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VOLUME 14

ISSUE 4

VERSION 1.0



GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES – PSYCHOLOGY

GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES – PSYCHOLOGY

VOLUME 14 ISSUE 4 (VER. 1.0)

OPEN ASSOCIATION OF RESEARCH SOCIETY

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GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES - PSYCHOLOGY
Volume 14 Issue 4 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Performance Management Practices in Institutions of Higher Education: An Instrument Development

By James Kagaari R. K.

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Abstract- Purpose: The purpose of this study was to develop and validate an instrument for measuring and assessing perceived performance management practices in Institutions of Higher Education in Uganda. These practices are based on metaphors derived from the agency, upper echelon, resource-based view, dynamic capability and goal setting theories.

Design/methodology/approach: Item development was a result of an intensive literature review, reliability assessment, exploratory and confirmatory factor analyses. A survey that involved a sample of 447 respondents in four Institutions of Higher Education in Uganda was conducted.

Findings: Results show that the items are related to individual member's perceived performance management practices that were based on appropriate employer-employee relationships, locus of decision making, identifying and utilising available resources and involving employees in goal setting to achieve performance in an ever changing environment. Using the confirmatory factor analysis (CFA)/ structural equation modelling (SEM), moderate model fit indices and construct validity results plausibly yielded a model that fits the data. Goodness-of-fit index (GFI = .961), comparative fit index (CFI = .977) and normed-fit- index (NFI = .944) and Tucker Lewis Index (TLI = .969) were above suggested threshold values >.90 and RMSEA = .039 was obtained.

Keywords: *performance management practices; institutions of higher education; Uganda.*

GJHSS-A Classification : *FOR Code: 130199*



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Research limitations/implications: The data used is a single sample from a studied population even when a systematic procedure of instrument development (i.e. descriptive statistics, reliability and inter-correlation analysis, exploratory and confirmatory factor analysis) was conducted could limit generalisability of the results. The procedure could be replicated using different samples in the same population.

Originality/value: Scores at the individual level could be used to promote performance management practices in Institutions of Higher Education in Uganda.

Keywords: performance management practices; institutions of higher education; Uganda.

1. INTRODUCTION

According to Sekhar (2007), there is no broader system of management of the people which has received much importance and attention as performance management system in organizations. Baron and Armstrong (2002) assert that performance

organization, teams, and individuals within it, management is getting better results from understanding and managing performance, within agreed framework of planned goals, standards and competence requirements. Houldsworth and Jirasinghe (2005) argue that performance is through which managers ensure that employee activities and outputs are congruent with the organizations goals. Halachmi (2005) argues that performance management can take many forms from dealing with issues internal to the organization to catering to stakeholders or handling issues in its environment and paying due attention to the human (behavioral) side of the enterprise. To better understand, explain and implement PM requires having practices that involve: establishing results-oriented relationships by developing appropriate PM processes and structures; identifying and using available resources that are paramount to regular setting of targets; ensuring information flow in a changing work environment (Kagaari, 2011).

According to de Waal (2007), performance management, and especially the fostering of performance-driven behaviour, cannot be implemented lightly and should not be underestimated. It takes continuous attention, dedication and in particular, stamina from management to keep focusing on performance management in order to keep it "alive" in the organisation (de Waal, 2007). For instance, de Waal's (2007) study on performance management systems in institutions of higher education, found a low score on action orientation, which is caused by the management being composed of mainly academics who, in contrast to practitioners, tend to think things through (too long) before acting. Kagaari (2011) also found that even when employees in institutions of higher education in Uganda are involved in strategic planning, a core activity of performance management, the implementation process becomes difficult because of the poor incentive structures. Armstrong (1992) argued that studies on performance management mostly concentrate on macro factors and examination of individual perceptions of performance management practices is still scanty. de Waal citing Abdel Aziz et al. (2005) further argued that scientific and professional literature specifically on implementing performance

management in developing countries is scarce. In Africa, studies on PM are limited and particularly for Institutions of Higher Education in Uganda.

This study particularly focuses on performance management (PM) practices in higher institutions of learning. Unfortunately, there is no existing reliable and valid instrument for measuring these PM practices. The purpose of this study is to develop and validate an instrument that will reliably assist in tapping information from employees for purposes of testing a conceptual model of performance management practices in Institutions of Higher Education in Uganda. This will in turn minimise introducing and copying tools and systems from the western world which are not always the best suited to local circumstances (de Waal, 2007).

II. LITERATURE REVIEW

Kagaari's study (2011) based on the regular activities employees in public universities are engaged in identifies five constructs of performance management practices: Agency relations, locus of decision making, relevant resources, dynamic capability and goal setting. The purpose of this study was to develop and evaluate an instrument for empirical gauging of performance management practices in Institutions of Higher Education in Uganda. Such an understanding is best achieved by meeting the following objectives (Straub et al., 2004):

1. identifying the initial items that may help explain performance management practices and determine them by employing an exploratory survey approach;
2. confirming the representativeness to a particular construct domain; and
3. finally testing the instrument in order to confirm the reliability of items and construct validity.

Accordingly, exploratory factor analysis (EFA) as a modelling approach is normally used for studying hypothetical constructs by using a variety of observable proxies or indicators of them that can be directly measured (Raykov & Marcoulides, 2006) but well aware that it is not a hypothesis-testing procedure (Hanley, Meigs, Williams, Haffner, & D'Agostino, 2005).

Raykov and Marcoulides (2006) argue that the major concern of exploratory factor analysis is to determine how many factors, latent constructs, are needed to explain well the relationship among a given set of observed measures. Then, the confirmatory factor analysis quantifies, tests and confirms the details of the of a pre-existing factor structure. CFA requires that the complete details of the proposed model be specified before it is fitted to the data. According to Brown (2006), confirmatory factor analysis is appropriate for construct validation and test construction.

CFA is also frequently used as a first step to assess the proposed measurement model in a structural equation model (MacCallum & Austin, 2000). Many of

the rules of interpretation regarding assessment of model fit and model modification in structural equation modelling apply equally to CFA. CFA is distinguished from structural equation modelling by the fact that in CFA, there are no directed arrows between latent factors. In other words, while in CFA factors are not presumed to directly cause one another, SEM often does specify particular factors and variables to cause one another. In the context of SEM, the CFA often is called 'the measurement model', while the relations between the latent variables (with directed arrows) are called 'the structural model'. Structural equation modelling is a multivariate technique that has a number of advantages: explicit assumptions, precision of the model, and complete representation of complex theories (Bagozzi, 1980 cited in Fisher, Elrod, & Mehta, 2009) because it requires clear definitions.

According to Tomarken and Waller (2003), the primary purpose of structural equation modelling (SEM) as a broad-analytic framework, is to assess whether a specific model fits well or which of the several alternative models fits best. Accordingly the development, assessment, selection of statistical tests of fit and fit indices is critical in SEM domain (Tomarken & Waller, 2003). Marsh and Grayson cited in Schermelleh-Engel, Moosbrugger and Muller (2003) noted that there are no established guidelines for what minimal conditions constitute an adequate fit rather establishing that the model is identified, the iterative estimation procedure converges, all parameter estimates have reasonable sizes and the patterns in the residual matrix for standardized residuals do not indicate signs of ill fit.

III. METHODOLOGY

According to Straub, Boudreau, and Gefen (2004), validating an instrument is a critical step before testing a conceptual model. Validating an instrument is rigorous and requires patience (Straub et al., 2004). The development of an instrument intended to measure performance management practices in institutions of higher learning in Uganda began from scratch following a number of stages that involved selection and creation of items, exploratory survey, content validity, pilot test and confirmatory study (Dwivedi, Choudrie & Brinkman, 2006). Then structural equation modelling as a versatile tool (MacCallum & Austin, 2000) was used to establish the model fit, construct validity and reliability. The process of instrument development followed De Vellis' (1991) proposed eight steps:

- i. Determining clearly what it is you want to measure
- ii. Generating the item pool
- iii. Determining the format of the measurement
- iv. Having the initial items reviewed by a panel of experts
- v. Considering inclusion of validation items
- vi. Administering items to administrative sample

- vii. Evaluating the items
- viii. Optimising the scale length.

With the review of the literature on agency, upper echelon, resource-based view, dynamic capability and goal setting (Locke & Latham, 1990, 2003, 2005) theories. Metaphors such as agency relations, relevant resources, and locus of decision making, dynamic capability and goal setting were derived and a pool of items generated. This was part of the exploratory survey that led to initial and selection of items, testing their reliability and content validation. The pilot tests revealed areas to be improved on such as wording, format that the questionnaire is not very long and logical

sequencing of the questions. Using twenty five subject experts who mainly comprised of postgraduate students, item clarity and readability of the questionnaire was ensured. These steps of face and content validity of items confirmed the extent to which the items reflected the constructs. Face validity being the extent to which the content of the items is consistent with the construct definition was based solely on the researcher's judgement (Din, Zakaria, Mastor, Razak, Embi & Ariffin, 2009). Content validity is the extent to which the items comprehensively represent the identified construct (Joo & Lee, 2011) (see Table 1.

Table 1

		Indices				
		1 Dynamic Capability	2 Locus of Decision Making	3 Relevant resources	4 Goal setting	5 Agency relations
	In this institution there is documentation of new knowledge in decision making	.84				
	In this institution there is sharing of new knowledge in problem solving situation	.82				
	In this institution there is sharing of new knowledge in decision making	.80				
	In this institution incentives are administered by objective criteria		.87			
	In this institution rewards are administered by objective criteria		.83			
	In this institution top management team members share the vision with employees		.61			
	In this institution relevant resources are act as triggers for innovation			.80		
	In this institution resources act as triggers for collaborative problem solving			.79		
	A number of relevant resources are integrated to increase our effectiveness			.77		
	In this institution employees set themselves challenging but achievable goals				.81	
	In this institution employees are committed to their goals				.82	
	In this institution employees are encouraged to set their own task goals				.62	
	Policies and procedures of the institution are clearly defined					.78
	The review of the of decisions taken by the university top leaders s done formally					.76
	The reviews of the decisions taken by the university top leaders is comprehensively					.66
	Eigen Values	2.31	2.14	2.09	1.89	1.89
	% of Variance	15.43	14.28	13.91	12.57	12.50
	Cumulative %	15.43	29.71	43.62	56.18	68.68

Thereafter, a self-administered structured questionnaire was administered to 900 respondents, 477 questionnaires were returned and only 447 were usable. The original questionnaire comprised of 67 items measuring five exogenous dimensions. A four-point Likert scale was used, where 1 = strongly disagree and 4 = strongly agree. This scale was adopted after (Munene, 2005, personal communication)

realising that most respondents would mainly score the neutral anchor of any odd scale.

IV. DATA CLEANING, EDITING AND RELIABILITY

To confirm the instrument, a Software Package for Social Scientists (SPSS) version 17 was used for statistical analysis to obtain descriptive statistics,

calculate both the exploratory factor analysis and instrument reliability analysis results. The missing data was checked and confirmed to be missing completely at random (MCAR). Maximum likelihood (direct ML) is one of the most widely preferred methods for handling missing data in SEM and other data analytic contexts (Allison, 2003; Schafer & Graham, 2002). Missing completely at random (MCAR) with $p > .05$ means that the two groups are significantly different from each other and so the missing values are random (Ntayi, 2011).

Data was then filled using maximum likelihood (ML), which assumes multivariate normality, but provides goodness of fit evaluation and, in some cases, significance tests and confidence intervals of parameter estimates. MCAR is a precursor to confirmatory factor analysis and structural equation. The descriptive statistics, including the mean, standard deviation, skewness, and kurtosis were examined (see Table 1). Skewness and kurtosis of an item with an absolute value exceeding 1.0 is considered unsuitable for measurement instruments (EOM, 1996) cited in Joo and Lee (2010). The values of skewness and kurtosis obtained were acceptable. The adequacy of the sample was determined using the Kaiser-Meyer-Olkin measure of sampling adequacy (0.87) and the Bartlett's test of sphericity ($\chi^2 = 1977.09$, $df = 91$, $p = .00$). The results indicated that the preconditions of normality and homoscedasticity were satisfied. The sample size was greater than 300 and Cronbach's alpha values obtained

for all the constructs exceeded acceptable value of .70 (Nunnally, 1998; Field, 2005; Garson, 2005) in Table 2.

In order to examine whether the items are unidimensional, inter-item and corrected item-to-total correlations were analysed. Particularly, all those items with item-to-total correlations within the range of .30 to .40, which are considered the minimum level of interpretation of the structure, were kept (Din, Zakaria, Mastor, Razak, Embi, & Ariffin, 2009). According to Burton and Mazerolle (2011), inter-item correlations for items intended to measure the same item the same construct should be moderate and not too high (i.e. .30 - .60). A survey item unidimensionality means a single item helps the researcher understand or assess only one latent construct not multiple constructs being measured by the survey (Burton & Mazerolle, 2011).

All methods indicated that exploratory factor analysis was appropriate and was conducted to examine the relationships among the items and to identify clusters of items that share sufficient variation to justify their existence as a factor or construct to be measured by the instrument (Burton & Mazerolle, 2011). EFA helps in reducing the number of items in a proposed survey so that the remaining items can best explain the constructs under investigation. Researchers use exploratory factor analysis (EFA) in determining the underlying factors that structure the instrument. For instance, in this study all cross loading items and items with factor loadings less than .50 were eliminated from the instrument (Table 2).

Table 2 : Descriptive statistics of measurement items

	Item Indicator	Item Code	Mean	SD	Skewness	Kurtosis	Item-Total Corr.	EFA loadings	α -Cronb. Alpha
Agency Relations (Problem solving){Literature: Jensen and Meckling(1976); Martinez and Kennerley (2005); Sperber (1996);Morris, Menon and Ames (2001); Hendry (2005); Daily, Dalton and Cannella (2003); Hermalin and Weisbach (2003)}.									
1.	Policies and procedures of the institution are clearly defined	Agency4	2.67	.90	-.26	-.67	.47	.78	.71
2.	The review of the of decisions taken by the university top leaders s done formal	Agency5	2.72	.81	-.51	-.03	.49	.76	
3.	The reviews of the decisions taken by the university top leaders is comprehensive	Agency7	2.18	.74	.22	-.20	.53	.66	
Locus of Decision Making {Literature: Hambrick and Mason (1984, 1992); Carlzon (1989); Brode (1994); Katzenback and Smith (1993)}.									
1.	In this institution rewards are administered by objective criteria	Echelon 7	2.06	.82	.38	-.43	.52	.83	.76
2.	In this institution incentives are administered by objective criteria	Echelon 8	2.06	.79	.48	-.09	.52	.87	
3.	In this institution TMT members share the vision with employees	Echelon 13	2.13	.90	.32	-.73	.54	.61	
Relevant Resources (Resource utilisation) {Literature: Penrose(1959); Isobe, Makino and Montgomery (2003); Donaldson and Lorsch (1983); Dutton and Duncan (1987); Gordon and Cummins (1979); Amit and Schoemaker (1993); Barney (1991, 2001, 2002); Wernefelt (1984); Collis and Montgomery (1995); Rouse and Dallenbach (2002)}.									
	A number of relevant resources are integrated to increase our effectiveness	Rbv 13	2.65	.67	-.52	.23	.43	.77	.76
	In this institution relevant resources are act as triggers for innovation.	Rbv 14	2.72	.68	-.79	.72	.46	.80	

	In this institution resources act as triggers for collaborative problem solving.	Rbv 15	2.51	.76	-.33	-.33	.46	.79	
Dynamic Capability(Information sharing and flowing){ Literature: Shore, Porter and Zahra (2004); Coyle-Shapiro, Shore, Taylor and Tetrick (2004); Choo and Johnson (2004)}									
1.	In this institution there is sharing of new knowledge in decision making	Dynmc6	2.49	.74	-.31	-.31	.68	.80	.86
2.	In this institution there is documentation of new knowledge in decision making	Dynmc7	2.39	.75	-.12	-.43	.61	.84	
3.	In this institution there is sharing of new knowledge in problem solving situation	Dynmc8	2.43	.76	-.06	-.37	.61	.82	
Goal Setting (Planning) {Literature: Locke (1978, 2001,); Locke and Latham (1990); Vandewalle (1997); Latham (2001); Latham and Lee (1986); Ryan (1970); Veccho and Appelbaum (1995)}									
1.	in this institution employees set themselves challenging but achievable goals	Goal4	2.55	.70	-.29	-.14	.35	.81	.68
2.	In this institution employees are committed to their goals	Goal5	2.67	.73	-.30	-.07	.38	.82	
3.	In this institution employees are encouraged to set their own task goals	Goal11	2.34	.79	-.20	-.36	.40	.62	

V. DESCRIPTION OF THE SAMPLE

The findings showed that of the respondents: 62 percent were male; 38 percent were female; 64 percent had ages below 40 years and 36 per cent above 40 years; 66.2 percent were married; 29.5 per cent were single; 2.2 percent separated; .7 percent divorced and 1.3 per cent widowed; 45 percent had a postgraduate degree and above; 5.6 percent had certificates; 13.4 per cent had diplomas; 35.6 per cent had a first degree; 36 elsewhere before joining university service whereas 26 percent had no working experience on joining university employment.

VI. THE MEASUREMENT MODEL

Exploratory factor analysis (EFA) results suggested five factors, which seem to measure performance management practices. However, EFA is generally acknowledged as insufficient for the assessment of dimensionality (Rubio et al., 2001 cited in Vieira, 2011). According to Brown (2006), EFA has a problem of indeterminacy of factor scores, which is resolved by confirmatory factor analysis (CFA) and structural equation modelling (SEM) because the analytic framework eliminates the need to compute factor scores. Unlike EFA, CFA/SEM offer modelling flexible such that additional variables can be brought into analysis to serve as correlates, predictors, or outcomes of the latent variables. Often, CFA is used as a precursor to SEM (Brown, 2006). CFA is used in the measurement model to specify the number of factors, how the various indicators are related to the latent factors, and the relationship among indicators' errors. CFA was conducted to minimise the difference between estimated and observed matrices (Din, Zakaria, Mastor, Razak, Embi & Ariffin, 2009). The structural equation model specifies how the various latent variables are related to one another such as direct or indirect effects, no relationship and spurious relationship (Brown, 2006).

For the identified dimensions (latent variable) in the measurement model, three to seven items were developed for each latent variable. To confirm the measurement items, reliability and validation was conducted following empirical data using a confirmatory factor analysis (CFA). According to DeVellis (2003), confirmation of the instrument minimizes costs and risks that could arise out of poor measures.

For the confirmatory factor analysis (CFA) in structural equation modeling (SEM), AMOS 8.0 software program was used (Schermelel-Engel, Moosbrugger, & Müller, 2003). The program adopted maximum likelihood estimation to generate estimates in the full-fledged measurement model. According to Hair et al. (2010), there is no single rule for reporting or guaranteeing a correct model but a researcher should report at least one incremental index, one absolute index, in addition to χ^2 values and associated degrees of freedom. The goodness-of-fit statistics that were tested included: Chi square, Absolute Fit Indices and Incremental fit indices in Table 3. A non-significant χ^2 ($p > 0.05$) is considered to be a good fit for the χ^2 GOF measure. However, it is believed that this does not necessarily mean a model with significant χ^2 to be a poor fit. This is because the results are highly dependent on sample sizes (Barret, 2006). Large sample sizes can lead to almost rejection of the null hypothesis even when models are trivially misspecified. Also, poorly specified models might be accepted if sample sizes are small. According to Tomarken and Waller (2003), chi-square test of exact fit is primarily a badness-of-fit measure that facilitates dichotomous acceptance or rejection decisions but provides less information about degree of fit. As a result consideration of the ratio of χ^2 to degrees of freedom (χ^2/df) is proposed to measure as an additional measure of GOF. A value smaller than 3 is recommended for the ratio (χ^2/df) for accepting the model to be a good fit (Chin, et al. 1995). However, Kline (1998) cited in Mostafa (2010) warned researchers

against reporting this ratio as an index of fit. Marsh et al. (1988) further clarify that this ratio behaves mathematically similar to χ^2 and Bollen (1989) dismissed this ratio as unreasonable for assessing fit.

The GFI is developed to overcome the limitations of the sample size dependent χ^2 measures as GOF (Joreskog, et al. 1993). A GFI value higher than 0.90 is recommended as a guideline for a good fit. Extension of the GFI is AGFI, adjusted by the ratio of degrees of freedom for the proposed model to the degrees of freedom for the null model. An AGFI value greater than 0.9, is an indicator of good fit (Segars, et al., 1993). RMSEA measures the mean discrepancy between the population estimates from the model and the observed sample values. $RMSEA < 0.1$ indicates good model fit (Browne and Cudeck, 1993; Hair, Anderson, Tatham, & Black, 1998). Reporting the χ^2 value and degrees of freedom, the CFI or TLI, and RMSEA will usually provide unique information to evaluate the model (Hair et al., 2010). However, the problem of sample size dependency cannot be eliminated by this procedure (Ruiz, 2000 cited in Schermelleh-Engel, Moosbrugger, & Müller, 2003).

The Incremental fit indices measure the improvement of fit by comparing the proposed model with a model that assumes that there is no association among the observed variables and which is usually called the independence model. The normed fit index (NFI), the Tucker-Lewis index (TLI) and the comparative fit index (CFI) — the values of these indices should be close to 1 to indicate a good fit were tested (Hair et al., 1998).

VII. RELIABILITY AND VALIDITY

In this study, the reliability tests included internal consistency reliability measures, item reliability measures and construct reliability measures. The Cronbach coefficient values for the final model are indicated in Table 2. The acceptable values range from .68 to .86. Goal setting has the lowest value of .68. After CFA, the overall internal consistency reliability coefficient, Cronbach value obtained was .86. Hair et al. (2010) argue that as SEM matures the previous guidelines such as “sample sizes of 300 are required” are no longer appropriate rather that sample size decisions should be based on a set of factors. For instance, a minimum sample size of 300, models with seven or fewer constructs, lower communalities below .45 and/or multiple underidentified (fewer than three) constructs are plausible. The communality measures the percent of variance in a given variable explained by all the factors jointly and may be interpreted as the reliability of the indicator (Gason, 2008) in Table 4. An item's communality or item reliability is the square of a standardized factor loading, which represents how much variation in an item is explained by the latent factor. An item reliability of .50 is the minimum

acceptable value although lower values be accepted with large sample sizes. The standardised factor loadings ranged from .53 to .87 as shown in Table 2 are an indication of acceptable convergent validity. The construct reliability values are indicated in Table 4, ranging from .68 to .87. Construct reliability (CR) above the 0.70 threshold and an average extracted variance (AVE) above the .50 threshold are recommended by Hair et al. (1998), which this study achieved as indicated in Table 4.

