

# VIBER APPLICATION USAGE BY STUDENTS AND ITS SOCIAL EFFECTS ON THEM

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## ABSTRACT

This article reviews Viber application Usage by the Students at Ferdowsi University of Mashhad (FUM), Islamic republic of Iran and its social effects on the users. Although social media applications are common worldwide, using some of social media are not encouraged in Iran and are sometime associated with negative attitude in formal circles. There is sometimes doubt that the use of such applications may result negative effects for the users. Therefore, Viber application Usage by Students and its positive social effects in Iran is debatable. This review includes description of the rate, kinds, patterns and the positive social effects of Viber usage on the social identities and relationships of the students. The method was survey and the population involved all of graduate and undergraduate students at FUM in spring semester 2015. Sample size included 151 students of all faculties and branches who were selected by using disproportionate stratified random sampling technique. Results showed that more than half of the students had installed Viber application no later than one year ago. Students were differed by the time and place of usage. Viber usage had many positive social effects on the students' identities and relationships in the virtual as well as the real world, while the former world had reinforced the latter. More usage was motivated by the students who were achieving welcome, esteem and confirmation by other users in Viber space. Also, Viber usage extended social realms of the students in many kinds of classmate, scientific, occupational, leisure activity, and artistic groups. Researcher concluded that Viber is important social media for improving social interactions and social development in Iran and there is no worry.

**Keywords:** Viber application, Students, Ferdowsi University of Mashhad, social media, social effects.

# PROCYCLICALITY OF LEVERAGE: AN EMPIRICAL ANALYSIS FROM TURKISH BANKS

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## ABSTRACT

The recent economic crisis have shown that procyclicality is a major problem of financial and real sector which could threaten the stability and growth of the economy. The term procyclicality refers here the cyclical behavior of banks that lead them to follow the same patterns as the real economy. When economy is getting better, banks underestimate risk and become less sensitive to it, increase its capital and credit availability; in the opposite case when economy is getting worse, banks overestimate the risk and become more risk averse and this make the bad economic situation worse with the reduction in bank capital and scarcity of credit availability. Deviations from the Efficient Market Hypothesis, the accounting standards and fair value accounting, wrong economic policies and the incorrect rating grades of credit rating agencies played a significant role in the occurrence of procyclicality. Particularly the pattern of the banks change over time according to the economic conditions and it is attempting to prevent this situation through various regulations by Basel Committee on Banking Supervision and other financial regulatory authorities. The application of these regulations to avoid procyclicality for protection the overall economy, has attracted the attention of academicians and has become a significant research topic. In this study, leverage which demonstrate how a bank manage its debt, is chosen as bank specific variable to see the effect of changes in it over the economic cycle. In literature Adrian and Shin (2008, 2009, and 2010), Gropp and Heider (2009), Kalemlı-Ozcan, Sorensen and Yesiltas (2011) found banks leverage ratios that calculated in different ways have a procyclical nature.

The behavior of Turkish commercial, participation, development-investment banks leverage are tried to explained with analyzing the relationship between leverage and asset growth. On the basis of theoretical explanations, eight different leverage ratios that include the traditional and commonly used, also only recently began to be used ones are employed in eight different panel data models to demonstrate the procyclicality effect of Turkish banks leverage using monthly data covering 2005-2014 period. It is tested whether there is an increasing (decreasing) trend in the leverage ratio of Turkish banks when there is an enlargement (contraction) in their balance sheet. The major finding of the study indicates that asset growth have a significant effect on all eight leverage ratios. In other words, the leverage of Turkish banks follow a cyclical pattern, a finding more in line with those of earlier literature. This paper increases the understanding of the relationship between leverage and asset growth.

# **OMANI STUDENTS' PERCEPTIONS OF FAMILY AND PEER INFLUENCE ON THEIR ACADEMIC PERFORMANCE AND SKILL DEVELOPMENT**

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## **ABSTRACT**

Family and peers' effects on students' performance at both secondary and tertiary education levels have been in focus of a number of studies and educational policy debates in various socio-cultural contexts (Hanushek et al., 2003). For example, using a one-year prospective design, the study by Gonzales, Cauce, Friedman and Mason (1996) examined the influence of a number of variables, namely, family status; parenting variables; peer support; and neighborhood risk on the school performance of African American junior high school students. This paper reports on a study that examined the influence of family and peers on the academic performance and skill development of the Foundation English Language Program students at Sultan Qaboos University in Oman as interpreted by them. The Foundation English Language Program is one of the most important stages in assisting Omani students' adjustment to the university life and bridging the secondary and tertiary education. Much effort is involved in designing and running the Foundation English Language Program courses. However, students' underachievement is still a problem. Aimed at scanning the issue of students' inadequate academic performance and skill development, this paper discusses the concepts of learning environment, learning attitude and learning motivation as well as their interaction with students' individual and cultural features, e.g. pace of learning, level of English language proficiency, gender, geographical location of school which the student finished, family and peers' impact among others. The emphasis is on students' self-perceived learning experience and their interpretations of family and peers' perceptions and actual behaviors

# IMPACT OF MODERATE JOB ANXIETY ON MANAGERIAL CREATIVITY: STUDY OF INDIAN PROFESSIONALS

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## ABSTRACT

The study focuses on the relationship between job anxiety and managerial creativity. The current research has been carried out with the purpose of studying relationship between moderate job anxiety and managerial creativity. The sample for the study comprised of middle level executives drawn from service and manufacturing organisations. 2\*2 factorial design was used and it had three levels high, moderate and low. Each cell consisted of 32 respondents drawn on random basis; the final sample of 94 was drawn from a sample pool of 350 respondents. Results of the study reveal that moderate job anxiety occasionally promoted managerial creativity. Research studies about the impact of moderate job anxiety on managerial creativity are scarce. Therefore, this study adds to the knowledge in this research stream by studying the aforementioned relationships.

# **ADAPTATION OF EUROPEAN DANGEROUS GOODS SAFETY ADVISER (DGSA) TOWARD SUSTAINABLE DEVELOPMENT AND SAFE TRANSPORT OF DANGEROUS GOODS BY ROAD IN THE ASEAN –THE CASE OF THAILAND**

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## **ABSTRACT**

Dangerous goods play an important role in the modern world to facilitate both human life and industries. They in one hand strongly contribute to the world's economic growth but in the other hand, they can seriously harm the people, damage properties and environment if wrongly handled. Since 2002, all member countries of the Association of Southeast Asian Nations (ASEAN) signed the agreement, so-called Protocol 9 Dangerous Goods, to facilitate the cross borders transport of dangerous goods referring to UN Recommendations on the Transport of Dangerous Goods and European Agreement concerning the International Carriage of Dangerous Goods by Road (ADR). Due to various reasons, the implementation has not been sufficiently in place posing risks and hindering economic expansion. Hence, it is indispensable to find out a solution to tackle with this issue. The objectives of this research were to conduct a comparative study on the development of DGSA by road between selected ADR member countries, e.g. Germany and Thailand, and to come up with a new trend toward sustainable development policy in Thailand to facilitate safe cross borders transport in the region. In this study, the research utilizes quantitative and qualitative research using desk study, gap and situation analysis, questionnaires, workshops with focus groups and in-depth interviews. The sample groups consist of government and private sectors in Thailand and Germany involved in policy making and operational level. The key result of this study is to come up with a new trend on DGSA as a tool for safety management systems for public and private sectors started in Thailand and further dissemination to the region.

## **KEYWORDS**

ADR, ASEAN, DGSA, Transport of Dangerous Goods by Road, UN Recommendations

## **ABBREVIATIONS**

ADR: European Agreement concerning the International Carriage of Dangerous Goods by Road  
ASEAN: Association of South East Asian Nations  
DGSA: Dangerous Goods Safety Adviser

UNECE: United Nations Economic Commission for Europe  
UN RTDG: United Nations Recommendations on Transport of Dangerous Goods – Model Regulations

## INTRODUCTION

The ten ASEAN member countries signed the agreed to adopt UN Model Regulations and ADR for transit transport of dangerous goods under the Protocol 9 Dangerous Goods in 2002 <sup>[1]</sup>. So far, the ratification the Protocol 9 has not been enforced because there is still one missing signature from member countries <sup>[2]</sup>. Thailand is selected for the study as it has gained most advanced knowledge and capacity in this field in the region because it received technical supports on safety and risk management system from the German Government in the late 90s until the beginning years in 2000. Geographically, Thailand is located in the middle of the region and can potentially perform the function as dangerous goods logistics hub of the region. Though Thailand is considerably advanced than other countries in the region and leaving big development gaps, there are still many issues and obstacles required to be tackled. One of most important issues to be improved is the knowledge of the private sector dealing with transport of dangerous goods by road. Hence, upon learning from ADR, this research is targeted on the adaptation of European DGSA to Thailand as a role model for other ASEAN member countries. Individual modes of transport have supplemented these requirements notably ICAO and for road transport specific driver training requirements. RID, ADR and ADN also require the appointment of Dangerous Goods Safety Advisers (DGSA) when larger quantities of dangerous goods are being carried <sup>[3]</sup>. These people must be trained and pass an examination set by the competent authority. DGSA has been developed and implemented for more than a decade in Europe, Germany is considered as one of the pioneering countries among the ADR founders and currently the most effective countries in controls on transport of dangerous goods by road in main land Europe.

