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Assessment Practices in Multi-modal Learning: A Case Analysis of Higher Education Contexts During Covid-19 Pandemic in South Africa

Dr. Amile Olwethu Mavundla

Email: amilekhanyile@gmail.com

Affiliation: University of South Africa (UNISA)

Scope: The year 2020 will be remembered as the chronological venue for the most catastrophic societal and public health emergency where Covid-19 established itself as the deadliest global virus, infecting over 11 million people and causing 532 340 deaths globally in 180 days. The pandemic caused serious disruptions in the provision of education globally, primarily because human-contact based teaching and learning became one of the most high risk activities. This required complete re-conceptualisation and/ transition of teaching and learning strategies to comply with Covid-19 risk management practices.

Whilst the transition was successful, in some cases, certain aspects of the educational journey received little or no attention. The domain of “student assessment” represents one such sphere, where the absence of traditional face to face teaching and learning raised questions about the veracity, validity, authenticity and credibility of non-venue based assessments.

Motivation: The proposed presentation offers an introspective analysis of the implications/challenges in the assessment of students’ learning that may arise from the global transition towards online and multi-modal learning options, particularly within South Africa. It intends to shed light on contemporary solutions to pre-identified issues and how these solutions have applicable relevance to higher education.

PhD research findings: Narratives of educational and psychosocial experiences of Black male students at a historically white university

Claudia Saunderson

Stellenbosch University

The democratic elections in 1994 marked the formal end of apartheid in SA. As part of the action to address the inequalities of the apartheid era, the government compiled a National Plan of Higher Education (NPHE). One of the goals of this plan is: “The promotion of equity of access”. The result of this is that a growing number of students entering universities come from previously disadvantaged backgrounds and sometimes with numerous challenges. Within the South African context, this is especially the reality of Black students entering HWIs. Literature suggest that it is especially black male students that are more likely than any other group to drop out, to underperform or disengage academically. Furthermore, Black male students at HWIs often feel unwelcome and often experience a lack of support and understanding. Therefore, the primary aim of the study was to do an in-depth exploration of black African male students’ everyday experiences at an HWI and furthermore explore what they and the university may do to enhance their educational and psychosocial experiences on campus.

As the theoretical base of this study, critical race theory (CRT) as an overarching theory at a macro level as well as defining properties of micro-aggression theory (MAT) and co-cultural theory (CCT) on micro level, were utilized. Within a social constructivist paradigm, a qualitative research approach was adopted and a case study, as a research design, was most suitable for this study. Through focus group sessions as well as individual interviews, 20 black African male students were able to share their educational and psychosocial experiences as well as their support needs. The findings of the study demonstrate how race and gender-based treatments like microaggressions that include negative stereotyping, criminalization, racial profiling and the questioning of their intellectual abilities impede participant’s ability to thrive at the institution.

However, participants also shared positive comments about their experiences and perspectives about the institution. Positive aspects that participants mentioned about the institution include, funding opportunities, well-aligned administration processes, quality of education, supportive lecturers and they refer to the institution as a top-class university.

The implication of the study is that transformation within the HE sector necessitates that aspects that are hidden in institutional culture and environment that function as barriers to transformation, needs to be explored and illuminated within a social justice framework, as proposed by CRT. A social justice stance is guided by the belief that all students are equal and entitled to appropriate, equitable, and culturally and racially responsive education and support.

The Art of Commenting without Commenting (on student writing)

Daniel R. Fredrick, *American University of Sharjah*

In Bruce Lee's movie "Enter the Dragon," there is a famous fight scene which paradoxically includes no fight. As Lee and a group of martial artists sail to Han's island, a fighter named Parsons bullies young ship hands and taunts other martial artists. Parsons, foolishly, antagonizes Lee, asking "What's your style?" Lee calmly replies, *the art of fighting without fighting*. Intrigued, Parsons demands that Lee demonstrate this cryptic style of fighting. Lee acquiesces with one condition: that they both sail to a minor island just off of Han's island. Eager to find out what it means to *fight without fighting*, Parsons hurriedly boards the lifeboat alone only to be tricked by Lee who has unroped the lifeboat from the ship, and, as Parsons drifts away, he hands the rope to a young boy so Parsons must remain on the lifeboat away from the other passengers. Problem solved. No doubt we applaud Lee's tactics because we learn that the *art of fighting without fighting* was far more potent than traditional fighting methods. Not to mention, Parsons learned more about fighting than he ever could have imagined. This scene, interestingly enough, has inspired me to change my style of feedback and comments on student writing.

In this presentation, I would like to show how teachers (and students) can learn from Lee's approach (*to do x without doing x*) particularly in how teachers offer feedback and comments to student writing and inversely how students embrace this new kind of feedback. I intend to make the presentation practical, so I will show examples of what I call the art of *commenting without commenting*. To that end, I will encourage audience members to actively participate by responding to the examples. My objective is to show that *commenting without commenting* is, at least, an interesting alternative to traditional types of feedback, and at best, is a rival tool that could greatly help to improve student writing. In the end, I hope that students will learn far more about writing than they ever could have imagined just as Parsons learned far more about fighting from Lee.

DAILY LIFE AND CULTURAL ISSUES IN THE 'LIFE' OF THE GREAT-MARTYR IRENE (Manuscript: Lavra H-155, 1774)

Emmanouil K. Doundoulakis

Associate Professor

Patriarchal University Ecclesiastical Academy of Crete

Director of the Program of Pastoral Studies

E-mail: doundoumans@yahoo.com

Abstract

The “Life” of St. Irene in the Great Lavra H-155 codex at Mount Athos, written by the ex-Hegoumenos Gennadios of Crete and dating back to 1774 AD, is important not only in regard to the hagiographical information it provides, but also due to the historical, cultural, and moral topics it discusses relevant to its author’s time.

Key words

Saint, Great-martyr Irene, Manuscript Lavra, Daily life, Cultural customs, cultural issues

Introduction

It is commonly accepted that Hagiographical texts familiarize their readers with the life, spirituality, martyrdom, and miracles of the Saints, as well as other religious issues. Furthermore, they usually serve as endless sources of information regarding the prevalent social and cultural customs of their author’s time. It was therefore decided that the focus of this paper be the aforementioned aspects, which would allow us to discuss a wide variety of topics at this International Academic Conference.

The presentation is divided into two parts. The first part includes some information about the codex, i.e. the manuscript behind this project, as well as some rudimentary information about Saint Irene’s life. The second part discusses some information about the daily life and cultural customs of the Greek people that are included in the text.

A. Codical Data – supplementary information

The Lavra H-155 codex is a paper manuscript, measuring 27x18 centimeters, numbering 37 pages, and dating back to 1777. At the beginning of the codex, there is an image of Saint Irene painted with ink, followed by an introduction to the text, which provides information about the writer, his birthplace, as well as the reasons that made him want to write the hymns and the hagiographical text. In pages 3^r to 14^r, one can find Hymns to the Saint, and from page 15^r to 37^r, there is an account of the Life of the Great-martyr Irene.

The authorship of both as well as other information, through which the importance and uniqueness of the codex are revealed, are mentioned in the introduction of the manuscript. The author is the ex-Hegoumenos Gennadios of Crete and the manuscript dates back to 1774 AD.

Saint Irene’s “Life” is narrated in 1123 lines, providing information on her life, actions, miracles, and martyrdom. This text is very important not only because it has not been registered in the Catalogue of the different versions of the Saint’s Life in the *Bibliotheca Hagiographica Graeca*, but also due to the fact that it mixes historical facts from Saint Irene’s life (2nd century AD) with information about the author’s time (18th century).

The hagiographical text allows for a deep dive into Saint Irene’s life, Orthodox Theology, and Liturgical tradition, as well as historical, social, cultural, and ethical issues related to the author’s era.

Great-martyr Irene’s life is connected to both royal duty, as she was a princess, and to martyrdom, as she was sentenced to death by her father, king Licinious. Needless to say, the exaggerative tone of the text, both in terms of the Saint’s actions and her martyrdom and miracles, is expected and reasonable, as it serves educational purposes.

B. Daily life & Cultural issues in the “Life” of Saint Irene

a. Linguistic issues

As we mentioned above, Saint Irene’s biographer provided us with a text adapted to the language of his time, in which he also attempted to simplify said language in order to be understood by the readers. This is why a mixture of Greek and

Turkish words (Kontosopoulou, p. 35) as well as idiomatic expressions and proverbs of the Cretan dialect appear in it. Language assimilation is an aspect that we ought not to underestimate. Some indicative examples are as follows:

1. Turkish words in the text

Some Turkish words (*) are still used to this day in Greece, even if the meaning is now different.

Αχούρι (âhür):		Means animal stable. * This word is used to mean a “messy” house in Modern Greek.
Βεζίρης (vezir):		Highest Turkish official *
Οντάς (oda):		Means: onda, upper room, penthouse *
Σαράφης (sarraf):		Means: money changer (αργυραμοιβός)
Σαχάνι (sahan):		Frying pan with two handles, saganaki

2. Cretan idiomatic words in the text (Kontosopoulou, p. 35)

Μαχραμάς (mahram: arabic word):		Oldun grafted hiram
ούργιος		Empty
Πριχού		Before
ογλήγορα		Very fast
«του λόγου σου»		You, yourself

3. Main Proverbs and idiomatic expressions in the text

More than fifteen Proverbs are mentioned in Saint Irene’s “Life”. Some are as follows:

«έβραζεν / άναψεν από τον θυμό του» (Lavra, H-155, f. 21, 25)		<i>He boils / burns with anger</i>
«ό,τι είναι ο βασιλιάς, είναι και ο φτωχός» (Lavra, H-155, f. 25)		<i>What the King is, so is the pauper</i>
«καλλιώτερον ήτον να μην ήθελες γεννηθή» (Lavra, H-155, f. 21)		<i>It would have been better if he had not been born!</i>
«μα τους θεούς» (Lavra, H-155, f. 34)		<i>By the gods!</i>
«επίγειος παράδεισος» (Lavra, H-155, f. 16)		<i>Heaven on earth!</i>
«εσωτρίβοντο και εγίνοντο ωσάν σακί και άμμος» (Lavra, H-155, f. 18)		<i>They rubbed off and became like a sandbag</i>

b. Daily life & cultural & religious issues

The biographer of Saint Irene’s Life provides us with a lot of information about the daily life and cultural customs of his time in Greece, under the yoke of the Turkish conquerors. Some aspects that are mentioned are as follows:

1. Women’s beauty

2. The house and its furnishings
3. Diet and food
4. Sample letter writing
5. Witchery and superstitions
6. Grief as part of family life
7. Protocol when receiving a Lord
8. Baptism and Catechism ceremonies
9. Burial customs and after-death care
10. Charity and almsgiving
11. Prayer and Confession
12. Divine Liturgy and Holy Communion

1. Women's beauty has always been an interesting topic in Hagiographical texts, during both the Byzantine and Post-byzantine periods. It was said that a woman's beauty, as a gift (Zamani- Kollia, p. 51) by God, is depicted through her eyes and sight, and is meant to be pleasing to a man. Furthermore, this beauty is a result of the beauty of her spirit (Guillou, p. 343). When the authors mention women's physical beauty, it is usually in an effort to reveal either the superiority of their inner beauty («κάλλος ψυχής») in comparison with the physical, or to underline that there is no contradiction between them. Physical beauty is neither irrelevant to inner beauty nor an obstacle to achieving Sanctity. This is why the biographer mentions that Irene was both *"very beautiful and modest"* (Lavra, H-155, f. 15^v).

An important aspect of women's beauty in high society was their long braids (Zamani- Kollia, p. 40). Long hair also signified freedom and women's emancipation. They would remove the braids while mourning to outwardly express their sadness (Lavra, H-155, f. 17^v). During the Ottoman Occupation, however, Christian women had to cover their heads and faces with a veil. Furthermore, the enslaved Greeks were obliged by sacred Law to wear cheaper poor-quality clothes in order to be easily distinguishable from the conquering Turks (Detorkis, M., p. 71).

2. One's financial prosperity would also usually become evident through their home, i.e. the quantity and quality of its furnishings; the number and species of the domestic animals living there; and, lastly, the servants. We ought not to forget the fact that beds, tables, lamps, dishes, and plates made of gold, silver, or other precious metals (μαλαματένιο) were synonymous with wealth. On the other hand, products made of inferior materials were associated with poverty. With this in mind, we should now focus on Christian houses. Christians did not live in luxurious residences for two main reasons (Detorkis, M., p. 57):

- a. they did not have the materials and equipment necessary for a higher quality construction;
- b. they knew that their houses were going to be damaged by revolts, so they preferred to have simpler ones for financial and practical reasons.

Additionally, it is important to remember that humans and animals were forced to coexist in the same environment in poor families thus increasing epidemics.

3. Monks had specific habits regarding their diet and the way they slept. They would eat some bread (usually made from barley) once a day, and *"from sunset to sunset"*. This expression (Lavra, H-155, f. 24^v) clearly describes Muslim habits during Ramadan. They would also occasionally drink water but would not consume wine on a daily basis along with their meals (Detorkis, M., p. 62). They also generally ate at the same time every day. They avoided sleeping on the bed as they preferred lying on the ground without a mattress (χαμαικοιτία). According to the text: «... από δύσιν έως δύσιν ηλίου τρώγω μίαν φορά από μίαν ούγαν ψωμί μόνον και αντί διά κρασί πίνω νερόν. Όταν τρώγει δεν βάνει τράπεζαν ποτέ. Διά την κλίνην της δεν κοιμάται, αλλά κατά γης πάντα χωρίς στρώμα.» (Lavra, H-155, f. 24^v).