To get satisfactory discriminant validity, the square root of average variance extracted (AVE) for each construct should be greater than the correlation between the construct and the other constructs (Sridharan, Deng, Kirk & Corbitt (2010). Table 5 shows the obtained and acceptable discriminant validity values between each pair of construct and all AVE square root values indicated are greater than the correlation between the constructs. For example, dynamic capability showed highest discriminant validity among all other constructs. The square root of AVE for dynamic capability was .83 while the correlation between dynamic capability and other constructs ranged from .52 to .63. Following Cohen, Cohen, Aiken and West's (2003) criteria correlation value ($r > .10$) was considered to be weak, ($r > .30$) was defined to be moderate and ($r > .50$) was considered to be strong.

VIII. RESULTS

The measurement model of 52 items deductively generated (Hinkin, 1998 cited in Yeo & Frederiks, 2011) loading on five exogeneous variables that yielded unsatisfactory fit indices (e.g. NFI = .77, GFI = .74, TLI = .85, CFI = .85). Based on the guidelines for these values, problematic items that caused unacceptable model fit were excluded. Remodelling to assess which specific model fits the data well (Tomarken & Waller, 2003), yielded a more parsimonious model of 15 items in Figure 1 (e.g. $RMSEA = .039$, Ninety per cent confidence interval for $RMSEA$ is .039 (LO90 = .027, HI90 = .050), $GFI = .961$, $NFI = .944$, $TLI = .969$, $CFI = .977$, $RMR = .001$, $AGFI = .942$, $PNFI = .719$, $\chi^2 = 133.886$, $df = 80$; $p = .000$, $\chi^2/df = 1.674$ in Table 3). Schermelleh-Engel, Moosbrugger and Muller (2003) argued that the number of variable indicators should be considered for choosing a sufficient large sample size. Hau, Balla, and Grayson (1998), Marsh and Hau (1999), Boomsma and Hoogland (2001), cited in Schermelleh-Engel, Moosbrugger and Muller (2003) argued that using confirmatory factor analyses with 6 to 12 indicator variables per latent factor a sample size of $N = 100$ is necessary. With two indicators per factor one should at least have a sample size of $N \geq 400$. In otherwords, more indicators may compensate for small sample size, a large sample size may compensate for a few

indicators. In this study, the sample size of 447 was sufficiently large enough to meet this requirement.

In CFA, there are no “outcome variables”. The model that was fitted could only be assessed using the discrepancy between model implied covariances and the observed covariances (Barret, 2006). In view of that assertion, SEM deals with the relationships between latent variables only with the advantage that these

variables are free of random error (Stoelting, 2009); errors were estimated and removed, leaving only the common variance. Byrne (2010) argued that the fit statistics resulting from the model will be equivalent, either if it is parameterised as a first order or a second-order structure based on theory.

Table 3 : Goodness of test results for the measurement model (First-Order)

Model	Chi-square (χ^2)			Absolute fit indices					Incremental fit indices		
	$\chi^2 =$ 133.886	df = 80	P = .000	$\chi^2/df =$ 1.674	RMR = .001	GFI = .961	AGFI = .942	RMSEA = .039 LO90 = .027 HI90 = .050	NFI = .944	TLI = .969	CFI = .977
Model with 5 correlated factors											
Recommended value			$\geq .05$	≤ 3.0		$\geq .90$	$\geq .90$	$\leq .10$	$\geq .90$	$\geq .90$	$\geq .90$

Table 4 : Parameter estimates, standard errors and R² for the proposed instrument

Construct	Standardised factor loadings (λ)	λ^2 = Item Reliability (communalities in EFA)	$\delta = 1 - \lambda^2$ Standardised error variance	$\Sigma(\delta)$	$\Sigma(\lambda^2)$ = Eigen values in EFA	Average variance extracted (AVE) = $\Sigma(\lambda^2)/n$	$\Sigma(\lambda)^2$	Construct Reliability $\Sigma(\lambda)^2 / \Sigma(\lambda)^2 + \Sigma(\delta)$
agen4	.61	.37	.63	1.73	1.27	.42	3.80	.70
agen5	.63	.40	.60					
agen7	.71	.50	.50					
Echlo7	.79	.62	.38	1.35	1.65	.55	4.88	.75
Echlo8	.82	.67	.33					
echlo13	.60	.36	.64					
rebv13	.68	.46	.54	1.46	1.54	.51	4.62	.76
rebv14	.75	.56	.44					
rebv15	.72	.52	.48					
dymc6	.87	.76	.24	.93	2.07	.69	6.20	.87
dymc7	.83	.69	.31					
dymc8	.79	.62	.38					
gol4	.70	.49	.51	1.71	1.29	.43	3.76	.68
gol5	.75	.56	.44					
gol11	.49	.24	.76					

Table 5 : AVE Square roots and inter-correlations

	Agency	Echelon	Resources	Capability	Goal setting
Agency	.65				
Echelon	.64	.74			
Resources	.41	.35	.71		
Capability	.63	.52	.53	.83	
Goal setting	.37	.32	.42	.40	.66

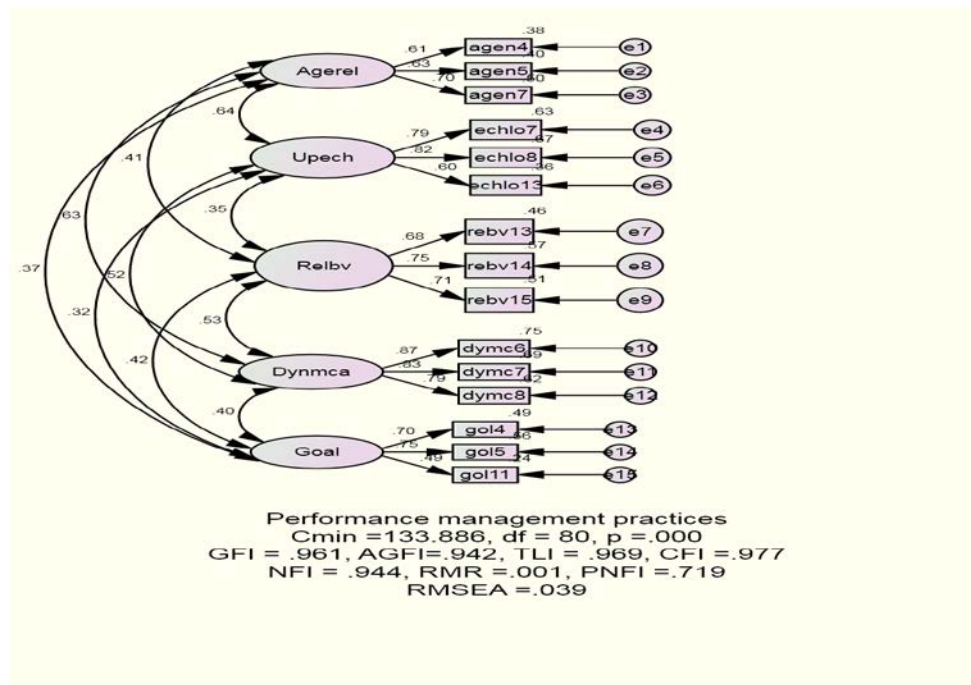


Figure 1 : Measurement model for performance management practice

IX. DISCUSSION

The purpose of this study was to develop and validate an instrument for measuring and assessing perceived performance management practices by exploring the psychometric properties, generalisability, and applicability of this instrument in Institutions of Higher Education in Uganda. The obtained well-fitting model was one plausible representation of the underlying structure from the many possible others using the study data. The goal setting variable in the fitting model had a low Cronbach value but was retained because of the exact model fit indices. To validate the instrument, the study examined the internal reliability, item reliability, construct validity to identify whether the instrument is properly designed to measure what it intends to assess. Overall internal consistency reliability coefficient of Cronbach Alpha value of .95 was obtained from an analysis of the data using software SPSS v19.0. After CFA the overall internal consistency reliability coefficient was .83. All these values are over and above the generally agreed upon lower limit for Cronbach's alpha value of .70. The Goodness-of-fit measures of, Goodness-of-fit index (GFI), comparative fit index (CFI) and normed-fit-index (NFI) and Tucker Lewis Index (TLI) were all above practitioners, cut off values of .95 (Hu & Bentler, 1999 cited in (Hu & Bentler, 1999). According to Browne and Cudeck (1993), a value of .08 or less for the RMSEA would indicate an acceptable and reasonable error approximation. The final revised model RMSEA was .038. In this study, SEM estimates the degree to which the hypothesised model fits the data for the

second order model with results still indicating a reliable and valid instrument in Figure 2.

X. CONCLUSION

This study current research makes an important contribution to the field of performance management in particular and scientific contribution in general following the rigour exhibited in the process of instrument creation and validation. The process involved literature search, extraction, operationalisation and testing the authenticity of constructs, and linking these constructs to measurement. This is a good attempt of contextualising the nature and dimensionality of performance management practices as a construct. In practice, the established measures of performance management practices should act as guidelines of managers of Institutions of Higher Education in Uganda in managing employee performance.

However, this study had its own limitations. The model used directional influences which require a finite amount of time to operate yet this was a cross sectional study rendering the interpretation of such effects problematic. This model still needed to be subjected to a CFA test with new data. A replication of this study with more literature search to establish better indicators of the constructs would be recommended.

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GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES - PSYCHOLOGY
Volume 14 Issue 4 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Suitability Screening Test for Air Traffic Controllers

By Dr. Suresh Arumugam, Dr. K. Ramachandran & Mrs. Angana Bhattacharyya

Abstract- Military Aviation is an inherently stressful occupation and it demands a high level of physical endurance and mental stamina. The personnel selection for safety-sensitive jobs such as air traffic controllers is a crucial task. Choosing the wrong person for this job can have visibly disastrous results. The objective of this study is to develop and validate a non-cognitive test for selection of the air traffic controllers. A Personality Based Job Analysis was conducted on 87 Air Traffic Controllers, representing different seniority and ranks which revealed high ratings for Adjustment, Prudence, Ambition, leadership and openness to experience. On the basis of job analysis 200 non cognitive items were developed. The initial 200 items were subjected to 10 Subject Matter Experts (SME) which resulted in 100 items and was administered to 902 military aspirant candidates. Item Analysis and Factor Analysis resulted in the 20 items with four extracted factors namely Social Potency, Prudence, Sensitivity and Extraversion. The final non-cognitive test displayed good internal consistency and validity. Convergent and discriminant validity of the measure was established through comparison with other personality measures. The psychometric property of the non-cognitive test indicates that it is a reliable and valid measure to be used for an evaluation of Job specific personality for the selection of Air Traffic Controllers.

Keywords: air traffic controllers, non-cognitive test, personality based job analysis.

GJHSS-A Classification : FOR Code: 179999



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Suitability Screening Test for Air Traffic Controllers

Dr. Suresh Arumugam ^α, Dr. K. Ramachandran ^σ & Mrs. Angana Bhattacharyya ^ρ

Abstract- Military Aviation is an inherently stressful occupation and it demands a high level of physical endurance and mental stamina. The personnel selection for safety-sensitive jobs such as air traffic controllers is a crucial task. Choosing the wrong person for this job can have visibly disastrous results. The objective of this study is to develop and validate a non-cognitive test for selection of the air traffic controllers. A Personality Based Job Analysis was conducted on 87 Air Traffic Controllers, representing different seniority and ranks which revealed high ratings for Adjustment, Prudence, Ambition, leadership and openness to experience. On the basis of job analysis 200 non cognitive items were developed. The initial 200 items were subjected to 10 Subject Matter Experts (SME) which resulted in 100 items and was administered to 902 military aspirant candidates. Item Analysis and Factor Analysis resulted in the 20 items with four extracted factors namely Social Potency, Prudence, Sensitivity and Extraversion. The final non-cognitive test displayed good internal consistency and validity. Convergent and discriminant validity of the measure was established through comparison with other personality measures. The psychometric property of the non-cognitive test indicates that it is a reliable and valid measure to be used for an evaluation of Job specific personality for the selection of Air Traffic Controllers.

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1. INTRODUCTION

An air traffic control specialist is described often as one who provides for the safe, orderly, and expeditious flow of air traffic both in the air and on the ground. Air traffic controllers coordinate the movement of air traffic to make certain that planes stay a safe distance apart. Their immediate concern is safety. Some regulate airport traffic; others regulate flights between airports. Air traffic controllers direct the flow of aircraft in and out of airports and during flights to prevent accidents and minimize air traffic delays. Most of the decisions of air traffic controllers are split-second ones, affecting the safety of pilots, crews, and passengers. Therefore, air traffic controllers *must thrive on stress and they have no margin for error*, as even the smallest mistake could lead to a deadly accident. In air traffic control the consequences of human errors may be immediate and catastrophic. Choosing the wrong

person for such a safety -sensitive job can have visibly disastrous consequences. The method by which an organization selects the operators of intrinsically Choosing the wrong person for such a safety -sensitive job can have visibly disastrous consequences. The method by which an organization selects the operators of intrinsically complex ATC systems is an important factor in achieving the goals of aircraft safety. The selection method must take into account the nature of the ATC task, the range of human abilities relevant to performing the task, and the meaning and structure of performance. No selection system is perfectly accurate; all will involve a degree of error. The investigation of how operators actually accomplish their tasks is relevant not only for designing appropriate personnel selection and training procedures, but also for designing interfaces that support operators in their tasks by reducing the probability of errors. Errors in prediction can be of two types. *Type 1 error* results when an applicant who could have been successful is rejected, and a *Type 2 error* results when an applicant is accepted and is ultimately unsuccessful. Therefore, to perform ATC'S duties efficiently, some of the inherent psychological qualities are prerequisite.

Psychological tests form an integral part of Air Traffic Controllers that examines the potential capability for controlling the air traffic of military and civil aircrafts. There is paradigm shift in aviation technologies and machines, especially airplanes and towers infrastructure. Though there is advancement in information, automation and radar technologies, the man behind the control machine plays a vital role, as machines cannot make decisions especially under critical stages because, it is not a simple algebraic or geometric equation. While employers may be somewhat unsure of what type of employee would best fit into their organizations, they are usually more certain of the types of employees they do not desire. Select-out criteria, or guidelines for eliminating applicants with a disqualifying psychiatric diagnosis (lack of fitness), results in the identification of a very small subset of the candidate pool but does not identify the most qualified or adaptable applicant. Select-in methods determine who is best suited for challenging tasks but are relatively ineffective at screening for psychopathology.

"Non-cognitive" is a term used to describe all of the personality and motivational characteristics of an

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individual, other than physical and cognitive characteristics. Cognitive characteristics refer to an individual's capability to acquire process and retain information. They are measured largely with tests of mathematics knowledge and verbal ability. Cognitive tests yield among the highest criterion-related validities available in personnel selection settings. Non-cognitive predictors promise comparable criterion validities in personnel selection though they are used infrequently relative to cognitive predictors. Research suggests non-cognitive selection devices display meaningful incremental criterion-related validities in combination with cognitive ability predictors.

A number of studies using personality as a predictor of performance-based criteria for air traffic controllers have been reported over the last thirty years. Karson and O'Dell (1970) examined relationships between personality factors measured by 16PF and job performance ratings for a group of 264 controllers. They reported no significant correlations between personality profile scores and job performance ratings. Using the State-Trait Personality Inventory (Spielberger, 1979), Nye and Collins (1991) found male and female Air Traffic Control trainees ($N = 1,284$) exhibited less anxiety and anger than normative groups of college students and Navy recruits. Another important finding was students who had higher than average anxiety and anger scores were more likely to fail at the FAA air traffic controller academy. A similar study (Nye, Schroeder, & Dollar, 1994) investigated scores from Jenkins Activity Survey (Jenkins, Zyzanski, & Rosenman, 1979) for 474 Air Traffic Control trainees, focusing on prevalence of Type A behavior patterns in air traffic control students found that students in Air Traffic Controller training courses demonstrated higher incidence of Type A behavior than a normative sample. A study investigating 16PF scores of post-strike FAA Academy trainees by Schroeder & Dollar, 1997 found that Air Traffic students exhibited less anxiety, higher self discipline, higher emotional stability, and were more self reliant and assertive than normative samples. In the same study, data originally gathered by Karson and O'Dell (1970) were reexamined. The same pattern of ATC student profile characteristics was found.

Schroeder, Broach, and Young (1993) examined relationships between personality and FAA Academy performance using a measure explicitly developed to tap Big-5 construct domains. Using the NEO Personality Inventory (Costa & McCrae, 1985), Schroeder et al. found Air Traffic students ($N=1,030$) exhibited lower than average Neuroticism scores and higher than average Extroversion, Intellectance and Conscientiousness scores than normative samples. They also found Big-5 measures predicted significant incremental performance variance over measures of cognitive ability. Personality measures are currently being used for Air Traffic Controller selection in the

United States, Germany, Sweden, and the United Kingdom (Broach & Manning, 1997). In the United States, personality assessment has been 26 formally used since 1965 as part of the medical screening program (Convey, 1984) for Air Traffic Controllers. An empirical key using 38 items from the Sixteen Personality Factor Questionnaire (16PF) was designed to target potential anxiety disorder and used to refer screened applicants for more extensive psychiatric and psychological evaluation. Importantly, Pickrel (1984) reported between one and two percent of all applicants warranted closer examination and that subsequently half of these were medically disqualified from service. Collins, Schroeder, and Nye (1989), using the State-Trait Personality Inventory (STPI), found that scores on the STPI scales measuring anxiety were inversely related to successful training and good on-the-job performance. Non cognitive measures are being used successfully in the selection of air traffic controllers because of their criterion validity with performance measures and as a "flag" for those who might have difficulty succeeding in an occupation where stress levels can be high. Research suggests personality may prove valuable in additional areas. Where cognitive abilities may be more predictive of core technical competence, personality may be more relevant to what Borman and Motowildo (1993) termed "contextual performance." Over the past decade, there has been increased interest in determining the role of Non cognitive factors in attracting and retaining individuals in various occupations.

II. SIGNIFICANCE OF THE STUDY

ATC system is an important factor in achieving the goals of aircraft safety and efficient airport and air management. The development and validation of psychological test will play a critical role in reducing costs associated with attrition from air traffic control training. Using a valid selection test also ensures that those who are hired have the potential to develop the necessary knowledge, skills, and abilities to become a successful Air Traffic Controller.

III. PLAN OF RESEARCH AND SEQUENCE OF STUDIES

This research involves two studies and two samples designed to examine, as comprehensively as possible, the psychometric properties of the Non Cognitive Test (NCT). Study 1 focuses on creating the NCT, assessing its dimensionality, confirming the factor structure and construct dimensionality, gender differences among non cognitive dimensions and internal consistency reliabilities of the extracted factors and intercorrelations of the NCT with Criterion scales (Sample 1). Finally, Study 2 attempts to demonstrate

convergent and discriminant validity, including additional measures of personality, polychronicity, and sensory sensitivity (Sample 2).

STUDY 1

Non Cognitive Test:Item Development

IV. SAMPLE & PROCEDURE

The sample for Job analysis Study consists of Eighty seven ATC controllers (N = 87). The controllers were from different level of hierarchy like the junior level (23%), the middle level (42.5%) and senior officer level(34.5%). Their mean age was 35.7(SD=6.1) years, and mean year of service were 11 years. The educational level of the controllers ranged from graduate (N= 36) to post graduate (N=51). The sample for the development of Non Cognitive Test (NCT) consists of 902 military aspirants. The mean age of the participants was 21.3 years (SD = 2.34), out of which 690 (76%) were males and 212 (24%) were females.

Job analytic interviews of the currently employed air traffic controllers were conducted individually and with the senior training instructors. Performance Improvement Characteristics (P I C)(J. Hogan & Rybicki, 1998) and Work Style Rating Scale of O*NET (US Department of Labor/Employment and Training Administration) were used to identify the personal characteristics and work styles needed to successfully execute the air traffic controller job. The job analysis results revealed high ratings for personality characteristics like Adjustment, Prudence and Ambition and Work Styles like Cooperation, Achievement, Self-Control, Persistence, Leadership, Social Orientation, Innovation, Stress Tolerance, Adaptability, Dependability, Attention to Detail and Integrity. Visits to the Air fields and observations lead to identify dimensions like Sensory Sensitivity and Polychronicity. Based on the above identified dimensions, 200 non cognitive items were developed.

V. INITIAL ITEM SELECTION

The initial 200 items with six expected dimensions Adjustment, Ambition, Prudence, Extraversion, Social Potency and Orienting Sensitivity were given to 10 Subject Matter Experts (SME). According to DeVellis (2003) one should enlist between 6 and 10 experts on the measure content to review items for a newly constructed test. SME were asked to rate the non cognitive statements on a 5 point rating scale ranging from 'to a very small extent' to 'to a very great extent' of the defined constructs. Each dimension was operationally defined. The dimension of Adjustment, Ambition, Prudence and extraversion consisted of 40 items each and the dimension of Social Potency and Orienting Sensitivity consisted of 10 items each.

Once the results of the expert review were obtained, the process of item clarification and

elimination was carried out. Items were rated for the appropriateness for the domain, and results were analyzed to determine if certain items were better suited for any other domain included in the test. Mean analysis was conducted on the subject matter experts' ratings. The mean values of the ratings on items measuring adjustment was 3.5, items measuring ambition was 4, items measuring extraversion was 4, items measuring prudence was 4, items measuring social potency was 4.1 and items measuring orienting sensitivity was 4. The Subject Matter Experts' opinions lead to select 100 items. 20 items measuring adjustment, 20 items measuring ambition, 20 items measuring extraversion, 20 items measuring prudence, 10 items measuring social potency and 10 items measuring orienting sensitivity were finally retained. This questionnaire was administered to 902 military aspirants.

VI. DATA PREPARATION AND SCREENING

After the data was collected, data preparation was done by coding the results as per the scoring key. The questionnaire included certain negatively worded statements. These items were given reverse scores so that a higher score corresponded to a higher indication of trait factor. In few instances unanswered items were replaced with the mean scores. In this way the raw data was made appropriate for further statistical analyses.