The researcher conducted desk study on the establishment and implementation systems of DGSA in Germany according to the framework of ADR in order to formulate a guideline to be applied as a concept model for Thailand before adaptation to suit with the Thai and regional contexts. Then, a study of the DGSA system in Germany as well as other countries in Europe will be conducted, questionnaires and expert interviews will also be done in Germany. A situation and gap analysis study and workshops with focus groups as well as policy-maker interviews will be conducted in Thailand. The conclusion of this study will

The research questions for this study are as follows.

1. What are the components and pattern of European DGSA by Road in Germany?
2. Which is DGSA by Road pattern suited with Thailand and ASEAN region?

## LITERATURE REVIEW

### Background of dangerous goods and ADR

Dangerous goods are substances and articles capable of posing a significant risk to health, safety or property when transport <sup>[4]</sup>. In 1956, the United Nations published its first recommendations (Recommendations on the Transport of Dangerous Goods – Model Regulations) or UNRTDG

designed to provide a uniform and basic scheme for dangerous goods classification, identification, packing, marking, labelling, placarding, documentation and handling procedures <sup>[5]</sup>. UNRTDG classifies dangerous goods into nine main classes, i.e. explosives substances and articles, gasses, flammable liquids, flammable solids; substances liable to spontaneous combustion; substances which, in contact with water, emit flammable gases, oxidizing substances and organic peroxides, toxic and infectious substances, radioactive material, corrosive substances, miscellaneous dangerous goods substances and articles, including environmentally hazardous substances <sup>[6]</sup>. UNECE supported drafting of the first edition of European Agreement concerning the International Carriage of Dangerous Goods by Road (ADR) in 1957, the structure of which is consistent with the ROT and some other modes <sup>[1]</sup>. ADR applies to transport operations performed on the territory of at least two of the Contracting Parties of which ADR 2015 edition contain 48 countries both in Europe, and some countries in North Africa and Asia <sup>[1]</sup>. ADR is divided into two Annexes with nine parts, i.e., Annex A and B. Annex A contains the contents of Part 1-7 while Annex B covers Part 8-9 <sup>[1]</sup>. ADR is updated every two years following the new revision of UNRTDG.

### **Definition of DGSA**

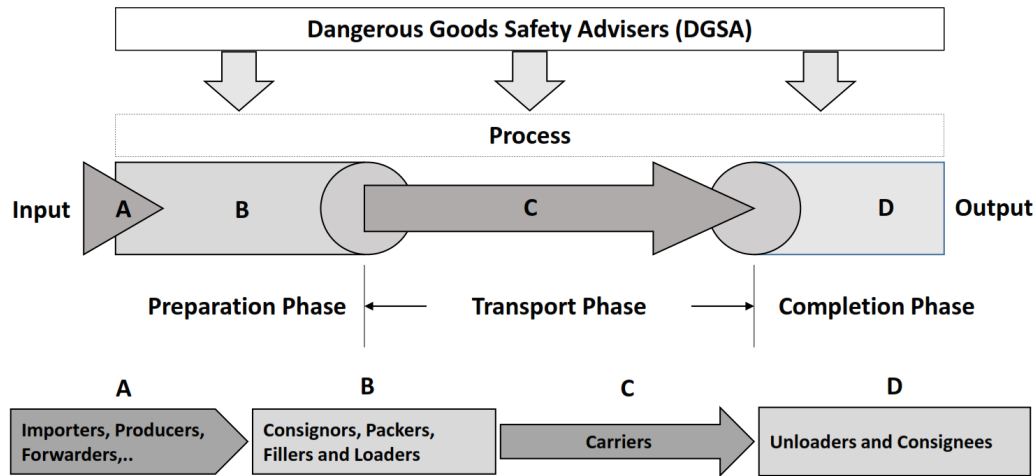
The adoption of the European Union Council Directive 96/35/EC on the appointment and vocational qualification of safety advisers for the transport of dangerous goods by road, rail and inland waterways has posed significant challenges for administrators and industry <sup>[5]</sup>. DGSA requirements have been incorporated in Chapter 1.8.3 since restructured ADR 2001. It states that each undertaking, the activities of which include the carriage, or the related packing, loading, filling or unloading, of dangerous goods by road shall appoint one or more safety advisers for the carriage of dangerous goods, responsible for helping to prevent the risks inherent in such activities with regard to persons, property and the environment <sup>[7]</sup>. ADR has set out duties and other detailed requirements of DGSA. A DGSA must pass the examination before receiving certificate issued by national competent authority of ADR member countries and it is valid for 5 years. The concept of a mandatory qualification for the transport of dangerous goods was novel and cut across existing health and safety legislative requirements and industry schemes of “best practice” <sup>[7]</sup>. DGSA must be appointed and named but the officer appointed may be an existing employer, a new appointee or a third party appointed e.g., a consultant <sup>[7]</sup>. The core responsibilities of a DGSA are as follows <sup>[7]</sup>:

- Advising undertakings on the safe transport of dangerous goods by road
- Monitoring the undertakings compliance with dangerous goods regulations
- Preparing an annual report about the activities of the undertaking related to the transport dangerous goods
- Investigating any accidents or infringements of regulations and preparing reports
- Monitoring the provision of training and advice to any staff involved in the transport of dangerous goods

An overview process of dangerous goods transport by road and roles of DGSA can be depicted as below (author’s own compilation).

**FIGURE 1**

**Roles of DGSA throughout the process of dangerous goods transport by road**



DGSA roles cover the entire process of dangerous goods transport by road as far as the business activities involve handle, process or transport dangerous goods on regular basis [8].

The current implementation structures of DGSA in Germany are as follows [9].

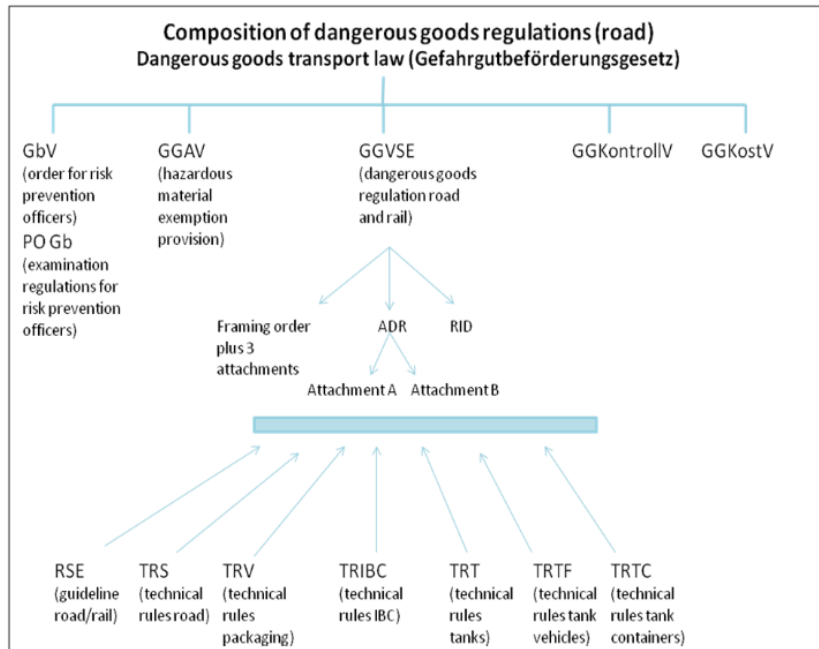
EC Directive	directive 2008/68/EC of the European Parliament and of the Council of 24 September 2008 on the inland transport of dangerous goods
National legal basis	Regulation on the appointment of dangerous goods safety advisers in companies (Dangerous Goods Adviser Ordinance - GbV 2011)
Competent Authority	Chamber of Commerce and Industry (CCI) appointed by the authority under the Dangerous Goods Transport Act
Training institutes	Private sector and associations recognized by CCI with outlined curriculum developed by CCI under the framework of ADR
Examination body	CCI and/or recognized training institutes under the supervision of IHK representative
Vocational Certificates issuing body	CCI

Chamber of Commerce and Industry (CCI) established for more than 150 years in Germany. Now there are branches all over Germany for 80 branches. All German companies registered in Germany, with the exception of handicraft businesses, the free professions and farms, are required by law to join a chamber [10]. To cope with all issues related to transport of dangerous goods by road and in line with the ADR, Germany issues specific regulations concerning the transport of dangerous goods, namely, “Germany has “Dangerous Goods Transport Law” or in German “Gefahrgutbeförderungsgesetz” [11] as showed below.



