are limited. As a result, the promotion of professors of color remains so small that they continue to be invisible in academe (Turner, 2000). Concerning the acculturation, VMA encounter a chilly workplace climate wherein there is less institutional support (Jayakumar et al., 2009). Because of such unwelcoming environment, the feeling of malaise and social isolation is endemic and perennial among them (Spafford, 2006). Some of the organizational factors that foster this chilliness are minority work devalorization (Fryberg, 2016), tokenism and insufficient mentorship. As argued by researchers (Luz-Reyes & Halcon, 1988; Lopez & Johnson, 2014), their research, teaching and service are often less and biasedly rated (Lee & Janda, 2006). For example, findings from a study conducted by Reid (2010) demonstrated that white students prejudicially under-rate the teaching of non-white professors during course evaluations. Tokenism, in particular, the '*one-minority-per-pot syndrome*' is mistakenly interpreted as an indicator of faculty diversity by academic administrators (Moody, 2004). This term refers to the color-blind ideology and the belief that the under-representation of VMA in academia implies that faculty diversity has been achieved. Yet, in comparison to the rising number of racialized students in Canadian and American universities, the current representation of VMA is proportionately lower. Respectively, statistical data evidence that the academic labor force is constituted of only 16.9% of VMA, versus 83% of white academics in Canada (CAUT, 2010). Along the same vein, in American universities, the demographic representation of VMA in professorial ranks is only 16%, versus 79% of white academics (NCES, 2015). VMA's experience of systemic discrimination is not only limited to aforesaid issues, but also extends to the problematic of eurocentrism (Fleras, 2014).

Many studies (Spafford et al., 2006; Kobayashi, 2009, Stanley, 2006) stipulate that the eurocentric habitus propels white privilege and precludes faculty diversity. In particular, race as a sociological determinant positively affects the retention of white academics. Whereas for VMA, it represents a structural impediment that can be addressed through specific diversity policies and practices (Quezada & Louque, 2004). Considering the rationale described in existing studies, many researchers have opined that more diversity is needed because it will benefit universities. Among the benefits, they have argued that faculty diversity creates a learning environment that enhances racialized students' academic performance (Hagedorn, et al., 2007). Whereas its paucity negatively affects their acculturation (Huang & Korab, 2016). It creates opportunities wherein they can be more mentored by faculty members who better understand their cultural ethos. Plus, more professorial diversity is an asset for scholarship than a liability (Luz-Reyes & Halcon, 1988). As indicated in a 1995 *Faculty Survey* produced by UCLA's *Higher Education Research Institute (HERI)*, minority academics enrich scholarship and teaching by offering new perspectives (Fine & Handelsman, 2010).

## Conclusion and implication

Taking into consideration that aforementioned six elite universities have failed to increase the representation of VMA at the proportion of racialized student population on campus, it will be in their best interest to identify the institutional barriers that hamper substantive diversity. These six institutions could consider monitoring and evaluating their hiring practices, departmental mentorship, workplace socialization, and tenure systems. It is beneficial to do so because existing labor studies have also highlighted that the hiring practices and organizational habitus of historically white institutions embed structural racism (Cox, 1991; Becker, 2010). In addition, the outcomes of such scrutiny could inspire Harvard, Princeton, Stanford, McGill, UBC and the University of Toronto to implement best diversity management practices in order to increase the recruitment and retention of VMA.

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- (iii) **Length and format:** Abstract should be the summary of the paper, not more than 300 words, abstract should include purpose of the paper, design/methodology employed, findings, practical implications and originality statement. Font size 11.

### 3.3. Body of the manuscript

From the second page the rest of manuscript should be included the introduction/background, main body of the paper which can be divided into section and sub-sections. Section and sub-section should be numbered and should be typed in **BOLD**. The manuscript should be organised as follows:

1. The Introduction
2. Main body of the paper with sections and sub-sections
3. Discussions and conclusions
4. Research limitations and direction for further research

5. References
6. Appendices (if any)

### 3.4. Use of Table, Figures and Equations

- (a) All tables are to be centered and numbered sequentially, with their title centered below the table.
- (b) All figures must be reproduced black and white. A good quality graphic software to be used and figures are to be centered with the caption to be centered below the figure
- (c) All equations must be typeset with the same word processor and type in Math type (please visit the website at [www.mathtype.com](http://www.mathtype.com) for free limited trial).