VII. RESULTS

a) Item analyses

To select the most appropriate items from a total of 100 items, Item Analysis was conducted. All the assumed dimensions were subjected to item total correlation. The value of the coefficient of item total correlation for adjustment ranged from .02 to .45, for Ambition ranged from .05 to .38, for Prudence ranged from .01 to .55, for Extraversion ranged from .03 to .49, for Social Potency ranged from .42 to .62 and ranged from .06 to .49 for Orienting Sensitivity respectively. Items with coefficient of inter-item correlation less than .4 were not selected. The value of Cronbach's alpha was .78 for Adjustment, .78 for Ambition, .84 for Prudence, .82 for Extraversion, .82 for Social Potency and .77 for Orienting Sensitivity respectively. If the omission of any item increased the value of Cronbach's alpha, the item was not selected.

The selection of items on the basis of inter-item correlation and the value of Cronbach's alpha lead to selection of 23 items. Out of these, 02 items measuring adjustment, 08 items measuring prudence, 03 items measuring extraversion, 03 items measuring orienting sensitivity and 07 items measuring social potency were retained.

b) Factor Analysis

An exploratory factor analysis was accomplished to select the most appropriate items from the items retained after Item Analysis. A principal



component analysis was conducted. The idea behind principal component analysis is to be able to reduce variables from a larger set of observed variables (Hatcher, 1994). Principal component analysis can be used to identify item loadings on the factor and also to

clarify the internal structure of a factor. The value of Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was found to be 0.88, which indicated that adequate number of samples was taken in the development of the test.

Scree Plot

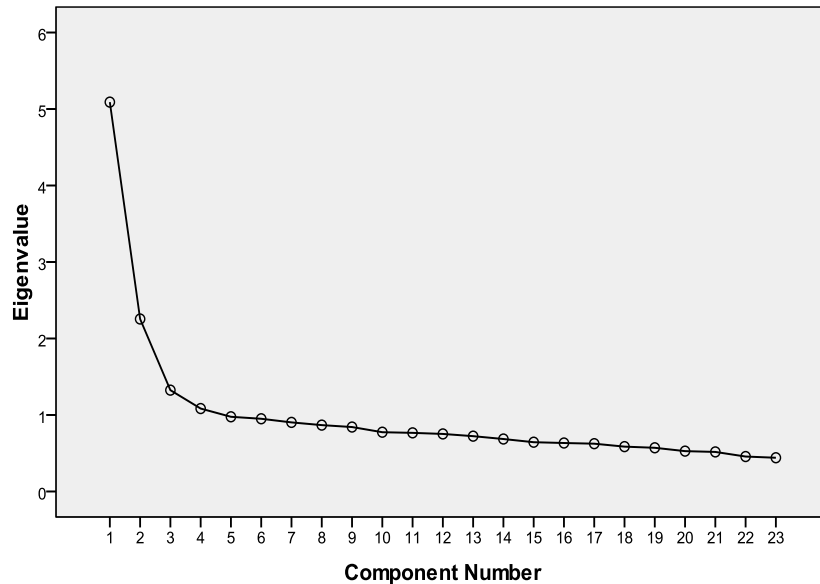


Figure 1 : Scree Plot for the ATC Non Cognitive Test (N=902)

The scree plot (Figure 1.) demonstrated that a four factor solution fit the data; however, the scree plot did not indicate a dramatic increase in variance explained occurred by using more than three factors.

To determine the extent to which the factor structure of the test revealed a four factor solution,

principal component analysis and a varimax rotation were performed on the scores of the sample. The four extracted factors accounted for 45% of the total variance.

Table 1 : Principal Component Analysis (After Varimax Rotation)

Item no.	Factor 1	Factor 2	Factor 3	Factor4
41	.56	.25	.12	.01
8	.70	.23	.03	.01
94	.60	-.07	.30	.27
85	.56	.27	.12	.06
58	.52	-.10	.25	.17
21	.53	-.00	.15	.22
97	.74	.19	-.08	.08
87	.08	.65	.10	.01
4	.27	.46	-.14	.02
42	.11	.64	-.14	.11
98	.13	.56	.13	-.07
91	.06	.61	.07	.07
92	.03	.59	.01	.27
86	.08	.52	.33	.20
7	.09	-.08	.76	.06
66	.29	.23	.54	.03
59	.39	.20	.45	-.12
93	.03	.33	-.19	.55
96	.19	.07	.00	.58
74	.13	.05	.18	.714

Eigen values	4.67	2.03	1.20	1.06
Variance explained	23.39	10.17	6.01	5.29

Note. Factor 1= Social potency, factor 2= Prudence, factor 3= Sensitivity, factor 4= Extraversion

Table 1 shows that the first factor accounted for 23.39 % of variance (Eigen value =4.67), the second factor accounted for 10.17% of variance % (Eigen value =2.03), the third factor accounted for 6.01% of variance (Eigen value =1.20), and the fourth factor accounted for 5.29% of variance (Eigen value =1.06). The table also demonstrates the rotated component matrix indicating the factor loadings for each item. The value less than .40 were eliminated. Factor loading of each item was examined from the rotated component matrix and three items were eliminated. Two items were eliminated due to non-loading and one item due to cross loading. No

secondary loadings (>.40) occurred. This leads to the selection of final 20 items for the test. The rotated component matrix further demonstrated that factors were easily distinguishable and identifiable.

Each item had its highest loading on the targeted factor. After studying the items that comprised each construct, appropriate names were given to each factor. The four extracted factors were finalized as Social Potency, Prudence, Sensory Sensitivity and Extraversion. The items were resorted and item numbers were changed in order to format the final test.

a) Gender Differences Among Non-Cognitive Dimensions

Table 2 : Mean, SD and Gender Differences among Non- Cognitive Dimensions (N=902)

Dimensions	Males (N=690)		Females(N=212)		t
	M	SD	N	SD	
Social Potency	24.81	5.142	25.54	3.712	-1.92
Prudence	25.84	5.037	27.85	3.749	-5.36**
Sensitivity	10.53	2.415	11.11	1.902	-3.20**
Extraversion	11.55	1.929	11.62	1.634	-.48

** $p < .01$

Table 2 reports the means and standard deviations of the four factors of the non cognitive test for males and females separately. Significant differences were found between males and females on the factors

prudence ($t [900] = -5.36, p = .000$) and sensitivity ($t [900] = -3.20, p = .000$). In all cases, the females reported higher scores than males. No significant differences were found on Social Potency and Extraversion.

Table 3 : Means, SD, correlation coefficients and reliability of extracted factors

Factors	M	SD	1	2	3	4
Social Potency	24.98	4.853	1.00(.77)			
Prudence	26.32	4.840	.390**	1.00(.72)		
Sensitivity	11.57	1.862	.489**	.261**	1.00(.77)	
Extraversion	10.67	2.317	.339	.344	.155	1.00(.82)

Note. 1= Social potency, 2= Prudence, 3= Sensitivity, 4= Extraversion.

Table 3 provides the means, standard deviations, correlation coefficients and internal consistency reliabilities of the extracted factors of the non cognitive test. It was observed that the coefficient alpha for the scales were high. Coefficient alpha measures the internal consistency of a scale (Cronbach, 1951). The coefficient alpha value ranges from zero to one. The higher the score, the higher is the internal consistency. Nunnally (1978, p. 245) and Hatcher (1994, p. 339) recommended that, in basic research, coefficient

alpha should be at .70. However, the acceptable level of alpha depends on the context of the research. In personality research, lower alphas are acceptable. Robinson et al. (1991, p.13) indicate that in personality psychology, the alpha levels from .60 to .70 can be rated as moderate. In short personality inventories, alphas are typically in the .60 to .90 range (Parker et al. 2008; Tokar et al. 1999). According to Segal and Coolidge (2004), coefficient alpha values around .90 can be expected with scales of 30 or more items, while

alphas will be lower for scales with fewer items. Here, the reliabilities ranged from .72 (Prudence) to .82 (Extraversion), indicating that it is a reliable test since all coefficients were found to be above the minimum requirement of 0.7 (Nunnally & Bernstein, 1994).

The data also indicated a positive significant correlation between social potency and sensitivity ($r = 0.49, p < .01$), followed by prudence ($r = 0.39, p < .01$) and extraversion ($r = 0.34, p < .01$). A significant positive correlation was also observed between prudence and extraversion ($r = 0.34, p < .01$) followed by sensitivity ($r = .26, p < .01$) and also between extraversion and sensitivity ($r = 0.16, p < .01$).

STUDY 2

Non Cognitive Test : Validation

Validity is one of the key issues in the assessment of the quality of research. Hair et al. (2010, p.3) defined validity as the "extent to which a measure or set of measures correctly represent the concept of study." In other words, validity can be understood as an indicator of whether the research measures what it is supposed to measure (McGivern, 2006, p.79). In the validation of the present Non Cognitive Test, two types of validity were studied, Convergent validity and Discriminant validity.

a) Participants

102 candidates from the Officer's Training Academy voluntarily participated in the validation test of the present test. The mean age of the participants was 23.3 years, out of which 60 were males and 42 were females.

b) Measures

The following scales were used as criterion measures for the present test:

The HEXACO- 60 Personality Inventory-Revised: The 60 item HEXACO - PI - R was developed by Ashton & Lee (2009) to measure six major dimensions of personality including Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O). Participants were asked to indicate their agreement on a series of items ranging from 1 (strongly

disagree) to 5 (strongly agree). Each of the six HEXACO scales had acceptable internal reliability (H: $\alpha = .82$; E $\alpha = .75$; X $\alpha = .78$; A $\alpha = .78$; C $\alpha = .80$; O $\alpha = .66$).

Multitasking Preference Inventory: The 14-item Multitasking Preference Inventory (MPI) was developed by Poposki and Oswald (2010) to measure an individual's preference to engage in multiple tasks simultaneously. The scale was developed and validated on multiple samples, in which the scale demonstrated adequate internal consistency, with the Cronbach's alpha reliability estimates ranging from .88 to .91. Items were scored on a five point Likert scale with the response options ranging from 1 (Strongly disagree) to 5 (Strongly agree).

Sensory Sensitivity Scale from the Formal Characteristics of Behavior- Temperament Inventory (FCB-TI): The 20 item sensory sensitivity scale from the Formal Characteristics of Behavior- Temperament Inventory (FCB-TI) was developed by Fruehstorfer (2010) to measure the ability to react to low-intensity physical stimuli. Participants were asked to respond to the items as "yes" (this is characteristic of me) or "no" (this is not characteristic of me). The scale was found to be internally consistent with Cronbach's alpha .72.

VIII. PROCEDURE

All participants were asked to complete a questionnaire consisting of three scales, namely, The HEXACO- 60, the Multitasking Preference Inventory, and Sensory Sensitivity Scale. The Hexaco-60 was used to correlate the dimensions of personality with the factors of the present test. Sensory Sensitivity scale was correlated with the Sensitivity dimension of the present test. The Multitasking Preference Inventory was used to find whether the scale was inversely related to the factor Prudence, which could establish discriminant validity.

IX. RESULTS

Convergent validity is shown when a group of indicators that are designed to measure the same (or closely related) constructs are moderately or strongly correlated with one another (Hatcher, 1994, p.255).

Table 4 : Inter-Correlations of the ATC Non Cognitive Test with Criterion Scales

Criterion Scales	Social Potency	Prudence	Sensitivity	Extraversion
HEXACO 60				
Emotionality	-.03**	-.12**	.03	-.12**
Extraversion	.32**	.21**	.17**	.22**
Agreeableness	.20**	.19**	.13**	.10**
Conscientiousness	.27**	.36**	.15**	.21**
Openness	.27**	.20**	.24**	.16**
MPI	.08*	-.12**	.05	-.02
Sensory Sensitivity	.17**	.17**	.21**	.09**

Note. MPI=Multitasking Preference Inventory

Table 4 shows that there is a significant relationship between social potency and extraversion, and the correlation coefficient ($r=.32, p<.01$) between the scores of the two constructs confirms the relationship, at the same time showing convergent validity. Similarly the factor prudence is significantly correlated with conscientiousness, the correlation coefficient being ($r=.36, p<.01$). The factor sensitivity is significantly correlated with openness to experience with a coefficient of ($r=.24, p<.01$). The fourth factor extraversion is significantly correlated with extraversion of the HEXACO-60 scale with a coefficient of ($r=.22, p<.01$), showing convergent validity.

Discriminant validity can be defined as the degree to which two concepts are distinct (Hair et al., 2006, p.137). In order to evaluate the discriminant validity, the compared constructs should be similar in the structural sense, for example, for two personality factors. Correlation analysis is used in the discriminant validity test. For concepts, to present discriminant validity, they should not correlate strongly with each other. Discriminant validity can be observed, for example, social potency is not correlated with emotionality ($r=-.03$) and social desirability ($r=.20$). The factor prudence has no significant correlation with preference to multitasking ($r=-.12$). Orienting sensitivity has no significant correlation with emotionality ($r=.03$). The factor extraversion has no significant correlation with emotionality ($r=-.12$) and social desirability ($r=.10$).

In general, the above findings certify both convergent and discriminant validity for the present test. Where the first is corroborated by high correlations with homologous dimensions, the second one is corroborated by the absence of high correlations with dimensions tapping into different aspects of personality. Indeed, no scales showed correlations higher than .25 with scales other than the corresp

X. DISCUSSION

This study aims to develop and validate a non-cognitive test for the selection of the air traffic controllers. A Personality Based Job Analysis was conducted on 87 air traffic controllers. The job analysis identifies the personal characteristics and work styles needed to execute successfully the air traffic controller job. Job analytic interviews of the currently employed air traffic controllers were conducted individually and with the senior training instructors. They were also assessed on Performance Improvement Characteristics and Work Style Rating Scale. The results of job analysis revealed high ratings for the personality characteristics of Adjustment, Prudence, Ambition, leadership and openness to experience. On the basis of job analysis 200 non cognitive items were developed with six expected dimensions of adjustment, ambition, prudence, extraversion, social potency, and orienting

sensitivity. Subject Matter Expert's opinion reduced the number of items to 100. This initial 100 item questionnaire was administered to 902 military aspirants. Item Analysis was conducted and items were further reduced to 23 items. Factor Analysis was conducted and finally 20 items were retrieved. Four extracted factors were obtained: Social potency, Prudence, Sensitivity and Extraversion. 45% of the total variance was covered by these four extracted factors.

Cronbach alpha reliability for extracted factors in ranged from .72 to .82, indicating that it is a reliable measure. In the validation of the present non cognitive test, Convergent validity and Discriminant validity were studied. The present tool was correlated with scales like The HEXACO-60, Multitasking Preference Inventory and Sensory Sensitivity for convergent validity and discriminant validity. The convergent validity of the present tool ranged from .25 to .40. Finally gender differences were also found on the present scale. Significant differences were found for the factors of prudence and sensitivity with females having higher average score than males. There were no significant differences in the factors extraversion and social potency.

In summary, from the viewpoint of developing a psychological test for the selection of air traffic controllers, the present measure can be a suitable to obtain reliable and valid self-ratings of personality. The results also indicate that this is a short, reliable and valid personality measurement scale. The psychometric of ATC Non-Cognitive test is very strong. The scale is highly internally consistent and reliable. Convergent and discriminant validity are high and appropriate. The construction of this test has been highly rigorous and the statistics are highly supportive for its utility. The Non Cognitive Test being developed specifically after a thorough personality based job analysis, it serves to identify individuals with job specific personality attributes ideal for a successful air traffic controller.

The present Non-Cognitive test was developed to assess the personality traits of the Air Traffic Controllers. Further implications of this test can be functional at two levels. First, this test can be utilized for the purpose of screening air traffic controllers for recruitment of Air Traffic Controllers. Secondly, it can also be used as a screening device at ATC Training institutes for evaluation of Air Traffic Controllers at the training phase. This Non-Cognitive test being developed and validated on military aspirants will be advantageous to measures ATC Job specific personality traits.

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GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES - PSYCHOLOGY
Volume 14 Issue 4 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Psychological Contract Violation Management and Organizational Citizenship Behaviours in Selected Commercial Banks in Kampala District

By James Kagaari

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Abstract- The purpose of the study was to find the relationship between psychological contract violation, psychological contract violation management and Organizational citizenship behaviours. The research was carried out in selected commercial banks in Kampala District. The researcher used a simple random sampling (lottery) approach to select a sample of 144 respondents. Self-administered questionnaires were administered; data collected and analyzed using SPSS software version 19 adopted for windows. The results indicated that there is a significant relationship between the study variables {(Psychological contract violation and OCB, $r = -.37$, $p \leq .01$); (Psychological contract violation management and OCB; $r = 0.48$, $p \leq .01$)}. The researcher concluded that whenever employees perceive a psychological contract violation, the organisation is likely to suffer serious consequences. Employees begin to engage in undesirable behaviours. The researcher recommended that employers should ensure that the promised obligations to the employees are fulfilled and not violated. This will enable employees gain a sense of belonging in the organisation and go an extra mile to make sure that the set goals and objectives are achieved.

Keywords: *psychological contract violation; psycho-logical contract violation management; organizational citizenship behaviours; banks; Uganda.*

GJHSS-A Classification : *FOR Code: 380199*



Strictly as per the compliance and regulations of:



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1. INTRODUCTION

a) Background

Employment is a mutual transaction in which both the employee and the employer contribute to and benefit from each other (Newstrom & Keith, 2002). Each employee makes certain membership investments in the organization and expects profitable rewards in return. The organization also invests in the individuals and it too expects profitable rewards. This social exchange idea makes it evident that employees are expected to go beyond their job descriptions and be good organizational citizens. Employers want employees who will do their best work or go an extra mile beyond the basic job requirements and at the same time employees want jobs that are worthwhile and that inspire them.

This has brought about a challenge in creating a win-win solution that meets both the needs of the employers and employees in organizations resulting into violation of the psychological contract on both ends.

According to Newstrom and Keith (2002), the profitable employment relationship deteriorates if either party fails to act responsibly towards the needs of the other party. The employee can fail to act responsibly that is, engage in anti-citizenship behaviours, just as the organization can by failing to fulfil employees' expectations or delivering on their commitments.

For instance, an employee of Barclays Bank-Uganda was remanded to Luzira prison after being charged with six counts of fraud three of which are for causing a financial loss of over Uganda Shillings 3.5 billion to his employer and the other three are for embezzlement. Prosecution alleged that the accused and others still at large in January 2009 wired money from an office account to other different accounts with the intention of defrauding or causing a financial loss to the bank (Wesaka, 2009). This was a deliberate or dishonest act (anti citizenship) as per the bank's fraud management policy and a breach of the psychological contract with the employer who expected profitable rewards from the employee. Many of such dishonest acts are prominent in financial institutions especially commercial banks and it is sad to note that even outside criminals also work with banking insiders to commit such frauds. According to Namubiru (2011), the police and Bank of Uganda blame the rise in such acts on weak controls and practices within commercial banks since banking officials also work with outsiders to commit these frauds as a way to reciprocate their unfulfilled obligations by the employer. Such acts interfere with work operations by upsetting schedules and budgets which reduces both the reliability and productivity of the organization. Organizations are faced with a challenge of meeting both their needs and those of their employees due to violation of the psychological contract and consequently absence of citizenship behaviours among employees.

The psychological contract between the employer and employee has continuously been violated leading to undesirable behaviours like corruption and embezzlement which are as a result of the dishonesty,

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disloyalty, lack of integrity of employees as opposed to organizational citizenship behaviours (discretionary behaviours). The study seeks to establish the relationship between psychological contract violation and organizational citizenship behaviours (OCB) and how psychological contract violation management is related with organizational citizenship behaviours among employees working in institutions such as banks.

II. PROFILE OF COMMERCIAL BANKS IN UGANDA

The Uganda financial system is currently composed of both regulated and non-regulated institutions of which the regulated segment is composed of commercial banks. The financial system which comprises of commercial banks supports the economy since it is through which savings are mobilized and then channelled to investments. In the late 1990s and early 2000s, the Ugandan banking industry underwent significant restructuring where several indigenous commercial banks were declared insolvent, taken over by the Central bank and eventually sold or liquidated. During 2008 and 2009, several of the existing banks went on an accelerated branch expansion either through mergers and acquisitions or through new openings. As of October 2010, there were 22 licensed commercial banks in Uganda with nearly 400 bank branches and a total of almost 600 automated teller machines. By April 2011, the number of commercial banks had increased to 23 employing over 8,700 people whose duty is to make sure that the public has trust in the financial institutions especially confidence in ensuring safety of deposits. According to the Uganda Bankers' Association Code of good banking practice, Banks will conduct their business with uncompromising integrity and fairness so as to promote complete trust and confidence in the Banking industry. <http://ugandabankers.org>

The challenge for the Central Bank is to sustain and enhance confidence in the sector especially in the systems and products provided therein. Bank of Uganda, the central bank controls the issue of currency and manages foreign exchange reserves, and is mandated to regulate, supervise and discipline financial institutions in order to maintain their safety and soundness.

Commercial banks dominate the country's financial sector and account for over 90% of the assets of the banking system. <http://www.guideafrica.com>. These include ABC Capital Bank, Bank of Africa, Bank of Baroda, Barclays Bank, Cairo International Bank, Centenary Bank, Citibank Uganda Limited, Crane Bank, DFCU Bank, Diamond Trust Bank, Ecobank Uganda, Equity Bank, Fina Bank, Global Trust Bank, Housing Finance Bank, Imperial Bank Uganda, Kenya Commercial Bank, National Bank of Commerce, Orient

Bank, Stanbic Bank, Standard Chartered Bank, Tropical Bank and United Bank for Africa. All these are charged with providing banking facilities to the public and operating the payments mechanism. More to this, commercial banks are authorized to hold checking, savings and time deposits accounts for individuals and institutions in local as well as international currencies. They are also authorized to buy and sell foreign exchange, issue letters of credit and make loans to depositors and non-depositors. It should also be noted that the core business of any commercial bank is to lend money and earn interest off this service (Muhumuza, 2012).

The banking sector in Uganda is relatively young, with approximately 20% of all commercial bank assets held by institutions that entered Uganda as licensed commercial banks after 1990. Although Uganda's banking system is relatively small, underdeveloped and characterized by a large share of foreign ownership, it has undergone reform and liberalization which have seen the licensing of private local banks, the lifting of barriers to entry of foreign banks and the privatization of state banks. (Tukamuhabwa, Ntayi, Muhwezi, Eyaa & Saturday, 2012).