**FIGURE 2**

**Overview of dangerous goods regulation in Germany**



**Preliminary results of Situations of dangerous goods transport by road in Thailand**

Thailand has translated the ADR 2003 into Thai language through technical supports of the Thai-German Dangerous Goods Project (2001-2003) and got approval from the cabinet to be used as basis for any relevant authorities to issue regulations concerning the transport of dangerous goods. Recently, Department of Land Transport (DLT) updated the Thai version to ADR 2011. The industries involved have been aware of the direction to implement ADR and in certain extents the systems have been implemented and in place. However, due to the fact that the regulations concerning dangerous goods transport are very complex and require in-depth technical knowledge. Furthermore, the valid regulations and guidelines are unknown in details, which evokes a substantial risk of liability for involved persons, communities and companies. Hence, there is a need to have some measures to tackle with this issue. DGSA idea is considered and has not existed in Thailand and the region [12].

From literature reviews concerning the existing regulations related to transport of dangerous goods in Thailand, Thailand has no specific dangerous goods transport regulation as in Germany and most of ADR member countries.

The relevant regulations involving the control of dangerous goods and hazardous substances in Thailand is “Hazardous Substances Act, B.E. 2535” focusing import, export, having in possession, use, etc. of listed hazardous substances. There is a clause for transport but it is considerably weak to control overall issues and components of dangerous goods transport. Majority of the public and industries do not distinguish the definitions between “hazardous substance” and “dangerous goods”. That means both terms are equally used and mixed up. Among departments under Ministry of Transport (MoT) controlling the particular modes of transport, the relevant department for road

transport is Department of Land Transport (DLT). DLT holds two different Acts, namely Land Transport Act, B.E. 2522 and Road Traffic Act, B.E. 2522. Under the Land Transport Act, DLT issued several regulations to control the transport of dangerous goods, i.e., Drivers of Dangerous Goods Transport by Road or Driving License Class 4, Placarding and Marking of Vehicles, Safety Equipment on Board of Vehicles carrying Dangerous Goods, etc. and recently MoT issued Ministerial Regulation on Safety in Transport of Dangerous Goods by Road, B.E. 2522 and with this regulation DLT has authority to issue a bunch of notifications covering miscellaneous equipment to be on board the transport units, documents to be on board the transport units, carriage conditions, loading, unloading and load securement of dangerous goods, etc. From this bundle of regulations, Thailand could finally sign the ratification of the Protocol 9 early in 2016. However, there is no regulation from relevant authorities relating the establishment of DGSA<sup>[13]</sup>. Since in Europe, there is EC Directive 2008/68 - Inland Transport of Dangerous Goods combines all three modes of inland transport, namely, Road, Rail and Inland Waterways<sup>[14]</sup>. In line with this requirement, Germany has only one competent authority to authorize and issue the DGSA certificates for all three modes of transport. Hence, for a sustainable solution, it is more suitable to have only one competent authority controlling and authorizing the DGSA for all inland modes of transport.

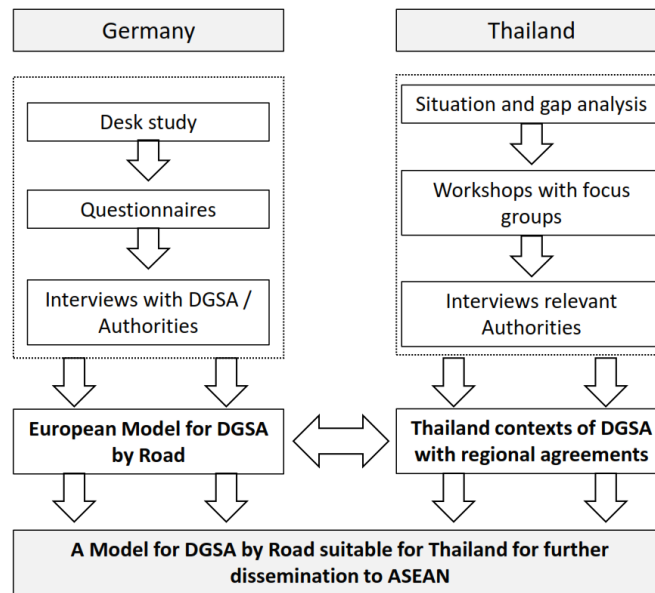
## RESEARCH METHODOLOGY

The research methodology of this study is based on mixed method covering both qualitative and quantitative method used to determine an appropriate system for development of DGSA for road transport in Thailand taking into account the regional and sub-regional agreements on transport of dangerous goods by road cross the borders. The study commenced by desk study to compile all relevant information about the structures of DGSA implementation and enforcement both private and public sector in Germany as well as some other ADR member countries. Questionnaires and expert interviews both from public and private sector will be conducted to collect information about the roles and duties at their works including policy and challenges for the authorities. The output from the activities in Germany will provide a European Model for DGSA by Road which can be used as standard pattern for Thailand.

In parallel, a situation and gap analysis study is conducted for Thailand in line with the regional and sub-regional agreements. DLT made a study on the project enhancing the safety standards and reduction of losses and damages relating transport of dangerous goods by road in 2015 providing the overall issues of gap analysis for transport of dangerous goods by road in Thailand comparing with ADR<sup>[12]</sup>. Several workshops with focus groups / target groups (e.g. safety officers of 50 dangerous goods related enterprises, 100 university students learning dangerous goods subjects (e.g. Thammasat University, Sukhothai Thammathirat Open University) are to be organized to acquire information about the qualifications. Interviews of policy makers from relevant government authorities (e.g. Ministry of Transport, Ministry of Labour, Thailand Professional Qualification Institute (Public Organization), etc.) in order to compile the policy, duties and resources to find out an appropriate competent authority for DGSA qualifications and supervision.

**FIGURE 3**

**Research methodology and steps**

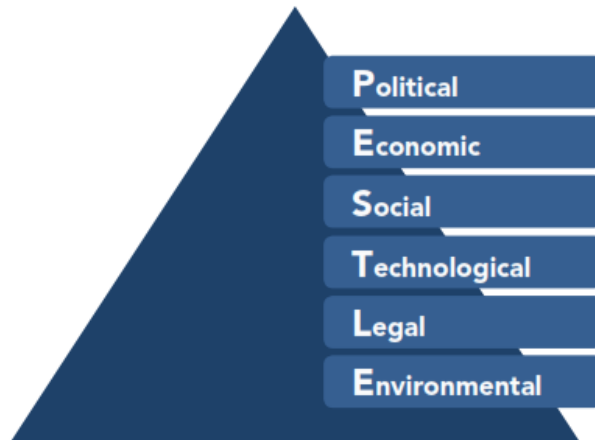


A model for DGSA by road suitable for Thailand for further dissemination to ASEAN will be developed taking into account but not limited to the legal issues, organization structure, training institutes / bodies, testing or examination body, certificates issuing and extension.

**DISCUSSION**

This study is in the process of collecting data. Since the issue is very specific and data has to be collected at both in Germany and in Thailand, the duration of study might take a longer time than expected for a one-year study. One issue has to be considered and of utmost importance is that the level of safety culture and discipline of the people and operators between European and ASEAN countries might be one of the key factors. Since DGSAs have to work under the supervision of the business owners, how the DGSAs can perform their professional duties without interference of the superiors or owners. Level of enforcement in the ASEAN region might be also another issue to be considered. In the final process, it is intended to use PESTLE analysis <sup>[15]</sup> to identify external factors within their environment that could have an impact on the operations.

**FIGURE 4**  
**PESTLE Analysis**



### **CONCLUSION AND SUGGESTIONS**

It is expected that DGSA can play an important role for safe and sustainable transport of dangerous goods in Thailand and ASEAN region. If existed, it is anticipated that the transport of dangerous goods by road in this region provides better movement and facilitate the trade in the region. The development gaps in terms of knowledge about dangerous goods are expected to be less than in the past among the ASEAN Member countries. It is suggested that the study should extend to other relevant inland modes of transport, i.e. rail and inland waterways transport, as appropriate. ASEAN harmonized regulations on transport of dangerous goods similar to the EC 2008/68 should be issued to enable all countries to refer to in their national regulations.

