ตุลาคม 2559

1.Title [Comparison of Objective and Subjective Life Balance Between Women With and Without a Personality Disorder](#)

Author Nadine Larivière | Catherine Denis | Amélie Payeur | Amélie Ferron | Stéphanie Levesque | Guillaume Rivard

Abstract Life balance is associated to health, well-being and quality of life and is a target of psychiatric rehabilitation interventions. However, little is known about this life dimension in women living with personality disorders. The purpose of this descriptive-correlational study was to compare and explore relationships between subjective life balance, objective time use, quality of life and perceived stress in women without a mental health disorder (n = 43) and women with a personality disorder (clusters B and C) (n = 30), aged between 18 and 50 years old. The variables were measured with the Life Balance Inventory (subjective life balance), the Occupational Questionnaire (objective time use), the Depression Anxiety Stress Scale (perceived stress) and the Quality of Life Index (satisfaction and importance with life domains). The analyses showed that women with a personality disorder spend significantly less time in work but more time in daily tasks and leisure. Subjective life balance, quality of life and perceived stress were significantly lower in women with a personality disorder (p < 0.05). In women with a personality disorder, subjective life balance was explained by quality of life (R2 = 27.5 %). In women without a mental illness, subjective life balance was explained by quality of life and motherhood (R2 = 36.1 %). To support the recovery of women with personality disorders and their quality of life, it is important to address objective and subjective time use to enable accomplishment of a variety of meaningful activities.

Database SpringerLink

2.Title [Expanding higher education systems in low- and middle-income countries: the challenges of equity and quality](#)

Author Rebecca Schendel | Tristan McCowan

Abstract Higher education systems worldwide are faced with an intractable tension between the demands of quality, equity and funding (Unterhalter and Carpentier 2010). On the one hand, there are strong pressures for equitable expansion of enrolments, driven by both supply-side factors—principally the perceived importance of higher education for the knowledge economy—and demand-side factors, namely the increasing number of secondary leavers

seeing university degrees as the primary means of economic betterment and social mobility. On the other hand, universities are grappling with the challenges of maintaining quality in the face of rapid expansion, particularly as massification implies both a rise in sheer numbers of students and an increasing diversity of incoming students, including in terms of academic preparation for university. The conundrum is further deepened by constraints on public funding and the uncertainties associated with alternative private sources.

Database   SpringerLink

3.Title   European Lifelong Guidance Policy Network representatives' conceptions of the role of information and communication technologies related to national guidance policies

Author   Jaana Kettunen | Raimo Vuorinen | Outi Ruusuvirta

Journal   International Journal for Educational and Vocational Guidance

October 2016, Volume 16, Issue 3

Abstract   This article reports findings from a phenomenographic investigation into European Lifelong Guidance Policy Network representatives' conceptions of the role of information and communication technologies (ICT) related to national lifelong guidance policies. The role of ICT in relation to national lifelong guidance policies was conceived as (1) unexploited, (2) emerging, (3) acknowledged but fragmented, and (4) strategic. The hierarchical structure of the findings may serve as a tool to enable policy makers and other stakeholders to deepen their understanding of critical aspects that may have an important role in relation to further developments and the successful implementation of existing and emerging technologies in the guidance service sector.

Database   SpringerLink

4.Title   Consumer control, dependency and satisfaction with online service

Author   Shiu Fai Chan | Bradley R. Barnes | Kyoko Fukukawa

Journal   Asia Pacific Journal of Marketing and Logistics Volume 28, Issue 4

Abstract   Purpose

The purpose of this paper is to develop and test a new conceptual model in an online service context. The model focuses on an important, yet often neglected customer-oriented construct, i.e., user "control", which is embedded in consumer behaviour when accessing the internet. The study examines the relationship between control, online dependency, online encounter satisfaction and overall satisfaction. It explains the strategic implications surrounding customer control and online dependency as means for enhancing customer satisfaction.