4. Many people were illiterate in Greece during that time. This is the reason why the text provides instructions on how to write a letter and how to answer to one, by showcasing the main structural points. There are some set words and phrases (fixed points) included, as well as some variable parts of the letter. An example from the manuscript is as follows:

Set words & Phrases in daily Correspondence during the 18th century

I. Sending a letter	I. Sending a letter
a. Introduction:	b. Introduction:
«Εγώ (όνομα αποστολέα & ιδιότητα)... γράφω εις σένα (όνομα παραλήπτη & ιδιότητα). Χαίρε και υγίαίνε! Έχε χρόνους πολλούς και ευλογημένους...»	I (name and status of sender) write to you (name and status of receiver). May you be happy and healthy! May you have a long life and be blessed!

c. Conclusion: «Ταύτα, και υγίαίνε!»	d. Conclusion: <i>That is all. May you be healthy!</i>
I. Responding to a letter	I. Responding to a letter
e. Introduction: «Εγώ (όνομα αποστολέα & ιδιότητα)... γράφω εις σένα (όνομα παραλήπτη & ιδιότητα). Χαίρε και υγίαίνε! Έλαβα την επιστολήν σου και εκατάλαβα τα γεγραμμένα...»	f. Introduction: <i>I (name and status of sender) write to you (name and status of receiver). May you be happy and healthy! I have received your letter and have understood all that you wrote...</i>
g. Conclusion: «Ταύτα, και υγίαίνε!»	h. Conclusion: <i>That is all. May you be healthy!</i>

5. Family was an essential part of people's daily life during the Ottoman occupation, which is when the biographer wrote his book. This is why so much information about that time is recounted. On the other hand, the biotic concerns of the marriage lead to forget somebody. According to the text: «Ὅποιος εἶναι υπανδρεμένος, πάντα τα κοσμικά στοχάζεται, και πάντοτε αὐτά αγαπά, τον δε Θεόν τελείως δεν ενθυμάται.» (Lavra, H-155, f. 17^v).

Forcing someone into marriage, superstitions, and “binding” a couple together were all common practices during the 18th century in Greece. Poor families were forced to marry their children off, promise them to a Monastery, or sell them to richer people, in order for both the family and the child to survive and avoid starvation. Under these circumstances, marriage was a social event which determined the future of many.

“Binding” a couple together, an aspect of witchcraft was not unusual at that time. Its purpose was either to make a couple's love stronger and more stable, or to separate them. This spell was also believed to affect the receiver's mental health, with direct consequences to those close to them (Koukoules, pp. 450-506).

6. Saint Irene's biographer informs us that there were four reasons that caused people fear in daily life. All of them were related to the family:

- a. Childlessness
- b. Child's death
- c. Widowhood
- d. Preventing somebody from having the freedom to pray after marriage.

According to the manuscript: «...εγώ φοβάμαι ωσάν υπανδρευθῶ μήπως και χηρεύσω ή μήπως και αποθάνωσι τα τέκνα μου ή μήπως και δεν κάνω τέκνα, και μάλιστα οπού οπόταν υπανδρευτώ, θέλω να εμποδίζομαι από την προσευχή μου...» (Lavra, H-155, f. 17^v).

All these were crucial to people of that time period. Life expectancy was short due to the lack of proper nutrition, exhausting work, epidemics and pandemics, etc. It should also be noted that, under the Ottoman Empire, Greek society was male-dominated, with the role of women being undervalued. According to the Quran, childlessness as well as the death of a child and widowhood could easily lead to divorce by accusing and victimizing the woman. Moreover, mixed marriages, moral laxity, and the depreciation of religious feelings, made it difficult for people to pray in their daily lives. The widows and orphans of the lower social classes lived in miserable conditions and were dependent on charity as there was no welfare state (Nikolaou, p. 178). Charity and almsgiving was very important that period. It is mentioned in the text: «... επειδή όσα αργύρια σας περισσεύουν, τα οποία έπρεπε ν τα δώσετε εις χήρας και εις ορφανά πτωχά, και εις πτωχούς αδυνάτους...».

Conclusion

To sum up, it is necessary to underline the following:

- a. Princess Irene's biographer focuses on her actions and miracles, her Martyrdom and Sanctity, as well as on linguistic topics and the everyday life of the people of his time. Therefore, apart from discussing Religious and Hagiological issues, his goal is to also highlight his spiritual support towards believers, and to familiarize his readers with certain educational, pedagogical, and ethical issues.

- b. The biographer of Saint Irene's "Life" provides us with information about the daily life and cultural customs in Greece during his time under the Turkish yoke.
- c. Family is at the center of people's lives and the main cause of their sorrow, especially for women.

Curriculum Vitae

Emmanouil Doundoulakis

POSITION:

He is an Associate Professor at the Patriarchal University Ecclesiastical Academy, Heraklion, Crete (PUEAC), where he holds the Chair of Hagiography (Hagiology) and Hymnology. He is also Director of the Department of Pastoral Studies (since 2021).

ACADEMIC DEGREES:

I. Theology: Doctorate in Theology (2006), Department of Theology, University of Thessaloniki. (Summa cum Laude)
Master of Theology (2001), Department of Theology, University of Thessaloniki. (Summa cum Laude)

a. Postgraduate Studies in Theology (1999 - 2001), Department of Theology, University of Thessaloniki. (Summa cum Laude)

b. Postgraduate Studies in Theology (2002 & 2003), Universities of Switzerland: Fribourg (Roman-catholic Theology), Genève (Protestant Theology) and Chambésy (Orthodox Theology)

Undergraduate Studies in Theology:

a. Degree of the Department of Theology, University of Thessaloniki, 1998. (Summa cum Laude, Honor)

b. Degree of the Higher Ecclesiastic College of Crete, 1995. (Summa cum Laude, Honor)

II. International Relations Strategy & Security:

Post-graduate Studies in: Neapolis University Pafos [Cyprus] (distance learning, since Autumn 2022)

SUPPLEMENTARY STUDIES:

- a. Professional Journalism
- b. Management – Marketing
- c. Mixture Marketing – Brand
- d. Global Intermediate Express in Computing
- e. Psychological & Social Support of Prisoners and Re-integration Issues
- f. Criminological Psychology
- g. Social & Pastoral Intervention in Matters of Grief Issues
- h. Managing Family Life Problems
- i. Preventing and Addressing Domestic Violence
- j. Social & pastoral Care on Childhood and Adolescence's Problems
- k. Canceling upon Divorce
- l. Psychology – Counseling
- m. Religious Societies & Church during Pandemic
- n. Greek Paleography, e.t.c.

LANGUAGES:

Modern Greek (native speaker), English (Advanced level), French (Advanced level), Italian (level: Diploma), Arabic (rudimentary knowledge), German (rudimentary knowledge).

PUBLICATIONS

Fifty-one (51) of his books, on Academic Theology, and on Literature (Poetry), have been edited since 1999. And more than 35 of his academic findings have been published in Academic Magazines. Additionally, many of his journalistic articles were edited in newspapers and on the internet.

Some of his poems wrote and translated in English, Arabic and Chinese, as well as they were set to music and are included in the discography.

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Organisational Effectiveness At A Selected Higher Education Institution

Johannes Nkambule

NkambuleJM@tut.ac.za

E.I Edoun

edounei@tut.ac.za

Solly Pooe

PooeSP@tut.ac.za

Tshwane University of Technology

Abstract

The main objective of the study is to assess the organisational effectiveness at a selected higher education institution. Past studies revealed that, organisational effectiveness is a highly contested subject. The principle of differentiation in terms of categorising the public higher education institutions in the South African post-school education and training, with specific reference to universities as well as the goals of the sector will serve as a guiding yardstick for their effectiveness. Specific attention needs to be paid to the goals, especially the operational goals and functions of universities of technology that makes them different to other types of universities. Qualitative research methodology in the form of content analysis was used as the study was exploratory in nature.

The deductive approach to content analysis was followed. Data collection was conducted through structured interviews and the review of official documentation. The data collected was textual in nature. Purposeful sampling was used for the study. The findings suggests that the multidimensional perspective is best suited for the organisational assessment of higher education institutions.

Keywords: organisational effectiveness, higher education, principle of differentiation, organisational goals, stakeholders.

Introduction

This article critics the concept of organisational effectiveness in the higher education setting. There are different perspectives of the organisation and the approaches used to assess organisational effectiveness (Pharr, 2014:29). Literature outlines five traditional approaches to assessing organisational effectiveness namely, the goal attainment approach, the systems resource approach, the internal process approach, the strategic constituency approach, and the competing values approach.

The advantages and disadvantages of each approach is taken into account as part of the consideration of the concept of organisational effectiveness. Qualitative research methodology in the form of content analysis was used as the study was exploratory.

This empirical study recommends a multidimensional approach for assessing the organisational effectiveness of higher education institutions.

Background

2.1 Sectoral background and structure of the higher education system

From a sectoral perspective, the following documents outline the framework of higher education and post-school configuration and regulation in South Africa:

The National Plan for Higher Education outlines the framework for realising the policy goals of the White Paper 3: A programme for the Transformation of Higher Education (published in 1997).

White Paper for Post-School Education and Training 2014.

The Higher Education Act, No. 1 of 1997, is the legislation that regulates the sector.

The configuration of the post-school education system comprises of the following institutions, which can be categorised as providers of education and training and quality assurance bodies that have a bearing on education. There are various other state entities that work closely with and influence the work of higher education institutions.

2.1.2 The providers of higher education and training are:
 Universities (Traditional universities, Comprehensive universities, and Universities of Technology).
 Technical and Vocational Education and Training Colleges.
 Community Education and Training Colleges.
 Sectoral Education and Training Authorities.

2.1.3 The quality assurance bodies include the Council for Higher Education, the South African Qualifications Authority and the Quality Council for Trades and Occupations.

2.1.4 Stakeholders in the higher education sector

Different stakeholders play an important role in the education sector. The stakeholders in the higher education sector are as follows:

The government, represented mainly by the Department of Higher Education and Training and the Department of Science and Innovation, as well as the Department of Health.

The South African Student Union.

The Universities of South Africa comprised of the Vice-Chancellor's of South African universities.

The Technological Higher Education Network South Africa.

The Council for Higher Education.

The South African Qualifications Authority.

The National Student Financial Aid Scheme.

The Professional Regulatory Bodies in various regulated professions.

2.2 Differentiation as a character of the higher education sector

According to Van Vught, as quoted by Ntshoe and Selesho, (2016: 167), differentiation is the process in which new institutional types develop in a higher education system that signifies the multiplicity of organisations in a system. A defining characteristic of the South African higher education sector is the differentiation of the institutional types in relation to universities. They are differentiated in terms of three categories, a critical aspect to consider in the assessment of the organisational effectiveness of higher education institutions.

Fisher and Scott (2011: 33) state that while the sectoral stakeholders have accepted the principle of institutional differentiation, there is an acknowledgement that the differentiation debate has not been settled.

Currently, none of the three classifications is identical; there is no clear policy framework to delineate each category's roles and expected outputs. The classification include the comprehensive universities, traditional research universities and universities of technology. Insufficient attention has been focused on the development of policy and funding mechanisms that are clearly differentiated to guide and induce the diverse categories of institutions (Ashwin & Case, 2018: 20).

Universities as an organised sector have argued towards a system of progressive self-differentiation aligned on varying institutional visions and missions complemented by policies and processes that support institutions to make significant progress in their unique paths (HESA, 2009: 8).

2.3 The role of higher education institutions

The role and functions of higher education institutions in the public domain is a contested terrain. There are traditional roles, perceived by different stakeholders both internal and external to the institutions. Swartz, Ivancheva, Czerniewicz and Morris (2019: 583) state that considering the context within which the institutions operate, the question of what is the principal mandate of public universities is not an ideologically neutral matter.

2.4 Challenges facing the higher education sector

South African higher education institutions bear numerous internal and external challenges including social, economic, and technological, the future of work and recently COVID-19, impacting on their effectiveness. Amongst the challenges is that they have to continue maintaining local and international competitiveness while satisfying the constantly widening and numerous needs of students, employees and the

broader community in a highly divisible society.

Research Question

The research question to be addressed is how effective are higher education institutions, in terms of their organisational effectiveness with specific reference to the Tshwane University of Technology? The sub-questions emanating from the main research question are as follows:

How organisational effectiveness is achieved at TUT, what are its indicators, or how is it measured?

From which perspective or structure is the institution considered effective?

Is the institution's effectiveness constant, or it changes with time or organisational maturity?

Literature review

4.1. Views of the Organisation and Organisational Effectiveness

There are various definitions of an organisation, which influences the models of organisational effectiveness. There is no universal agreement on what organisational effectiveness means. Oghojafor, Mou and Aduloju (2012: 85) point out that any definition of organisational effectiveness is a subjective exercise and is influenced by the views and approaches of who defines it.

Sharma and Singh (2018: 120) propose that organisational effectiveness is a contextual and situational paradigm.

4.2 Approaches to Organisational Effectiveness

The literature points out that there are numerous effectiveness models, just as there are many models of organisations (Eyidin, 2015: 2). According to Eyidin (2015: 461), the various approaches to organisational effectiveness are ordered under the following traditional approaches, the Goal Attainment approach, the System Resource approach, the Internal Process approach, the Strategic Constituencies approach and the Competing Values approach.