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# **STUDENTS' ATTITUDE TOWARD LEARNING INNOVATIVE INFORMATION TECHNOLOGY IN MANAGEMENT EDUCATION**

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## **ABSTRACT**

As more and more innovative Information Communication Technology (ICT) resources become available in support of teaching and learning in business management school, it becomes increasingly interesting to assess the attitudes of management students towards their use. The aim of this study is to investigate the effects of demographic factors like gender, educational background, age on attitudes toward learning ICT technologies among business management student. This study is carried out among postgraduate management students in central India. The results reveal the importance of different demographic factors on attitude towards ICT learning in management education in India.

## **INTRODUCTION**

Now a days, the use of communication technologies to support teaching and learning in classroom environments are popular among student communities (Harris & Rea, 2009; Goertler, 2009). Communication technologies provide educators and students with several benefits that include, but are not limited to, enhancement of collaboration among students (Beldarrain, 2006), improvement on students' interactivity (Markett, Sánchez, Weber, & Tangney, 2006) as well as critical thinking and problem-solving skills (Burgess, 2009; Brodie, 2009), and the promotion of shy or the quiet students to interact with instructor and peers (Warschauer, 1996).

The significance of ICT for business is not only an economic issue, but it plays very important role in decision making. Information and communication technologies not only play an essential role for entire industries and sectors, they are equally important within individual enterprises. According to Professor Roman Beck, Goethe University Frankfurt, "ICT is often viewed merely as a tool to cut costs, but in reality it is the innovation potential opened up by ICT that determines an enterprise's future competitiveness." The technological developments have accelerated the research processes of knowledge workers. While the universities are rendering cost-effective education to students by using information technologies, they have also reached higher qualification and flexibility (Tural, 2002).

The involvement of ICT's, particularly social media in different dimension of business management create huge amount of data for the organization. So, data processing is now becoming an importance task for all business houses. The concept of data processing can be briefly defined as the result that is produced when technology and data is jointly utilized. The application of the emergence of information technology in our society today is alarming (J. D. Yehudit and J. Belcher, 2005). Therefore it is an important in our daily life particular for students

to learn and to be able to use these technologies in their learning process. According to Rao (P. V. Rao ,2010) quite a number of distinctive attribute of new technologies are being used to enhance learning in education. He also pointed out that innovative new ICT can bring exciting solutions on the basis of day to day challenges faced in the academic institution. The available technology to the students at different higher educational institute to evaluate their performance (E. E. Adomi and I. Global , 2011). With the advent of networked technology world is becoming a local village that enable us connect with each other (E. E. Adomi and I. Global , 2011; L. Turner and C. Apelt, 2004). In an attempt to encourage the use of technology among students in Indian universities, some technology enabled pedagogy is required to get them committed to the quest. According to Downes (S. Downes ,2010), e-learning is a process that comprises conceptual and physical components and procedures that should be both standardized in terms of procedures and technologies. The advancement through the entire lifecycle of technology must be adhered in the basis of widely adopted standards (J. L. Moore , 2011).

Different international groups, universities and software houses are now developing standards to cover all aspects of technology that has an effect on learning in the higher institution (I. Variamis and L. Apostolakis, 2006). However, so far such standards are usually fit to the needs of specific applications and are inadequate for supporting the teaching pedagogy. The definition and implementation of complete and sound technology standards will help the in the development of student attitudes towards learning technology in India. Moreover, the learners gain in flexibility since the achieved knowledge can easily migrate to future technology platforms that follow the same standards (V. N. Lunetta, A. Hofstein, and M. P. Clough, 2007; J. Hartley, 2007). To put it simple, once the user familiarizes with a standardized technology it becomes easier to familiarize with any variation of this technology. Therefore, learning content producers should focus on the growth of content in a standard format instead of developing the same content into many formats for different platforms and applications.

Likert (1932), cited in Gardner (1980), defines the term attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object". Gardner (1980) elaborates on Likert's definition by defining attitude as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". Ajzan (1988) considers attitudes as "a disposition to respond favorably or unfavorably to an object, person, institution, or event". Baker (1992) defines attitudes as "a hypothetical construct used to explain the direction and persistence of human behaviour". Gardner (1985) considers attitudes as components of motivation in language learning. Furthermore, measuring attitudes has an important role in analyzing stack holder behavior because it is a known fact that there is a strong connection between attitude and behavior (S. A. Adeyemo, 2010). Researcher has discovered that attitude indicates in a certain degree about the possibility of adopting certain behavior (Mathew. J. Koehler and P. Mishra , 2006). Talking about emerging technology, a favorable attitude shows a greater probability that learners will accept the new learning system. Factors such as patience, self-discipline, easiness in using software, good technical skills, and abilities regarding time management impact on student's attitude towards technology (R. Mason and F. Rennie , 2006). Thus, the attitude can be positive, if the new form of education fits the

students' needs and characteristics, or negative if the student cannot adapt to the new system because he does not have the set of characteristics required (M. Bernasconi and M. M. Galizzi, 2012). Bad technology perception may be due to the lack of understanding, lack of communication, and lack of trust or conflicting agendas in appropriate use of technology.

Technology acceptance is defined as “an individual’s” psychological state with regard to his or her voluntary or intended use of a particular technology”. Developers and deliverers of e-learning need more understanding of how students perceive and react to elements of e-learning along with how to most effectively apply an e-learning approach to enhance learning (M. J. W. Lee and C. McLoughlin, 2011). In addition, knowing students intentions and understanding the factors that influence students belief about e-learning can help academic administrators and managers to create mechanisms for attracting more students to adopt this learning environment (H. M. Selim, 2007).

The main purpose of this study is to assess the relationship between background factors and the attitude of using innovative information technology for learning by business management students in central India. The research findings will assist university instructors and curriculum developers to facilitate the development and application of ICT in university curricula particular for business management studies. The purpose of the study is to explore whether or not there are significant differences between background information variables (gender, age and academic degree) and dependent variables attitude towards learning ICT.

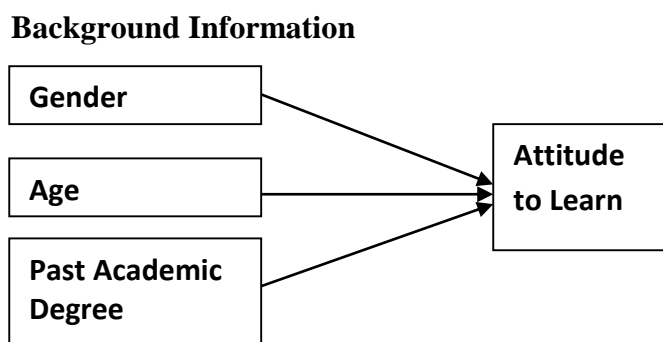


Figure 1: Research framework of the independent and dependent variable

## RESEARCH METHODOLOGY

This study is conducted to examine the attitude of business management students towards learning of innovative ICT in their post graduate study among Indian management students in different eminent universities and independent business schools. Analysis of data using a t-test determined the differences that emerge between the background information variables and the attitude to use IT for learning. The rejection level of the hypotheses is set at  $\alpha = 0.05$ . The research framework of how background information variables affect dependent variables is presented in Figure 1.

### 2.1 Research hypotheses:



The study is designed to test the following hypotheses:

**H1:** There is significant difference of genders on attitude to learn ICT

**H2:** There is significant difference of age on attitude to learn ICT

**H3:** There is significant difference of academic degree on attitude to learn ICT

## 2.2 Research Sample and Selection of Subjects

The formal survey subjects are focus on the post graduate students of management departments of universities and autonomous institutes in central India. More than 450 questionnaires were administrated using social media to the post graduate management students of reputed universities and institutes during 2014-15. 272 valid questionnaires are returned online. The sample profile of the study is shown in Table 1.

**Table 1: Sample Profile**

Variable	Description	Number students	Percentage
<b>Gender</b>	Boy	173	64
	Girl	99	36
<b>Age</b>	Below 25	198	73
	Above 25	74	27
<b>Academic Background</b>	Engineers	163	60
	Non Engineers	109	40

In this study, there are 173 boys and 99 girls. Over 64% of the respondents are boys. There are 198(73%) students from age group below 25 and 74(27%) above 25. Thus, almost all students are below 25 years old. That means majority of the student doesn't have any work experience. There are 163(60%) students are engineers and 109(40%) non-engineers.

## 2.3. Research Instrument

The main questionnaire items are a revised version of the content of attitudes shown in (Mak, J. Y., 2000) towards the use of instructional technology questionnaires. The questionnaire contained three parts: Part I of the survey instrument consisted of 28 questions. Each construct was evaluated using a 5-point Likert-type scale as follows: "5"-strongly agree; "4"-agree; "3"-neutral; "2"- disagree; "1"- strongly disagree. Part II of the survey instrument consisted of the background information: gender, age and academic degree.