Whereas the commercial banking sector in Uganda is fast growing, it has been adversely affected by system inefficiencies and high operational costs coupled with stiff competition. Albeit the good performance of the financial system in supporting the economy through intermediation and operation of the payment system, the financial sector faces the problem of bank fraud which unfortunately is on the increase. Bank frauds take various forms ranging from alteration of cheques and / or counterfeit to skimming or cloning of cards. Bank frauds and money laundering have indeed become the order of the day in the recent years in the banking industry. Most of the commercial banks have lost money due to such activities of which staff members are involved. History shows that all fraud cases handled point at insiders as the source, directly and or indirectly. Another important point to note is that Banks have sophisticated programs that can only be mastered by bankers, whether former or in-service. This brings about the question why this is happening in these financial institutions. With such counter-productive acts taking place, the management of these institutions have to find out whether the psychological contract on the side of the employees is being managed properly by the employer and whether employees go an extra mile in their duties.

Also, since the Central Bank has created an enabling environment that makes it easy for banks to operate across the country the number of commercial banks has kept on increasing. This has created a lot of competition among the older banks and the new entrants in the banking industry. Older banks often

receive the coming new banks with apprehension for two reasons which are taking their customers and snatching their treasured employees (Businge, 2012). There is limited number of skilled manpower on the market and banks spend lots of money to train staff. But if another employer comes around with better terms, banks are almost helpless to keep their employees. Due to this, the turnover in the financial services industry is one of the highest in the economy. This brings out the fact that most of these banks have employees often violate the psychological contract and the low organisational citizenship behaviours exhibited by the employees at the workplace. All this brings out the fact that the commercial banking sector in Uganda is still struggling with creating and retaining a workforce can go an extra mile in executing their duties. It is of such great importance that the banking sector in Uganda improves the employee – employer relationships for employees to exhibit organisational citizenship behaviours.

III. LITERATURE REVIEW

a) *Psychological Contract Violation*

When employees join an organization, they make an unwritten psychological contract with it (Newstrom & Keith, 2002). As a result of this contractual relationship formed by the two parties, employers have expectations that they want employees to meet and employees also have expectations that employers are supposed to meet. According to Armstrong (2006), the employment relationship is a fundamental feature of all aspects of people management which consists of a unique combination of beliefs held by an individual and his or her employer about what they expect of one another which builds into a psychological contract.

The psychological contract is a set of beliefs about what each party is entitled to receive and obligated to give in exchange for the other party's contribution (Coyle & Kessler 2000). According to Guest and Conway (2000), the psychological contract exists in the eyes of the beholder in that it is not necessary that the employer and the employee have the same perception of the contract. As long as one party believes that it is obligated to perform certain behaviours in exchange for obligations from the other party, there exists a psychological contract.

According to Armstrong (2006), employers and employees have certain implied legal rights and obligations for instance; the employer's obligations include the duty to pay salary or wages, provide a safe working environment, act in good faith towards the employee and not to act in such a way as to undermine the trust and confidence of the employment relationship. On the other hand, the employee's obligations include obedience, competence, honesty and loyalty. Most employees feel that their psychological contracts have

been violated in some way by their employer at some time when one or more of these aspects are missing in the employment relationship. Psychological contract violation (PCV) is regarded as the employees' feelings of disappointment ranging from minor frustration to betrayal arising from their belief that their organization has broken its work-related promises (Morrison & Robinson, 1997).

According to Morrison and Robinson (2001), Employer/Employee reactions to Psychological Contract Violation include voice, exit, silence and destruction / neglect. Voice involves voicing any feelings about contract violation to reduce losses and restore trust among the two parties. It also involves taking an initiative with superiors to improve conditions which can help both parties manage violation of the psychological contract. Exit is often the last resort when dealing with psychological contract violation. This is where employers can terminate workers whose performance or behaviour does not meet organization standards and in the same way, employees can quit untrustworthy or unreliable employers. Silence is a form of non response which reflects a willingness to endure or accept unfavourable circumstances by both parties with the hope that there might be improvement. Destruction / neglect; this is passive negligence or active destruction approach. It is the most commonly used by employees where the voice channels do not exist or where there is a history of conflict. This can involve neglect of one's duties to the detriment of interests of the organisation or involve more active examples of counterproductive behaviours. Vandalism, corruption, theft and work slowdown are examples of this type of response.

The psychological contract according to Rousseau, (2001), is shaped by various features which include; Voluntary choice (individuals freely participate), Belief in mutual agreement (Psychological contract reflects an individual's understanding of commitments made with the other party), multiple contract makers (workers' interpretation of the contract depends on the various sources of information), incompleteness (tend to be incomplete and need to be built over time). There are three types of psychological contracts and these include; Relational contracts where employees tend to be more willing to work overtime whether paid or not, help co-workers on the job and support organisational change. Such workers are likely to be particularly upset when it is violated thus seek remedies that will maintain the relationship with the employer.

Transactional psychological contracts recognize that the organisation may not be able to provide job security but can still provide employability or may be perceived as offering high levels of personal support (Sparrow, 2000). Employees tend to adhere to the specific terms and seek employment elsewhere when employers fail to live up to their agreement.



Hybrid or Balanced psychological contracts combine commitment on the part of the employer to develop workers while anticipating that they will be flexible and willing to adjust if economic conditions change. This entails shared risk between the employer and employee (Rousseau & Wade-Benzoni, 1995).

Violation of the Psychological Contract is the most important issue in the psychological contract theory (Rousseau, 2001) where employees believe and perceive that the organization has failed to fulfil its promises by failing to comply with the terms of the psychological contract (Sparrow, 2000). The reverse is true for the employer where the employees fail to fulfil their promises. The reciprocal obligation regarding the relationship between the employee and the organization can be violated either through inability to fulfil their obligations or by one party purposefully revoking the promise. For example, an employee of Barclays bank caused a financial loss reneging his obligation of honesty and loyalty to the bank. This could have been caused by the employee's perception or believe that the organization failed to comply with the terms of the contract. Newstrom and Keith (2002), state that when parties do not fulfil their promises, they will experience feelings of anger and betrayal.

In the research follow up of Niehoff and Robert (2001), it has been analyzed that 55% of their samples reported violation of one or more of the employment terms by their employer. Niehoff and Robert (2001) also argue that when either party perceives that the other has failed to fulfil one or more obligations there is perceived breach or violation. According to Rousseau (2001), psychological contract violation occurs in three forms which include inadvertent violation where both parties are willing to maintain the relationship but due to differing interpretations of a solution or action one party perceives the other to have broken the bargain. The second form is disruption of the contract where circumstances declare that one party cannot fulfil their promise for example due to labour market factors and forced downsizing programmes and third form is where one party is able to maintain the contract but unwilling to do so.

IV. ORGANIZATIONAL CITIZENSHIP BEHAVIOURS (OCB)

Since human resources are regarded as a strategic asset of an organization, valuable and unique employees not only adequately perform their required job, but also exert efforts that are beyond work requirements for the organization to achieve competitive advantage (Lee & Kim, 2010). As the job market becomes more aggressive, it has become necessary for employees to go above and beyond that which is formally required by the job description in order to remain competitive. Such actions are termed as Organizational Citizenship Behaviours (OCB).

Organ (1988), generally considered the father of OCB defined OCB as the individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system and in the aggregate promotes the efficient and effective functioning of the organization. The word discretionary according to Organ meant that the behavior is not formally enforceable. This includes voluntarily helping co-workers to complete assigned duties or solve work-related problems, tolerating occasional inconvenience at the work place, actively participating in the organizational development among others. What is important is that these examples of behaviors are helpful to the organizations, yet they are not part of the core elements of the employee job (Shaiful, Hassan, Mohammad, Norshimah, Kamsol & Rozihana, 2005).

Over the years, OCB has received a substantial amount of scholarly attention. This is due to the understanding that superior organizational performance is not possible through ordinary employee effort alone. The ability of the organization to elicit employee behavior that goes beyond the formal duty can be a key asset that is difficult to be imitated by competitors (Bolino & Turnley, 2003). According to Organ et al. (2006), the definition of OCB includes three aspects that are central to this construct.

First, OCBs are thought of as discretionary behaviours which are not part of the job description and are performed by the employee as a result of personal choice; secondly, OCBs go above and beyond that which is an enforceable requirement of the job description. Finally, OCBs contribute positively to the overall organizational effectiveness. Tuija, Hyypia and Pihkala (2007), defined OCB is an exceptional type of individual's work behaviour being productive to the organization but not recognized directly or explicitly by the formal reward system. OCB is based on the employee's personal choice to give extra effort at work (Podsakoff, MacKenzie, Paine & Bachrach 2000). According to Organ (1988) there are five dimensions of OCB which have emerged and received a lot of research attention. These include, altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Altruism is defined by discretionary behaviours that have the effect of helping a specific work colleague with an organisationally relevant task or problem. It is an attitude or way of behaving marked by unselfish concern for the welfare of others. Conscientiousness consists of discretionary behaviour that goes well beyond minimum role and task requirements (Law, Wong, & Chen, 2005), or showing great care, attention, and industriousness in carrying out a task or role especially towards customers or doing things according to a sense of right and wrong especially towards customers. These behaviours indicate that employees accept and adhere to the rules, regulations and procedures of the organization. Civic virtue is characterized by behaviours that indicate

the employee's deep concerns and active interest in the life of the organization (Law et al., 2005). It is behaviour that shows willingness to responsibly participate in the life of the organization. This dimension also encompasses positive involvement in the concerns of the organization (Organ et al., 2006). Examples of civic virtue can be seen in daily affairs such as attending meetings and keeping up with what is going on with the organization in general.

Civic virtue can also be demonstrated on a larger scale by defending the organization's policies and practices when they are challenged by an outside source. Courtesy has been defined as discretionary behaviours that aim at preventing work-related conflicts with others (Law, Wong & Chen, 2005). This dimension is a form of helping behaviour, but one that works to prevent problems from arising. This also includes the word's literal definition of being polite and considerate of others (Organ et al., 2006). Examples of courteous behaviours are asking fellow employees if they would like a cup of coffee while you are getting one for yourself, making extra copies of the meeting agenda for your teammates, and giving a colleague ample notice when you alter something that will affect them. Finally, sportsmanship has been defined as willingness on the part of the employee that signifies the employee's tolerance of less-than-ideal organizational circumstances without complaining and blowing problems out of proportion. Organ et al. (2006) further define sportsmanship as an employee's "ability to roll with the punches" even if they do not like or agree with the changes that are occurring within the organization. By reducing the amount of complaints from employees that administrators have to deal with, sportsmanship conserves time and energy. . Studies have showed that the factors listed above are the most robust and distinct factors in assessing OCB.

OCB symbolizes a quality of ties among colleagues (Sun, Aryee & Law, 2007), influencing employees' perceptions and expectations in an organization. OCB might be a valuable investment for employees to build up relationships with co-workers, subordinates or supervisors. In other words, expression of OCB suggested that individual makes an investment to gain better reward or career advancement. Accordingly, it could be inferred that engagement of OCB may reduce intention to leave because of the expected effect. Bergeon (2007) yet suggested that OCB would improve employees' interpersonal connections.

Mossholoder, Setton and Henagan (2005) used relational perspective to explain OCB by considering that behaviour performed to benefit peers symbolize the depth of feeling for and interaction with others in organization. Such facilitating behaviour might also induce co-workers' positive emotion so that they would

give some positive reaction including instrumental (e.g. getting more resources and power for promotion and rewards) and non-instrumental (e.g. reinforcing perception of mutual obligation between employee and his/her peers) outcomes (Mossholoder et al., 2005). It can also be argued that performing OCB means individual trust in his/her co-workers.

V. PSYCHOLOGICAL CONTRACT VIOLATION AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

When the Psychological Contract is respected, employees are compelled to align their goals to those of the employer and in this way feel they are helping themselves as they engage in OCB irrespective of whether or not they get direct organizational reward for it. When an employee feels that his sense of support from the employer is violated, he/she will withdraw Organisational Citizenship Behaviours; adopt behaviour which adversely affects the organization such as absenteeism, tardiness, theft since there is no reciprocated behaviour by the organization.

The results of psychological contract violation range from outcomes such as negative impact on employees' work behaviours and attitudes to voluntary turnover (DelCampo, 2007). Conversely, the intact psychological contract has predicted many potential benefits. Researchers have shown that individuals with intact contracts have high levels of organizational commitment, extra-role behaviours (OCB) that promotes effective functioning of the organization, productivity, and job satisfaction (Coyle-Shapiro & Kessler, 2000).

In case of any violation of the Psychological Contract, the individual's commitment will reduce since the employee's belief that the employer will fulfil promises is also questionable and one party perceives another to have failed to fulfil promised obligations. This will result into low or no Organizational Citizenship Behaviour among employees. According to Coyle-Shapiro, Jacqueline and Kessler (2002), employees who perceive their organizations to have violated the psychological contract respond with feelings of insecurity, decreased moral and stronger attraction to turnover all which reduces Organisational Citizenship behaviour in organizations. When such violations occur, employees will reduce or withdraw Organisational Citizenship Behaviours and adopt behaviour which adversely affects the organization and stick to the rule principles. They feel that extra role behaviour will not be reciprocated by the organization. (Turnley & Turnley, 2000).

Herscovitch and Meyer (2002) argues that when the psychological contract is broken, the employees will also develop negative feelings about the organization leading to withdrawal of support and hence

reduction in productivity, betrayal, resulting in anger, resentment or sense of injustice and wrong full harm all which do not foster OCB. Gacovic and Tetrick (2003) asserted that perceptions of organization failure to fulfil obligations or psychological contract violation are an important source of emotional exhaustion and job satisfaction and finally absence of Organisational Citizenship behaviour. Employees feel that extra role behaviour will not be reciprocated by the organization (Turnley & Fieldman, 2000).

Employees are just as likely to exceed work-role requirement, not to, or engage in anti citizenship behaviour depending upon their perceptions of fairness of the organization. Psychological contracts are formed on the basis of trust; violation may lead to lower commitment to the organisation and less organisational citizenship behaviour. In other words, if employees feel the organization has failed to fulfil promised obligations, they are less likely to give their best or more effort and are less likely to engage in organizational citizenship behaviour (Coyle-Shapiro et al., 2006), the following hypothesis can be generated. *H1: Psychological contract violation is negatively related to Organisational Citizenship Behaviour (OCB).*

VI. PSYCHOLOGICAL CONTRACT VIOLATION MANAGEMENT AND OCB

Rousseau (1995) suggested that psychological contract depends on the employee's understanding of the explicit and implicit promises regarding the exchange of employee contributions (such as efforts, loyalty and ability) and organisational inducements (such as pay, promotion, job security). Davidson (2001) also depicted eight common content elements: benefits/reward, job security, challenge in the job, working hours, development opportunities, fair treatment, working conditions, work life and work life balance. Analysing, Rousseau's works (1989, 1995, and 2000) would clearly specify the following as the content of psychological contract: stability, loyalty, and state of well-being, external employability, internal advancements, dynamic performance, external employability, internal employability, trust, equitable pay, fairness, and all other

related contents. Barnard (1938) cited in Bhatnagar and Sandhu (2005) posited that individuals exchange their contributions for certain inducements that the organisation offers. Robinson and Morrison (1995) citing Adam's equity theory (1965) argued that employees seek to keep their contributions and their employers' contributions relatively equitable.

Consequently, the better the psychological contract violation is managed the better the OCB exhibited and better the productivity. According to Coyle-Shapiro, Morrow and Kessler (2006), individuals engage in OCB as a form of reciprocity based on how well they have been treated by the organization. Based on the reviewed literature, a hypothesis is generated. *H2: There is a relationship between Psychological contract violation management and Organisational citizenship behaviour (OCB).*

VII. METHODOLOGY

a) Research design

The study was conducted using a cross sectional survey design, which employed quantitative methods during the process of data collection and analysis.

b) Study population

The study was carried out in 5 commercial banks' main branches in Kampala region (see Table 1) whose target population comprised of 741 banking officials.

c) Sample design and size

Using Krejcie and Morgan (1970) model of determining sample size, out of the 741 banking officials, a sample size of 256 respondents was obtained as shown in Table 1. The target group included junior banking officers, senior banking officials, supervisors, support staff and line managers in the various departments of the selected commercial banks. Heads of departments and supervisors in the selected commercial banks provided the lists of the banking officials in their departments, forming a sampling frame from which, potential respondents were selected using a lottery approach.

Table 1 : Sample size

Name of the organization	N	n	Return/Response
KCB Jinja Road Branch	123	51	21
Standard Chartered Bank - 5 Speke Road Kampala	210	51	21
Post Bank U. Ltd - Kampala Rd	96	51	20
Centenary Bank - Headquarters - H/Office	120	51	40
Barclays Bank - Head Office	192	52	42
Total	741	256	144

VIII. DATA COLLECTION PROCEDURE

Due to the sensitivity of operations in banks, the researcher assured respondents that the information collected will be kept confidential and that their identity would be kept anonymous. Also, voluntary participation was sought with verbal consent. A response rate of 56% was obtained.

IX. INSTRUMENTS AND MEASUREMENT

The researcher used a 6-point scale, self-administered structured questionnaire to measure the study variables. Psychological contract violation was measured using instrument adopted from Robinson and Rousseau (1994). For example, each respondent was asked to indicate his/her perception of the psychological contract violation on an item such as "I feel betrayed by the organisation".

Psychological contract violation management was measured using an instrument adopted from Robinson and Rousseau (1994) to measure the respondents' perception of fulfilment of obligations. The responses were rated on a 6-point scale ranging from

(1) representing '85%-100% of the time' to (6) representing '10%-25% of the time' on an item such as "Working for this organisation gives me job security".

Organisational citizenship behaviours was measured using an instrument developed by Podsakoff and Mackenzie (1994), cited in Shaiful, Hassan, Mohammad, Norshimah, Kamsol and Rozihana (2009). Respondents were asked to indicate their extent of OCB demonstration ranging from 'This is exactly like me' (1) to 'This is not like me at all' (6) on items like "Helps others who have a heavy workload" on a self-report rating on an item such as "Readily accepts more work".

X. DATA PROCESSING AND ANALYSIS

The retrieved questionnaires from the respondents were cleaned, coded and organised for consistency, accuracy and effectiveness. The results were computed using SPSS version 19 adopted for windows (Statistical software package for social scientists) to obtain demographic characteristics, zero order correlations and regression analysis of the study variables.

Table 2 : Self-scored OCB Factor Analysis

	Indices				
	1 CONSC.	2 CIVIC	3 ALTRUISM	4 COURTSEY	5 SPORTSM
Seeks and accepts responsibilities at all times	.760				
Willingly gives time to help others who have work related problems	.740				
Gets a great deal done within a set time frame	.733				
Readily accepts more work	.709				
Always expected to attend work regularly and be punctual	.654				
Assists superior with his work	.520				
Does not take days off without previously asking for them	.510				
Stays at work for longer hours than the workday even without compensation		.763			
Keeps abreast of changes in the organization		.682			
Always in position to start any engagement at the appointed time		.668			
Never takes long lunches and extra breaks		.575			
Defends the organization when other employees and outsiders criticize it			.785		
Attends functions that are not required but that help the organizational image			.587		
Takes action to protect the organization from potential problems			.586		
Discourages idle conversations with fellow colleagues and friends during work hours				.793	
Keeps all personal meetings with relatives and friends outside of work hours				.697	
Treats fellow colleagues with respect				.561	
Consumes a lot of time complaining activities					.880
Does only what is required of him/her and never volunteers for extra work					.827
Eigen Values	5.09	2.0	3.63	3.36	1.72
Percentage Total Variance	19.56	16.5	13.96	12.92	6.63
Cumulative Percentage	19.56	36.1	49.67	62.59	69.22

IV. VALIDITY AND RELIABILITY

Factor analysis was conducted to establish the validity of the instrument. A single index was obtained for Psychological contract violation and psychological

contract management. In table 2, factor analysis generated the five distinct factors as conceptualised by Organ (1988): Conscientiousness, Civic Virtue, Altruism, Courtesy and Sportsmanship. These indicators were found to explain 69 per cent of variance in OCB.

Cronbach alpha test values obtained are shown in Table 3. According to Nunnally (1998), instruments with Cronbach values equal or greater than .7 are deemed to be reliable.

Table 3 : Descriptive statistics and zero order correlations

	Mean	SD	Alpha	1	2	3	4	5	6	7
Age of respondent -1				1						
Sex of the respondent -2				.12	1					
Marital status -3				-.21*	.10	1				
Tenure -4				.57**	.23**	-.27**	1			
PCV -5	3.88	.10	.91	-.07	.21*	.01	-.08	1		
PCVM -6	3.25	.07	.96	.21*	.10	-.18*	.26**	.21*	1	
OCB -7	3.38	.23	.94	.24**	-.01	.02	.17*	-.37**	.48**	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed), $N = 144$.

XI. RESULTS AND INTERPRETATION

The six items measuring Psychological contract violation ($M = 3.88$, $SD = .10$) were averaged to form a scale with values indicating that 40% - 55% of the time employees perceived violation of the psychological contract. The 13 items of psychological contract violation management ($M = 3.25$, $SD = .07$) were averaged to form a scale, with higher values of 55% - 70% of the time psychological contract violation was being managed. The 26 self-report OCB items ($M = 3.38$, $SD = .23$) were averaged to form a scale, with 59% - 50% indicating "This is somehow like me".

The zero order correlation analysis in Table 3, revealed a significant negative relationship between the Psychological contract violation and Organisational citizenship behaviour (OCB) ($r = -.37$, $p \leq .01$) and

Psychological contract violation management and Organisational citizenship behaviour (OCB) ($r = .48$, $p \leq .01$).

The hypotheses were tested using a hierarchical regression in table 4. In model one, all of the control variables were entered into the regression equations. In the second model, psychological contract violations were entered in the equations. In the third model, the psychological contract violations management was entered in the equation. The hypotheses 1, 2, and 3 were supported by the findings, 46.6 per cent variance in OCB being explained by the predictor variables. The findings show the existence of a significant negative relationship between Psychological contract violation and OCB. Also, the findings show a significant positive relationship between psychological contract violation and OCB.