Cameron, Dalton and Dalton, as quoted by Giti and Kadir (2012: 80-81), encouraged the adoption of the Strategic Constituency Approach in academic and research environments, in which it is not easy to delineate the cost-benefit relations.

4.3 Multi-Dimensional Approach

Some recent scholars have argued in favour of the multiple approaches to organisational effectiveness. Oghojafor, Muo and Aduloju (2012: 85) argue that no single approach to evaluate organisational effectiveness is applicable in all types of organisations and all situations. Thus the proposed approach to this study is the combination of the goal attainment and the strategic constituency's approach to organisational effectiveness.

4.4 Factors influencing Organisational Effectiveness

Organisational effectiveness is a dependable variable. Factors influencing organisational effectiveness may flow from the internal dynamics and external environment. Kreitner and Kinicki (1998: 642) indicate that three major factors influence organisational effectiveness, namely, organisational structure and systems, organisational size and other factors, including leadership and organisational culture, as well as organisational maturity.

Organisational Effectiveness in Higher Education

5.1 Prior models on the assessment of the organisational effectiveness of higher education institutions

The reported studies on assessing the organisational effectiveness of higher education institutions

consider different approaches. The report studies and models include Cameron's model, Muhammad's model, Hagerer's model, Panday and Srivastava model and Pharr's model.

According to Ashraf and Kadir (2012: 80), Cameron's model is the suitable guide for studying organisational effectiveness in higher education. Cameron's model is based on the assessment of various institutional factors.

5.2 Assessment of organisational effectiveness of South African higher education institutions

The objective organisational assessment of the South African higher education institutions should be based on the legislative and policy framework. A further assessment should focus on the institutional strategies, the national and the international mandates of the sector. Nationally these include the National Development Plan 2030 and the Human Resources Development Strategy for South Africa 2009-2030, as well as the African Unions' Agenda 63 and the United Nation's 2030 Agenda for Sustainable Development. Institutional differential of the South African post-school education and training, with specific reference to universities as well as the goals of the sector will serve as a guiding yardstick for their effectiveness.

It can be argued that the best approach to assessing organisational effectiveness of higher education institutions, with specific reference to the Tshwane University of Technology, is to analyse the operational goals of the university and its consideration of the role and the minimal satisfaction of its key stakeholders.

In terms of the current study, proponents of the universities of technology believed that the assessment of their effectiveness should be considered based on their maturity levels since they were only institutionalised in the last two decades.

5.3 Assessment of the Tshwane University of Technology

From a theoretical basis, in relation to the goal attainment approach, the assessment of the organisational effectiveness was based on the operational goals of the universities of technology and the Tshwane University of Technology in particular. The operational goals are found in the institutional strategic plans and annual performance plans as agreed to with the Department of Higher Education and Training in terms of the reporting regulations and assessed through the mid-term and annual reports.

From a theoretical basis, in respect of the stakeholder constituency approach, the assessment of the organisational effectiveness was based on the minimal satisfaction of the stakeholders of the universities of technology and the Tshwane University of Technology in particular. In relation to the Tshwane University of Technology, the review of the official documentation on the Institutional Strategic Plan development process and policy development in general, the internal stakeholders were consulted. Their minimal satisfaction suggests a level of adherence to the Stakeholder Constituency approach.

Research Methodology

6.1 Qualitative content analysis

The research method used in this study is qualitative research, using content analysis. According to Denzin and Lincoln, as quoted by Welman, Kruger and Mitchell (2009: 8), "the word qualitative implies an emphasis on processes and meanings that are not rigorously examined or measured (if measured at all) in terms of quantity, amount intensity or frequency"

Flick, as quoted by Williams and Moser (2009: 46), postulates that qualitative research is not based on an integrated theoretical methodology. There are numerous conceptual approaches to qualitative research.

While content analysis was the main methodology, flexibility was followed where required. Lincoln and Goba, as quoted by Coyne (1997: 630), point out that in qualitative research, the design has to remain sufficiently open and flexible to enable the exploration of whatever the concept under study offers for

inquiry.

Qualitative content analysis was relevant for the study because the relevant principles could be identified inductively and deductively during the research process.

6.2 Sampling

According to Materud, Siersma and Guassora (2016: 1759), initial estimated sample size is needed for planning purposes, while the final sample size must be evaluated continuously during the research process. A total of 15 persons were earmarked to be interviewed. Due to the sectoral orientation with the intention of focusing on universities of technology as a subsector and with the Tshwane University of Technology in particular, a purposeful sampling procedure was adopted.

Coburn and Adams (2020: 77) posit that deciding how many subjects to interview is a value judgement and requires an explanation. The number of the sampled participants in the study were chosen based on their relevance to the study, availability, knowledge of the higher education sector and their experience as stakeholders of the sector, as well as the variation of the perspectives they bring to the study.

Qualitative interviews may derive value from sampling strategies by diverting attention from numerical input of participants to the contribution of new knowledge from the analysis (Materud et al. 2016: 1759). Information Power specifies that the more information the sample holds in relation to the actual study, the lower the number of participants required.

The purposeful sampling technique assisted in providing diversity in terms of the participants to be interviewed. A varied sample of participants comprised of students, members of the students, employees at junior, middle and senior management, junior and senior academic employees and non-academic employees based at the different learning sites, as well as members of the statutory structures of the Tshwane University of Technology was undertaken.

The breakdown of the interviewees included members of the Council, the Senate, a former Vice-Chancellor of another university, a former Chairperson and Deputy Chairperson of statutory structures of the University, an Executive Dean of a Faculty, undergraduate and post-graduates students, a current employer of TUT graduates, academic and non-academic employees, junior and senior employees, female and male participants and external participants. The interviewees included those located at the Pretoria Campus and other learning sites of the University.

According to Sandelowski (1995: 181), maximum variation is the most used form of purposeful sampling for researchers who seek to gain a more comprehensive and diverse base for the analysis of the study.

Morse (2020: 3) states that assessing the number of participants in a study necessary to reach saturation depends on several factors, including the quality of the data, the scope of the study, the nature of the topic, the amount of the useful data acquired from each participant, the number of interviews per participant, the use of shadowed information and the study design used.

The interview question guide was emailed to fifteen potential research participants, inside and outside the Tshwane University of Technology. One potential participant accepted the invite but withdrew before the actual interview. Two potential research participants declined the invitation to participate in the study.

6.2 Data Collection

The data collection was conducted through structured interviews and the review of the University's official documentation. The data collected was textual in nature. An interview question guide with ten open-ended questions was presented to the research participants for responses. The unit of analysis responded to the following aspects:

Institutional differentiation of higher education institutions.

The roles and goals of universities.

The participation of stakeholders in institutional matters.

The satisfaction of the stakeholder constituencies.

6.3 Data Analysis

The data analysis and coding process based on the model outlined below started from the real or current to the abstract. The replies to the questions in the interview guide were interpreted in relation to the study. The coding process comprised of the following steps.

Step 1: The identification and development of broad concepts. Initially, more codes were derived from the responses and later reduced to a manageable number to ensure their alignment to the study.

Step 2: The broad codes were refined to produce various themes.

Step 3: The themes were integrated and further reduced to broad concepts related to the study.

Step 4: The conceptualisation of the theory to the assessment of organisational effectiveness of universities based on the interpretation of the themes and concepts.

Table 1: Coding Process

Coding Process	Activities
Initial coding is the first level of coding	Identification of emerging concepts and themes for categorisation. Data is organised by creating general thematic domains for information grouping.
Intermediate coding is the second level coding	Focus on the identification of emerging themes. Refinement and arrangement of data categories into themes.
Final coding is the third level of coding	Choosing and combination of categories of data from the initial and the intermediate coding stages. Theory formulation.

Source: The coding procedure recommended by Flick (2009: 311).

Interpretations form an integral part of qualitative research. The coded concepts and themes that resulted in the stated interpretations were derived from the analysis. Therefore, the researcher's interpretations of the meaning attached to the words and expressions are not exclusive. Other interpretations of the meaning of some concepts and themes used where possible.

The four steps of the coding process outlined above resulted in the following schematic presentation:

Table 2 :

Schematic presentation of coding process

Codes	Themes	Concepts	Theory Development
New categories of universities after institutional mergers	Programme Differentiation.	Institutional Niche Areas.	Organisational Effectiveness based on the multidimensional perspective
	Organisational Mission.	Institutional Partnerships	
	Academic employee's industry exposure.		
Curriculum Focus on Vocational education & Training.	Students' industry exposure.	Applied Research and Innovation.	

Organisational Goals	Macro / National/ Broader External Goals.	Operational Goals as determinants of effectiveness.	
	Micro and Institutional Goals.		
Organisational Systems	Operational systems of teaching, learning, research and innovation.		
	Institutional Structure, processes and Leadership.		
Institutional Stakeholders	Self-Interests and narrow approach of the institution.	General and Minimal satisfaction of strategic stakeholders.	
	Shared Vision and Collective Interests.		
		Involvement in Institutional Governance Structures.	

Source: Author

6.4 Trust worthiness

The trustworthiness of the study, including issues around the transferability of the results, were addressed from a qualitative research perspective. The use of direct quotations as stated by the interview participants in the study and triangulation with official documents were used to indicate the trustworthiness of the interpretations, despite the use of inferences, which emanates from the researcher's interpretations of the data.

6.5 Ethical considerations

Permission was secured from the Tshwane University of Technology for the study. All material disclosures in relation to the objectives, scope and the findings of the study were disclosed.

All participants in the study were informed of objectives of the study. Prior consent was requested and granted by the participants. They participated in the study voluntarily and they were assured of the confidentiality of the data to be collected. The study involved neither humans nor animals as objects of the study.

Findings and recommendations

7.1. Findings

This empirical study recommends a multidimensional approach for assessing organisational effectiveness of higher education institutions. Prior studies of higher education institutions in different countries pointed to a similar stance.

Overall, the Tshwane University of Technology was found to be effective from the goal attainment approach when considered from the institutional goals as set out in its vision, mission and institutional strategy. In terms of the national and broader goals, the finding was that there was room for improvement. As noted from literature, the latter goals are

usually theoretical and hard to quantify from an institutional perspective. A better assessment should rather be from a sectoral approach. From a strategic constituency approach, taking into account the university's numerous stakeholders, it was found to be effective in relation to the stakeholders having a direct impact on its operations, including the internal stakeholders, funders, regulators and others, while there was room for improvement in relation to the overall stakeholders.

7.2 Recommendations

Some of the recommendations to the University of Technology include exploiting the competitive advantages of the University's locality in the townships for research purposes and the development and implementation of an institutional stakeholder management strategy.

The recommendation of the study to the sector is the need for refinement and agreement on the framework of institutional differentiation of universities in South Africa in order to clarify the distinction between different universities, thereby enabling a clear identity and differentiated sectoral approach to their funding, monitoring and organisational assessment.

Limitations of the Study

The limitation of the study is that it only focuses on the two conceptual approaches, the goal attainment and the stakeholder constituency approaches to organisational effectiveness without necessarily undermining the importance of the other approaches.

While acknowledging the broad societal goals of higher education institutions, the limitation of the study in relation to the goal attainment approach focused mainly on the micro goals of the Tshwane University of Technology as outlined in Institutional Strategic Plan, the vision and mission statements.

Declaration of Conflict of Interest

The author benefits from the study funding from the University as an employee. This relationship did not in any way influence the objectivity of the author in conducting the study.

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Conflict between culture and Gender Base violence: South African Prospective

Hundzukani Portia Khosa

Tshwane University of Technology, South Africa

Abstract

There is a range of literature within South Africa with regards to Gender Base Violence (GBV), GBV in South Africa has become an extremely concerning matter which has become part of our daily news. GBV and femicide is a widespread problem in South Africa and this has caused many women leaving in fear even in their own homes. Many women in this country are either infected or affected by GBV and Femicide. African culture greatly contributed to discrimination among women especially in the past. Some African cultures define 'abuse' as a petty issue and not good enough for a woman to file for divorce. Some women in the African culture take pride in how they persevered years of domestic violence in their marriages and encourage younger married women to do the same. It must be acknowledged that South African law recognizes polygamy and lobola through the Recognition of Customary Marriages Act. While some African scholars argues that lobola and polygamous marriages are contributing factors in the abuse of women in marriage. Therefore, this paper seeks to investigate the endurance of South African women in abusive marriage because of patriarchal culture with the aim to liberation women with regards to their understanding of GBV and to discuss cultural beliefs that are oppressive to women, especially African women.

Are Students' Effort in Business Courses Related to the Choice of Exam Forms?

Leiv Opstad, NTNU Business School, Trondheim, Norway

Abstract

The exam is an important tool to measure students' skills. However, the choice of exam form also affects the way students acquire knowledge. In this study, the focus is on the link between the students' study efforts and the choice of exam type. By asking students at a business school in Norway, we will identify factors that affect students' efforts. As a research instrument, personality traits (the Big Five) are used. By applying a linear regression model, this research demonstrates that there is a close correlation between motivation and learning methods, as well as with study effort. The impact varies with the choice of exam form. Gender and personal characteristics also influence the students' efforts to some extent, depending on the type of exam. This is useful knowledge in the evaluation of different forms of examination.

Keywords: Business school, Big Five, Assessments, Study effort, Gender, Learning approach

Introduction

Student efforts are a key factor in creating useful learning environments and probably also for achieving good performance. Several studies suggest that the hours per week undergraduates at business schools spend studying is around 30 (Bonesrønning & Opstad, 2012; Nonis et al., 2006). New technology provides far more opportunities in the choice of learning methods than before. Access to the Internet allows the mass production of students by using online teaching. The question also arises of which form of examination to choose.