### 1. Finding and Analysis

In this research, respondents were asked to respond to 28 Likert-scale items measuring their attitude towards ICT use for educational purposes in higher educational management institution in India. The results of descriptive analysis (Means, Std. Deviations, and reliability) are shown in Table 1. Examination of the Means, Std. deviations in Table 2, confirms that the majorities of students have shown interest towards the use of ICT tools for educational purposes.

**Table 2: Descriptive Statistic**

Group	N	Mean	SD	Cronchbach( $\alpha$ )
Total	272	3.3	0.83	0.81

**Table-3: Inferential Statistics**

Variable	Sub Variable	Mean	df	t-value	Significance at 0.05 level
Gender	Boys	3.42	269	2.37	<b>0.02</b>
	Girls	3.18			
Age	Below 25	3.34	270	1.89	0.71
	Above 25	3.26			
Academic Background	Engineer	3.67	269	2.83	<b>0.01</b>
	Non Engineer	2.93			

The findings of this study (Table 3) reveal a significant difference in attitude ( $t=2.37$ ,  $p=0.02$ ) towards the use of ICT with respect to gender of students in higher education. The boys' perceived attitude (3.42) is higher than girls'(3.18) as shown in Table 3. Therefore hypothesis (H1) is found true. In general, boys rational thought is higher than girls; on the contrary, the perceptual of girls thought is higher than boys (Keller, C., & Cernerud, L., 2002).

The variables of attitude and the variable of intention to use IT for learning is not significantly different ( $t= 1.89$ ,  $p=0.71$ ) among different age groups. Hence hypotheses (H2) are rejected. But in contrary, researchers point out that as students have more access to high education, their attitude toward use of information technology in learning gradually increases with age.

In the past, many researchers have compared different academic degrees with attitude and found no significant difference between academic degrees and attitude to use ICT for learning. However, this study found that there is a significant difference ( $t=2.83$ ,  $p=0.01$ ) between different academic degrees and the attitude towards the use of ICT among students in higher management educational institute. According to the findings of this study, students having engineering background have higher mean (3.67) of attitude compared to the non-engineering students (2.93). So, the hypothesis (H3) is found true. From the above findings, it is inferred that the learning attitudes of students is influenced by gender and the background education of the management students.

## DISCUSSION AND CONCLUSION

Education today is facing the challenge of adapting to an environment of ever increasing technological advances. The challenge for educators is to utilize this technology in ways that facilitate the highest level of learning outcomes. The educational community has growing concern about the effectiveness of technology such as CD-ROM, videotapes, multimedia presentation software, World Wide Web (WWW) discussion forums, and the Internet to meet the needs of students inside the classroom (Lukow, 2002). Thus, it can be said that while

technology use in the classroom is copious, improving learning through the application of this technology should remain the goal. There are several issues that may arise when applying technology in the classroom. Among these are (a) choices about which technology to use (Bascelli, Johnson, Langhorst, & Stanley, 2002), (b) how effective technologies are in reinforcing learning (Grasha, 1996), and (c) technology's role in shifting from an instruction paradigm, which is teacher focused, to a learning paradigm, which is student focused (Van Dusen, 1997).

Based on the findings of this study, most of the student answering this survey has agreed to the idea that information and communication technologies are indispensable parts of the business management education. Another derived significant result is that the participants of this survey are of the opinion that the education of information and communication technologies should be bolstered. This study will form a serious preliminary study in getting the ideas of business management students about the usage of Information and Communications in management education in India. The obtained data will be compared with the studies done in other countries and will form the precedent knowledge on the situation of India's ICT and higher education. Every university, and even more important than that our whole education system, ought to have a mission and plan about educational technology. Educational technology, which is within systematic approach, for the evaluation of decisions with more objective criteria such as the determination of goals, strategy and solution suggestions, technological applications, integration and the evaluation of results is the necessity of research and continuous scientific reporting.

As a result of this study, the effective and efficient usage of technology as an educational tool can have a noticeable effect on students' achievements, attitudes, communication among teachers and their peers. It can also develop students' interactive, individual learning and high level thinking skills. Effective technology integration requires radical changes in education and learning system and teachers and the schools that teach them play a key role in this process. Therefore, technology integration devoid of a well informed, skillful and well-trained teacher will not bring any benefits to education.

In order to meet the related expectations about the utilization of technologies in Indian universities, all the stakeholders such as teachers, management and students are required to show positive attitude towards new innovative technologies.

### **Limitations of Study**

It should be noted that the ratio of females to males who participated in this study is unequal and the number of participants involved was relatively small (N=272). These factors could pose a threat to the results generated from the statistical analysis.

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# **FACTORS OF SUCCESSFUL TRANSITION OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES FROM SCHOOL TO EMPLOYMENT**

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## **ABSTRACT**

Transition of adolescents with mild intellectual disabilities (ID) from secondary level to post-school employment level is a critical step for them and their families. Transition of adolescents with mild ID to postsecondary levels faces serious difficulties and challenges. The current research highlighted the important factors related to the success of transition of students with mild ID to post-school employment such as vocational training, Self-determination skills, Social skills, and family involvement.

**Keywords** Individuals with intellectual disabilities, employment, and successful transition.

## **INTRODUCTION**

All over the world, completing high school education is one of the most exciting moments for several young people, with or without disabilities. When students finish school, several things may change their daily life in different ways. Students with disabilities have the same goals as their colleagues without disabilities. These include attending higher education and training, acquiring employment, along with increased freedom. Most of the students with disabilities find acquiring employment as a major goal (Newman et al., 2011).

Employment is a significant indicator of success among adults in the society. Employment provides several benefits, which include financial security, self-sufficiency (Andrews & Rose, 2010), self-confidence and worthiness in the society (Szymanski, Enright, Hershenson & Ettinger, 2003; Test, Aspel, & Everson, 2006). Some youth may find it difficult to cope with the challenges associated with post-school employment transition, especially youth with disabilities, including youth with mild intellectual disabilities (ID) who may encounter other challenges (Black & Rojewski, 1998). Transition may be defined as organized activities for individuals, which are created through a process that is based on outcomes which enhance movement from school to post school options, such as post-secondary school learning, community participation, independent living, higher and adult literacy, integrated employment, as well as vocational training (Fabian, Lent, & Willis, 1998).

## **BODY OF PAPER**

To improve the transition of individuals with mild ID from high school to the job sector, it would be imperative to establish the factors that are linked to positive employment results. Numerous factors which influence employment outcomes amongst individuals who have mild ID have been identified. A major influencing factor is participation of the family. Kohler (1993) conducted a literature review on best practices during transition and established that parental participation emerged as one of the three most widely cited practices in over 50 percent, out of the 49 articles that were evaluated. Family involvement plays a crucial role in enhancing

positive transition outcomes amongst students with disabilities (Halpern, 1994). A significant quantity of research has revealed that successful transition to the employment sector for individuals with mild ID requires participation of parents to develop and implement all transition plans (Griffin, McMillan, & Hodapp, 2010). Such findings were further confirmed by Heal, Gonzalez, Rusch, Copher, and DeStefano (1990), who established that adults with mild ID, who had been working for about six months, shared significant levels of family participation when they were moving from secondary school towards adulthood. Moreover, there was emphasis on the significance of training in life skills for individuals with disabilities, coupled with promotion of socialization skills.

High social skills emerge as another important factor of successfully moving towards post-high school era. Well-developed social skills may help youth with disabilities to develop robust and constructive peer relations, succeed in school, and begin successful exploration of the adult roles, for instance, as employed people (Wagner, Newman, Cameto, Garza, & Levine, 2005). Various studies have revealed that high school students with high social skills during exit had more chances of landing post-school employment (Black and Langone, 1997; Heal et al., 1990). Benz, Yovanoff, and Doren (1997) established that individuals with ID were twice or thrice more assured of getting a competitive job one year after completing school, when they left school with vast social skills ratings.

Another major factor that influences successful employment for individuals with ID is vocational training. Vocational training not only provides practical training, but also offers students with the necessary knowledge and skills required to pursue a career straight away. It offers individuals with courses, which are directly connected to securing a job within a selected profession and skilled trade (Shapiro & Lentz, 1991). A considerable amount of studies reported employment percentages significantly increased for individuals who had enrolled for vocational education (Fabian, 2007).

Additionally, acquiring a job while still schooling, has emerged as a strong predictive tool for post-school employment. Carter, Austin, and Traino (2012) suggested that students with ID's were employed, while those still at school had higher chances of getting employed, compared to those who lacked one. Employment during high school may provide individuals with disabilities a chance of exploring career interests, developing basic occupation skills, alongside workplace social skills, which can be transferred to other work-related settings (Benz et al., 1997).