Table 4 : Hierarchical Regression

Model	Model 1 B1	Model 2 B2	Model 3 B3
(Constant)	2.798**	3.546**	1.765**
Qualification	-.192	-.181	-.072
Age	.333**	.314**	.221*
Sex	-.094	.047	.044
Marital status	.089	.068	.129*
Tenure	.057	.011	-.093
PCV		-.205**	-.285**
PCVM			.603**
R^2	.077	.195	.493
ΔR^2	.077	.118	.298
R^2_{adj}	.042	.158	.466
ΔF	2.21	19.19**	76.41**
F	2.21 {df = 5,132}	5.29** {df = 6, 131}	18.07** {df = 7, 130}

a. Dependent Variable: Organisational Citizenship Behaviour

XII. DISCUSSION

The relationship between Psychological contract violation and Organisational citizenship behaviours.

The findings showed support for the hypothesis that there is a negative significant relationship between

psychological contract and organisational citizenship behaviours. This corroborates earlier such findings, for instance, Coyle-Shapiro, Marrow and Kessler (2006) established that individuals engage in OCB as a form of reciprocity based on how well they have been treated by the organisation and that if they feel that the organisation has failed to fulfil the promised obligations,

they are less likely to engage in organizational citizenship behaviours. Del Campo (2007) argued that psychological contract violation results into outcomes that have a negative impact on employees' work behaviours.

The relationship between Psychological contract violation management and Organisational citizenship behaviours.

The study findings have revealed that there is a positive significant relationship between psychological contract violation management and organizational citizenship behaviours. Gacovic and Tetrick (2003) in support of the findings, argued that when an organization lives to its promises, employees experience less emotional exhaustion and are more satisfied with their jobs. This means that fulfilling employee promised obligations will make them go an extra mile. When employers deliver on their commitments, that is, when by their actions fulfil employees' expectations; they reinforce the employees' sense of fairness and trust in the organisation and generate a positive psychological contract between employer and employee.

The employee's perception of fairness of the organization will determine whether they engage in citizenship behaviours or not. The findings also indicate that in case of any violation of the psychological contract, the individual's commitment will reduce since the employee's belief that the employer will fulfil promises is questionable, a situation that should either be avoided or minimised by managers of organisations.

XIII. CONCLUSION

From the study, the findings supported the hypothesis that there is a negative relationship between psychological contract violation and Organisational citizenship behaviour. The findings also confirmed the hypothesis that psychological contract violation management is positively related to organisational citizenship behaviour. Employers should ensure that the promised obligations to the employees are fulfilled and not violated for employees to gain a sense of belonging in the organisation and go extra mile to make sure that the goals and objectives of the organisation are achieved. This shows that employees who exhibit organisational citizenship behaviours work with a lot of passion and have a strong connection to the organisation. Organisations should not only honour the economic contracts but should also honour the psychological contracts by ensuring that they fulfil their promised obligations to the employees in order to elicit more work effort from the employees. Organisations in particular top managers should connect to each and every employee since every interaction with an employee has the potential to inspire exhibition of discretionary effort. This can be done through defining

individual and organisational goals / objectives in a realistic and every day terms to make them meaningful to employees' day to day experiences. However, the study had its limitations like any other cross sectional survey; there is need for improvement on the instrument. Also, the study was conducted in the banking sector only, so there is need to widen the scope to other firms.

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GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES - PSYCHOLOGY
Volume 14 Issue 4 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Graphic Design Visuals a Means of Cultural Development in Technological Age

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Abstract- In recent years, the relationship between graphic design and visuals (GDV) has become a source of debate for researchers. Human beings are symbolically innovative; they react to their environment by creating devices that will assist them in adapting to the numerous problems of communication. This reaction to environmental influence led to the development of different devices which are problem solving technologies in their recurrent activities. The springing up, and advancement of graphic design devices in Information Technologies and Communication, brought series of benefits and relief to mankind. Modern man exists in an era in which technological innovation and devices are dominating the accomplishments of human endeavour and the supersonic age of Information Technology explosion in graphic design communication which has made life much more meaningful. New innovations and methodologies are applied in graphic communication visual system in disseminating information to the audience. This paper, surveys the impact and the role of graphic visuals communication. In cultural developments.

Keywords: *graphic, design, visual, communication, cultural, technology, age.*

GJHSS-A Classification : *FOR Code: 410201, 410299*



Strictly as per the compliance and regulations of:



Graphic Design Visuals a Means of Cultural Development in Technological Age

E. Bankole Oladumiye^α & Ogunlade B, A^σ

Abstract- In recent years, the relationship between graphic design and visuals (GDV) has become a source of debate for researchers. Human beings are symbolically innovative; they react to their environment by creating devices that will assist them in adapting to the numerous problems of communication. This reaction to environmental influence led to the development of different devices which are problem solving technologies in their recurrent activities. The springing up, and advancement of graphic design devices in Information Technologies and Communication, brought series of benefits and relief to mankind. Modern man exists in an era in which technological innovation and devices are dominating the accomplishments of human endeavour and the supersonic age of Information Technology explosion in graphic design communication which has made life much more meaningful. New innovations and methodologies are applied in graphic communication visual system in disseminating information to the audience. This paper, surveys the impact and the role of graphic visuals communication. In cultural developments.

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I. INTRODUCTION

The concept 'graphic design visuals' (GDV) within the context of this paper is defined as a tool, system or technique which has the ability to collect, store, display, transmit, receive or absorb messages over short or long distance visually (Akinyokun1999). From the above, we are referring to the embodiments of a convergence of interest between graphics communication visuals and telecommunication all of which are leading to the rapid development of microelectronics organizations in graphic art and designing.

Ogunsote (1990) classifies it to be the broad range of Information Technologies associated with visual telecommunication systems and automation robots, laboratory testing of certain equipments and many basic electronic controlled technologies in graphics. Graphic design visual is the process of transmitting a message from a source to a receiver as Gerbner postulates in Hoban (1974) that the cultivation hypothesis for mass graphic design

communication states that messages and message systems cultivate priorities, values and pattern of perception and, expectations in establishing reality visually. For instance, graphic design visuals are relatively more stable information content that can be subjected to varied perception or interpretations partly due to experience and ability level of individuals listening and watching in learning system.

One argument that should be resolved in emphasizing graphic design visuals that could serve as stimuli for technological trends in cultural development is that a general level of artistic and designing literacy which should be achieved. Artistic and designing literacy in the scope of this study is broadly the ability to encode and decode visual symbols in graphic design and communication. There is a need, therefore, for graphic designers to develop an awareness of visual meaning that audience can interpret on the basis of what the encoder selects and stresses. This will contribute immensely to social and economic improvement such as communication technology productivity, increasing access to a higher quality of life, incorporates visual technologies and techniques used in managing information.

II. ROLE OF GRAPHIC VISUALS IN COMMUNICATION IN TECHNOLOGICAL AGE

The role of graphic designs in visual communication finds expression in people's propensity to meet their needs in the context of their communities and in accordance with their lifestyles and cultural background. The roles of graphic visuals in communication are predominant despite the moderating effect of economic climate and technology now. Graphic visual communication as the name suggests, is communication through visual aid. It is the conveyance of ideas and information that can be read or looked upon. Primarily associated with two dimensional images, it includes signs, typography, drawing, graphic design, illustration, colour and electronic resources. It relies solely on vision. It is a form of communication with visual effect and it explores the idea that a visual message with text has a greater power to inform, educate or persuade a person. It is classified as communication by presenting information through visual forms.

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Some of the roles of graphic designs in visual communication are the evaluation of a good visual design which is based on measuring comprehension by the audience, not on aesthetic or artistic preference because there are no universally agreed principles of beauty and ugliness in design. In the role of graphic designs in visual communication, there exists a variety of ways to present information usually in form of gestures, body languages, video and television. Here, focus is on the presentation of text, pictures, diagrams, photos, and et-cetera. Recent research in this field has focused on web designing and graphically oriented usability.

Graphic Visuals in this sense is the key to development in technological age and it is perceived as acquisition of both physical and intellectual skills as well as the acquisition of objective view of the cultural development. Technological age as far as this study is concern is the application of science and the development of manual skills in design and the application of technical advances. The above statement is saying that technology in cultural development implies basic scientific and cultural knowledge, which is made up of basic components of design structures and production mechanisms. The product of technology can be found in the philosophy of visual design perception that seeks to understand appreciative design components and principles in visual form and its application in logic science, through comparative studies of traditional and modern design visuals, forms and objects.

III. GRAPHICS COMMUNICATION A MEANS OF CULTURAL DEVELOPMENT

Graphic Communication, as the name suggests is the communication that uses graphic elements. These elements include symbols such as glyphs and icons, images such as drawings, and, photographs, it include the passive contributions of suitable colour and surroundings. It is the process of creating, producing and distributing materials, incorporating words and images to convey data concepts and emotions. The field of graphic communication encompasses all phases of the graphic communication processes from origination of ideas (design, layout and typography) through reproduction, finishing and distribution of two or three-dimensional products or electronic transmissions.

The earliest graphics known to anthropologists study in prehistoric periods are cave paintings and markings on boulders, bone, ivory and antlers, which were created during the upper Palaeolithic period from 40,000 – 10,000 BC or earlier. Many of these were found to record astronomical, seasonal and chronological details. Some of the earliest graphics and drawings known to the modern world from almost 6,000 years ago were that of engraved stone tablets and ceramics cylinder seals marking the beginning of the historic

period of development and communication era of cultural development. The keeping of records for accounting and inventory purpose was among the communication of the cultural development of those days. For instance, records from Egypt predate these and papyrus was used by the Egyptians as a material on which to plan the building of pyramids. From Egyptian, cultural communication and development swings up. The Greek introduced a system of communication development in their own cultural background by introducing slabs of limestone and wood. From 600 – 250 BC, the Greeks played a major role in geometry. They used graphics to represent their mathematical theories such as the Circle theorem and the Pythagoras theorem which are in use till date in science and technology.

Graphic designs and, communication functions in multifarious ways in cultural development. In this functional sense, graphic design programs are designed to correspond to fundamental human needs, the needs of an individual, a group of people and the social life of the people collectively in cultural development. Graphic designs and communication performed the virtual roles of securing for people a safe and successful participation in their daily social life. From the historical point of reference of the Greek and Egyptians, the traditional African societies, but this is equally true of other societies of the world. Also through graphic design, recreational activities involving advertisement, models, music, dancing and dancers and acrobatic displays have emerged. From vast anthropological records, traditional African graphic arts have been used by traditional people in Nigeria for performing the vital roles of securing for people a safe and successful participation in their daily social life.

There is considerable literacy evidence that graphic design communication provides social integration acting as symbols of political power in many cultural developments. Graphic design and communication symbolizes concepts of power, authority and prestige (Thompson 1972) and Radcliff (1968) explains, how in many African countries, graphic design serves as a means of cultural development, in the sense that it is the strength of the village, the district or the kingdom means of communication. Graphic design and communication symbols in Africa indicate the numerous legends of folklores of the ancestral origin. In almost all of these cases, literary evidences explain common moralistic phenomena, how graphic design has served to provide social integration as a medium of facilitating concepts relating to day to day communication and super naturalistic and educational roles in Nigerian cultural background.

Culture as far as this study is concerned according Oladumiye (2013), is a way of life of a group of people, the behaviours, and beliefs: and

communication style of the people. A culture is not necessarily the same as a nation. Within a nation there may be several cultural settings. In Nigeria for example, the cultural setting is multicultural with different ethnic setting, language religion etc. As a result, graphic designs and communication have to be used to pass information to these set of people in many different methods and media. Culture is also a major system within which communication graphics occurs. Some researchers and sociologist prefer to say that culture is communication while philosophers described it as people's material, spiritual and philosophical system which includes economic, social and political system. Effective communication is therefore necessary within a cultural or multicultural society like Nigeria because it enhances stability and consistency and a factor for balanced communication which binds people together especially attitudes. Cultural development graphically hinges on ability of the culture through communication to manage its graphic design stability. Akinbogun (2003) opines that culture must seek a balance between stability and change in order to survive. Graphic designs and visual communication, a means of cultural development in technological age in the context of this paper would mean any form of visual concepts in which seventy percent of the population would understand when it speaks or communicate about one thing or the other, they relate to the development of the people in this technological age.

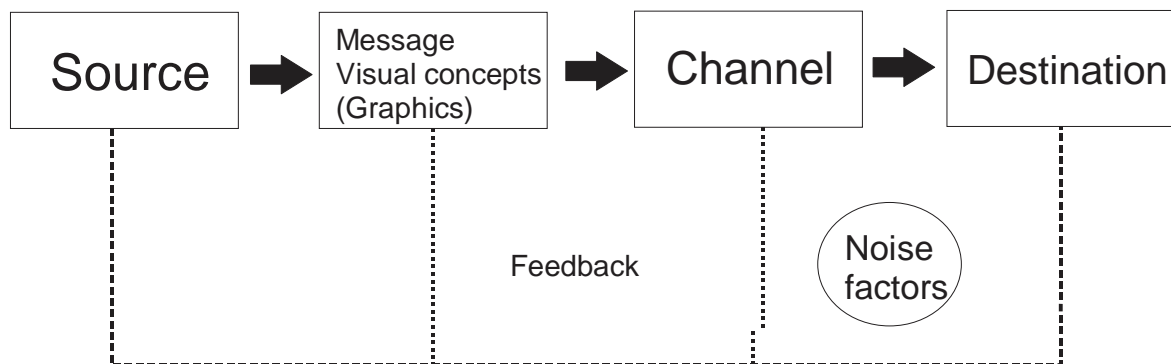
IV. THE IMPACT OF VISUAL COMMUNICATION GRAPHICS IN DEVELOPMENT

Visual communication graphics as a concept is the process whereby information is impacted by sender to receiver via a medium. It requires that all parties have an area of communicative commonality. There are auditory means such as speaking, singing and sometimes tone of voice and nonverbal, physical means

such as body language, sign language etc. Communication in another word is a process by which we assign and convey meaning in an attempt to create or share understanding. This process requires a vast repertoire of skills in interpersonal processing like listening, observing, speaking, analyzing and evaluating graphic visuals. It is through this type of communication that collaboration and cooperation occur in visual graphics. (Obielodan1990).

Visual communication in the context of this paper is communication through the use of visual aids. It is the conveyance of ideas and information that can be read or looked upon and appreciated. Primarily, it is associated with two dimensional images, it include signs, typography, drawing, graphic design, illustration, colour and electronic resources. It solely relies on vision. It is a form of communication with visual concepts. It made use of visual messages with text that has power to inform, educate or persuade a person. The evaluation of a good visual design is based on measuring comprehension by the audience, not on aesthetic or artistic preference. There exist a variety of ways to present information usually like gestures, body languages, video and T.V. Here, focus is on the presentation of text, pictures, diagrams, photo, and etcetera.

According to Smith (1997) and Adeyemi (2005), visual communication involves basically a sender, a receiver, which is the audience, the message which is the visuals the concept and the channel of transmission. It is further said that the sender may become the receiver and vice versa, and thus visual communication is cyclical, this means that communication is effective when the receiver is able to decode effectively the message encoded by the sender. Verbal communication for instance involves talking while non-verbal communication can be signs or symbols or illustration.



Source : Author's Research Concepts 2014

Folorunso (2001) opines that Visual Communication does not exist in a vacuum. There are two important elements involved in Visual Communication process: Information and the Medium. Information Visuals, as far as this study is concerned, can be acquired through various means e.g. research, workshop practice and training, while medium is the expression of technologies. These include drawings, carvings, incision, signalling, moulding, billboards, posters, advertisement, photography, television, computer graphics such as graphic illustration, drawing, photography etc. are considered as the best form of communication, for human brain tends to retain, understand and remember what we see for a longer time than what we hear or read.

Folorunsho (2001) and Adeyemi(2005), buttress this by stating that graphic illustration visuals have been used virtually in all areas of human existence, from the design of the smallest materials used by man to the biggest space jet, to all branches of technical Industry. Some important areas in graphic design visual communication deals with advertising of products, two dimensional reproduction methods, illustration, commercial art, three dimensional art, printmaking etc.

V. IMPACT OF GRAPHIC VISUALS IN ECONOMY DEVELOPMENT

Graphic designs and visual communication is part of the six (6) cultures and economic development of nations because it is a concept that is prominent in advertising industries. Advertising is a tool of marketing for communicating ideas and information about goods and services to an identified group which employs paid space or time in the media or uses another communication vehicle to carry its message. It openly identifies the advertiser and his relationship to the sales effort (Hoyland and Holder, 1997). Since advertising is all about these scenario, it is relevant in cultural development.

Manufacturers of goods and items present their finished products in graphic design visual which attracts the consumers to buy or purchase a product. In recent years, advertisement in newspapers and television have suffered decline in advertising, revenues around the world for they spend greatly on graphic visuals such as the internet and mobile phones. Against this trend, spending on outdoor advertising has grown in many natural markets. For example, in the United Kingdom, advertising economy and revenue improved and skyrocketed from 4.5% to 5.5% between 2000 and 2007 till date, also United States graphic visuals economy development experience above average growth in revenue in 2000s. In China, advertising growth per annum between 1990 and 2003 was 26%. China emerged as the third largest advertising country on television station and dailies (Alba and Hutchinson 1987).

The Nigerian economy booted through advertising with graphic design visuals for a recent survey shows that a whopping #100 billion naira was spent on advertising in 2010, this figure represents 73% increase of 2009, 90 billion on television, radio, outdoor and press advertisement. MTN visual graphics and communication top the economy by 7.145 billion, Global- com 4.488 billion, Etisalat 2.489 billion and 2.126 billion respectively. From the above estimation, graphic design and visuals has great input on the Nigerian economy.

The advertisement of manufactured products depends on graphic visuals impact to reach the audience or consumers. Good packaging, fantastic advertisement and nice presentation often determine the rate of consumption of local products naturally and internally (Oladumiye2011).

One of the impacts of graphic visuals in economy development is the development of the industrial sector by relying more on local resources and less on importation of graphic materials. These guided local research and development strategy that seeks to promote science and technology based small and medium-size enterprises in graphic designs visuals the establishment of the one man road side artist and designers. These enterprises develop science and technology parks and technology graphical centres in Nigeria cultural development and also it enumerated to the development of communication technologies centres.



Figure 1 : Advertisement on Coca-cola

Source : Authors Collection 2014

VI. THE ROLES OF GRAPHIC VISUALS IN INFORMATION PROPAGATING IN CULTURAL DEVELOPMENT

Propagating and Information is the relationship of one thing to another in a direction, position and scale in graphic visuals. These are embedded in designing of maps, diagrams, directional signs, billboards, posters. It serves as an information carrier in the media. For instance, United States of America (USA) have used the powers in graphics in publications, film production, video art, internet, computer graphics etc. America is able to produce classy publications in form of cartoons, books, animation, fantastic films and documentaries on American culture. American perception of reality, American foreign policy, new fashion trends and American technological and scientific advances (Shehu 1991) through this according to Adeyemi (2005) America has been able to transmit to the world daily its own idea resulting in a subtle cultural subjugation. The above tells us how graphical visuals and communication serves as a means of propaganda and information to mankind. Among other things are the conveyance messages to the grassroots and exposure of people to new and different norms and values of the society which are achieved by graphic design visuals in propagating and information. It promotes social cohesion through illustrations and promoting understanding and appreciation of cultures of different ethnic groups within the country or outside, as a result, it exposed people to their cultural values. All these are functional experience central to a comprehensive visual perception that are

contribute towards the development of a new knowledge, image making and concept formation in graphic visual information. See figure 2 as an example on eradication of poverty in Nigerian Cultural society.



Figure 2 : A Poster on Poverty Eradication

Source : Author's Collection 2014

VII. SERVES AS AN AGENT OF EDUCATION AND INFORMATION

Graphic design and visual communication in cultural development serves as an agent of education. Education, which is the aggregate of all the processes by which a child develops the ability, attitudes and other forms of behaviour which are of positive value to the society in which he/she lives. Philosophically, education is the process of personal development and it can be perceived as the transmission of culture and development through graphic design visual communication. Researchers have revealed that with the introduction of print and popularization through the printing press, dramatic effects have evolved on the lives and thinking style of mankind. This is as a result of visual communication in the sense that in print, information is abstracted from experience and organized in sentence, in hierarchal manner, while the visual media structure information is about the experience of the world in a horizontal manner.

Graphic Visuals serves as agent of education in that it helps in promotion of basic skills as it was postulated by a researcher Fatuyi (2004), that the symbol of graphic visuals in education and information is transparent to its meanings to fulfil most informative design and artistic purposes. It is graphic visuals that are largely responsible for bringing into consciousness a fully explicit knowledge of the various levels of education structure that is graphic designs is responsible for making explicit humans knowledge of such things as structure of meanings represented or exemplified. (Gary2005). When this knowledge is explicit and

conscious in visuals, then the people can effectively use graphical symbols in education and learning as instrument of discovery. Graphic Visuals as agent of Education cannot be over-emphasized because, Graphic Visuals in education set up and information technology is an instrument that implies a means by which something is done as an agent or an instrument use in accomplishes some purposes. Like mechanical implement or a device for correcting or measuring, especially, such as a device functioning as part of a control system. Graphic Visuals in education is a device for producing desire end results for effective societal functioning. (Fatuyi 2004).



Figure 3 : Students in Tertiary Institution Part of Developments of Graphics

Source : Authors Collection (Photographed by Samuel 2014)

Graphic Visuals should be central on the curriculum of the school, because it is a language of comprehension, of thinking of knowing of receiving and expressing information. Martin-Engel (1979) another researcher opines that graphic visuals in education is a form of knowledge, a symbolic and expressive system of structure. Whether in film, television, theatre or any other form of aesthetic endeavour, the activity takes place within the form of a symbolic structural setting which both is contains in knowledge. The arts of graphic visuals therefore can be understood as cognitive process in education and information.

Graphic design communication visuals are useful as motivational visual aids in education and there

also the type of materials that teachers and students can easily create like, photographic images as tools for learning. The educational value of books, enlightenment posters, handbills, billboards, newspapers, magazine, newsletters, journals, publications which are the products of graphic design and visual communication cannot be over emphasized. Graphic design and communication visuals are highly effective agent and catalyst to the medium of information dissemination to the rural community in matters relating to community development, political socialization, agriculture, nutrition, and personal hygiene especially in educating the mass about HIV/AIDS how to eradicate poverty in the society. See Figure 4 and 5 for example.