The spotlight in this article is directed at how different forms of exams can affect student effort. This is an important issue in shaping future programmes for business students.

The Big Five

An important instrument in this study is the use of the Big Five personality traits (McCrae & Costa, 1987; O'Connor & Paunonen, 2007). This method consists of five factors (Conscientiousness, Agreeableness, Extraversion, Openness, and Emotional stability). Conscientiousness is associated with people who are well organized, effective, and target orientated. Agreeableness means being helpful, avoiding conflict, and being cooperative. Extraversion is associated with individuals who are outgoing and who value social contact. Openness is associated with people who are creative, and who seek new solutions and ideas. Emotional Stability is associated with people who are emotionally stable, for instance they are not troubled with anxiety.

Literature review and hypothesis

Study time may be a crucial factor in academic success. Stinebrickner and Stinebrickner (2008) find that an hour's extra study time has a substantial impact on students' performance. Other researchers confirm this result among business and economics students (Andrietti & Velasco, 2015; Bonesrønning & Opstad, 2012). There may be individual differences in how much time the student allocates to their study (Opstad, 2021a). A student has limited time, and this will be allocated to various activities (Correa & Gruver, 1987). Normally a student attends three to four courses during a semester. The study time spent on a specific course varies depending on many factors (Needham, 1978): motivation, ability, interests, student characteristics, teaching methods, grading system, and assessment format. A change in one of these factors will affect the efforts of the individual subject. There are probably considerable differences among the students. Bonesrønning and Opstad (2015) report that if students achieve lower performance than expected in a course during a mid-semester test, they will increase their study effort. Harder grading practice might motivate some students to study more in order to reach the desired grade, while other students find that the desired grade is unattainable, and give up, or reduce their effort. A student with high academic skills may find the subjects easy to learn. Hence, one student can achieve good grades without so much effort, while other students who struggle to understand the subject

might spend many hours catching up in order to achieve the desired level of knowledge. Some researchers suggest that female students tend to study more compared to males (Hadsell, 2020; Opstad et al., 2013).

Bidjerano and Dai (2007) argue there is a connection between personality traits and learning strategy. Consciousness, Agreeableness, and Emotional Stability are positively related to study effort. Students with high scores in Consciousness are time efficient, and focus on success. Komarraju and Karau (2005) report a positive relationship between students' engagement and the two factors Openness and Extraversion. Opstad (2021b) finds a positive link between study effort among business students and the two factors of Consciousness and Openness. Additionally, Conscientiousness, Openness, and Extraversion are also positively correlated with students' motivation (Hart et al., 2007). Fuertes et al. (2020) report a substantial positive link between Openness and motivation with the highest scores for female students.

Fraser and Killen (2005) argue motivation and study effort are closely connected. Unmotivated students tend to deprioritise their studies. There is a shortage of time, and they will prioritise using the time for other tasks. This will turn out to have a negative effect on performance. Hence, students' motivation is an important factor for achieving success and acquiring knowledge (Goodman et al., 2011; Kusrkar et al., 2013). Motivation is also a critical factor for students' learning (Kim et al., 2015). Students' motivation and belief have a direct impact on students' learning approach. Lack of motivation will have a negative effect on the desire to learn more about a subject (Gao et al., 2011). On the other hand, increased learning and interest in a subject will have a positive impact on motivation and effort (Susanty et al., 2021).

The relationship between study time and business students' performance is complex (Noris & Hudson, 2010). It is not obvious that the link is positive. Krohn and O'Connor (2005) report a negative link between these two variables. One weakness of many analyses is that they only look at the time spent, and do not consider how the time is spent. Elias (2005) distinguishes between time spent on deep and superficial learning in accounting subjects. For the deeper approach, he suggests a positive link between study time and success.

Motivation is strongly linked to academic performance (Hidi & Harakiewicz, 2000; Nonis & Hudson, 2010). This is a vital component of enabling the students to reach their personal goals. Students with high motivation tend to be more engaged in schoolwork, and have more interest in their topics (Fredricks et al., 2004). Hence, there is a positive correlation between motivation and attendance at the lectures (Opstad et al., 2013).

The research shows that female students tend to study and attend lectures more (Hadsell, 2020). Data from Norway confirms this tendency (Bonesrønning & Opstad, 2012; Opstad, 2021a). Perhaps, to a greater extent than men, women do not want to miss the lectures, and they have less expectation of success (Ballard & Johnson, 2005). Therefore, they think they must study harder to achieve their goals. It seems that women have less self-confidence in the study of economics and business. However, studies report there are no gender differences in performance among business students in Norway (Opstad, 2021b, 2022).

Different teaching and evaluation methods are related to students' effort and learning approach (Wertzel, 1977). Utilising online teaching and home-based assessments have influenced learning methods and students' effort (Peimani & Kamalipour, 2021). According to Dumford and Miller (2021), remote teaching engenders less student engagement and collaboration. This will disadvantage the students who like to collaborate and have discussions with their fellow students. It can also have a negative effect on motivation and learning for lonely students who have a limited network. Online teaching and home-based exams become challenging due to limited social interaction (Ilias et al., 2020). This effect will vary from student to student.

The traditional form of exams (essays with closed book) requires the highest level of study-work. According to Asikainen et al. (2013), students with a deep learning approach prefer Constructed -Response test (CRT), while students who focus on facts and memories, and apply a more surface approach, tend to favour Multiple-Choice (MC) based tests. CRT contains different kind of questions (for instance long answer questions) and the examinees must respond by using their own words.

Zeidner (1987) has used questioning to investigate high school students' experiences of comparing multiple-choice to essay format exams. Students are divided in their views. Many argued that essays reflected students' knowledge and abilities to a greater extent than multiple-choice (MC) tests. However, around 80 per cent of the students considered

multiple choice exams to be easier to answer, and the majority prefer this form of exam between the two. They believe that the chance to get a good grade is greatest with the multiple-choice exam. Other researchers confirm this conclusion (Struyven et al., 2005). These factors will influence the students' study time.

Bengtsson (2019) reports that changing from school-based tests with closed book to home-based tests with open book will change study habits. However, the research is mixed on this. Some authors argue students will increase their effort (Rich et al., 2014), while others claim that the students will study less (Moone & Jensen, 2007). However, a problem with home-based assessments is that some students may be tempted to engage in unethical behaviour.

According to Bengtsson (2019), many students favour home-based exams, as they believe they increase the chance of achieving better grades.

Depending on their purposes and goals, the universities and colleges choose different kinds of assessment (Birenbaum, 1996, 2007) If the school focusses on justice and equal treatment, one might prefer multiple choice exams.

Hypothesis

Based on previous research and the literature review, we will postulate six hypotheses in this study:

H1: Students' response in terms of effort for different assessments is gender related.

H2: There is correlation between study effort and personality traits, depending on the exam format.

H3: Expected success is positively related to study effort, independent of exam format.

H4 Students' motivation is positively related to study effort, independent of exam format.

H5: Learning approach is positively related to study effort, independent of exam format.

H6: Emphasis on understanding of the subjects is positively related to study effort, independent of exam format.

Several research papers conclude women spend more time on their studies than their male counterparts (Ballard & Johnson, 2005; Opstad, 2021a). In this study we focus on how students will change behaviour depending on the assessments and gender. Females tend to respond less of incentives than males (Liu et al., 2022). They react to a lower degree and a different kind of reward system. Therefore, the nature of the gender impact is not obvious in this study.

In terms of personal characteristics, many report this has an impact on students' interest and efforts, but which factors are significant varies somewhat. Therefore, we leave hypothesis 2 more open, but assume that personality traits matter.

The research suggests that motivation, expected achievements, sounding methods and emphasis on understanding in the subjects are positively correlated with effort. In hypotheses 3 to 6, it is assumed that this effect applies regardless of the form of the exam.

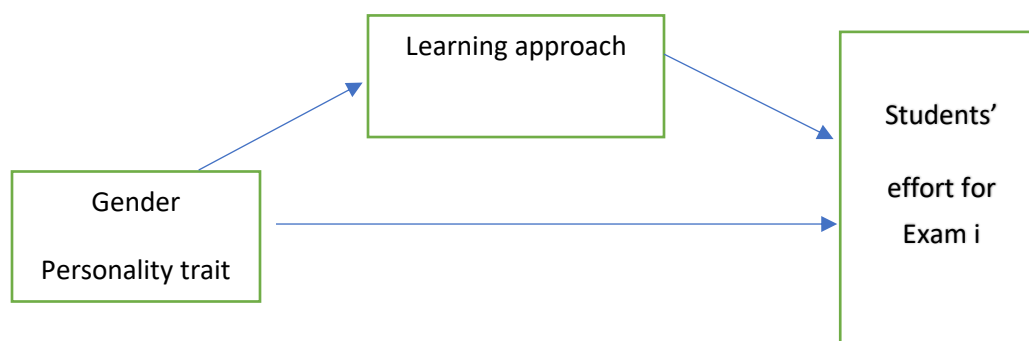


Figure 1: The link between gender, personality traits, learning approach, and study time for different exam formats (multiple-choice test, constructive response test, oral based exam, and home-based tests)

Methodology and data

The sample

This survey consists of approximately 100 undergraduates at the Norwegian University of Science and Technology (NTNU) Business School. The questionnaire was sent to the students during a second-year compulsory course (macroeconomics) in 2020. The data is not randomly chosen, as they cover only 40 per cent of the students. Due to COVID-19, there were few students on campus. This was compensated for by the digital collection of the questionnaire, but many students did not choose to respond. Nevertheless, the survey gives a picture of the attitudes among the students.

The Model

Following linear regression model is used in this research (see Figure 1):

$$Y_i = \alpha_0 + \alpha_1 X_1 + \alpha_2 X_2 + \alpha_3 X_3 + \alpha_4 X_4 + \alpha_5 X_5 + \alpha_6 X_6 + \alpha_7 X_7 + \alpha_8 X_8 + \alpha_9 X_9 + \alpha_{10} X_{10} + \alpha_{11} X_{11} + \alpha_{12} X_{12} + \alpha_{13} X_{13} + \varepsilon$$

where:

Y_i : Study time for exam i (I will study hard with this assessment (Likert scale 1 to 7))
 i : Multiple choice test (MCT), Constructive response test (CRT), Oral-based test (OBT), Home-based test with letter grades (HBTg), Home-based test with pass/ fail (HBTp).

α_0 : Constant

X_1 : Gender (0:F, 1:M)

X_2 : Openness (Likert scale 1 to 5)

X_3 : Emotional Stability (Likert scale 1 to 5)

X_4 : Conscientiousness (Likert scale 1 to 5)

X_5 : Agreeableness (Likert scale 1 to 5)

X_6 : Extraversion (Likert scale 1 to 5)

X_7 : Performance (I I will have success) ((Likert scale 1 to 7)

X_8 : Anxiety (I have high anxiety) (Likert scale 1 to 7)

X_9 : Learning Approach (It provides good learning) (Likert scale 1 to 7)

X_{10} : Motivation (The test motivates) (Likert scale 1 to 7)

X_{11} : Learning style (It affects the way I acquire knowledge) (Likert scale 1 to 7)

X_{12} : Fairness (The test gives fair ranking) (Likert scale 1 to 7)

X_{13} : Understanding (I emphasize understanding) (Likert scale 1 to 7)

ε : stochastic error

In this study we present two models with different sets of variables. In model 1 gender and only personality traits enter as independent variables. In model 2, all variables are included. We want to study whether the expanded model with several control variables affects the impact of gender and personal characteristics (see Figure 1).

Some of the control variables (fairness, anxiety, and learning style) are not included in the hypotheses.

This survey has no access to experimental data. Therefore one should be careful to draw conclusions about causal relationships. Causalities can go either way. Aspirations for success influence the study effort, and that will have an impact on performance. Similar reasoning applies to several of the variables.

The data

There are substantial differences in students' report about the different factor of behaviour depending on selection of assessments (Table 1). The undergraduates expect highest performance with home-based exams. Students become significantly more nervous during traditional school exams and oral exams. There is rather scant variation in the mean value of personality traits, they are all bet 3.2 and 5.0 ween (See Table 2). Most of the students are female (55 percent).

Table 1. Descriptive statistics (7 point Likert scale, 1: strongly disagree, 7: strongly agree, standard deviation in parenthesis, N around 100)

	MCE	CRE	HBEg	HBEp	OBE
Study time (I will do a lot of studying for this test)	4.2 (1.5)	5.5 (1.3)	5.4 (1.4)	3.1 (1.3)	5.1 (1.3)
Success (I will have success with this test)	5.0 (1.2)	4.4 (1.5)	5.2 (1.2)	-	4.3 (1.4)
Learning Approach (It provides good learning)	4.2 (1.3)	5.0 (1.3)	5.0 (1.4)	3.4 (1.6)	4.8 (1.4)
Fairness (The test gives a fair ranking)	4.0 (1.6)	4.9 (1.5)	4.0 (1.9)	3.5 (1.9)	4.1 (1.8)
Motivation (The test motivates me)	4.1 (1.5)	4.6 (1.5)	4.9 (1.5)	3.1 (1.5)	4.4 (1.6)
Anxiety (I have anxiety connected to the test)	2.6 (1.5)	4.9 (1.7)	3.3 (1.6)	2.5 (1.6)	5.9 (1.7)
Learning Style (The test affects the way I acquire knowledge)	4.8 (1.6)	5.2 (1.7)	5.3 (1.4)	5.0 (1.7)	5.4 (1.6)
Understanding (I emphasise understanding with this test)	4.3 (1.7)	5.3 (1.5)	5.1 (1.7)	3.7 (1.6)	5.6 (1.3)

Table 2. Descriptive data. Gender and Personality traits (5 point Likert scale):

	Mean	St.dev.
Gender (1: M, 0:F)	.45	1.50
Openness	3.28	.72
Emotional Stability	3.44	.72
Consciousness	3.81	.71
Agreeableness	3.98	.65
Extraversion	3.59	.79

Findings

There is no gender effect for multiple choice-based exam and oral-based exams (see Tables 3a–3b). For constructed response and home-based tests, there is a significant gender gap with the highest values for males. The effect is strongest in model 2. Hypothesis 1 is partly confirmed.