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The Harvard System of referencing should be used for all manuscript(s) submitted to ABRM's Conferences and Journals for **all** sources. All sources should be listed together; there should not be separate lists for books, journal articles and electronic sources. Making a list of what you have used must be appropriate to the type of source used; the **details you need to record will vary according to the source.**

**Call for Papers**  
**Journal of Business & Retail Management Research**  
**ISSN (Print) 1751-8202 ISSN (On-line) 2056-6271**

The JBRMR, a scholarly and refereed journal, provides an authoritative source of information for scholars, academicians, and professionals in the fields of business and retail management and is publicised twice a year. The journal promotes the advancement, understanding, and practice of business & retail management. It is peer reviewed and is the main research platform of The Academy of Business & Retail Management (ABRM). Scholars across borders are encouraged in advancing the frontiers of management education, particularly in the area of retail trade. Contributions should therefore be of interest to scholars, practitioners and researchers in management in both developed and developing countries targeting a worldwide readership through both print and electronic medium.

Although broad in coverage, the following areas are indicative and nurture the interests of the Academy with a “retail” underpinning:

- » Business Ethics and Legal Issues
- » Business Environment
- » Business Policies, Strategies, and Performance
- » Business and Retail Research
- » Business Security and Privacy Issues
- » Consumer Behaviour
- » Emerging Advances in Business and its Applications
- » Innovation and Product Development
- » International Business Issues
- » Management and Retail Marketing
- » Marketing Management and Strategies
- » Relationship Management
- » Risk Management
- » Retail Management and Communication
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- » MIS and Retail Management
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- » Innovation in Retail Management

Preference will be given to papers which are conceptually and analytically strong and have empirical relevance. All papers will be reviewed according to the Journal’s criterion. The Journal’s website is [www.jbrmr.com](http://www.jbrmr.com). For further information please write to Editor via [editor@abrmr.com](mailto:editor@abrmr.com)

*This journal is indexed by SCOPUS, ProQuest, EBSCO Host, Cabbell`s Directory, J-Gate and ISI*

## Call for Papers

### INTERNATIONAL JOURNAL OF BUSINESS & ECONOMIC DEVELOPMENT

(Print) ISSN 2051-848X (Online) ISSN 2051-8498

The IJBED, a scholarly and refereed journal, provides an authoritative source of information for scholars, academicians, and professionals in the fields of business and economic development and is publicised four times a year. The journal promotes the advancement, understanding, and practice of business & economic development. It is peer reviewed and is the main research platform of The Academy of Business & Retail Management (ABRM). Scholars across borders are encouraged in advancing the frontiers of management education, particularly in the area of economic development. Contributions should therefore be of interest to scholars, practitioners and researchers in management in both developed and developing countries targeting a worldwide readership through electronic medium.

Authors are invited to submit their original research papers, case study, review, work in progress, reports, abstract, students' papers or research proposals within the broad scope of the journal. Although broad in coverage, the following areas are indicative and nurture the interests of the Academy with an "economic development" underpinning:

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- ☒ Demography and development
- ☒ Disaster management
- ☒ Diversification and business performance
- ☒ FDI, Free trade - theory and practice
- ☒ Gender and socio-economic development
- ☒ Geopolitics of development
- ☒ Globalisation, liberalisation and development
- ☒ Health service management
- ☒ Industry sectors and development
- ☒ Information technology and business performance
- ☒ Institutions ,business and development
- ☒ Jobless growth, Labour relations and business
- ☒ Land reform - theory and practice
- ☒ Macro economic parameters and growth
- ☒ Microfinance and development
- ☒ Multinational enterprises and business strategy
- ☒ Natural resources and their internationalisation as leverage factors
- ☒ Natural resources and their internationalisation as leverages
- ☒ NGOs and entrepreneurship development

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## Call for Papers for the forthcoming conferences

### ICILLT-2016, University of Cambridge, UK

19-20<sup>th</sup> September 2016

2<sup>nd</sup> International Conference on Institutional leadership, Learning & Teaching

### 7th ITARC-2016, London, UK

7-8<sup>th</sup> November 2016

7<sup>th</sup> International Trade & Academic Research Conference

### 6th ICBED-2017, New York-USA

10-11<sup>th</sup> April 2017

6<sup>th</sup> International Conference on Business and Economic Development (ICBED)

### 7th ROGE-2017, University of Oxford, UK

3-4<sup>th</sup> July 2017

7<sup>th</sup> International Conference on Restructuring of the Global Economy (ROGE)

Authors are invited to submit original research papers, case studies, review, work in progress reports, abstracts, students' papers or research projects within the broad scope of each conference. All papers should be professionally proofread prior to submission. These conferences will be jointly organised by the *Academy of Business & Retail Management* and the *Journal of Business & Retail Management Research*.