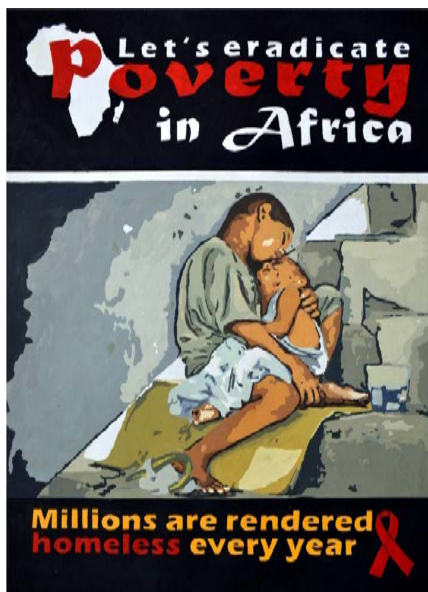


Figure 4 : Poster on Poverty in Nigeria

Source : Authors Collection



Figure 5 : Poster on HIV/AIDS

Source : Authors Collection (Dare 2014)

In the actual sense of it all, graphic design and visual communication are endowed with communicative power either through Information Technology, propaganda, and education medium to mobilize people to achieve their dreams. There is no doubt that graphic design and communication visuals have brought prosperity and development in various ways to cultural development. Since the inception of technological development design and visual communication have played the all-important role of clothing the goods produced by manufacturer to the taste and comfort of the people. Graphic design and communication visuals have raised industries to aesthetic awareness, making industries modern handicrafts to the people and boost the economy of the nation.

VIII. PROMOTION OF HUMAN RIGHTS VALUES THROUGH CULTURAL INSPIRED GRAPHIC VISUALS

Promotion of human rights through graphic visuals in cultural setting is the rights and freedoms to which all humans are entitled to. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Graphic design visuals in human rights are a fundamental principle and responsibility which exploits every individual and organ of society to strive by teaching and educating, to promote respect for rights and freedom.



Figure 6 : Printmaking Visuals on Political Freedom. "One Man One Vote"

Source : Authors Collection (Dare Oluwafemi Prints 2014)

Graphic Visuals is a methodical effort towards learning basic facts about humanity and the care. The idea behind value awareness is to create and cultivate values through visuals in the people so that the civilization that teaches us to manage complexities graphic visuals can be promoted and further create development. It begins at home and it moved to the entire society and culture of the people. Human right value as far as graphic visuals is concern, is important to help everyone in improving the value system that he or she holds (Ogunsote1990). Every human being has to understand their value, this help in controlling various choices they make. Value in graphic visuals is always essential to shape lives. The value of graphic visuals in human rights culturally is to promote peoples right through visuals and protecting their rights. Example of these is Figure 6 in this study a printmaking poster on political freedom and awareness' titled "One Man One Vote".

IX. CONCLUSION

Graphic design visuals' role and impact in cultural development have been discussed in this study.

These concepts have revolutionaries the life- style of man to the extent that man has now learnt how to create devices that will assist them in adapting to numerous problems of communication. For instance, graphic design visuals require designers and communicators to solve communication problems in cultural development in technological age by interpreting the ideas and translating them into visual representation or system which will convey meaning to the people and they become inspired, informed or persuaded by the visual messages. The translation of ideas using visual structure such as pattern and colour can be represented in two or three dimensional forms. Culturally, graphic communication represented design printed on surfaces while graphic design has expanded to represent visual layout using typography, photography and illustration that is applied to a variety of media in cultural development.

X. RECOMMENDATION

Most design works require the process of research and planning. As design objectives need to be formulated to determine the needs of communication, it

must contain visual structure that will enhance the cultural development of the people. Since graphic design visual is the development of human mind and its creative ability is the fine mechanism which tilts the static balance between societies and human acceptance and starts a process of dynamic balance between them. In other to tilt that balance in cultural development, it is necessary to explore and exploit all design resources and potentials at our disposal.

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GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES - PSYCHOLOGY
Volume 14 Issue 4 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Relationship Between Life Satisfaction, Social Interest and Participation in Extra Curricula Activities among Undergraduates in a Nigeria University

By Dr. B. A. Adeyemi & Dr. J. A. Farayola

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Abstract- The study determined the level of life satisfaction, social interest and participation in extracurricular activities among the undergraduate students of University of Lagos. It also examined relationship between life satisfaction and social interest and investigated deregulatory effect of life satisfaction and social interest in participation of extracurricular activities. This is with a view to ensuring that students relate well with one another. The study employed the survey research design. The population of the study consisted of all undergraduate students of University of Lagos. However, 200 undergraduate students were purposively selected in the Faculty of Education and Faculty of Social Sciences using stratified sampling techniques. An instrument titled "Questionnaire of Life Satisfaction, Social Interest and Participation in Extra Curricular Activities among Undergraduates Students" was developed to elicit information from the respondents. Four research questions and two research hypotheses were generated and answered. Data were analyzed using simple percentage, multiple regression, Spearman correlation and chi-square statistics. Among others, the results showed a significant relationship between the students' level of life satisfaction and their respective levels of participation in extracurricular activities ($\chi^2 = .19.99$, $p < 0.05$).

Keywords: *life satisfaction, social interest, extracurricular activities and undergraduate students.*

GJHSS-A Classification : *FOR Code: 330205p*



Strictly as per the compliance and regulations of:



Relationship Between Life Satisfaction, Social Interest and Participation in Extra Curricula Activities among Undergraduates in a Nigeria University

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Abstract- The study determined the level of life satisfaction, social interest and participation in extracurricular activities among the undergraduate students of University of Lagos. It also examined relationship between life satisfaction and social interest and investigated deregulatory effect of life satisfaction and social interest in participation of extracurricular activities. This is with a view to ensuring that students relate well with one another. The study employed the survey research design. The population of the study consisted of all undergraduate students of University of Lagos. However, 200 undergraduate students were purposively selected in the Faculty of Education and Faculty of Social Sciences using stratified sampling techniques. An instrument titled "Questionnaire of Life Satisfaction, Social Interest and Participation in Extra Curricular Activities among Undergraduates Students" was developed to elicit information from the respondents. Four research questions and two research hypotheses were generated and answered. Data were analyzed using simple percentage, multiple regression, Spearman correlation and chi-square statistics. Among others, the results showed a significant relationship between the students' level of life satisfaction and their respective levels of participation in extracurricular activities ($\chi^2 = 19.99$, $p < 0.05$). The results also indicated that there was no significant relationship between the students' levels of social interest and their respective levels of participation in extracurricular activities ($\chi^2 = 2.13$, $p > 0.05$). The results concluded that family/friends relationships were particularly strong among undergraduate students because they demonstrated high level of life satisfaction.

Keywords: *life satisfaction, social interest, extracurricular activities and undergraduate students.*

1. INTRODUCTION

Life satisfaction can be conceptualized as a "cognitive judgmental process in which individuals assess the quality of their lives on the basis of their own unique sets of criteria (Miroczek & Avron, 2005). These cognitive judgments are largely independent from an individual's more immediate affective (emotional) interpretation of an event. From general observation, life satisfaction varies among students – money, sound

CGPA, high social economic class, high self-esteem, among others. Life satisfaction is of importance because it predicts a number of positive mental health and lifestyle outcomes. It represents how satisfied people feel with their life generally, as contrasted with positive affect (sometimes called just 'happiness'), which represents how they feel at a single point in time.

Life satisfaction involves people thinking about their life as a whole, including factors such as whether they are achieving their goals, are doing as well as other people around them, and are happy generally rather than just right now. Life satisfaction is thus a longer-term measure than affect. Positive psychology research indicates that people are happier, more creative, and more productive when utilizing what psychologists call their signature strengths. Identifying your personal strengths and then consciously incorporating them into daily activities will bring greater happiness and life satisfaction. This research will focus on the undergraduate students as the sample for the research.

Social Interest deals with the ways people interact with each other as they work towards individual gain or collective goals (Anderson, Mikulic, Vermeylon, Lyly-Yrjanainen, and Zigante, 2009). Often, this results in competition as groups or individuals with conflicting interests attempt to influence events or take actions that are to their benefit. A variety of social theories have developed in the ongoing attempt to understand how people negotiate their interests at different levels in society. If something is done in the social interest, it is exercised for the common good of society as a whole.

Generally, there can be a good amount of disagreement on what exactly this means depending on views on society's role. For example, people who think society should make it easier for people to maximize their own self-interest will not agree with others who believe steps taken toward egalitarianism are beneficial to society.

Over a period of time, when adolescents are asked how they use their leisure time, most report some involvement in organized structured activities such as sports, performing arts, clubs, service activities and church youth groups. If students are often bored and

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unmotivated, then they need something in which to become engaged. The primary goals of extracurricular activities focus on the individual student level, the institutional level, and the broader community level. These activities exist to complement the university's academic curriculum and to augment the student's educational experience. According to Davalos, Chavez & Guardiola (1999), almost any type of student involvement in college positively affects student learning and development. Extracurricular activities provide a setting to become involved and to interact with other students, thus leading to increased learning and enhanced development. Specifically, a student's peer group is the most important source of influence on a student's academic and personal development. By identifying with a peer group, that group may influence a student's affective and cognitive development as well as his or her behaviour.

As the development of the well-rounded individual is a principal goal of extracurricular activities on college and university campuses, the numerous experiences these activities afford positively impact students' emotional, intellectual, social, and inter-personal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others. Taking part in these out-of-the-classroom activities helps students to understand the importance of critical thinking skills, time management, academic and intellectual competence. Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation, and discussion. Working outside of the classroom with diverse groups of individuals allows for students to gain more self-confidence, autonomy, and appreciation for others' differences and similarities. Organized activities provide a forum in which to explore and express one's identity, talent and passion and to gain a sense that "one matters".

Students mostly choose an activity that reflects core aspect of their self-beliefs and that participants can in turn, both reinforce and channel both the way that youth think about themselves and how they behave. In the process positive development in a range of domain can be facilitated, including identity, body image, initiative life satisfaction and conduct. Student involvement in extracurricular activities also positively impacts educational attainment. Pascarella and Terenzini's (2007) research indicates that extracurricular involvement has a positive impact on attaining a bachelor's degree and on educational aspirations. Students who are actively engaged are more likely to have higher educational ambitions than uninvolved students.

There is evidence that adolescents' friendship status is associated with their school satisfaction. Social interest and school satisfaction are correlated in the low to moderate range on a multi-componential life

satisfaction scale (Ash and Huebner, 2002). According to Gilman (2001) children with more friends and higher quality friendships score higher on measures of life satisfaction possibly because an increase in friendship provides more opportunity for social support or opportunities to engage in positive extracurricular activities. With the above knowledge of the three variables, it is the aim of this study to examine the relationship between life satisfaction, social interest and participation in extracurricular activities.

II. STATEMENT OF THE PROBLEM

From observation, the level of satisfaction and social interest such as dissatisfaction and low social interest, has led to a negligible knowledge, awareness and information about some extracurricular activities among the undergraduate students of University of Lagos. However, their life satisfaction and social interest study is not evident, there is a need to develop and experiment one, hence this study.

III. OBJECTIVES OF THE STUDY

This study seeks to achieve the following specific objectives:

- a. determine the level of life satisfaction, social interest and participation in extracurricular activities among the undergraduate students of University of Lagos;
- b. examine the relationship between life satisfaction and social interest;
- c. investigate the regulatory effect of life satisfaction and social interest in participation of extracurricular activities.

a) Research Questions

1. What is the prevalent level of life satisfaction among undergraduate students of University of Lagos?
2. What is the effect of life satisfaction level on the level of participation in extracurricular activities among undergraduate students of University of Lagos?
3. Does participation in extracurricular activities have any connection with their social interest and life satisfaction?
4. What relationship is apparent between life satisfaction and social interest among the undergraduate students of University of Lagos?

b) Research hypotheses

- a. There is no significant relationship between life satisfaction among undergraduate students of University of Lagos and their participation in extracurricular activities;
- b. The performance in extracurricular activities has no connection with their social interest and life satisfaction.

IV. METHODOLOGY

The study employed descriptive survey research design. The target population of the study consisted of all undergraduate students of University of Lagos. Purposive sampling technique was employed in selecting 200 undergraduate students from Faculty of Education and Faculty of Social Sciences. Proportional stratified sampling was employed in selecting 100 undergraduate students from Faculty of Education and 100 undergraduate students from Faculty of Social Sciences ranging from 200 level to 400 level. An instrument titled "Life Satisfaction, Social Interest and Participation in Extracurricula Activities Questionnaire" (LSSIPEAQ) was constructed by the researchers to elicit information from the respondents. The instrument was validated before use. The reliability coefficient of 0.76 was obtained in the use of Cronbach alpha. Four research questions and two hypotheses emanated. Data obtained were analysed using simple percentage, multiple regression, Spearman correlation and chi-square statistics.

V. RESULTS

Research question 1: What is the prevalent level of life satisfaction among undergraduate students of University of Lagos?

To answer this research question, the students' responses to all items in section B (except items 7 and 8) were scored in such a way that larger values were allotted to greater responses of satisfaction while small values were allotted to greater responses of dissatisfaction. However the values were transposed for negative items such as items 6, 12 and 13). The resulting scores were cumulated to build a measure of life satisfaction and categorized in such a way that those who scored 19 or less on the measure were said to be very unsatisfied with life, while those who score 20 to 38 on the measure were said to be "just unsatisfied" and those who scored 39 to 57 were said to be "just satisfied" while those who score above 57 were said to be very satisfied. These categories were given descriptive analysis and the result is presented in table 1 below

Table 1 : Level of life satisfaction among University of Lagos students

	Frequency	Percent
Very unsatisfied	3	1.5
Just unsatisfied	188	94.0
just satisfied	6	3.0
Very satisfied	3	1.5
Total	200	100.0

Table 1 shows the level of life satisfaction among University of Lagos students. From the table it can be seen that most of the students (94%) are just unsatisfied with their life while 1.5% were very unsatisfied. However, another 1.5% of the respondents were very satisfied while 3% of the respondents were just satisfied.

Research Question 2: What is the effect of life satisfaction level on the level of participation in

extracurricular activities among undergraduate students of University of Lagos?

To answer this research question, a Kruskal-Wallis H test was conducted between the students' levels of life satisfaction and their respective levels of participation in extracurricular activities yielding a chi-square value. The result is presented in table 2

Table 2 : Test of effect of students' levels of life satisfaction on their respective levels of participation in extracurricular activities

Life Satisfaction	N	Mean Ranks	Chi-square (a,b)	Df	p
Very unsatisfied	3	162.67	8.705	3	0.033
Just unsatisfied	188	98.98			
just satisfied	6	141.25			
Very satisfied	3	51.83			
Total	200				

a. Kruskal Wallis Test

b. Grouping Variable: LSg

Table 2 shows the test of effect of the students' levels of life satisfaction on their respective levels of participation in extracurricular activities. It can be seen from the table that chi-square coefficient obtained between the two variables is 8.705 at $p = 0.033$. It can be interpreted to mean that the students' levels of life satisfaction has a significant effect on their respective levels of participation in extracurricular activities, as the p-value fails the mandatory 0.05 level of significance. It can therefore be concluded that the students' level of

life satisfaction has a significant effect on their level of participation in extracurricular activities.

Research Question 3: Does participation in extra-curricular activities have any connection with their social interest and life satisfaction?

To answer this research question, a multiple regression analysis was conducted using the students' raw scores in social interest and life satisfaction to predict their participation in extracurricular activities and the result is presented in table 3.

Table 3: Model summary of the relationship among students' social interest, life satisfaction and their participation in extracurricular activities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.113(a)	.013	.003	6.92409

a Predictors: (Constant), Life Satisfaction, Social Interest

Table 3 shows that there is a positive correlation ($r = 0.113$) between life satisfaction and social interest on one hand and students' participation in extracurricular activities. The R-square value was 0.013 meaning that the maximum (overestimated) proportion of the observed variance that can be attributed to this

model is 1.3% while the actual proportion of the observed variance that the model can account for as given by the adjusted R-square value (0.003) is 0.3%. Consequently the significance of this model needs to be explored and the result is presented in table 4 below.

Table 4: Test of significance of the model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.090	2	61.045	1.273	.282(a)
	Residual	9444.785	197	47.943		
	Total	9566.875	199			

a. Predictors: (Constant), Life Satisfaction, Social Interest.

b. Dependent Variable: Participation in Extra-curricular activities.

Table 4 shows the test of significance of the model produced in the test of relationship between life satisfaction and social interest on one hand and the students' participation in extra-curricular activities on the other. The F-value obtained is 1.273 at p-value = 0.282. Since the p-value far exceeds the 0.05 threshold, it can be interpreted to mean that the relationship represented by the model is not significant. It can therefore be concluded that there is no significant relationship between life satisfaction and social interest on one hand and the students' participation in extra-curricular activities on the other.

Research Question 4: What relationship is apparent between the levels of life satisfaction and social interest among the undergraduate students of University of Lagos?

To answer this research question, a spearman correlation analysis was conducted between the students' levels of life satisfaction and their respective levels of social interest. The result is presented in table 4

Table 4 : Relationship between students' life satisfaction and social interest

			LSg	Level of social interest
Spearman's rho	LSg	Correlation Coefficient	1.000	.170(*)
		Sig. (2-tailed)	.	.016
		N	200	200
Level of social interest		Correlation Coefficient	.170(*)	1.000
		Sig. (2-tailed)	.016	.
		N	200	200

* Correlation is significant at the 0.05 level (2-tailed)

Table 4 shows the relationship between the students' levels of life satisfaction and their respective levels of social interest. It can be seen from the table that spearman correlation coefficient obtained between the two variables is 0.170 at $p = 0.016$. It can be interpreted to mean that there is a fairly strong relationship between the students' levels of life satisfaction and their respective levels of social interest. However, since the p-value fails to attain the mandatory 0.05 level of significance, the relationship can be said to be significant. It can therefore be concluded that there is

a significant relationship between the students' level of life satisfaction and their level of social interest.

Hypothesis 1: There is no significant relationship between life satisfaction among undergraduate students of University of Lagos and their participation in extracurricular activities;

To test this hypothesis, a cross tabulation was conducted between the students' levels of life satisfaction and their respective levels of participation in extracurricular activities. The chi-square value was also obtained. The result is presented in table 5.

Table 5 : Test of relationship between students' life satisfaction and their respective levels of participation in extracurricular activities

Level of life satisfaction	Level of participation in extra-curricular activities				Total	χ^2	Df	P
	Poor level of participation	Moderate level of participation	High level of participation	Very high level of participation				
Very unsatisfied	0	0	3	0	3	19.992	9	0.018
Just unsatisfied	17	84	79	8	188			
just satisfied	0	1	5	0	6			
Very satisfied	2	0	1	0	3			
Total	19	85	88	8	200			

Table 5 shows the test of relationship between the students' levels of life satisfaction and their respective levels of participation in extracurricular activities. It can be seen from the table that the chi-square value obtain in the test is 19.992 at $p = 0.018$. Since the p-value is less than 0.05, the null hypothesis can no longer be accepted. It can therefore be concluded that there is a significant relationship between the students' levels of life satisfaction and their respective levels of participation in extracurricular activities.

Hypothesis 2: There is no significant relationship between the students' levels of social interest and their respective levels of participation in extracurricular activities.

To test this hypothesis, a cross tabulation was conducted between the students' levels of social interest and their respective levels of participation in extracurricular activities. The chi-square value was also obtained. The result is presented in table 6.

Table 6 : Test of relationship between students' level of social interest and their respective levels of participation in extracurricular activities

Level of social interest	Level of participation in extra-curricular activities				Total	χ^2	df	P
	Poor level of participation	Moderate level of participation	High level of participation	Very high level of participation				
Low	1	3	1	0	5	2.132	6	0.907

Moderate	3	16	16	1	36			
High	15	66	71	7	159			
Total	19	85	88	8	200			

Table 6 shows the test of relationship between the students' levels of social interest and their respective levels of participation in extracurricular activities. It can be seen from the table that the chi-square value obtain in the test is 2.132 at $p = 0.907$. Since the p -value is greater than 0.05, the null hypothesis can no longer be rejected. It can therefore be concluded that there is no significant relationship between the students' levels of social interest and their respective levels of participation in extracurricular activities.

VI. SUMMARY OF THE FINDINGS

1. Most undergraduate students are not satisfied with their life.
2. Students' level of life satisfaction has a significant effects on their level of participation in extra curricular activities.
3. There is no significant relationship between life satisfaction and social interest on one hand and the students' participation in extra-curricular activities on the others.
4. There is a significant relationship between the students' level of life satisfaction and their level of social interest.
5. The study shows a significant relationship between the students' levels of life satisfaction and their respective levels of participation in extracurricular activities.
6. The study shows that there is no significant relationship between the students' levels of social interest and their respective levels of participation in extracurricular activities.

VII. CONCLUSION

The study reveals that the undergraduate students' satisfaction with their family was the largest contributor of their overall life satisfaction. Satisfaction with friends and good grades in school was also a significant predictor. So those who have high level of life satisfaction seem to participate more in different extracurricular activities. The present study also reveals that family/friends relationships are particularly strong among undergraduate students who report high social interest.

VIII. RECOMMENDATIONS

In the light of these findings, the following recommendations are made:

- i. That school administrators and educational policy makers, should establish or continue in strategies that stimulate participation in extracurricular activities which is likely to benefit students' positive

perceptions of their school experiences—social interest notwithstanding.

- ii. That parents should help create a good environment for their children/wards and should not pressurize them into choosing one career or the other; they should only encourage their children in accordance with interests, abilities and other potentials shown by them.
- iii. That school authorities should make available a functioning guidance and counselling unit to cater for students who really need somebody to talk to.
- iv. That research should be conducted as to assess the effect of family and gender type on life satisfaction.

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GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES - PSYCHOLOGY
Volume 14 Issue 4 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

A Tale of Youth Graduates Unemployment

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Introduction- The United Nations defines youth as all individuals aged between 15 and 24 (Bennell, 2007). There are 1.2 billion youth between the ages of 15 and 24 years that make up 18% of the world's population. Of these, about 87% of these young people live in developing countries. For example, Africa alone has some 200 million youth. Ethiopia has the largest youth population in Sub-Saharan Africa. More than half of its population is under the age of 25 and 20% are between 15 and 24 (Nebil, Gezahegn and Hayat, 2010).