The correlations of students' responses in their efforts in relation to different exam forms linked to personality traits are rather weak, but there are some impacts. Consciousness is negatively related to MCT, but only significantly in model 1. Furthermore, this factor is significantly positively related to HBEg (model 2). Emotional Stability is negatively correlated to effort for oral-based exams (model 2). Agreeableness is significantly positively associated with effort for home-based tests (model 1). For HBEg, there is also a significant negative impact for Extraversion (model 2). Hypothesis 2 is partly confirmed.

Expected success is not linked to effort (cf. Table 3a and 3b). Hypothesis 3 is rejected.

Motivation is positively correlated with effort for all exam formats, except for CRT. Hence, hypothesis 4 is not confirmed.

Learning approach is linked to study effort, except for MCT. Emphasis learning has a positive relationship with the dependent variable for CRT, OBT, and HBEp. Hypotheses 5 and 6 are not confirmed.

For Anxiety and Fairness, there is some impact in some of the assessments. Anxiety is positively related applying CRT and HBTg, while fairness is positively related using constructive response test, and negatively for home-based tests with pass/fail.

Table 3a. Results from the regression model for MCT, CRT, and OBT

	MCT				CRT				OBT			
	Model 1		Model 2		Model 1		Model 2		Model1		Model 2	
	B	Sig.	B	Sig	B	Sig	B	Sig	B	Sig	B	Sig.
Gender	.00	.32	-.05	.58	.20	.07 *	.20	.002 **	.10	.37	-.01	.94
Openness	-.17	.12	-.02	.80	.06	.60	-.01	.88	-.08	.48	-.02	.76
Emotional Stability	.06	.59	-.06	.51	.13	.26	.14	.12	-.08	.50	-.16	.099 *
Consciousness	-.21	.08 *	-.03	.79	.08	.50	.12	.25	.11	.35	.036	.65
Agreeableness	-.21	.24	.02	.82	.04	.74	.05	.54	-.17	.17	-.08	.36
Extraversion	-.11	.32	-.02	.79	-.07	.55	-.06	.51	.14	.21	-.05	.50
Success			-.04	.70			-.06	.63			-.17	.14
Anxiety			.07	.47			.23	.02 **			-.06	.48
Learning Approach			.08	.59			.42	.00 ***			.35	.02 **
Motivation			.55	.00 ***			-.00	.99			.27	.06 *
Learning Style			-.05	.57			-.01	.94			.03	.72
Fairness			-.02	.85			.26	.05 *			.07	.52
Understanding			.17	.18			.23	.08 *			.33	.00 ***

	N =89 Adj.R ^s = .020	N =85 Adj.R ^s = =.438	N =88 Adj.R ^s = .011	N =83 Adj.R ^s = .509	N =83 Adj.R ^s = =.056	N =79 Adj.R ^s =.656
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Notes: 1) Acceptable values of VIP (Variable Importance of Projection) d 2 *, **, and *** denote significance at the 10%, 5%, and 1% level, respectively. Standardised coefficients Beta (B)

Multiple choice test (MCT), Constructive response test (CRT), Oral-based test (OBT),

Table 3b. Results from the regression model for home-based exams

	HBEg				HBEp			
	Model 1		Model 2		Model 1		Model 2	
	B	Sig.	B	Sig	B	Sig	B	Sig
Gender	.07	.37	.15	.03 **	.09	.41	.04	.57
Openness	.03	.78	.07	.37	-.16	.15	-.10	.15
Emotional Stability	.13	.22	-.02	.82	.00	.97	.01	.84
Consciousness	.13	.27	.14	.09 *	-.01	.94	.07	.27
Agreeableness	.26	.03 **	-.04	.58	.25	.03 **	-.05	.47
Extraversion	-.06	.57	-.07	.33	-.09	.42	-.13	.06 *
Success			.13	.10			-	-
Anxiety			.12	.09 *			.08	.21
Learning Approach			.50	.00 ***			.27	.02 **
Motivation			.21	.09 *			.50	.00 ***
Learning Style			.05	.55			.07	.33
Fairness			.08	.34			-.19	.01 **
Understanding			.05	.64			.22	.02 *
	N =88 Adj.R ^s =.131		N =88 Adj.R ^s =.656		N =87 Adj.R ^s =.053		N =81 Adj.R ^s =.685	

Notes: 1) Acceptable values of VIP (Variable Importance of Projection). 2) *, **, and *** denote significance at the 10%, 5%, and 1% level, respectively. Standardised coefficients Beta (B)

Home-based test with letter grades (HBTg), Home-based test with pass/ fail (HBTp)

Discussion

Gender

Traditionally, men have performed better than women in economic and business subjects (Ballard & Johnson, 2005; Opstad & Fallan, 2010). However, with more women acquiring education and gender equality, many of the differences seem to have disappeared. Recent studies show no significant gender gap in achievements and attitudes (Opstad, 2020b, 2021b, 2022). Nevertheless, there is a substantial gender gap in changes of behaviour due to incentives (Dalton et al., 2016). This has a greater effect on men than women. This might explain why there is a positive correlation

between gender and study effort for some assessments. For instance, use of constructed response questions stimulates men to a greater extent than women.

Personality traits

Skilled students who are concerned with learning subjects tend to prefer CRT over MCT (Opstad, 2021c, 2021d; Zeidner, 1987). Furthermore, students with high score in Consciousness do not like MC-tests (Opstad, 2020a) as they measure more superficial abilities to read (Singh et al., 2013). This may explain the negative correlation between students' effort and MC tests. When using MC-tests some students are less interested in the subject, and therefore reduce their effort. On the other hand, they will increase their effort with essays and home-based exams. The impact is significant, but not strong ($B = .14$).

Agreeable students like to cooperate with other students. They are not keen on MCT and CRT (Lakhal et al., 2015). They will probably be better facilitated in home-based exams with the use of various means of help. Based on such reasoning, one can expect a positive correlation between effort and home-based exams for this group of students.

By comparing different assessments formats, this analysis shows that personality traits have a small impact on the student's efforts, overall. With the extended model version (Model 2), many of the proven effects disappear.

Other factors

Previous research shows that there is not an unambiguous correlation between student effort and performance. Opstad (2021c) claims there is no correlation between effort (attendance and own effort) and scores in macroeconomics, either for essays or multiple-choice assignments. The explanation is that many other factors matter. Skilled students can achieve desired grades without putting in too much effort. Students who are struggling to understand the subject must work hard to keep up and achieve desired grades. If students think it is easier to get a good grade with MCT and HBTg, this can lead to a decrease in effort. These are factors that may explain why this analysis cannot suggest a positive correlation between expected success and effort at different types of exams.

In line with previous research, there is generally a statistically significant correlation between learning approach, understanding, motivation, and effort. This study shows quite large impacts with high values on standardised beta B (for instance the coefficient is .42 for learning approach applying CRT). The students report different values depending on the form of the exam (cf. Table 1). From the regression model we can report a positive link between these independent variables and the dependent variable for the different forms of examination. However, there are some exceptions. For example, only motivation is significantly correlated with MCT, but the influence is strong. One explanation is that the students find that this type of exam provides a more unclear learning approach and understanding in relation to the other types of exams (Krieg & Uyar, 2001). For CRT, the independent variable motivation has no impact.

For the control variables anxiety, learning style, and fairness, it is unclear how these factors relate to effort. Being nervous attending the exam can either lead to extra preparation, or a 'give-up' attitude, and hence reduced effort. In this analysis, there is a positive impact in relation to CRT and HBEg. However, we do not have a similar effect for oral exams. This is the type of exam that students dread the most. The effect may be that many candidates are resigned, to some degree. As expected, anxiety does not affect the preparation (effort) in these exams, with the least anxiety occurring in the case of MCT and HBEp. A change in the way knowledge is acquired (Learning style) can lead to less, unchanged, or increased effort. In this study, the impact is so small on the effort that it is insignificant.

The link between justice and effort is not obvious. One can expect that if students perceive some forms of exam to be fair, it will increase their efforts and interest in the subject. Conversely, if the student finds the form of the exam to be very unjust, the effort will be reduced. The findings of this research appear to be in line with this reasoning. For the exam that students consider to be most fair, there is a significant positive link between justice and effort (CRT), and for the form of examination that is perceived as least fair, it is negative (HBTp). For the other exam forms, there is no significant statistical impact.

Limitation

Since this survey has only been carried out at a business school in Scandinavia, one should be careful to draw conclusions. Nevertheless, there is every reason to believe that the results of this study have general interest. Another weakness of the survey is the question of the students' assessment, and that it does not observe actual behaviour.

Conclusion and further research

Students' work settings vary according to the type of exam. For example, home exams with a pass/fail grade will mean that the students exert a low level of study effort. Students perceive the traditional school exam (CRT) with few questions to quite fair, but many students are nervous about this type of exam. The regression model shows that males increase their efforts more than the girls in this choice of test.

There are various factors that affect the students' efforts. For most exam forms, there is a positive link between motivation and effort (the exception is CRT). Furthermore, there is a close link between learning approach and effort.

Personality traits also matter, to some degree. Agreeableness is related to cooperation with others. Therefore, it is not surprising that students with high scores in this area, increase their efforts if it is the home-based exam.

Further research could be undertaken to study how different forms of exams would affect students' performance and ranking.

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The Church of the East and Alexandrine Christological Tradition on the Incarnation of the Salvation in Christ

Marine Chachibaia

From ancient times Christianity was formed beyond the boundaries of the Roman Empire, in the East, in Syria. Important historical sources regarding formation of the church in the Sasanian Empire are dated to the 4th c.

In the process of study of the issues of history of the 5th-6th centuries the fact should be taken into consideration that at that period “ecumenical council” did not mean ‘world council’. This was a council which took place in Roman *oikumene*. It was convened by the Emperor and was attended by bishops only from the Empire proper. Thus, “ecumenical council” had no direct relation to the Christian Church existing in the Persian Empire (roughly the territory of the present-day Iraq and Iran) or the Church of the East, until the latter subsequently recognized it, which was officially confirmed at the Council of Seleucia-Ctesiphon (410) [1], after 85 years from adoption of the Creed at the Council of Nicaea.

Christology of the Church of the East was characterized by archaism. In the 5th-7th cc. a great deal of Greek patristic literature was translated into the Syriac language. Most of these translations were done in the eastern part of the Roman Empire and not in Persia, and therefore, the Church of the East got acquainted with this material, primarily, by means of the main point of contact with the Church of the Roman Empire, namely, the Persian School of Edessa, within which the translations of Theodore of Mopsuestia into the Syriac language were done in the 430s. Due to the increasing influence of the Greek language in the Syrian churches, translators from Greek into Syriac, after a quite free and paraphrastic form of translation, practiced for two and a half centuries, passed to a more and more meticulous style, which at the beginning of the 7th c. sought to reflect as many details of the Greek original as possible. Such a deviation in translation practice may be traced both in the biblical and patristic translated executed in this period. And later various translators developed an increasingly elaborated technique of accurate, literal translation. In the case when there are two Syriac translations of a Greek text, the later translation mostly represents a revision of the earlier translation; it becomes more and more obvious how the redactor replaces the dynamic translation of his predecessor with formal equivalents. This process first of all is obvious with respect to the terminology related to Incarnation. In the passages where early translators translated *εσαρκωθη* by the standard Syriac expression *lbesh pagra* “assumed flesh”, in the 5th c. it was replaced by *etgashsham* “He adopted flesh”, and later was replaced by *etbassar* “He was incarnated”, which is a loan translation of the Greek verb. An especially significant innovation was the neologism *etbarnash* to render “was incarnated” *ενανθρωπηεω*. It is not ruled out that this was related to Philoxenus, who took special care to ensure correct Syriac terminology, and their introducing apparently is dated to 500 [2, 225-315]. These new terms at that period also became known to writers of the Church of the East and all of them are recorded in the Book of Union. It is very interesting that at the time when the local council headed by Isho‘yahb I in 585 uses the terms *etgashsham* and *metgashmanuta* Mar Aba (544) still uses the native Syriac terminology *nashuta da - lbesh* “humanity which He assumed”. The verb *etbarnash* and noun *metbarnashuta* “incarnation” do not occur in the 6th c. in the wordings of the religious creed of the local synods (however, *etbarnash* occurs in the second redaction of the Eastern Syriac translation of the Creed of the Council of Nicaea).

On the basis of the *Synodicon Orientale* and the *Book of Union* by Babai the Great it is possible to trace the development of the Christological teaching of the Church of the East in the process of its formation.

Narsai has several homilies dedicated to Christology. It is certain that these works were created in the context of polemics against those who failed to distinguish in Christ the divine and the human natures. [3, 594].