Self-determination skills, such as decision making, understanding his or her strengths and limitations, goal setting, coupled with self-advocacy is another important factor that affects post-school employment. It provides self-direction for the transition of youth, with disabilities towards adulthood, by practicing independence, expressing ideas, preferences as well as interests (Payne-Christiansen, & Sitlington, 2008). Numerous studies have established that people with ID having higher levels of self-determination were considered to lead independent lifestyles, acquire financial independence, acquired employment and progress towards acquisition of benefits that emanate from employment (Pierson, Carter, Lane, & Glaeser, 2008). Beale and Holinsworth (2002) observed that people who were employed in jobs that were not in line with their personal interests showed low productivity, job dissatisfaction, as well as personal distress. The correlation between job preferences and job opportunities has been cited by several career theories to be essential factors in the phases of career planning for

individuals with disabilities (Pierson, et al., 2008). Thus, Wehmeyer and Palmer (2000) inferred that school- to- work transitions required adjustment skills, self- assessment, independent performance and instructive decision – making, which students with disabilities should develop for improving their post-school adjustment. However, it should be noted that studies which focused on self-determination of individuals with disabilities showed that adults with ID tend to lack self-determination (Wehmeyer & Metzler, 1995).

## CONCLUSION

Employment for individuals with ID remains a great concern amongst stakeholders. Improvement of employment results could be achieved by having a better knowledge of the factors, which has a huge influence on the employment success of the youth with ID. The current research would go a long way in helping improve the efficiency emanating from special education initiatives, with regard to preparation of people with intellectual disabilities to workplace settings.

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# Me MEASURING YOUTH WELL BEING: SIGNIFICANCE ALLOCATED BY CHILDREN AND YOUNG PEOPLE TO WELL-BEING

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## ABSTRACT

Over a last decade a number of instruments have been developed to measure children's and young people's own assessment of their lives. One of the most widely used is Huebner's Multi-Dimensional Student Life Satisfaction Scale which measures well-being in five domains: family, friends, school, living environment and self. There are many challenges in conduction a new longitudinal study on children's and young people's well-being in EU. The EU FP7 project „Measuring Youth Well Being” (MYWEB, grant agreement no.613368) takes a balanced approach to assessing the feasibility of a European Longitudinal Study for Children and Young People through prioritising both scientific and policy imperatives. The presentation outlines the results of fieldwork that has been done in eleven project consortium countries: Croatia, Estonia, Georgia, Germany, Greece, Hungary, Latvia, Portugal, Slovakia, Spain, and United Kingdom. The fieldwork was undertaken with the goal of finding out the meaning and significance that children and young people allocate to well-being. Individual and focus group interviews provided an opportunity to evaluate the effectiveness of the method for obtaining the data and to find out potential difficulties in undertaking longitudinal research. The presentation will discuss one of the most relevant domains of well-being – school and how it relates to happiness, life-satisfaction and psychological well-being of children and young people. The results of the fieldwork undertaken in three months (October – December 2014) show that school was seen to have several positive meanings. It was associated with friends – with class and schoolmates that one meets at school. For some interviewees, it was associated with the joy and excitement of learning new things, with self-development. It was also associated with preparation for the future: for university studies, choosing a profession, finding a job that earns good money and brings pleasure. On the negative side, school was associated with bullying, dullness and also with conflicts with teachers. The results of the fieldwork enabled us to conclude that the psychological well-being of children is endangered by two potentials. First is anxiety, which is mainly caused by school pressure. The second is traumatic life events occurring in peer groups (e.g. bullying). School anxiety is mentioned by a surprisingly high amount of the interviewed children, which indicates that it is a general problem.

# **STUDENTS' PERCEPTIONS OF EFFECTIVENESS OF PEER REVIEW: A STUDY OF ENGLISH- CHINESE INTERPRETING CLASSES**

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## **ABSTRACT**

Since the past decades, in response to the impact of collaborative learning theory (Bruffee, 1973) and Vygotskian learning theory, many teachers have begun to adopt peer review in their writing classes. While there is now an impressive body of research on peer feedback in both first language (L1) and second language (L2) composition classes, findings of L1 or L2 studies do not necessarily apply to translation students who should possess the abilities to immediately select from a variety of linguistic structures, accurately and precisely transmit specific terminology, cultural markers, complex or symbolical concepts, and constantly enlarge linguistic resources for expressing ideas (Vieira, 2015). Whereas Chinese and English are the most and the third largest languages of the world by number of L1 speakers (Ethnologue, 2014), translation students' perceptions of peer review and their attitudes toward its effectiveness in English-Chinese interpreting classes have remained a relatively unexplored area. This study aims to examine undergraduates' perceptions of effectiveness of peer review, the types of peer comments provided and the use of peer feedback in interpreting training.

Adopting an explorative research approach, the data were collected from multiple sources, including transcriptions of students' sight interpreting (drafts and revisions), peer feedback and interactions, as well as, pre- and post-stage questionnaires from 72 EFL (English as a foreign language) undergraduates enrolled in an English-Chinese (Mandarin/Cantonese) interpreting course in Hong Kong. The results revealed that whereas the participants believed that the teacher was more knowledgeable and professional; they generally welcomed peer feedback as one kind of feedback and valued its importance and benefits from linguistic, cognitive and socio-affective perspectives. They stated that the peer response activities were useful to help them to identify the main features of Chinese and English, critically analyze the source texts, and thus formulate effective strategies in coping with translation mistakes and language problems in cross-cultural communication. They claimed that the tasks provided them with opportunities for a collaborative learning experience by engaging them in an interactive and

constructive environment.

The results also suggested that the students generally liked their dual roles as reviewers and revisers. In line with prior research on ESL writing classes (e.g. Chan, 2013), as a receiver, some students had difficulty to judge the accuracy and appropriateness of given comments. In terms of what type of feedback is most useful and why it is helpful, the empirical test of the relationship between various types (evaluation, question, explanation, suggestion, alteration) of peer comments and the likelihood of implementing feedback showed that the correlations between feedback features and implementation rates revealed several significant relationships. Revision-oriented suggestions and alterations were associated with higher incorporation rates. It is worth mentioning that while the students recognized the effectiveness of peer feedback, such potential benefits were not guaranteed to occur. The results suggest how individual factors influence the efficacy of peer review, such as relationship between peers, nature of interactions, group dynamics, students' stances, and motivation. It is found that some conditions are less likely to result in student interpreters adopting their peers' comments in revising. When students have lower learning motivation and bad relationship with each other, they are more likely to interact with their peers in a defensive manner, offer and use less peers' feedback and in turn find peer reviews less useful. This study sheds light on the changing roles of the lecturer and students. It also yields a number of pedagogical insights to help teachers to effectively implement peer review in their interpreting classes.

# ANALYZING THE TOPICS FOR WHICH THE FAMILIES OF THE CHILDREN WITH SPECIAL REQUIREMENTS GET HELP FROM THE COUNSELLOR

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## ABSTRACT

Counselling and psychological consultancy services to be brought to the individuals with special requirements involve similar goals and methods with those of the individuals who are considered to show normal development. However, they also require several applications which are individualized by evaluating the individual's level of being affected by insufficiency, individual characteristics and performance and requirements. The purpose of this research is to analyze the topics for which the families at the private education and rehabilitation centres get help from the counsellor. The research data was collected with the structured interview form. The data consists of 80 persons who are the families of the individuals with special requirements receiving education from the private education and rehabilitation centre. 60 of the participants are female and 20 of them are male. The topics for which the families get help from counselling services are as follows: Students' academic achievements, behavioural problems, problems experienced with spouses, carrot and stick method applied to children, sibling rivalry, drug utilization, communication, friend relations.

**Keywords:** Children with special requirements, Counsellor.

## INTRODUCTION

Each individual has a unique physical, cognitive, social and emotional structure. Some have inadequacies in cognitive behaviors, affective features, communication skills and motor functions. One or more inadequacies may affect the individual in a negative direction.

An individual with special needs is the individual who differ from his peers for a variety of reasons in an expected level in terms of his personal characteristics and education qualifications [1]. Individuals with mental disabilities, learning disabilities, emotion and behavior disorder, speech and language disabilities, hearing disabilities, intellectual gifts and talents are the individuals who have special needs unlike the others.