The problem of youth unemployment particularly in urban areas has been a persistent concern of politicians and policymakers since the 1960s. Nonetheless, youth development has remained at the margins of national development strategies in most countries though there exists some growing interest towards the youth. And still youth are suffering from many untold problems emanating from unemployment which many called it 'youth crisis' (Bennell, 2007). These authors added that the number of unemployed youth world-wide has reached 88 million and the number of young people looking for work in Sub-Saharan Africa is expected to increase by 28% in the next 15 years – an additional 30 million people joining the pool of job seekers.

GJHSS-A Classification : FOR Code: 160506, 750101



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A Tale of Youth Graduates Unemployment

Yohannes Asmare ^α & Missaye Mulatie ^σ

I. INTRODUCTION

The United Nations defines youth as all individuals aged between 15 and 24 (Bennell, 2007). There are 1.2 billion youth between the ages of 15 and 24 years that make up 18% of the world's population. Of these, about 87% of these young people live in developing countries. For example, Africa alone has some 200 million youth. Ethiopia has the largest youth population in Sub-Saharan Africa. More than half of its population is under the age of 25 and 20% are between 15 and 24 (Nebil, Gezahegn and Hayat, 2010).

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In a nut shell, though youth graduates unemployment is a worldwide phenomenon, developing countries shoulder the lion's share of the negative consequences of the problem and Ethiopia cannot be exceptional to this horrible reality. Of course, this is what we actually observe in today's Ethiopia.

Hence, it is high time and imperative to systematically investigate factors, experiences, consequences of youth graduates unemployment and show implications for intervention.

Unemployment represents a drama in the lives of young individuals and amounts to a significant waste

of personal and social investments in higher education (Broecke, 2012).

Evidence has been accumulating for a decade that youth unemployment is following a different pattern than adult unemployment, is shaped by different factors, and is trending toward poorer outcomes. The problem persists in good economic times and further worsens in bad economic times. Youth participation rates are falling relative to adult participation rates and youth unemployment rates are consistently 2-4 times adult unemployment rates. ILO estimates that youth unemployment represents nearly 40% of total global unemployment (ManpowerGroup, 2011).

In Ethiopia, unemployment seems to be a serious problem and the country typical for the developing countries for failing to make effective use of its youth (Letenah, 2011). Unemployment is of a special concern for Ethiopians and has a wider implication for the youth in addition to leading their life are expected to help parents and extended families (Shumete, 2011). Youth graduates have very few opportunities for employment (Children and Youth Affairs Organization, 1995). According to a survey in 55 urban areas, unemployment was estimated at 41.3% and the incidence of youth unemployment was 45.5% and 35.7% for females and males respectively (MOLSA 1992 cited in Children and Youth Affairs Organization, 1995).

As a teacher in higher educational institute, I have my own lived experiences and those truly worrying experiences shared by my former/graduated students. The unemployment rate for urban youth is 37.5% as opposed to 7.2% for rural youth. While 20.6% of the urban population is unemployed, only 2.6% of the rural population are likewise. Comparing the unemployment rate in the six target cities, Dire Dawa records the highest with an unemployment rate of 37%, followed by Addis Ababa and Adama. According to Serneels (2007), the average duration of the unemployment period in urban Ethiopia was found to be more than one year. From the CSA Labour Force Survey (2005), large numbers of the unemployed urban population (38.1%) stay unemployed for 1-6 months. Almost 25% of the unemployed urban population has been jobless for more than a year (Nebil, Gezahegn and Hayat, 2010).

The problem of youth unemployment is very pressing, paradoxical and invites for scientific research for youth constitutes significant proportion of the population, huge resources are spend on the youth, youths are resources and failure to use them leads to vicious circle of poverty, and youth unemployment has too many undesirable consequences (Shumete, 2011).

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Analysis of studies made in the area and accessed by the current researcher unveiled that most are obsessed with the economic deemphasizing social, psychological, health, political antecedents and consequences of the unemployment of the youth. Such an effort and approach will definitely not give full picture of the problem and measures to be taken. It follows from this that effective youth employment policies and interventions require a thorough understanding of who the unemployed youth are, where they are located and the types of jobs youth are engaged in (Broussar and Tsegay, 2012). In this connection, studying contributing factors and consequences of the problem, and lived experiences of the unemployed will significantly contribute to efforts in reducing the unemployment crisis. Nonetheless, researches conducted on these aspects are worryingly scarce so far as my knowledge goes.

Hence, the purpose of this study is to assess contributing factors and consequences of the problem, and experiences of the unemployed graduate youth thereby contributing its share to the solution of this paradoxical problem.

II. METHOD AND MATERIALS

a) *Participants of the Study and Study Area*

The study was conducted among youth graduates who look for jobs and are accessed around Arat Killo area in Addis Ababa.

b) *Study Design*

This study employed quantitative and qualitative type of design.

c) *Samples, Sampling Technique and Sampling Procedures*

The study was made on 30 people. Participants were selected using available sampling taking into account the inclusion and exclusion criteria (a youth graduate from government institutions in the last few years unable to secure for employment in his/her field of graduation). In addition, three participants were used for the interview.

d) *Data Gathering Instruments and Data Gathering Procedures*

Two instruments of data collection were used: questionnaire and interview. The instruments were

content validated by relevant professionals. Data was collected in the Arat Killo area where many people who seek jobs come there to read vacancies and newspapers. Those who meet the criteria are used as participants and made to give their responses to the two instruments. The response rate for the questionnaire was 90 %.

e) *Data Analysis Techniques*

Data was analyzed by using quantitative mainly descriptive and qualitative mainly narration and thematic analysis methods.

III. RESULTS, INTERPRETATION AND DISCUSSION

Specifically, the research was intended to answer the following research questions.

- What are the factors perceived to be contributing factors for youth graduates unemployment?
- What are the experiences and consequences of youth graduates unemployment/effects on the jobless and others?
- What are the possible implications and solutions of the problem for intervention by concerned others?

For this purpose, data was collected, cleaned and analyzed using SPSS version-16. The results of the study are presented, interpreted and discussed as follows in upcoming parts.

Table 1 : Demographic Characteristics

Characteristics	yes		no	
	N	%	N	%
Employed	15	57.7	11	42.3
Employment by profession	13	86.7	2	13.3

As can be seen from Table-1, 57.7% and 42% of the participants are employed and unemployed respectively. Of those who are employed, 86% of the participants are employed in their profession where as 13.3% not.

It can be inferred that significant proportion of the participants (42.3%) were unemployed. And of those who are employed, 13.3% of them were employed not in their profession. This shows how serious the problem is and is in agreement with findings by other studies (Manpowergroup, 2011; MOLSA cited in Children and Youth Affairs Organization,1995).

Table 2 : Factors Contributing for Youth Graduates Unemployment

sn	Contributing factors for my being unemployed are:	Yes (%)	No (%)
1	Lack of relevant information, skills and experience	53.8	46.2
2	Lack of connections and social networks	66.7	33.3
3	Mismatch between training and requirements of jobs	44	56
4	Misguided and low quality educational policy and system	60	40
5	Nepotism and corruption	84.6	15.4
6	Ethnic and political bias and discrimination	73.1	26.9

7	Lack of culture of work ethic and job creation	57.7	42.3
8	Lack of confidence and motivation to work	24	76
9	Absence of career advice and/or counseling	52	48
10	Mismatch between skills and the labour market	60	40
11	Aspire to 'white collar'/high paying jobs and Job selectivity	44	56

Nepotism and corruption (84.6%), Ethnic and political bias and discrimination (73.1%), Lack of connections and social networks (66.7%), Mismatch between skills and the labour market (60%), and Misguided and low quality educational policy and system (60%) are mentioned respectively as factors contributing to youth graduates unemployment.

Favoritism, corruption and bias and discrimination in different forms are indicated as factors responsible for youth graduates unemployment. More worse, participants seem to attribute their problems on to others. This finding is consistent with findings of other studies (ManpowerGroup, 2011; Nebil, Gezahegn and Hayat, 2010; Hiruy, 2012). This also seems very true and holds water for the Government has recently detained many people including higher officials (an action which is referred to as 'only tip of the iceberg' by many) for corruption and related allegations.

In supporting data obtained through questionnaires interviews were conducted. And regarding factors influencing youth unemployment, one interviewee has the following to say:

You know I am reared in a rural area. My father is a farmer. He send me to school and seriously follows me up after he was labeled as "bureaucrat" (a term to refer to someone who served at any level of the former government) and his land was taken over and given for others. When I was a student in the university I always remember his words and advice. After three years stay I graduated and was eager to get a job and make my father happy. However, days come and go and it is about a year since I graduated I could not get a job in my field of study. With friends we asked/checked almost every governmental office that has relations with our field but they could not give us any solution. What is worse and saddening is that they laughed at us!

Sometimes we see very few individuals getting employed and we informally investigate the issue we hear that s/he has a relative there. (Interviewee-1)

Another interviewee added that:

In the university student representatives of the EPRDF political party told us that our education is meaningless unless we get registered as a member and be active participants. We thought that this is true because our seniors and people we know in our area who were members of the party were given jobs automatically up on their graduation. And we almost all became party members. But because we are same in terms of membership and they faced difficulties to identify who is who, they said there are no jobs for the large majority and informed us to seek for jobs on our own. Even when we see some vacancies and apply for them they tell us "you have no experience". Nine months elapsed since I completed my study when am I going to have the experience? I think they are systematically playing with our life. (Interviewee-2)

Sharing her share about factors contributing for graduates' unemployment a female interviewee said that:

Lack of work experience and skills may be one factor. But it is clear that everybody in Ethiopia begins with no experience. If they think that experience is important, why they (government and universities) did not give us the chance to get some work experience in the community. It is not clear for me with what is special with us and they made us suffer a lot. I think there are a policy as well as planning problems. (Interviewee-3)

Participants consider most of the contributing factors for their unemployment is out of them and seem to point their fingers on to others mainly on the government. The implication of all these is that lots of work has to be done in making the youth think inwardly.

Table 3 : Consequences of Youth Graduates Unemployment

sn	Consequences/effects that I and my friends encounter are:	Yes (%)	No (%)
1	Poverty and unable to get the basic needs	81	19
2	Drug addiction and abuse	42.9	57.1
3	Crime, violence, aggression and juvenile delinquency	40	60
4	Migration(within and out of the country)	66.7	33.3
5	Social exclusion, stigma and discrimination	76.2	23.8
6	Destroys moral and breaks social relationships	71.4	28.6
7	Feelings of inferiority and hopelessness	61.9	38.1

Poverty and unable to get the basic needs (81%), Social exclusion, stigma and discrimination (76.2%), Destroys moral and breaks social relationships (71.4%), Migration within and out of the country (66.7%),

and Feelings of inferiority and hopelessness (61.9%) were indicated as consequences of unemployment.

It can be learnt that apart from economical and physiological consequences, social and psychological

which are missed and deemphasized in most cases are found to be dominant experiences following the graduate's unemployment. This finding is in line with results of other studies (Nebil, Gezahegn and Hayat, 2010; Hiruy, 2012; Sum, 2002 cited in Manpower Group, 2011; Coenjaerts, Ernst, Fortuny and Rei, 2009; Children and Youth Affairs Organization, 1995; Hiruy, 2012).

An interviewee s

hared the following asked about the consequences unemployment brought on her and her friends;

It should have been a time to help my parents but I am dependent on them and other family members. It is morally touching and unfair! Let me tell you one story that I personally experienced. One day, I was going to home a friend whom I know called me from a back and 'asked me where have you been?' And I replied I have been looking for job. Laughing ear to ear he said to me "it would have been better to spend the years you invested in the forest as a warrior than in a university". Entering into my sisters rented house I felt hopeless and burst into tears and cried a lot alone. That time on, I consider that boy as an enemy and never talked to him. (Interviewee-3)

He also added that:

Imagine what it means to dependent on our poor families during this hard time. You know what I want to say is that we are suffering even from getting the basics. When I was in the university I was smoking occasionally. Now because I have nowhere to go I do smoke and chew chat with some people. I do not actually know from where they get money but they invite me all the time these different drugs. My family members are not really be able to understand me. They thought that work is available and it is me who is not willing to work. As a result of this we quarrel with each other. (Interviewee-2)

Furthermore, an interviewee reported that:

I feel very sad when I pass this much amount of time with my family who are leading a hand-to-mouth life. I came to Addis Ababa (that means I am in-country migrant!) hoping that there are better job opportunities. I am living with my aunt. I get out of home early in the morning, spend the whole day looking for vacancies and go home late at night. I totally lost my freedom and with the passage of time I lost appetite in all things and meaning of life as well. Now am planning to escape out of my aunts home but do not know where to go. In near future I may be one who abuses different drugs like what most of my friends are doing (Interviewee-1).
In general, let alone others, the youth reported that they are suffering from lots of problems due to their unemployment. This implies that an immediate and integrated action should be taken by concerned by other before things get worse.

a) Solutions Suggested So far and Implications

The following were suggested as a solution in reducing the youth unemployment problem.

- fight corruption
- match fields with needs of the country
- awareness creation
- build confidence
- quality education
- policy change
- revise education policy
- avoid political bias and discrimination
- enhancing creativity
- avoid bias based on ethnicity

Interviewees also have the following to share regarding measures to be taken in reducing the problem of unemployment.

I think things should start from the government. It should plan strategically and give direction for its institutions like universities. (Interviewee-2)

Offering jobs for existing graduates in the country is mandatory and gradually improving things so that graduates and the community will think about alternative choices ahead. In addition, the concerned bodies should arrange conditions for students to get necessary work experience while they are studying. (Interviewee-1)

There is high corruption in different forms so far as employment is concerned. So the government should control these evil deeds and create jobs for graduates. The government has to take the initiative in creating jobs and make everybody ready for it. (Interviewee-3)

In sum, a number of solutions are suggested by participants of this study taking into consideration the perceived contributing factors and their experiences. All the suggestions require the government to at least take the initiative to create jobs in the mean time trying to cultivate the culture of work in the public.

IV. CONCLUSION, IMPLICATION AND RECOMMENDATION

a) Conclusion

The major factors perceived to be contributing factors for urban youth graduates unemployment were: nepotism and corruption, ethnic and political bias and discrimination, lack of connections and social networks, mismatch between skills and the labor market and misguided and low quality educational policy and system.

The experiences and consequences of youth graduates unemployment/effects on the jobless and others include: poverty and unable to get the basic needs, social exclusion, stigma and discrimination, destroys moral and breaks social relationships,

mobility/migration, and feelings of inferiority and hopelessness.

The suggested solutions include the following: fight corruption, match fields with needs of the country, awareness creation and building confidence for youth during study years, providing quality education and revise education policy, policy change, and avoid bias and discrimination based on ethnicity and political.

b) Implication

The magnitude of the problem is worryingly high and if timely intervention measures are not taken the problem will continue to adversely affect the youth on which the future of the country depends on in many respects. In addition, failure to respond to the problem timely and effectively will leave a black scar and irreversible message on the education, health, social and soon aspects of the society at large.

c) Recommendations

Based on findings of this study, the following recommendations were forwarded.

- Ministry of Education and Universities should honestly work in revisiting the existing education policy and curricula so that it will be in line with the felt needs of the society and development plans of the country.
- On-study community service should be arranged for trainees in higher institutions for them get necessary practical knowledge and experience and also make smooth study-work transition.
- Continuous training and work-organizational counseling and consulting should be provided to make youth graduates ready and build their confidence.
- A national employment related information center should be established by the government for availing information and guiding youth graduates up on graduation.
- The government should commit itself and take the initiation to make employment based on merit and fight malpractices such as corruption, favoritism and discrimination based on politics and ethnicity.
- Concerned bodies including potential employers should plan carefully so that admission to higher education and demand in the labor market (formal or informal) will operate in equilibrium.

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GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A
ARTS & HUMANITIES - PSYCHOLOGY
Volume 14 Issue 4 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Personality Temperament, Character and Behavior

By Akhmet Dyussenbayev

Abstract- Existing classifications of temperament, characters, personality types and ways of behaviour are the disputable issues of the present-day scientific world. The origins of the classifications rise from the ancient philosophy and medicine in China and India (VIII BCE), Greece (V BCE), Rome (II century AD), England and Germany (XIX century), USA and Russia (XX century). Tremendous amount of the classifications were worked out all over the world and not all of them withstood the test of time. The references to Hippocrates' and Claudius Galenus' classifications occur chiefly, which are tangential with regard to mentality and psychic setup and based on humoralism (humorism). Great empirical and experimental materials have been accumulated in scientific history without harmonious systematization in view of the absence of the integrated international system of classification that is the factor restraining the further development of typology. There were curious incidents during typology march. Fourier described three hundred characters, for instance. Unfortunately, any ordinary person could not be able to remember all these descriptions. Since then, researches, finding and admission of the optimum types became the task of paramount importance for the scientists.

Keywords: *temperament (TR), character (temper) (CR), personality type (PT), behavioral style (BS).*

GJHSS-A Classification : *FOR Code: 750299, 170109*



Strictly as per the compliance and regulations of:



Personality Temperament, Character and Behavior

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Keywords: *temperament (TR), character (temper) (CR), personality type (PT), behavioral style (BS).*

I. INTRODUCTION

However, I. Pavlov's classification of the nervous system types is the most determined but four-digit though. I.P. Pavlov classifies types of higher nervous activity according to several attributes that considered as most reliable indices of higher nervous activity. These were intensity of the excitation and inhibition, the ratio of these processes in central nervous system and their mobility, that is rate at which excitation was replaced by inhibition and vice versa. In experimental practice the following four principle types of higher nervous activity are met:

1. Strong unbalanced type, characterized by predominance of excitation over inhibition;
2. Strong well-balanced active type, characterized by high mobility of nerve processes;
3. Strong well-balanced passive type, characterized by low mobility of nerve processes;
4. Weak type, characterized by extremely weak development of both excitation and inhibition, which

cause fatigue and low workability. Type of nervous system after I.P. Pavl.

II. TEMPERAMENT

Temperament or one's psychophysiological type (Genotype) is the genetic instinctive hereditary base of individual and typological differences of CNS (Central Nervous System) psychodynamic characteristics localized in chromosomes.

The neurophysiologic potential imparts the following seven key characteristics to the psychophysiological constitution of human beings: emotionality, dynamics, lability, flexibility, static nature, inertness and sensitiveness. The appropriate type of psycho-physiological constitution stands out against the others as a result of the dominance of one of these properties.

a) Emotional type (anxious, uneasy)

Representatives of this genotype are genetically predisposed to quick and impressive display of psychic anxiety, excitement, rages and even affect, being overjoyed or crying (weeping) with joy. Their psychical activity is rich with striking emotions. They are easily excited, agitated, and with it, excessively irritable persons possessing the highest level of energy mobilization of their organisms. It is possible to call them figuratively as 'Hawks'.

b) Dynamic type (energetic, assertive)

Persons of this group are possessed of permanent movement, internal force and active actions during all their life. They are always sthenic, spirited, strenuous and vigorous. The balance and easiness of excitation and inhibition beginning imparts steadiness to the nervous system. The velocity and successfulness of their accommodation and adaption are precisely this fact that explains. The figurative image of such person is 'An eagle'.

c) Labile type (unsteady, changeable)

The genotype endows the persons with changeability, changeableness, mutability, unsteadiness, fickleness, variability and extraordinary functional mobility. Immediacy of their main neurophysiological processes becomes the prerequisite for the maximal adaptability that is the faculty of accommodation to the quickly changed environmental conditions. Thus, we may call them 'Magpies'.

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d) *Plastic type (flexible, malleable)*

All of the persons, who may be attributed to this genotype, are harmonious, gradual, slow, gentle and pliable. Their maximally balanced neurophysiological processes and poised nervous system with its proper force, staying power and fortitude impart excellent adaptability to all the individuals of this genotype giving them the natural ability of ultra instinct of self-preservation and survival by means of escape behavior. Their image is 'An ostrich' and it is no coincidence.

e) *Static type (steady, equable)*

Their "active" movement and actions are barely visible in their outward appearance and the neurophysiological processes run in the state of comparative quiet and mental equilibrium. Their characteristic is 'A swan'. They are so imperturbable that the following wishes are quite appropriate.

f) *Inert type (solid)*

Inert persons are inactive and spiritless to the eye. The level of their general motion activity is too low; the neurophysiological processes are over moderated but rational. Meanwhile, their nervous system is quite balanced and capable of great endurance. We usually say about them, 'By hook or by crook' and their characteristic for us is 'A goose'.

g) *Sensitive type (careful)*

The genotype makes the persons very sensitive, especially to the irritants of subliminal force. Thus, the individuals are able to react to any environmental exposure keenly, even it is weak and insignificant. The factors create susceptibility to the affective reactions so the individuals are rather impressionable and may be compared with 'Owls'.

III. CHARACTER (TEMPER)

Character (Phenotype) is totality of settled individual characteristics of psychical activity formed during the process of adaptive ontogenesis development and based on the psychophysiological constitution matured as the result of individual upbringing.