In this homily the echo of the language of Theodore of Mopsuestia is noticeable, in particular, in the metaphor “dwelling”. In addition, two archaisms are very important, namely, “Adam’s body” to describe the human nature and the image of the king, who dressed in the purple to denote *incarnation*.

The reason of discord between the Christological positions of Antioch and Alexandria was “And the Word was made flesh, and dwelt among us” (John 1, 14) (King James Version (KJV)). For theologians of the Antioch tradition, any idea that the Word was made flesh, i.e. became flesh, was accursed; Narsai at the beginning of the verse makes the periphrasis. It is very interesting that about a century later Babai the Great repeats this interpretation in his *Book of Union* [4, 75-76]. Narsai had two main reasons for rejecting the Alexandrian interpretation of *John 1, 14*. First of all, the word could not protect, preserve the ultimate transcendence. However, the main thing is his soteriological interest [3, 212].

According to Narsai (like the tradition of the Church of the East), the Salvation is achieved in Christ *incarnated* by

means of the human nature and therefore it is necessary to preserve its distinction from divine. As will be demonstrated later, the Alexandrian Christological tradition had a different conception on how the Salvation was *incarnated* in Christ.

Unfortunately, it is impossible to date exactly the homilies of Narsai. But, apparently, they belong to the last decade of the 5th c. After the Council of Chalcedon, the local synod of the Church of the East was held in 486 [3, 54-55]. The views were expressed according to the strictly dyophysite confession, which acknowledged “two natures, the divine and the human, and none of us will dare to mix these two natures”, however, there is one God and only He may be worshipped. The unity of the two natures is described as *nqiputa* (corresponding to Greek *συνήθεια*). Who teaches passions and changes attributed to the divinity of our God, let this one be accursed; also who “does not preserve the confession with regard to the unity of the *parsopa* (*prosopon*) of our Saviour, as the perfect God and perfect man, let this one be accursed”. As with Narsai, here too, the influence of Theodore of Mopsuestia is observable, his attempt of separation, and incorruptibility of the human and the divine natures. This is the precise quotation from the creed of the local synod of 486. Some researchers try to substantiate that exactly at this synod the Church of the East accepted “Nestorianism”. Well-known scholar W. de Vries wrote: “The Persian Church officially recognized Nestorianism at the synod of Seleucia in 486” [5, 603]. Such an interpretation of the creed of the synod is extremely wrong. In the confession of the later period expressions such as “the unity of the divine and the human in Christ”, “Jesus Christ in the merging of His nature” are found (local synod 582) [6, 97], “indivisible unity”, “prosoponic unity” (creed of Isho’yahb I) [7, 134], “Divinity and humanity merged with genuine unity in one image (*parsopa*) the Son, Christ” (synod of 605). It is significant that the term *qnoma* in this definition in the 6th c. was limited to the Triadological context: this is so in letter of Mar Aba (544), documents of local synods (576, 585, 596, 605) and only in one document drawn up by bishops we encounter for the first time the term *qnoma*, which is used in the Christological context, in the phrase: “*qnoma* of His humanity” [6, 567]. This in its turn is related to the first document “*qnoma* of His divinity” [6, 575]. The second document which is the reply to theologian opponents also contains the phrase: “Christ with two natures and two *qnomes*”.

The teaching regarding the two *qnomes* is primarily linked with the name of theologian Babai the Great. Exactly his clear influence is obvious in the expressions attested in the documents of 612. For him, *qnoma*, of course, did not have the meaning of hypostasis. The expression which he often used was “two natures and their *qnoma*”. For him, *kyana*, nature is an abstract concept, divinity, humanity, whereas *qnoma* is an individual example of a particular *kyana*, individualized nature. It is not necessary for such *qnoma* to exist independently and when speaking of Christ, this is completely ruled out: here *qnoma* of divinity is the divinity of Christ, and *qnoma* of humanity is the human nature of Christ. Babai often emphasized that these two *qnomes* were merged at the conception of the one Son [4, 59].

It is not clear how the official doctrine of the Church of the East became the teaching about two *qnomes*. Naturally, here the case is not with Babai the Great (who assumed that everything was ascribed to Theodore of Mopsuestia). In any case “two *qnomes*” were already found in the evidence reflecting the theological discussions with the Chalcedonians in Constantinople. And a possible earlier source was discovered in XVIII Homily which is ascribed to Narsai. Although the authorship of Narsai is doubtful, it is not ruled out that the homily is dated to the 7th c. In the period of Babai the Great, the opposition of the wording of two *qnomes* already existed, as is known from the history of Henana of Adiabene, the headmaster of the School of Nizibis, and Bishop Sahdona of Mahoze d’Arewan [8,72]. Later Babai admitted that many “elder fathers” used *qnoma* with the meaning of *parsopa* and “it is said” that they still use it there (on the territory of Byzantium).

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Attitudes Towards Trust and Its Influence on the Acceptance of Mobile Apps: Key Insights from End Users and Experts

Michael J. Bryant^{*1}, Simon J. Wilde¹, Golam Sorwar² and Vinh Bui²

¹ Faculty of Business, Law and Arts, Southern Cross University, Australia

² Faculty of Science and Engineering, Southern Cross University, Australia

^{*}Corresponding author – m.bryant.20@student.scu.edu.au

Abstract

Trust has been theorised and researched across a broad scope of disciplines. Given the conceptual scope of trust, various perceptions have been advanced within the Information Systems (IS), and trust literature. This study adopts three well documented trust conceptualisations; cognitive, affective (emotional) and behavioural. Forming part of a wider research project employing a mixed methods design, this study presents the qualitative findings. Focus groups were conducted to better understand participant attitudes towards trust within a mobile services environment. The focus groups revealed important insights. Cognitive, affective, and behavioural trust were accurately defined within the scope of trust concepts. Furthermore, participants viewed the associated elements, as valid descriptions of the multidimensional concept. Notably, privacy and security were considered the dominant cognitive and affective trust characteristics, respectively. However, a divergent view of behavioural trust was evident. Noting the concerns from a user perspective, was the potential for monetisation of app permissions. It is not surprising, that many participants viewed transparency and honesty as highly important. In contrast IT and app experts, familiar with both app usage and development, expressed unanimously that risk taking was considered the more critical trust behaviour. Throughout the discussions it was apparent participants were regular users of LBS mobile apps. However, comments associated with key trust aspects of privacy, security, transparency and honesty, showed several participants either stopped using a particular app or turned off certain features. These actions suggest addressing concerns of personal data collection and location tracking, may broaden mobile app acceptance. Despite the limitations of generalisability in qualitative studies, future phases of the broader research project will conduct a range of quantitative analyses. In particular, examining the causal relationships between the multidimensional trust concept, thus further advancing trust attitudes towards mobile app acceptance.

Keywords: mobile apps, trust, user acceptance.

Introduction

The dynamic growth of Location Based Services (LBS) applications (apps), commonly referred to as mobile apps, is seen in developed and developing regions (Aker & Mbiti 2010). According to Ceci (2022), approximately 3.48 million apps were available on Android-based devices, with 2.2 million Apple compatible apps available. The widespread availability of mobile apps has increasingly grown since the introduction of the iPhone in 2007, followed by the mainstream adoption of Information Communication Technology (ICT) mobile devices, such as smartphones and tablets using Android and Windows systems (Berenguer et al. 2016; Kim, Chung & Lee 2014).

Mobile apps can include:

Weather.

Travel.

Finance.

Social Media.

Fitness and Health.

Mobile Gaming.

However, to access many of the key features of LBS apps, collecting user data is requested, raising issues related to trust (Wang & Lin 2017; Zhang et al. 2015). To better understand user attitudes toward trust of LBS apps, this research undertook a qualitative research design approach, utilising focus groups as the main data collection method. Focus group discussions were held with apps users and Information Technology (IT)/app experts. Key insights, such as the attitudes toward trust characteristics that may influence the acceptance and adoption of mobile apps were drawn from the topic of interest.

Literature Review

The concept of trust has been theorised and categorised across a broad scope of disciplines (McKnight & Chervany 1996). As observed by numerous researchers, including Akrou et al. (2016, p. 269), Luhmann (1979) and Rousseau et al. (1998); trust, whilst being a concept fundamentally based on risk and vulnerability, is essential in business and personal relationships. However, given the conceptual scope of trust, various perceptions have been advanced within the Information Systems (IS) and trust literature (Rousseau et al. 1998, p. 398; Lewis & Weigert 1985).

Notably, throughout the extant literature (Akrou et al. 2016; Esmailzadeh 2020; Gefen, Benbasat, & Pavlou 2008, p. 283), trust has been measured extensively through a singular, cognitive lens, including within a mobile services theoretical framework, the Technology Acceptance Model for Mobile Services (TAMM) by Kaasinen (et al. 2011). However, ample support exists for a multidimensional perspective of trust (Lewis & Weigert 2012, p. 26). There are numerous typologies attributed to trust dimensions. However, this paper adopts three well-documented conceptualisations, namely:

- Cognitive
- Affective (emotional)
- Behavioural

Furthermore, given the reciprocal nature of trust, many trust measures have been treated in cognitive, affective and behavioural contexts (Lewis & Weigert 2012). Table 1 presents trust elements sourced from the extant literature and adopted for the current study.

Trust Concept	Trust characteristics	Source
Cognitive	Privacy	Kaasinen (2005a, p.117, 2005b);
	Honesty	Komiak & Benbasat (2006)
	Accuracy	Kaasinen (2005a, p. 117)
	Reliability	Kaasinen (2005a, pp. 74-117):
Affective (Emotional)	Benevolence (care, concern and welfare of individuals)	Sekhoni et al. (2014)
	Confidence	Akrou et al. (2016)
	Feelings of Security	Komiak & Benbasat (2006)
	Acting in an honest manner	Cummings & Bromiley (1996, p. 321)
Behavioural	Risk taking	Kim & Sundar (2016)
	Entering into informal contracts	Currall & Judge (1995, pp. 153-168).
	Available honest and transparent information	Currall & Judge (1995, pp. 153-168)
	Willingness to make purchasing decisions based on advertising	Soh, Reid & King (2009, p. 103).

Table 1. Multidimensional Trust Characteristics

Method

This paper articulates the qualitative findings from a broader research project which employed a mixed-methods design, while recognising the application and benefits of a purely quantitative approach. In speaking to the study's context, focus groups were held to better understand participants' attitudes toward trust within a mobile services environment (Krueger & Casey 2014, p. 4). Additionally, the focus group findings would help establish validity for the trust measures and help shape quantitative items for use in future research endeavours (Churchill 1979; Morgan 1997).

Focus Groups

Focus group discussions within the current study context involved end users of Location Based Services (LBS) apps, and IT experts familiar with both usage and development of apps. The discussions sought to understand the attitudes towards trust characteristics and how such trust elements may influence the acceptance and adoption of mobile apps. Southern Cross University (SCU), a regionally-based public University in Australia provided a population base for focus group recruitment.

There are varying viewpoints regarding when focus group saturation is reached (Morgan 1997; Nyumba et al. 2018). Employing email invitations, snowballing techniques and personal approaches resulted in 22 participants attending two focus group discussions. Individuals were representative of various age groups, gender and cultures (Nyumba et

al. 2018). Whilst the nature of the topic required homogenous groups, a mix of demographics facilitated very robust discussions. Thus, with the number of participants within the two groups, saturation was considered to be met.

Results and Discussion

In quantitative methods, data is collected, formulated and subsequently analysed. In contrast, focus group data collection and analysis are undertaken concurrently (Krueger & Casey 2000). This method of analysis has a key benefit of reviewing generated data whilst it is fresh and clear in the minds of the moderator and any assistants. The two focus groups were held sequentially. After conducting the first group discussion, the principal researcher (moderator) organised a debriefing session with focus group assistants. The generated data from handwritten notes and complemented by what Krueger and Casey (2014, p. 150) refer to as ‘memory-based analysis ...’ were reviewed. The same protocols were used for the second group.

Key themes from individual and group comments were manually coded and were later used to supplement the audio transcriptions. The current study treated both the group interaction and individual comments as the unit of analysis. From the discussions, the generated data included transcriptions from audio recordings; assistant’s hand-written notes; physical observations (body language) noted by the moderating team; the synergy within the groups; and follow up clarification with individuals. Audio data from each focus group was transcribed and iteratively checked by the principal researcher and an assistant. Wherever the audio clarity of comments was unclear, the moderating team consulted the hand-written notes, memory-based recollections and overall interaction within the groups.

Focus Group Responses

The three well documented trust dimensions and key elements that formed the basis of the focus group discussions are listed in Table 1. In the study context of trust and mobile app usage, individual and group comments reveal participant attitudes toward these various trust elements, presented in the following sections.

Cognitive Trust Characteristics

Widely used as a measurement of trust throughout the extant literature, displays of cognitive trust embody thought processes, logic and rational evaluation of products, services, individuals and organisations.

Privacy

Several from the user’s group expressed some scepticism regarding the collection of information.

‘Privacy is a big consideration for me when I’m using an app, and when I’m signing on to an app. If they start asking too many personal questions, I remove myself from that app immediately, because it is none of their business. So, it’s a key deciding factor for my participation for use of their platform.’

Many participants shared apprehension about apps requesting location and privacy.

‘I consider privacy to be very important when it comes to mobile apps. Many subscriptions to mobile services involve sharing of your location. ‘Why do you need to know my location, just so I can use this application?’ And so that suggests to me that that’s an invasion of privacy, and that I’m being held to ransom by having to give my location details simply to use their app’.

Concern about the lack of disclosure with collection of information was clearly evident.