Design/methodology/approach

A questionnaire was developed drawing on a combination of existing and new measurement items for the constructs in question. The instrument was later pilot tested on two consecutive occasions ahead of the main survey. A random sample of Hong Kong banking consumers was approached and interviews were undertaken via telephone. The data were analysed via confirmatory factor analysis and structural equation modelling was used to test the hypotheses relating to the model.

Findings
The findings reveal positive relationships between control and online dependency, and control and online encounter satisfaction. Meanwhile control, online dependency and online encounter satisfaction lead to overall satisfaction.

Originality/value
This study proposes a counterintuitive argument that while online service customers gain control of the online service process, they become more dependent on it, and their control and dependency also lead to their satisfaction, at both the online service encounter level and corporate level. Drawing on the pertinent literature, this is the first study to examine the importance of two information system constructs, i.e., control and online dependency, as predictors of consumer psychological fulfilment, i.e., satisfaction. The findings confirm that control as an initiator and driver of customer satisfaction in an online context, and online encounter satisfaction, further contributes to overall satisfaction at the corporate level.

Database   Emerald Insight

5.Title   [Creating a school context of success: The role of enabling school structure & academic optimism in an urban elementary & middle school setting](#)

Author   Roxanne M. Mitchell | Brenda J. Mendiola | Randall Schumacker | Xaviera Lowery

Journal   Journal of Educational Administration Volume 54, Issue 6

Abstract   Purpose
The purpose of this paper is to use SEM to explore the effects of enabling school structure (ESS) and academic optimism (AO) on school achievement (SA).

Design/methodology/approach
A sample of 58 urban schools, including 42 elementary schools and 16 middle schools in a southeastern district in the USA were included in this study. Structural equation modeling was used to test the effects of three exogenous predictor variables (ESS, elementary status, and socio-economic status (SES)) on a latent mediating variable (AO) and a latent dependent variable (academic achievement).

Findings

Findings confirm that three factors; collective efficacy, faculty trust in clients, and academic emphasis come together to create the general latent construct referred to as AO by Hoy et al. (2006). Findings also support the importance of ESS in establishing a culture of AO. Together ESS, AO, elementary school level, and SES explained 77 percent of the variance in SA, with AO having the most significant effect above and beyond the effects of SES.

Research limitations/implications

This study was based on a sample of schools in the Southern portion of the USA. Findings may not be generalizable to other areas. The lack of availability of individual student achievement data prevented the use of hierarchical linear modeling.

Practical implications

Findings from this study point to the importance of administrators establishing flexible rules and regulations and engaging in a leadership style that is collaborative. It appears that ESS not only promotes the establishment of AO but contributes to increased SA and is likely to be critical for upper levels of schooling.

Social implications

Reform efforts need to involve parents and community members. AO may provide an appropriate lens to further explore parent and community perceptions of reform efforts and relationships with administrators and teachers. ESS may assist in creating the structures necessary for increased parent and community involvement as well as increased perceptions of AO.

Originality/value

This study is one of only three studies known to explore the effects of ESS on AO and is one of the first known studies to explore these effects in a middle school setting.

Database

6.Title [YOU'RE LIKELY TO LIVE LONGER IF YOU RETIRE AFTER 65.](#)

Author Torres, Nicole

Journal Harvard Business Review. Oct2016, Vol. 94 Issue 10

Abstract An interview of public health researcher Chenkai Wu is presented. Wu discusses the correlation between late retirement and longevity. Trends toward early retirement in the U.S.

are addressed. The association of retirement with stress is noted. The health impact of delayed retirement is related to the economic impact of later retirement.

Database   Business Source Complete

7.Title   Why Leadership Training Fails—and What to Do About It.

Author   BEER, MICHAEL | FINNSTRÖM, MAGNUS | SCHRADER, DEREK

Journal   Harvard Business Review. Oct2016, Vol. 94 Issue 10, p50-57.