Physiological processes give human beings the following seven distinct qualities: hysteroidness, impulsiveness, flexibility and agility, conformity, correctness, criticality and sentimentality. The appropriate type of character appears as a result of the dominance of one of these qualities over the others.

a) *Hysteroidal (explosive)*

People possessing such kinds of temper are predisposed to violent outbursts and sometimes attacks of nerves, which manifests itself in unexpected changes of their mood from convulsive laughter to tears and vice versa. They are usually at a very excited state, warlike and characterized by increased irritability and restlessness. Their mental activity may be often upset

being gotten to inadequately situations and so the persons are able to raise their voices getting positive or negative tone. This is the most unbalanced character - 'rudderless and without sails'. They are like a source of bizarre surprises.

b) *Impulsive (energetic, pushing)*

Such people are usually highly purposeful and possess strong inner urges. They are energetic, active and assertive with strong-willed motives. Strong feelings and elation are accompanied by the desire to realize their potential, even in the presence of obstacles. These properties open for them the way to the more creative impulses and not just creative! They tend to noble deeds. Their nature is more adventurous. They tend to live according to the principle 'as well be hanged for a sheep as for a lamb', that is, with a thirst for subjugation the heights.

c) *Flexible (agile, nimble, adroit)*

These people know how to avoid obstacles without much effort and capable of quick and easy movements, alteration, modification and reconsideration. They are pragmatic, easy to change their attitudes, beliefs and habits turning to advantage and receiving all of the benefits and dividends. They are masters of intrigue. They are changeable but courteous and if necessary are able to put the other in an awkward situation. They usually act prudently and cleverly avoid potential hassles. Thanks to the resourcefulness skillfully uses the capabilities of other people, skillfully manage their own reserves but often resort to tricks and maneuvering. Camouflage fits them aptly. In short, 'Necessity is the mother of invention'.

d) *Conformal (compliant, pliable)*

Such people are always ready to act in accordance with the established order. They try to meet the requirements of others. Their docile nature allows them to adapt themselves without conflicts and obey. In most cases, the individuals prefer the passive acceptance of the existing order of things and prevailing opinions. They are the most livable people. They are beautiful because of the harmony of their actions and smooth attitude towards others. They are malleable and prefer to make concessions and effectively resolve conflicts between their own and dominant opinions of the other individuals. In general, their purpose is 'the wolves are fed and the sheep are safe'.

e) *Well-posed (proper, consistent)*

This individual is able to defend his principles peacefully and remain quite friendly and sensitive to other people at the same time. Sometimes he may be pointedly polite. He does everything perfectly and corresponds to the reasonable requirements of the life. His behavioral approach fits many social standards. This type is like an etalon for the extreme types in pedagogy because such a person is comfortable to all

and gives his teachers the least troubles. Such persons are adequate without being forced and it is usually said about them - 'The man is intelligent but pedantic'

f) Critical (exacting, scrupulous)

Such people are unique with their inclination to analyze their own actions and deeds in details and evaluate strictly as well as the actions of others in order to identify shortcomings and failures. They often allow negative judgments about themselves and others and this creates a lot of problems for them. They are not as enterprising as picky. However, their captiousness and fault-finding are based on "the best intentions". However, the people around them estimate their actions as inertness and stubbornness. This individual has an analytical mind and a critical attitude to everything. This is the main feature of this type of character. Their motto - 'Measure twice but cut once' and the appropriate synonym is 'Nordic'. The following statement is very suitable for the characteristics of the individual.

g) Sentimental (refined, subtle)

A man of this type of character is prone to excessive sensitivity. He possesses sugary-sweet and tearfully-touching type of character. He is very impressionable, gentle, corny, bashful and touchy. He is like a mimosa and likes to dramatize events very much. He usually treat others too softly and indulgently. He is the most kind and humane among the other types. He can be compared with the 'The Man in a Case' (story by A. Chekhov) if his living conditions are unfavorable. He is prone to hyper analysis or sterile philosophizing. L. Berne said about this type of character: 'Sentimental individuals churn their sense long and tediously'. They are like potential inhabitants of the 'Barrel of Diogenes.' But we should not forget that the 'Still waters run deep'.

IV. BEHAVIORAL STYLE (COURTESY)

Behavioral style (Ethotype) is a conscious choice of morals and strategy actions reflecting the type of innate psycho-physiological constitution, formed character and values of the individual orientation. Avicenna's thoughts are harmonious with the following definition: 'The essence is reflected in your being. It cannot be a secret for a long time. The essence of any nature is visible in persons' actions as if in a mirror, is not it?'

The features of mental activity give human behavior the following seven relief signs: expressiveness, ostentation, dexterity quotient, capability to agree to a compromise, tactfulness, categoricity and depressiveness. As a result, the dominance of one of these signs over the others forms the appropriate behavioral style.

a) Expressive (unrestrained, impetuous)

The people of the group are prone to overly rapid and often ill-considered actions. Fussy and superficial attitude to everything is inherent in them.

Their joy and despair are usually expressed excessively and brightly. Their experiences do not often possess the proper occasion and are underlined with nervous irritability. They are inclined to reflect their emotional state dramatically. They are expressive both in life and in creative work. They may be referred to Music among the seven secular sciences of the Middle Ages. It is difficult to say if they are positive or negative persons because it is a particular question of culture, religion, morality, ethics, spirituality and moral code (W. A. Mozart, A. S. Pushkin, L. Trotsky, H. Truman, N. Khrushchev, Jr. G. Bush).

b) Demonstrative (manifest, indicative)

The most important thing for these people is to show their best sides. They are characterized with external showiness bordering on grotesquerie. They are hedonics and crave intensity of stress and frenzy. They are able to mobilize all their forces to achieve certain results and then publicly advertise their achievements. They are deft rhetorics. Their quick wits and insatiable desire to be in a fishbowl gives them a resounding success or failure (Odysseus, Attila, Genghis Khan, Ch. Columbus, Tamerlane, H. Nelson, B. Napoleon, O. Bismarck, I. Grozny, G. Washington, A. Suvorov, Ch. de Gaulle, Che Guevara E., J. Kennedy, Y. Gagarin, M. Monroe, M. Thatcher).

c) Manipulating (resourceful, dodgy)

So-called "Manipulators" can cleverly pass audience off things to be hidden. They are very gifted to counterfeit anything skillfully. They pass round sharp corners strikingly and are able to manipulate others, influence them, work up their electors as well as juggle with facts and falsify them. They may be called 'Arithmetics'. Their cunning tricks are aimed for achieving the results of easy and substantial benefits for themselves. They don't give a damn (A. Mesmer, G. Rasputin, R. Reagan, M. Gorbachev, A. Kashpirovskiy, A. Akopian, N. Sarkozy, S. Mavrodin, D. Copperfield (Kotkin)).

d) Compromise (yielding, pliant)

People of this behavior type reach to agreement easily by mutual concessions. They are conciliators and compromisers. Stendhal expressed his opinion about them as follows, 'Mind flexibility can replace the beauty'. They often change their survival tactics as well as their not abundant principles. The characteristic of this individual is a "Great scribe". Their external manners are refined but their self-esteem is not always expressed. However, most people appreciate this style of behavior, because such persons give others least of problems and profit. Thus, the stagnation is the drawn effect only (M. Kalinin, L. Brezhnev, K. Chernenko).

e) Tactful (civil, courteous, considerate)

Tactful people have a sense of proportion that prompts them the most delicate line of conduct in

relation to other people. They are endowed with their own principles but they do not tend to put them on display. Smoothness and uniformity of behavior are inherent for them as well as the sense of proportion in all determining and developing the ability to behave themselves. They can be called Geometricians. This behavior is like an undercover etalon in the questions of upbringing and good breeding for families in many nations. Two natural antagonists – assurance and lack of tending to argue or quarrel – are a phenomenon of the most harmonious co-existence, as a kind of 'consensus' and inner harmony. It should be remembered that the absence of a devastating inception does not mean constructive endeavour, whereas (Ch. Darwin, R. Descartes, M. Kutuzov, A. Lincoln, G. Titov, Ch. Aitmatov, D. F. Spencer).

f) *Categorical (unambiguous, unequivocal, monosemantic)*

Their approach to themselves and other people is clear, unambiguous, unconditional and unequivocal, not allowing any objections, as a rule. Their logical proposition is quite definite and excludes any duality; their outlook is not veiled, crisp; it is clear and not allowing any other interpretations. Their actions are always straightforward and resolute. Goethe was right when he said, 'When ideas meet temper, the phenomena appear amazing the world for thousands of years'. We can call them Dialecticians. They are true to their ideals and do not compromise their own principles. Such a person is a 'white crow' in one place in the world and one of many in the others. Their bright personality can enrapture and horrify (F.-M.A.Voltaire, J.S.Bach, W.R.Wagner, L. Pasteur, I.Kant, F.Dostoevsky, R.Ch.K.Diésel, G.R.Ford, W.Churchill, F.D.Roosevelt, B. Yeltsin).

g) *Depressed (dispirited, oppressed)*

People of this type are sad, cheerless, doleful, dismal, despondent, crestfallen, downcast and oppressed in the most part of their life. They continually give the blues to others with their depressed mood. Their predisposition to this condition is genetic. They are prone to apathy and pessimism. They possess infinitely bad mood due to the decline of fortitude. People of this type are slowpoke, sleepy, fatigued and have reduced self-esteem. Their characteristic is Astronomers. Their ability to desire, being motivated, strong-willed activity is dramatically reduced, which provides spaciousness of thoughts, imagination, abstraction and violent fantasies (F. Chopin, F. W. Nietzsche, T. T.Heine, N. Gogol).

V. PERSONALITY TYPE

Personality type (Egotype) is a fusion of congenital and acquired and socially determined qualities of an individual knowingly predetermining his or her personal motivational orientation and ideological preferences with respect to the surrounding reality.

Being aggregated temperament, character and behavior give the following seven distinctive characteristics to individuals: eccentricity, demonic, combinatorial, convergence, tolerance, unruffled and self-centeredness. The contours of the appropriate type of personality are clearly delineated as a result of the dominance of one of these signs over others.

a) *Eccentric (unpredictable, unexpected)*

People of this type are prone to sudden sharp contrast freaks in the form of excessive joy or aggressiveness. They are distinguished with their extreme originality or their tactless behavior and immediacy. Their actions strike with their unexpectedness, exaltation or enthusiasm. They are somewhat strange, original and sometimes quizzical. Everything in them is based on a bizarre shift of familiar concepts. Their behavior is inconsistent and out of the ordinary. As M.Servantes wrote, 'Courage without prudence is folly'. Each representative of this group is an unstable extrovert. Their status quo is a Hot Rodder.

b) *Demonic (imperious, dictatorial)*

Each representative of this group is bold, decisive and a man possessed with something and sometimes raging. Their compassion, generosity and sociability get on with guile. It is difficult to be a domineering man without craft, cunning, duplicity, craftiness and perfidy, as they think. They are tribunes, cheery fellows and "Life of the party". They tend to suppress somebody's will in order to stay longer in the spotlight. They are mainly the people of a stage monologue genre. They are eloquent, sociable and fervent. Their passion and fervor may often reach mischief. They are maximalists and virtuosi and may be extraordinarily gifted. They are naturally talented as organizers and leaders. Moreover, they always strive to become leaders. Their motto is created under Goethe's thoughts to 'know your own nature through actions just not through contemplation'. They are stable extroverts facing the outside world. They may be called Hegemons. Their status quo is Leaders. The Persian poet Khosrow pointed to the paradoxical trait saying about them as follows, 'A narcissistic lion with claws and fangs, which may be touchy like a flower with trembling petals'. Thus, authoritarianism, totalitarianism, cult of the leader, patriarchal character, repressions and other excesses become the results of their personality type.

c) *Combinative (cunning, intricate)*

They are able to design and build a complex system of techniques to achieve the desired useful and adaptive result. They are able to achieve their goals by different machinations maneuvering among the natural and artificial barriers. These individuals are intricate and incomprehensible to others. They have a special gift to various tricks and bluffs. Their personality type is deep-seated. They are extra ambiverts and their status quo is 'Gamblers'.

d) Convergent (easy to get on with somebody)

People of this type are conflict-free and usually prefer unobtrusive assimilation with other individuals. They excellently get on with others in any heterogeneous environment and create a favorable climate around neutralizing the problems of interpersonal origin. They are set on the convergence and the acquisition of similar features emulates their behavior under constraints of common sense. The purpose of their life is to live in peace with all on terms of mutual benefit. The founder of the Persian poetry A. Rudaki said the following about them: 'God gives the noble people such good qualities as a great name, reason, mild temperament and health of the body.' They are ambiverts. They can be called 'the golden mean' and their status quo is 'Peacemakers'.

e) Tolerant (patient, long-suffering)

Individuals of this type are unusually tolerant, indulgent and lenient to the near and distant relatives, friends and even strangers. As a rule, they are trusting to others. They endure psychological discomfort well. Their typological feature is self-control, self-possession, ability to tolerate long-term adverse effects without much reduction of adaptive capacity. They are intro ambiverts and their status quo is 'Soldiers'.

f) Nordic (imperturbable, unruffled)

People of this type adhere to the views placing their and others' individuality in the center of the universe. They respectfully refer to all manifestations of healthy individualism. They are sometimes selfish and have somewhat high self-esteem. By focusing on their own interests they stubbornly defend their views. They are thoughtful and pedantic and often alone. They were very popular in the era of technocratic society. They are stable introvert directed to their own inner world. Their status quo is 'Designers'.

g) Egocentric (separate, solitary)

This type of people subtly perceives life changes. They are shy, timid, sensitive and prone to long emotional experience of events. They have a tendency to high moral demands to themselves. They are afraid of new situations, people and all kinds of tests. They are unstable introverts and their status quo is 'Philosophers'. The following statement may fit to their personality type, 'Chastity will definitely lose the struggle for existence without talking about struggle for the throne'.

Great empirical and experimental materials have been accumulated in scientific history without harmonious systematization in view of the absence of the integrated international system of classification that is the factor restraining the further development of typology. There were curious incidents during typology march. Fourier (Francois Mari Charles) described three hundred characters, for instance. Unfortunately, any ordinary person could not be able to remember all these

descriptions. Since then, researches, finding and admission of the optimum types became the task of paramount importance for the scientists. As a result, the seven consecutive types presented below may fit the bill of this inveterate problem.

Human beings' minds are still weak before the eternal secret of the Universe and our own brain in spite of the fact that we live in the third millennium. Billions of neurons are like the galaxy stars not revealing their secrets. We use the formed behavior patterns in our daily life. Avicenna said his piece about human beings' nature many centuries ago. He thought that 'A human being's essence is reflected inside him and it cannot remain a secret for a long time as far as any person's actions reflect his nature like in a mirror'.

Banal actions, verbal forms and standard thoughts guard our brain against the superfluous routine. As a rule, people do not think long and human habits help them to do this. A.S.Pushkin expressed his opinion as follows 'Our habits are a gift given us from above and they may be a substitute for happiness'.

Our habits are an integral part of our behavior style. Our behavior style is our essence reposing on "The Three Whales", which are Psychological and physiological constitution (Temperament), Temper and Personality type. Temperament is a hereditary character. One's temper is formed by the age of 17 and personality formation is completed by the age of 25. Temper evolution and personality progress are started with the moment when any human being is given a birth. Temperament prevails before children reach the age of seven. After that our native quality called psychological and physiological constitution starts to be covered with acquired qualities intensively. They are temper parameters. Individual temper is formed on the base of neurobiological temperament. Next, the social product called personality type is covered with various propensities.

In the beginning the author modeled a 'Universal seven-digit classification' consonant with the laws of symmetry and harmony and religion dogma thanks to the number theory and mathematics canons. The figure "Seven" is mentioned 144 times in the Holy Bible and it is not randomly. This figure is consonant to poetry as well.

The poet A.Voznesenski paid attention to the fact. He wrote the following poem about this figure, 'I am a family. I am like a spectrum, where I am multiplied by seven and all my seven copies are living inside me. All of the copies are intolerable like seven animals. Moreover, the bluest one is whistling a reed pipe! Sometimes in spring I have a dream, where I am the eighth one among them'.

Being based on the achievements of the up-to-date science we are glad to present your attention the principally new classification consisting of three main

levels of human being's essence. Temperament is a psychological and physiological aspect. Temper is psychological one and behavior style possesses a social reflection. Behavior style is habitual daily routine that is reasonable vital functions based on the stereotypes.

We would like to note that the presented classification was reviewed by the scientists from the West and Russia. This meaty scientific study assists to carry out an interesting psychological practical training session as well as to develop your observation. What is the personality type of the person living or working beside you? What is your own temper?

The typology proposed by the author possesses a little bit of novelty letting to see the habitual things from the new perspective. The quite modern structure of personality is presented instead of the catchwords like "choleric, sanguine, phlegmatic and melancholic persons" allowing opening human beings' tempers deeper and wider even when you know the people for a long time.

Having examined the new classification of the personality structure you may start determination of the types of psychological and physiological constitution and temper. Then you may identify what the personality type may be referred to you and all the people you want to.

Using the newly presented classification you may possess the complete notion about the persons around you and compose their characteristics having analyzed their behavior.

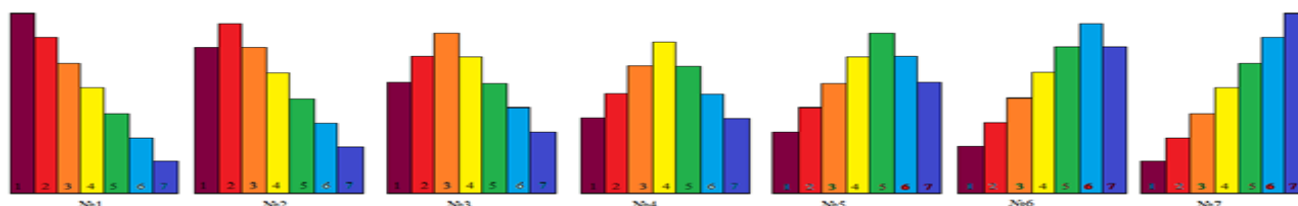
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TEMPERAMENT

Diagram

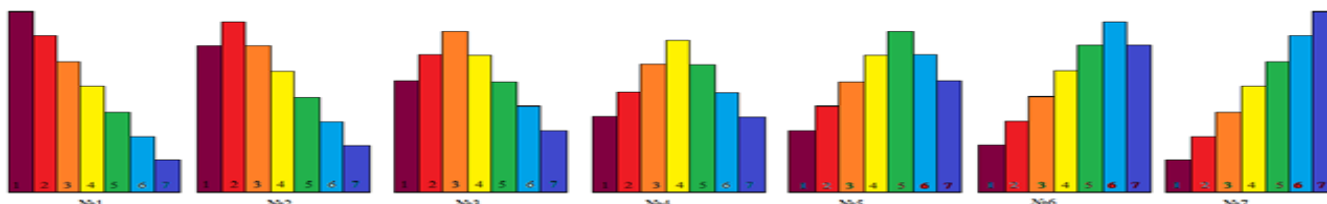


Emotional type Dynamic type Labile type Plastic type Static type Inert type Sensitive type

1 – emotionality. 2 – dynamics. 3 – lability. 4 – flexibility. 5 – static nature. 6 – inertness. 7 – sensitiveness.

CHARACTER

Diagram

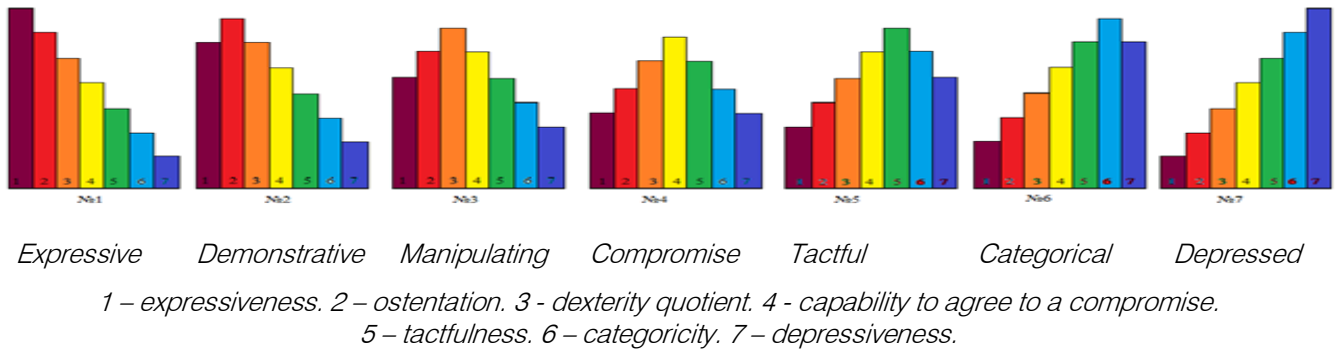


Hysteroidal Impulsive Flexible Conformal Well-posed Critical Sentimental

1 – hysteroidness. 2 – impulsiveness. 3 – flexibility and agility. 4 – conformity. 5 – correctness. 6 – criticality. 7 – sentimentality.

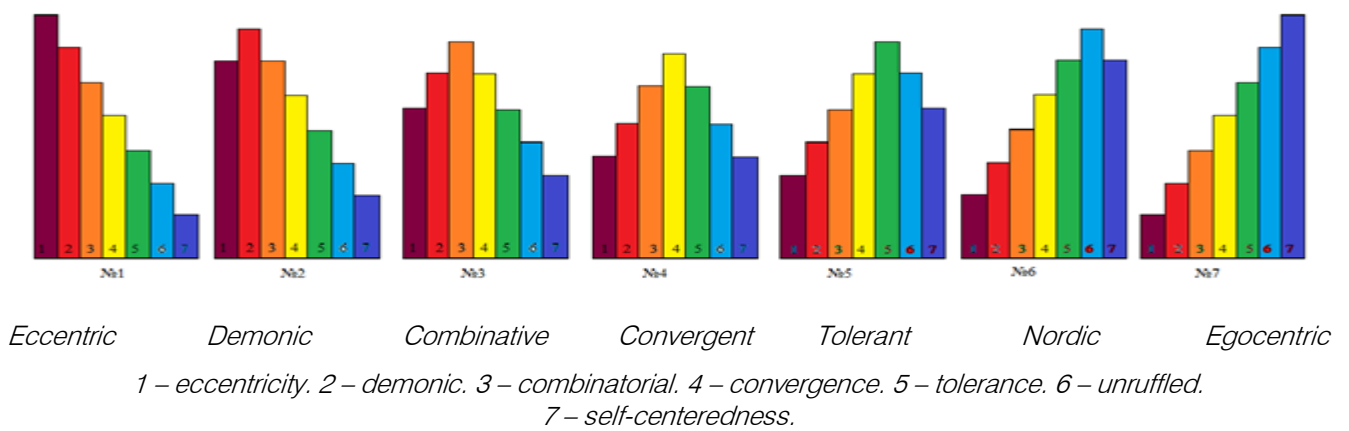
BEHAVIORAL STYLE

Diagram



PERSONALITY TYPE

Diagram



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- Abstract Font size of 9 Bold, "Abstract" word in Italic Bold.
- Main Text: Font size 10 with justified two columns section
- Two Column with Equal Column with of 3.38 and Gaping of .2
- First Character must be three lines Drop capped.
- Paragraph before Spacing of 1 pt and After of 0 pt.
- Line Spacing of 1 pt
- Large Images must be in One Column
- Numbering of First Main Headings (Heading 1) must be in Roman Letters, Capital Letter, and Font Size of 10.
- Numbering of Second Main Headings (Heading 2) must be in Alphabets, Italic, and Font Size of 10.

You can use your own standard format also.

Author Guidelines:

1. General,
2. Ethical Guidelines,
3. Submission of Manuscripts,
4. Manuscript's Category,
5. Structure and Format of Manuscript,
6. After Acceptance.

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- (e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.
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1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

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- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently. You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.



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<i>References</i>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



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ISSN 975587

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