‘I think it’s more that if there’s the fact that they are taking information. If they [the app developer] say to me, ‘Are you OK with us having this information?’ then I’m OK. But it’s when they’re secretly taking away my privacy without me knowing.’

Another participant also noted the possibility for misuse of information.

‘As someone who lives alone I do worry about location, very much so. If it [the app] shares that information, I’ve got an issue.’

Honesty

Both groups displayed some skepticism about honesty. However users and experts felt it was an important aspect of trust. Misuse of location sharing was expressed again as an issue.

‘I looked at the honesty in terms of, say Facebook, where you say, ‘No I don’t want my location to be made public.’ Yes, if an app provides information based on my location I like to think my location is not made public, unless I choose to.’

Several participants were sceptical concerning honesty from an app development perspective.

‘In an IT context, [it is] hard to define what honesty is.’

However, participants also agreed that honesty was nevertheless important.

‘In principal, it’s very important.’

Accuracy

The groups noted how accuracy was intrinsic to trust, relative to permissions sought, and presented by developers to app users. Examples, several participants illustrated the somewhat ambiguous description of purchased app features. *'I downloaded an app, I think a couple of months ago. And it said in the instructions, like 'This is what the app can do if you pay for it, and you can get this and this function.' And I wanted those functions, so I did pay for that particular part. And when I went on and used the app to, I could use that sort of function – but ... still not use the full use of it so I had to pay a little bit extra.'*

Others expressed that there was a clear relationship between accuracy and honesty.

'Like, I'll go for a free music tuner or something like that. 'Free,' and then I'll go 'Yep.' But then they'll say, 'Now if you want full service you have to pay extra ... It's dishonest.'

One participant echoed a similar sentiment from the group.

'You just got to assume that your information is being stored somewhere. Your data is their Facebook, your data is their product. When they start asking for permissions, and I look at the app and I say to myself, you don't need that. If there's a benefit to it, [and] I get a benefit from their permissions, okay. It's when they want access to my phone calls, this app has nothing to do with that.'

'They have lots of lawyers. Just ticking. But beyond that if we analyse [what] those terms and conditions [are]. There are 2, 3, 10 pages. If we want to utilise those, this is just my experience, I don't go and read [the permissions]. I want to use it. Just I tick and use it.'

Reliability

A robust discussion ensued following the trust element of reliability being presented to participants from the perspective of data collection. Several participants thought you couldn't always rely on app developers to safeguard user data from misuse, such as monetisation.

'If I download an app, I go into an app with the knowledge they are going to misuse it to some degree. I just found; I had an Instagram account I had a couple of years ago. And you have it 'private' assuming your account is private, and I found, I think it was three different apps on the internet, that had my profile completely public.'

'To add to that, some of the apps, like Google Maps, it is actually meant to give us the location and directions to a particular place, things like that. The app actually does that. But with that, it actually identifies our habits. So, where we go, which shop we are in. So that part of the app, I don't feel it is reliable.'

Several comments further reflected apprehensions regarding app providers' reliability to shield user data from exploitation.

'Reliability perhaps might extend to relying upon whoever holds your data to protect it from being stolen.'

A summary question asked participants what they considered to be the more important cognitive trust elements. The consensus from the groups was that privacy was paramount in their LBS app experience. Responses are presented in Table 2.

More Important Cognitive Trust Elements
<i>For me, privacy is more important.</i>
<i>I think because, you can find, you can find [out] about your privacy. To me, so that's the first thing I think about it. I think that's the most important one.</i>
<i>Privacy can bring those three units [honesty accuracy reliability together] They are subjective. Most [measures] are very difficult to evaluate. Privacy though, is measurable.</i>

Table 2. Important Cognitive Trust Elements

Affective Trust Characteristics

Benevolence

This trust characteristic is related to caring about the interests of another person.

One immediate and very vocal response expressed cynicism at the idea of care or concern within mobile app services. *'I think benevolence is a, an oxymoron when it comes to capitalist driven apps. I really don't think there's any place for benevolence in business. Big corporations, definitely not.'*

The discussion contrasted two major app developer organisations.

'I'm old enough to remember when Google was actually trusted by most people. Microsoft was less trusted. Because you didn't believe they had our best interests at heart, they were after our money. Google was a bit more open-source type attitudes. Now of course [that's] gone out the window. Now I look with suspicion with on things from Google. Don't trust them and that's directly because of that benevolence.'

The moderator posed a clarifying question: *'Would the absence of benevolence negate the importance of benevolence as a trust factor?'* The participant qualified their initial comment.

'If we're talking in emotional terms, benevolence is a big trust factor ... I think with the smaller app developers who have actually done research on something or trying to help people, they, they would have some benevolent motivations.'

Several others concurred that some apps are concern oriented, like weather apps.

'But in certain apps where they provide a warning when a flash flood can happen, when lightning can happen for like, the people, fisherman. Then they get warnings. Okay, like 'heavy wind will be there, so be careful', so there are certain apps which actually really care about you.'

'In using an app that provides services, that's almost them being benevolent to us'.

Confidence

This affective trust question asked participants their views on confidence in app developers.

Initially, there was a sceptical response.

'Confidence in [a] person? In an app developer?'

The group laughed and nodded in agreement. To further engage the group, the moderator compared confidence in a well-known developer instead of a comparatively unknown developer.

Several believed they would have confidence in the more established app developers.

'I think from a perspective of how secure the organisation is. So, when I see Google or Facebook ... they take their security as a high importance. So, if I come to know that some organisation is not – some of the apps I am using – they are not appreciating the [advice from] people who are looking into cyber-attacks ... then I won't have any confidence in using that app.'

'There's a point regarding Microsoft. It's an example for the confidence I have in Microsoft. So, what it did, they actually enhanced their anti-virus software. What happened was, in Australia there was a Trojan or a worm virus which has been going around. So, they took care of it. So, I'm saying all the big corporations, not the small ... I have confidence in them.'

Others agreed that having app certification would increase confidence.

'I like to see that technology has been tested and has a certificate. If I have that information, then I can have confidence, and trust. Without that evidence, there is no confidence.'

Security

The relationship of security with trust has been well documented in the Information Systems (IS) and trust literature. From the perspective of their LBS app usage experiences, viewpoints were sought on how secure they felt with app data collection and storage.

'Well, that's where, I guess I mentioned earlier, security also being where people want their privacy because their ex-partner's dangerous or whatever. Domestic violence and things like that. Mmm. So, that's how I take security in a physical [unfinished]. I know in an emotional sense, but it's also a physical thing, when you are using location-based apps.'

'I think security is [related to emotional trust]. We provide My Health Record to the company. The company can provide encryption [for] that data, so I say that provides me encryption for my data. I feel more comfortable.'

'My point, is when you use a mobile app, you technically ... you have no idea of security. [You] trust [the] provider. Like a life buoy you can actually grab. Technically, there is no way to know how they are going to use your information. How secure your information [will] be.'

Acting in an honest manner

This question focused on the relationship of app developers acting in an honest manner to the emotional dimension of trust. Strong viewpoints were recorded. Several responses were of the opinion that app reviews were trusted more than the app itself to act honestly.

'I do trust in reviews. I do trust other users, more than other companies. If I saw one and half stars I probably wouldn't get the app. I'd look for another one.'

'TripAdvisor for example. If I read a negative review (unheard text) the service provider has the opportunity to jump in straight away and rectify that. And even though that person might have had a bad experience if I feel the management has valued their comment and addressed it and made reparation to them they'll go right up in my esteem.'

'It happened with me transferring money to [another country] and someone said don't use [it], I don't remember the name of the app, I was just about to transfer money to [another country], I read many people don't get their money. I stopped there and used the Western Union app instead of that.'

Several other comments offered a realistic assessment of developers acting honestly.

'They could be very good actors. Just saying the right words.'

'They might be very honest, but the platform might be [not up to standard].'

'They act honest until they get what they want.'

The summary question asked participants to express what they viewed as the more important affective trust characteristics. Divergent viewpoints were recorded for this element of trust. Several viewed the affective trust characteristics as interrelated, such as confidence, acting honesty and security. Most participants were more definite, pointing to security as highly important when using mobile apps.

More Important Affective Trust Elements
<i>Security [is] most important. I don't want my details to go to the public. So, I go with security as it is very close to privacy to me.</i>
<i>Security</i>
<i>Security</i>
<i>Security</i>
<i>Trust is intuitive. If one (measure) is out of alignment, all [are] affected.</i>
<i>I agree with [participant] that all are interrelated. If you trust someone or some app you just consider all the things together. Like confidence, honesty and security.</i>
<i>I like to see that technology has been tested and has a certificate. If I have that information, then I can have confidence and trust. Without that evidence, there is no confidence.</i>

Table 3. Important Affective Trust Elements

Behavioural Trust Characteristics

Risk Taking

The groups were asked if they viewed risk taking as related to an aspect of behavioural trust. Participants readily agreed that downloading and using apps involved risk.

'Every time you download it [an app] you take a risk.'

'There is risk because of location. My daughter tried to put me on Tinder. Straight up, all the locations of the people come up. And that was scary, because it wasn't like Google where it says oh you are at [a certain location]. This was like all the people in the area. How many people with my name live at that location. I found it really frightening.'

Further comments highlighted an important trust principle defined in the literature; trust being fundamentally based on risk.

'You go onto Tinder and you find someone who likes you and then you actually trust that app. That is that particular person and you're going to meet them at 9pm tonight. You rock up there, and it's a 100-year-old little man. Because you did take the risk to say 'Yes'. And you show up there on your own, and so that is risk taking.'

'If there is a high level of trust, the perception of risk is going to be low. If there is a high level of risk, trust is low. So, you [are] taking a risk, placing trust in someone.'

'Never going to have trust for that app, until you take that risk.'

Making Decisions Based on Advertising

The group participants were asked to discuss how they viewed the relationship between advertising and the behavioural trust concept. App advertising could be within an app, or an app store may persuade users to try similar apps. A mixed response was evident.

Comments disclosed some disapproval for app advertising.

'I do not trust advertisement. Who pays lots of money, no-one guarantees good or high quality applications...The advertising information [you] cannot trust, because it is money driven.'

'Not really. I base my decision more on what the app does for me.'

'Advertising not good quality. I never trust an app that is advertised, unless I know from other resources, other experiences.'

Other comments, however, drew attention to the reality of developing apps. These viewpoints implied that some users might be influenced to download an app based on advertising.

'It costs a lot of money to build an app, so you either charge for it, or stick advertising on it. Even if you launch it, you still have to pay programmers. It's just a reality. How else to you launch an app? Unless you have a million downloads on the Play Store, how else [can you] launch a new app without the right social media presence? I have

no problems with people [in context; app developers using] advertising.'

'If listing in an app store, Google Play, [and] if I want to download something, I like to see it's professional. Like it's got a description, a proper description, a screenshot. Not looking dodgy, then I start wondering whether it's worth downloading. At least the ad should look professional.'

Transparent and Honesty

Speaking to the reciprocal nature of trust elements, some participants restated their view that many trust aspects are interrelated.

'So, risk taking is involved.'

'I deleted the app. It was important that it was honest to me. Well, I prefer transparency. Well, on that case, [participant implied not downloading a specific app] I didn't take any risk.'

Others expressed the importance of being transparent and honest.

'Yes, they [transparency, and honesty] are important. I can know what the app will do.'

'I find that transparency is the most important when considering behavioural trust and taking action. To give an example, some apps will charge additional cost / hidden after you have already downloaded a free or paid app to get full access to all functions of it [they are not transparent]. This has happened to me. Therefore, I now make sure that I will get the functionality that I expect before I download or purchase an app.'

Informal Agreements

Entering into an informal agreement was discussed whether participants viewed it as a relevant measure of behavioural trust. The groups agreed that accepting permissions requested by an LBS app constituted an informal agreement.

'I wanted to book tickets, someone suggested I download the Singapore Airline app. I downloaded it because I need it. And there is lot of information, so I agree, agree, agree, who has time to read all these? I just click, click, click accept it [laughing with others in the group who nodded in agreement]. It's just about trust.'

'You don't get a choice. You have got to make the decision based on whether you want the app or not. So I guess the trust is one side when I do that, unless say it's my bank app. Otherwise it's not about trust so much as to whether it's safe to download or something.'

'When you use an app, you trust. That's an informal agreement. You think the app provider will be responsible.'

The discussion of the four aspects of behavioural trust concluded by asking for further viewpoints. An overwhelming group response from the expert group was that risk taking was considered more important than the other aspects. However, the critical element from the user's group perspective was transparency and honesty.

More Important Behavioural Trust Elements
<i>Definitely risk taking for me.</i>
<i>Risk taking.</i>
<i>I think risk taking covers a few of them for me at this point.</i>
<i>Transparency, and honesty, I think. Let's me know my [where] information will go where, and how they will be processed.</i>
<i>Yes [transparency, and honesty]. If an organisation is being transparent, all the other things flow from that.</i>

Table 4. Important Behavioural Trust Elements

Key Findings and Conclusion

Both focus groups' audio transcriptions, handwritten notes, and memory-based recollections revealed valued insights. Strong support was expressed from the participant comments and group synergy for cognitive, affective and behavioural multidimensional trust concepts and the associated trust elements. Additionally, in addressing the wider mixed-methods study context, the findings provided qualitative validity (Churchill 1979; Morgan 1997; Venkatesh, Brown & Bala 2013, p. 33).