In meeting the educational requirements of students with special needs, services should be provided by the qualified personnel from various professions and with teamwork in the possible least restrictive education environment, depending on the service type that they need

Psychological counseling and guidance services that will be provided to the special needs individuals contain similar objects and methods with the individuals that are accepted to be normal developing. However, it requires some applications individualized by evaluating the susceptibility of the individual from the disability, personal characteristics, performance and requirements in a specific area. Moreover, the groups affected by the indirect results of the disability such as the individual's family, teacher, nursing, school personnel and friends need psychological counseling and guidance services. Special needs individual's family and the school counselor have to be in communication and collaboration continuously.

With the help of the counseling services in special education, the family will learn what to do for helping the child to learn. Thus the child will start to recognize his capacity. He will overcome some difficult situations for himself and will be successful in what he can do.

### **The Aim of the Study**

The general aim of this study was to determine the opinions of the families with special needs individual educating in special education and rehabilitation center about the topics that they benefited from the school counselor. In the study, the topics that the parents benefited from the school counselor were examined in terms of the gender of the parents and educational status.

### **Counseling Services for Special Needs Individual**

The aim of counseling in special education is to provide socialization with the society in the environment that the individual lives in. the child should be helped to discover and develop his own abilities and to have a job by attaining an ability with which he can solve his insolvable problems easily.

School counselor has an important role in supporting the academic, social and emotional development of the student in counseling services for special needs students at schools. School psychological counselors can create an area that can ease counseling and communication between students, managers, teachers, parents and the other members of the society [3].

In the transitions of the special needs students to professional and higher educational institutions, school counselors should necessarily take an active role in the process of gaining the necessary additional information and abilities for the job and the higher educational institutions and in making transition plans, in providing enough information to the students and the families in that process [4].

There are two kinds of counseling services for students with inabilities; direct and indirect support. Direct support is the support provided by the counselor in individual or group counseling sessions. Indirect support is described as counseling services given to the student's parents and consultancy services given to the student's teachers and school personnel [5]. Moreover, consultancy activities are possible with the successful description of the special needs student, planning and appropriate placing decision and teamwork, family collaboration and the teacher's support. In American School Counselor Association-ASCA, about the special needs students, among the roles of school counselors is the role of providing support and consultancy to the families [6].

The families of special needs individuals need to take psychological counseling and guidance services because of the various personal and social problems they live. In that context, in addition to the professional family counseling services given to the family, help and support can be provided to these families through the school where the special needs student attends. The family should be treated as a whole in the services that will be provided to the special needs student and his family. Informative approaches which aim to illuminate the parents on the factors about the type and the nature of the inability, psychotherapeutic approaches which aim to help to understand what conflicts the parents lived based on the emotional difficulties, parent education programs which aim to teach techniques and abilities that help the parents to be effective in the communication with their child are the rings of the chain which complete one another [7].

## **RESEARCH METHODOLOGY**

The research was in scanning model. This study aimed to determine the opinions of families with special needs individual who educated at special education and rehabilitation center about the subjects on which they received help from the school counselor. The study was completed with structured interview.

### **Participants**

The participants of the study consisted of 80 people whose child educated at special education and rehabilitation center in Konya city center. 60 of the participants were women and 20 of the participants were men. 18 (22%) of the participants were illiterate, 30 (38%) of them had primary school level of education, 16 (20%) of them had elementary school level of education, 12 (15%) of them had high school level of education and 4 (5%) of them had university level of education. The study was conducted on availability sampling.

### **Data Collection Tool**

Data of the study were collected via structured interview form. After the body of literature was analyzed by the researchers, the interview form which consisted of 11 items was prepared by applying to expert opinion. Research data were obtained via face to face interviews with the participants.

## **FINDINGS**

1. *The subjects on which women (mother)-men (father) with special needs individual received help from the school counselor by gender are demonstrated in Table 1.*

**Table 1**  
**The Subjects on which Women (Mother)-Men (Father) Received Help from the School Counselor by Gender**



SUBJECTS ON WHICH HELP WAS RECEIVED	GENDER		YES		NO	
		N	N	%	N	%
Have you got support from the school counselor in order to increase the academic success of your child?	Women (Mother)	60	43	72	17	28
	Men (Father)	20	13	65	7	35
Have you got support from the school counselor in order to find solutions to the behavioral problems of your child?	Women (Mother)	60	42	70	18	30
	Men (Father)	20	12	60	8	40
Have you got support from the school counselor in order to find solutions to the problems with your mate?	Women (Mother)	60	16	27	44	73
	Men (Father)	20	3	15	17	85
Have you got support from the school counselor in order to obtain information about the punishment and reward method that you apply to your children?	Women (Mother)	60	39	65	21	35
	Men (Father)	20	12	60	8	20
Have you got help from the school counselor in order to find solutions to the problems with sibling and sibling rivalry?	Women (Mother)	60	30	50	30	50
	Men (Father)	20	11	55	9	45
Have you got help from the school counselor about the use of drugs that your children take for treatment-purpose?	Women (Mother)	60	19	32	41	68
	Men (Father)	20	12	60	8	40
Have you got help from the school counselor about what to do in order to develop the communication with your mate?	Women (Mother)	60	20	33	40	67
	Men (Father)	20	4	20	16	80
Have you got support from the school counselor in order to develop your communication with your children?	Women (Mother)	60	41	33	19	32
	Men (Father)	20	14	70	6	30
If you are working, have you got support from the school counselor about how to spare more time for your child?	Women (Mother)	60	33	55	27	45
	Men (Father)	20	13	65	7	35
Have you got support from the school counselor about the relations of your child with the teachers and friends at school?	Women (Mother)	60	40	67	20	33
	Men (Father)	20	15	65	5	25
Have you got support from the school counselor about the child's future?	Women (Mother)	60	42	70	18	30
	Men (Father)	20	13	65	7	35

It is seen that the participants received help from the school counselor for all the subjects in Table 1, however the subjects on which help was received differ by gender.

It was detected that women (mother) with special needs individual got more help from the school counselor on topics such as increasing their child's academic success (72%), finding

solutions to child's behavioral problems (70%), finding solutions to the problems with their mate (27%), punishment and reward method that they apply to their child (65%), developing communication with their mate (33%) and the child's future (33%) compared to men.

It was detected that men (father) with special needs individual got more help from the school counselor on topics such as finding solutions to the problems with sibling and sibling rivalry (55%), the use of drugs taken by their child with treatment-purpose (60%), developing communication with their child (70%), how to spare more time for the child (65%) and the child's relationship with the teachers and the friends at school (65%) compared to women (mother).

It was seen that women (mother) got help from the school counselor on more topics compared to men (father). It was detected that women (mother) and men (father) got more help from the school counselor on the subjects about their children, but got less help on the problems and communication with their mates.

2. *The subjects on which parents with special needs individual received help from the school counselor by education level are demonstrated in Table 2.*

**Table 2**  
**The Subjects on which Parents Received Help from the School Counselor by Education Level**

SUBJECTS ON WHICH HELP WAS RECEIVED	EDUCATION LEVEL		YES			NO	
		N	N	%	N	%	
Have you got support from the school counselor in order to increase the academic success of your child?	Illiterate	18	10	56	8	44	
	Primary school	30	17	57	13	43	
	Middle School	16	14	88	2	12	
	High school	12	11	92	1	8	
	University	4	4	100	0	0	
Have you got support from the school counselor in order to find solutions to the behavioral problems of your child?	Illiterate	18	10	56	8	44	
	Primary school	30	16	53	14	47	
	Middle School	16	14	88	2	12	
	High school	12	11	92	1	8	
	University	4	4	100	0	0	
Have you got support from the school counselor in order to find solutions to the problems with your mate?	Illiterate	18	1	6	17	94	
	Primary school	30	9	30	21	70	
	Middle School	16	4	25	12	75	
	High school	12	4	33	8	67	
	University	4	0	0	4	100	
Have you got support from the school counselor in order to obtain information about the punishment and reward method that you apply to your children?	Illiterate	18	11	61	7	38	
	Primary school	30	16	53	14	47	
	Middle School	16	12	75	4	25	
	High school	12	9	75	3	25	
	University	4	3	75	1	25	

Have you got help from the school counselor in order to find solutions to the problems with sibling and sibling rivalry?	Illiterate	18	7	39	11	61
	Primary school	30	11	37	19	63
	Middle School	16	12	75	4	25
	High school	12	9	75	3	25
	University	4	2	50	2	50
Have you got help from the school counselor about the use of drugs that your children take for treatment-purpose?	Illiterate	18	4	22	14	78
	Primary school	30	7	23	23	77
	Middle School	16	11	69	5	31
	High school	12	7	58	5	42
	University	4	3	75	1	25
Have you got help from the school counselor about what to do in order to develop the communication with your mate?	Illiterate	18	3	17	15	83
	Primary school	30	9	30	21	70
	Middle School	16	6	38	10	62
	High school	12	4	33	8	67
	University	4	2	50	2	50
Have you got support from the school counselor in order to develop your communication with your children?	Illiterate	18	10	56	8	44
	Primary school	30	24	80	6	20
	Middle School	16	5	31	11	69
	High school	12	11	92	1	8
	University	4	4	100	0	0
If you are working, have you got support from the school counselor about how to spare more time for your child?	Illiterate	18	7	39	11	61
	Primary school	30	17	57	13	43
	Middle School	16	9	56	7	44
	High school	12	9	75	3	25
	University	4	4	100	0	0
Have you got support from the school counselor about the relations of your child with the teachers and friends at school?	Illiterate	18	11	61	7	39
	Primary school	30	21	70	9	30
	Middle School	16	10	63	6	37
	High school	12	9	75	3	25
	University	4	4	100	0	0
Have you got support from the school counselor about the child's future?	Illiterate	18	7	39	11	61
	Primary school	30	20	67	10	33
	Middle School	16	12	75	4	25
	High school	12	12	100	0	0
	University	4	4	100	0	0

When Table 2 is examined it is observed that the subjects on which parents with special needs individual received help from the school counselor differ by education level.