Abstract   U.S. corporations spend enormous amounts of money—some $356 billion globally in 2015 alone—on employee training and education, but they aren't getting a good return on their investment. People soon revert to old ways of doing things, and company performance doesn't improve. To fix these problems, senior executives and their HR departments should change the way they think about learning and development: Because context is crucial, needed fixes in organizational design and managerial processes must come first. The authors have identified six common barriers to change: (1) unclear direction on strategy and values, which often leads to conflicting priorities; (2) senior executives who don't work as a team and haven't committed to a new direction or acknowledged necessary changes in their own behavior; (3) a top-down or laissez-faire style by the leader, which prevents honest conversation about problems; (4) a lack of coordination across businesses, functions, or regions due to poor organizational design; (5) inadequate leadership time and attention given to talent issues; and (6) employees' fears of telling the senior team about obstacles to the organization's effectiveness. They advocate six basic steps to overcoming these barriers and achieving greater success in talent development.

Database   Business Source Complete

8.Title   The Relationship Between Self-Efficacy and Perceptions of Different Literacy Types Among College Students

Author   Ngoc Hong Bui

Journal   Journal of College Reading and Learning Volume 47, 2017 - Issue 1

Abstract   Studies on reading literacy have yet to connect how students perceive the importance of different literacy areas to their ability perception in those areas. This article analyzes students' importance ranking of four different areas of literacy: prose (comprehending written information), document (interpreting information in forms, schedules, tables, and graphs), quantitative (using and comprehending numbers found in written material), and health (using health-related information). It was expected that perceptions of literacy importance would be related to self-efficacy and that students would rank quantitative literacy as the lowest in importance. As hypothesized, self-efficacy and importance rankings were positively related

among 250 undergraduates (67 males, 183 females; Mean age = 21.88) who completed online surveys. Also, the importance ranking of and perceived ability in quantitative literacy were lower than the other literacy types. Although quantitative literacy is a significant indicator for future career success, participants do not perceive this area as valuable, nor do they have confidence in their quantitative literacy abilities. Limitations, implications, and suggestions for future research are discussed.

Database   Taylor & Francis

9.Title   Relationship between learning styles and genres of games

Author   Mohamed Ali Khenissi | Fathi Essalmi | Mohamed Jemni | Kinshuk | Sabine Graf | Nian-Shing Chen

Journal   Computers & Education Volume 101, October 2016

Abstract   Computer based games for learning, like any other computer games, have different genres. They can be categorized as action, puzzle, strategy, and so on. On the other hand, different learners have different characteristics, such as learning styles, personality and cognitive traits. Because of that, they receive and process information differently. Recommending computer based games for learning, based on which genre suits a learner's characteristics best, could enhance learners' motivation and lead to a better learning experience. In this context, this study investigates the relationship between one of the learner characteristics, namely learning styles, and genres of games. In particular, this study proposes four relationships between two dimensions of Felder-Silverman learning style and four genres of computer games. In order to validate the proposed relationships, experimentation was conducted in a tertiary school in Tunisia (ISIG Kairouan) in which 74 participants answered two questionnaires about preferences on genres of games and learning styles. Data gathered from the instruments was analyzed through the use of the statistical test Chi-square. Results of the experimentation validated two relationships among four and rejected two. The confirmed relationships can be exploited by teachers and E-Learning recommendation systems in order to provide more personalized recommendations to learners.

Database   ScienceDirect

10.Title   Does animation enhance learning? A meta-analysis

Author   Sandra Berney | Mireille Bétrancourt

Journal   Computers & Education Volume 101, October 2016

Abstract   This meta-analysis investigated whether animation is beneficial overall for learning compared to static graphics, while also identifying moderator factors affecting the global effect. A systematic search was conducted for experimental studies comparing the impact of animated vs. static graphics displays in the context of knowledge acquisition. A total of 50 papers were

considered, and consecutively 61 primary studies (N = 7036), yielding 140 pair-wise comparisons of animated vs. static graphic visualizations in multimedia instructional material were analyzed using a random-effects model. An overall positive effect of animation over static graphics was found, with a Hedges's g effect size of 0.226 (95% confidence interval = 0.12–0.33). Additional moderator analyses indicated substantial effect sizes when the animation was system-paced (g = 0.309), when it was coupled with auditory commentary (g = 0.336) or when the instruction did not include any accompanying text (g = 0.883).

Database ScienceDirect