As discussed in the focus groups, cognitive, affective, and behavioural trust accurately defined the scope of trust concepts. Furthermore, participants viewed the various associated elements as relevant descriptions of the multidimensional concepts. Notably, both groups viewed privacy as the dominant cognitive trust characteristic in their app usage. Security was also considered paramount by most participants. However, some perceived aspects of affective trust were seen as being interrelated; which was echoed by the sentiment of one participant:

'Trust is intuitive. If one (measure) is out of alignment, all [are] affected.'

A more divergent view of behavioural trust was noticeable. Transparency and honesty resonated with the app users group. Pointing to the monetisation of user data, participants considered this trust element is crucial to their app experience. In contrast, there was equal consensus on risk taking from the experts group. The familiarity with both usage and app development may explain why risk taking was perceived as the dominant trust behaviour.

Despite any perceived negative implications from app usage, it was evident that participants were regular users of LBS mobile apps throughout the discussions. However, the comments associated with key trust aspects of privacy, security, transparency, and honesty intimated that several participants stopped using a particular app or turned off specific features. These actions suggest mitigating the concerns of personal data collection and location tracking may further motivate mobile app acceptance.

Whilst a qualitative approach lacks the quantitative statistical capacity to generalise findings, the outcomes of the focus groups were informative to the quantitative survey conducted in phase two of the broader research project. A modified and expanded TAM based theoretical framework will facilitate analytical testing of the causal relationships between the multidimensional trust concepts, statistically advancing trust attitudes towards mobile app acceptance.

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4Cs to Develop One's Leadership (Skills)

Kim Cheng Patrick Low, PhD
INDEPENDENT CONSULTANT

Elmira A. Ibrayeva, PhD
Associate Professor, Narxoz University

Abstract

The paper suggests the framework of 4Cs that are key and essential qualities to be developed or trained to grow one's leadership potential (and skills). The article is based on the analysis of several leading research papers on theories of leadership and ideas of prominent world's philosophers. Or to put it simply, based on life's simple tenets.

We need to plan, prioritize, and strategically develop our leadership skills. Every one of us wants to touch the sky, wouldn't you?

Here are several top strategies and pointers on ways to grow our leadership potential. Our key guidelines can be organized in the simple framework of three Cs, which are crucial for success in practicing leadership. The Leadership Quadrinity or the key four Cs for building one's leadership (skills) are CONTROLS, CONFIDENCE; CREATIVITY and CARING FOR OR LOVING PEOPLE/ BEING PEOPLE-CENTRED AND CARING FOR NATURE/ ENVIRONMENT.

Taking control and taking responsibility is where the road to leadership starts.

Have CONTROLS – One need to exercise controls for oneself (self-management) as well as over one's team (team management). For controls, it is far better for the person to be disciplined (be mindful such as the Buddhists' way of mindfulness or be trained mentally and/ or physically instructed and overall practiced/ exercised) and better still, if everyone and even the team is self-regulatory and directing. In control and being self-directing, the person/ team abstains from being involved in any bribe-taking or corrupt practices as well as other wrong-doings. Here, interestingly, the Prophet Mohammad (Al-Mamun Al-Suhrawardy 1992, p. 63) highlighted that, "The most excellent Jihad (Holy war) is that for the conquest of self." [1]. By the same token, the Taoists speak of knowing and conquering oneself is better than knowing and conquering others; self-conquest is the best conquest.

Note that with self-conquest, a leader must certainly be a man of high integrity (Owen, 2012, also cited in Low, 2014, p. 175). It is better to live truth instead of expressing or voicing it and one stands tall, also cited in Low (2014).

CONTROLS ensure CONSISTENCY. Here, the person/ leader sets targets, reviews periods (monitoring) and does opportunity (re)planning. These help a lot. Also, there is a need to measure rather than assess – assess through measurements once one has established this. One then sets sensible standards of performance, those that are realistic and achievable.

CONFIDENCE is the second key trait that is important for leading people, assuring them they can believe in you and that they will want to follow you. As without followers the leadership is not complete. You can still be the leader of your own life but the followers will bring you to a different level in your leadership.

Have CONFIDENCE in yourself. Don't think of yourself as being too small. The Dalai Lama suggested that, "If you think you are too small to make a difference, try sleeping with a mosquito." Lao Tzu once said, "At the centre of your

being, you have the answer; you know who you are and you know what you want.” [2].

Be CONFIDENT. And being confident indeed makes a person COOL, COMPOSED and CALM. And as the spirit of confidence builds and swells; (s)he COMMUNICATES WELL. Confidence helps and grows the person's communication processes such as the public presentation and negotiation outputs as well as interactions with the team/ team members and communications with the customers/ clients/ champions and prospects.

Certainly so, we also learn from the Old Masters who counsels, “Do not advise a fool, (s)he will dislike or hate you. But correct a wise person, (s)he will appreciate you.” The wise person learns. And interestingly, “learning is a treasure that will follow its owner everywhere.” (Chinese saying, cited in Low, 2018, 2013). [Learning too helps one in Kaizen or one's CONTINUOUS IMPROVEMENT.] Learning truly builds one's confidence. [2; italics, authors' words]. As (s)he learns, (s)he also subscribes to CHANGE. And change is improvement or one's betterment. [Here it is good to take note of everyday life's 4Cs, and they are choices, chances and changes. One must make a choice, to take a chance or one's life will never change]

Remember this – what Ralph Waldo Emerson once said that, “What lies behind you and what lies in front of you, pales in comparison to what lies inside of you.” [Inner motivation, the inner engine, is the fire that sets one's passion or zest, and it is more critical than external motivation.]

And interestingly too, Christopher Robin to Pooh (by A. A. Milne) once said, “Promise me you'll always remember: You're braver than you believe, and stronger than you seem, and smarter than you think.” [3].

It is, at this juncture, important to paraphrase Low (2018, 2013) and highlight these: Confucius' ways that is truly valuable and that can be applied in our daily life to increase one's confidence is that a person needs to be trustworthy. [5].

Why? Because when a person is given the trust by the superior or colleague(s) (peers/ staff), this reflects him (her) as being a trustworthy person. Besides, people like a trustworthy person. Being a trusted person reflects holding onto excellent values such as integrity, accountable and a person can gain the respect of others as how (s)he also respects others.” To be trusted, one needs to trust others too. And to be liked one must also like others – akin to “If you like people, people will like you”.

Overall, do take it as an important principle in life -

Never think that you are nothing...

Never think you are everything...

But always think you are something.

And you can achieve anything.

In short, do have confidence and you can achieve anything.

All in all, to build the person's confidence.

And here we come to our third C – CREATIVITY. A Libyan proverb speaks of, “If everyone thought alike, no goods would ever be sold.” The successful businessperson needs to be creative when it comes to selling and managing business. **(S)he** must also be creative to make an impression on his (her) prospects if (s)he wishes to get the business. **The leader must think creatively to lead the team, to see the path, to achieve goals and to elaborate strategies.**

The middle level manager seeing oneself as a leader should not just be an order taker, an order getter or an order handler – they simply handle the paperwork or they are just what the authors would term as the company bureaucrats. (S)he should be creative enough, generating ideas, making smart decisions, applying creative demonstrations of company products or services. (S)he should also be creative enough to handle his (her) customer's (team member's) objections. The successful creative businessperson, being knowledgeable, should know about the products being sold, and (s)he adopts message adaptation. The latter involves deciding what information is needed to sell to a particular customer and how that information should be presented to that customer.

CREATIVITY is where entrepreneurship starts. Creativity is why unique business decisions were made and original innovative products were created. “You need chaos in your soul to give birth to a dancing star.” Friedrich Nietzsche, Thus Spoke Zarathustra).

[Creatively dealing with chaos makes one determined and resilient; and with COURAGE, one forges on.]

Take note that creativity can diminish when one gets bored, discouraged at work or when one's work gets routinized. The authors believe and seriously take it that everyone has creativity when they are faced with new issues and/ or problems to solve or get new ideas to think about. It's not simply for the gifted few, or for people in the artistic or creative roles. People are naturally creative, inventive and innovative.

Paul Palink, Creative Consciousness, once said that, "Creativity perpetually invents itself." [3]. And indeed, "Creativity requires the courage to let go of certainties." (Erich Fromm). To get one's creative juices flowing again, change one's habits or let go certain habits. One needs to think new, think novel. Try or attempt something new every month. Meet new people at work. Talk to new clients. Look for intersections or connections — places where your department's work overlaps with another's. Sign up or volunteer for a cross-functional or combined departmental or divisional activity. And take or strive for obstacles as opportunities for research and analysis. For what reasons, are they there? What are they there for? Whom do they serve? What are their effects? What are other ways of getting the results you're searching for? Start by selecting obstacles one can change, and persist on from there. Find ways to share what one knows with others — write an article, make a presentation, lead a training session, or mentor a young upstart.

To complete the quadrinity is the fourth trait of developing leadership skills, that is, of CARING FOR OR LOVING PEOPLE/ BEING PEOPLE-CENTRED AND CARING FOR NATURE/ ENVIRONMENT. All of us need to be responsible. We must act and act responsibly. And one loves one's fellow beings, one shows care for them. And one can relate well with them.

In Buddhism, loving-kindness is giving others happiness (aka relating well with others). Compassion is removing the bitterness of others; joy is removing the suffering of others. And in Islam, leader cannot be self-centered or self-indulgent. (Prophet Mohammad cited in Al-Mamun Al-Suhrawardy, 1992: 111, also cited in Low, 2014, p. 176).

All of us are presently indeed living in the age of the individual; and we are slow to give. However, indeed when people contribute and be a useful member of society, they feel good; they also feel part of something greater than oneself (Lonely Planet, 2011: 113, also cited in Low, 2014) and become committed. Also, leaders and in fact all of us should make the connections; home is where earth is and note that one becomes happy when one realizes one's connection and does not feel out of place or out of time (Lonely Planet, 2011: 95, also cited in Low, 2014).

All of us should truly appreciate nature ("Let nature make your heart sing"; Lonely Planet, 2011: 65) and see everything and the world with "a good eye" (Parry, 2004, also cited in Low, 2014). The Bible (and the Koran) assert that human beings are to be the stewards or keepers of earth's environment. In the Talmud, we are told not to waste any resources, natural or artificial because they are not ours to dispose of; besides, we are responsible for any damage we cause (Kahaner, 2003, also cited in Low, 2014, p. 178, italics, authors').

The fourth trait also neatly ties-in with CORPORATE SOCIAL RESPONSIBILITY. Note that this CARING FOR OR LOVING PEOPLE/ BEING PEOPLE-CENTRED AND CARING FOR NATURE/ ENVIRONMENT is closely linked with CONTROLS (the first trait), one does it out of love and passion and the CONTROLS are born out of love and not out of fear. McGregor's Theory Y is deployed and is in action; and NOT that of theory X.

Figure 1 shows the framework of the 4Cs of developing leadership skills.

Figure 1: 4Cs: The Quadrinity of Developing Leadership Skills



Therefore, all in all, in this paper we analyzed the works of gurus in leadership and have created a basic framework for building leadership based on theories and research done in the field. The Four Cs traits can help one develop leadership in one's personality and to succeed in one's business or professional field(s).

To conclude, we would also like to stress the key element, the rocket fuel that was highlighted by most prominent leaders and achievers, that is, to work hard. Some people dream of success while others wake up and work hard for it. Yes, it is the good old-fashioned virtue of working hard as Martin Luther King Jr. (1929-1968), the American black leader once said, "Whatever your life's work is, do it well. A man should do his job so well that the living, the dead, and the unborn could do it no better." The late Og Mandino spoke of, "Always do your best. What you plant now, you will harvest later." "There's no lotion or potion that will make sales faster and easier for you – unless your potion is hard work." (Jeffrey Gitomer). [6].

Everybody has to fight right here in this world to resolve or surmount every issue within the way to achievement. For this hard working is necessary. Learn well from proverbs here, it talks of the ants and one can learn from them. The ants can help one succeed professionally more than one's academic or technical education. Ants are diligent and prudent: diligent by working hard without coercion, and prudent by saving part of all production. One needs to learn these two basic rules for success to amount to anything in life.

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Navigating the Excellence Paradox within Postgraduate Research and Supervision; - Are we fighting a losing battle?

Tennyson Mgutshini, Professor, PhD

mgutst@unisa.ac.za

Executive Dean. College of Graduate Studies. University of South Africa (UNISA).

Scope: -

The world of postgraduate student development is faced with wide ranging and sometimes contradictory challenges that range from promoting the inclusion of borderline students with substantially higher learner support needs, to the promotion of “across-the-board” excellence among postgraduate students. To this end, education providers are tasked with the provision of interventions to increase success rates and promote innovative, and entrepreneurially sound research agenda among learners who, by all accounts, have demonstrably lower readiness than has historically been the case. Critically, Higher order research competencies pose exceptional challenges in this context which has (i) dropout rates that range anything from 29% to 45% within the first year of postgraduate study. (ii) a significant proportion of underprepared students and (iii) a less experienced cohort of research mentors.

Objective and Motivation: - Against this backdrop, the proposed full-length presentation aims to engage attendees in a guided critical exploration of the excellence paradox within postgraduate research. Using the South African higher education system as atypical case, the engagement and presentation will offer a scholarly depiction of the nature of challenges that face post graduate research management entities as they seek to promote higher order research competencies amongst cohorts of students who are increasingly less ready for the requirements of post graduate research. In addition to articulating the challenges presented by the somewhat contradictory agenda, the presentation will provide an exploration of potential corrective actions that universities should consider within this area of practice.



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