For further detail please visit: <http://abrmr.com>

## CALL FOR PAPERS

**International Journal of Higher Education Management (IJHEM)**  
**(Print) ISSN 2054-984 (Online) ISSN 2054-9857**

### Aims and Objectives

**IJHEM** is a peer reviewed journal and is a research publication platform for international scholars. Their research can be in any aspect teaching & learning covering the interests of developed and emerging countries alike. The Journal seeks to reach a worldwide readership through print and electronic media. The main aims of the Journal are:

- Publish high quality and scholarly empirical based research papers, case studies, reviews in all aspect of teaching & learning, education management and leadership with theoretical underpinnings.
- Offer academics, practitioners and researchers the possibility of having in depth knowledge and understanding of the nature of teaching and learning practices and.
- Create a forum for the advancement of education management research for the High Education sector.

### Subject coverage

- λ Educational policy and Policy impacts on education
- λ Management of education and Relations between lecturers and students
- λ Psychology of education, Psychology of student and teacher/lecturer
- λ Quality of education and Improvement method
- λ Global education and Its challenges and opportunities
- λ E-teaching/E-learning, Educational software and multimedia for education
- λ Teacher education
  - Distance education and Education quality
  - Methodology of educational research, Adult and continuing education
  - Special education, Gender, diversity and difference, Vocational education
  - Assessment processes and mechanisms
  - Innovative teaching and Learning methodologies; Multi-virtual environment
  - Application of educational technology
  - Education reforms and Practical teaching reform

**Frequency:** Twice a year: February & August  
**Final publication deadlines:** 31<sup>st</sup> October (Feb. issue), 30<sup>th</sup> June (Aug. issue)  
**Review process:** Blind peer review  
**Indexing with:** Ebesco Host, ProQuest, Open J-Gate, Cabell's Directory

Preference will be given to papers which are conceptually and analytically strong and have empirical relevance. All papers will be reviewed according to the Journal's criterion. The Journal's website is [www.ijhem.abrmmr.com](http://www.ijhem.abrmmr.com) . For further information please write to Editor at [editor@abrmmr.com](mailto:editor@abrmmr.com) or call on +44(0)2088689883



## CALL FOR PAPERS

INTERNATIONAL JOURNAL OF BUSINESS & CYBER SECURITY (IJBCS)

(Print) ISSN 2059-660X

(Online) ISSN 2059-6618

IJBCS is a scholarly and refereed journal that provides an authoritative source of information for scholars, academicians, policy makers and professionals regarding business and cyber security. It is peer reviewed journal that is published twice a year and serves as an important research platform. IJBCS is committed to publishing articles that provide insight and informs best practice. Contributions should therefore be of interest to scholars, policy makers, practitioners and researchers internationally. The Editors and Editorial Board of the IJBCS are committed to championing original academic papers that demonstrate academic rigor, originality and integrity. IJBCS seeks to minimise cyber-risk through insight and vigilance.

Authors are invited to submit their original research papers, case study, review, work in progress, reports, abstract, students' papers or research proposals within the broad scope of the journal. Although broad in coverage, the following areas are indicative and nurture the interests of the Academy with an "cyber security" underpinning:

- Business & Cyber Security; Risk awareness & mitigation
- eCrime and Cyber Terrorism
- Identity Fraud & Access Management; Information hemorrhage
- Cryptosystems and Data Protection
- Compliance, Legal Safeguards and Obligations
- Foresight Leadership and Planning; Industrial Espionage & Counterfeiting
- Critical Infrastructure Protection; Building and maintaining cyber resilience
- Security architecture and network defense
- Vigilance and scrutiny; Attitudinal change
- Knowledge transfer & training; Addressing the skills deficit
- Brand Protection; Pre-transaction customer verification
- Customer protection, reassurance and recovery
- Information Risk Management & Governance
- Digital Forensics, Evidence and Intelligence
- Costing cyber-attacks; Ethical Hacking
- Financial Analysis & Control Systems
- Privacy, Surveillance and Control; Identity, Trust and Trustworthiness
- Security Economics, Incentives and Liabilities

Preference will be given to papers which are conceptually and analytically strong and have empirical relevance. All papers will be reviewed according to the Journal's criterion. The Journal's website is [www.ijbcs.abrmmr.com](http://www.ijbcs.abrmmr.com) . For further information, please write to Editor via [editor@abrmmr.com](mailto:editor@abrmmr.com)

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# International Journal of Higher Education Management

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