It was detected that high school graduate parents received more help from the school counselor in order to find solution to the problems with their mates (33%) compared to the parents at other education levels.

It was detected that university graduate parents got more help from the school counselor on topics such as increasing their child's academic success (100%), finding solutions to child's behavioral problems (100%), the use of drugs taken by their child with treatment-purpose (75%), developing communication with their mate (50%), developing communication with their children (100%), how to spare more time for the child (100%), the child's relationship

with the teachers and the friends at school (100%) and the child's future (100%) compared to the parents at other education levels.

It was observed that illiterate, primary school and elementary school graduate parents received less help from the school counselor compared to high school and university graduate parents.

## **DISCUSSION**

It was observed that parents with special needs individual received help from the school counselor on various topics in special education and rehabilitation centers. It is possible to explain the fact that parents with special needs individual received help on various topics with the result obtained as a result of the study conducted by Yıldırım and Arı [8] that parents find knowledge based studies favorable. Mc Davis, Nutter and Levett (1982) searched the counseling needs of special needs children's parents. The results of this study revealed that special needs children's parents want to get help from the school counselors on meeting their requirements by giving correct information on topics such as career and community resources, listening to their concerns and problems, and helping them in taking important decisions [9].

It was seen that women (mother) with special needs individual got help from the school counselor on more topics compared to men (father), because it was observed that mothers with special needs individual took most of the daycare and responsibilities of the child on themselves [10]. In the research conducted on the families of special needs children, Bailey, Donald, and Simeonsson (1998) stated that the mothers needed more help than the fathers [9]. It was observed that when compared to fathers, mothers devoted more time in nursing their special needs children and they took their care burden more on themselves. It was detected that mothers had a more important effect on the child's behaviors and health status than the fathers [11]. According to Kazak [12], mothers who have a special needs child express that they need more social support although they receive more social support compared to mothers who have normal developing children.

It was observed that the subjects on which parents with special needs individual received help from the school counselor differ by education level. It was observed that illiterate, primary school and elementary school graduate parents received less help from the school counselor compared to high school and university graduate parents. This may be the result of that illiterate, primary school and elementary school graduate parents have insufficient communication skills and high school and university graduate parents have advanced communication skills. The result of Secemderabad's (1993) study conducted on the individuals who had mental deficiency showed that the literacy level of the parents had positive effects on the children [9].

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

It was observed that parents with special needs individual received help from the school counselor on various topics in special education and rehabilitation centers and the state of

receiving help differ by gender and education level. It was concluded that women (mother) got more help from the school counselor than men (father).

It was observed that women (mother) and men (father) who had special needs individual got more help from the school counselor on the subjects about their children, but got less help on topics about the problems and communication with their mates.

It was seen that women (mother) with special needs individual received more help from the school counselor on all the subjects compared to men (father).

It was observed that the subjects on which parents with special needs individual received help from the school counselor differed by education level. It was concluded that illiterate, primary school and elementary school graduate parents received less help from the school counselor compared to high school and university graduate parents.

### **Suggestions**

It will be beneficial to invite the parents of special needs students to the school at regular intervals and inform them about guidance services in special education and rehabilitation centers in terms of the collaboration between the parents and the school counselor.

Various activities should be organized in order to increase the collaboration between the families of special needs students and the school counselor.

The increase in the collaboration between the special needs students' families and the school counselor will help the parents receive more help from the school counselor.

The increase in the collaboration between the school counselor and the special needs students' parents will help the parents' anxiety level decrease and will increase the family's support to the special needs individual.

It will be beneficial for the school counselor to make home visits in order to give support to the special needs students' families in various topics.

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# THE ACQUISITION OF PLURAL MORPHEMES BY SAUDI CHILDREN

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## ABSTRACT

This paper explores the acquisition of noun plural morphemes of the Saudi Arabic Dialect (SAD) by native-speaking children. The noun plural formation rules in SAD take two forms: 1) sound (regular) plurals which are formed by adding a feminine or masculine suffix to the singular stem of the word; 2) broken (irregular) plurals which are formed by internal changes in the singular stem. The study population consisted of 20 children aged between 5 and 6, all native speakers of SAD. Fifteen test items representing objects familiar to young children were presented in a set of pictures containing singular and plural nouns to elicit the plural forms. Results showed that: (1) Saudi children learnt the regular rule-bound noun plural (sound feminine plural) first and (2) sound feminine plurals which they frequently hear and use in their daily speech were overgeneralized more than the masculine and broken forms. The results strongly support the notion that the ineffectual morphology is rule-bound, semantically predictable and generally applicable.

**Keywords:** acquisition, plural morphemes, Saudi Arabic Dialect (SAD)

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# ACCENTUAL STRUCTURE IN SPOKEN ENGLISH-HAS IT BEEN OVERANALYZED?

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## ABSTRACT

Proouncing words with the correct stress plays an important role in communication. This has been investigated by different phoneticians, Torsuyev and Gibson amongst others, who have analyzed the different accentual patterns of English words and defined a large number of different accentual patterns. In this paper the author experimentally challenges the concept of complex accentual structures by investigating the pattern of standard British English speakers.

Using the PRAAT program, a software package which is widely used in phonetic experimental research, the fundamental parameters of frequency of tone, intensity and time were measured and used to define accentual patterns of polysyllabic words as spoken by two modern standard English speakers.

This study demonstrated that polysyllabic words, phrases and abbreviations exhibit only four distinct accentual-syllabic patterns. This is in direct contrast to previous work and demonstrates that accentual structure in spoken English has been overanalyzed and made unnecessarily complex.

**Keywords:** stress, syllable accent, polysyllabic



# **EDUCATION QUALITY MANAGEMENT IN THE COMPETITIVE POSITION OF THE REPUBLIC OF KAZAKHSTAN HIGHER EDUCATIONAL INSTITUTIONS IN THE MARKET ENVIRONMENT**

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Currently in Kazakhstan the main priority is the development of the education sector towards ensuring its quality. Higher education institutions (HEIs) conduct research, provide education services, lead the development and updating of training programs, educational and methodical work, etc. Taken together, all kinds of work create synergies aimed at high-quality educational outcomes and achievement of strategic goals of higher education.

This evaluation results of universities and higher education may take place both within the framework of the national quality assurance system, as well as at the international level. Globalization of the economy has led to the globalization of competition. This applies to the universities of Kazakhstan. In this context, acquire the significance of their participation in the global rankings of universities, the purpose of which is to inform about the best universities of the world, which may affect the demand for university graduates in the labor market.

The national system for assessing the quality of education (NSEQA) was created in order to "achieve the quality of education, ensuring the competitiveness of the national education system, and the Republic of Kazakhstan experts in the international educational space and labor market". NSEQA - a "set of methods, tools, and organizational structures to match the quality of the education requirements of the state obligatory standards and conditions to achieve it through external and internal evaluation".

The main objective of NSEQA - is the implementation of institutional education quality evaluation, external evaluation of educational achievements of students at all levels of education. Today, the ability to identify the competitive advantages of Kazakhstan universities provide state certification, national and international accreditation, participation in university rankings. It is expected that in the near future will be made the full transition to the international accreditation, with state certification will be abolished Kazakhstan universities.

The article deals with the problem of education quality management in the competitive positioning of the Republic of Kazakhstan higher education institutions in the context of the transition from state to state and public administration and to ensure transparency of universities .

The problems of the National System of Education Quality Assessment , participation of Kazakhstan universities in international rankings of universities, the introduction of risk-based university management in the context of quality management in higher education.