

Table of Contents, 25 Mar 2014

**Table of Contents, 25 Mar 2014**

|  |
|--|
| <b>Publisher Item Identifier (pii) /</b> |
| <b>Research Title</b>                    |

|                              |
|------------------------------|
| <b>Article Information /</b> |
| <b>Abstract</b>              |

**Download**

|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400001-4 |
|-------------|-----------|-----------|

**Earnings Manipulation and Prior Period Adjustment on Tax Aggressiveness**

**Original Research, D1**

**Abdoli M., Abolghasemi M. and Panahi H.**

|                                       |                        |
|---------------------------------------|------------------------|
| <b><i>J. Educ. Manage. Stud.,</i></b> | <b>4(1): 1-5, 2014</b> |
|---------------------------------------|------------------------|

|                  |  |
|------------------|--|
| <b>ABSTRACT:</b> | The purpose of this research is to study the r |
| <b>Keywords:</b> | Earnings Manipulation, Prior Period Adjustme   |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400002-4 |
|-------------|-----------|-----------|

**Presentation of a Model** for Evaluation of Effective Factors on Developing of the Perceived Excel

**Original Research, D2**

**Amini M., Shafipour Motlaq F. and Rahmani J.**

|                                |                         |
|--------------------------------|-------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 6-13, 2014</b> |
|--------------------------------|-------------------------|

|                  |  |
|------------------|--|
| <b>ABSTRACT:</b> | The present study was intended to identify the |
| <b>Keywords:</b> | Students Supervision, Critique of Students, E  |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400003-4 |
|-------------|-----------|-----------|

|                                 |  |
|---------------------------------|--|
| <b>The Investigation of the</b> | <b>Structural Relationship between Perception of Class and Psychological</b> |
|---------------------------------|--|

|                              |
|------------------------------|
| <b>Original Research, D3</b> |
|------------------------------|

|  |
|--|
| <b>Asadian MH., Kavosian J., Bagi A., Hashami K., Arabzadeh M. and Hoseinpour M.</b> |
|--|

|                                       |                          |
|---------------------------------------|--------------------------|
| <b><i>J. Educ. Manage. Stud.,</i></b> | <b>4(1): 14-21, 2014</b> |
|---------------------------------------|--------------------------|

|                  |   |
|------------------|---|
| <b>ABSTRACT:</b> | The study present a model to describe structure |
| <b>Keywords:</b> | Psychology, Cognitive, Affective and Behavior   |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400004-4 |
|-------------|-----------|-----------|

**The Comparison of Two Methods of Maximum Likelihood (ML) and Diagonally Weighted Least So**

**Original Research, D4**

**Baghdarnia M., Firozy Soreh R. and Gorji R.**

|                                |                          |
|--------------------------------|--------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 22-28, 2014</b> |
|--------------------------------|--------------------------|

|                  |   |
|------------------|---|
| <b>ABSTRACT:</b> | The present essay was intended to compare b |
| <b>Keywords:</b> | Estimation Methods, Maximum Likelihood, Dia |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400005-4 |
|-------------|-----------|-----------|

## Identifying Intelligence Effective Factors in Gifted Education Students in Tehran

Original Research, D5

Bahmannia H., Khosravi A. and Khorshidi A.

|                                |                          |
|--------------------------------|--------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 29-35, 2014</b> |
|--------------------------------|--------------------------|

|                  |  |
|------------------|--|
| <b>ABSTRACT:</b> | This study aimed to identify intelligence effect |
| <b>Keywords:</b> | Intelligence, Multiple Intelligences, Giftedness |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400006-4 |
|-------------|-----------|-----------|

**The Relationship of Spiritual Intelligence with Mental Health and Organizational Commitment am**

**Original Research, D6**

**EntesarFoumany GH. and Danshdost M.**

|                                       |                          |
|---------------------------------------|--------------------------|
| <b><i>J. Educ. Manage. Stud.,</i></b> | <b>4(1): 36-39, 2014</b> |
|---------------------------------------|--------------------------|

|                    |   |
|--------------------|---|
| <b>ABSTRACT:</b> □ | With regard to the importance of the relationsh |
| <b>Keywords:</b>   | Organizational Commitment, Spiritual Intellige  |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400007-4 |
|-------------|-----------|-----------|

**Reliability and Validity of the Balanced Scorecard in Iranian Organizations**

**Original Research, D7**

**Hashemian F., Abbaspour A., Piri Zamaneh M. and Taheri B.**

***J. Educ. Manage. Stud.,***

**4(1): 40-45, 2014**

**ABSTRACT:**

In this study using the Balanced Score card in

**Keywords:**

Balanced Scorecard, Reliability, Validity



*pii:*

S23224770

1400008-4

**A strategic Review the Impact of Intellectual Capital Components on Organizational Performance**

**Original Research, D8**

**Hashemnia SH., Naseri S. and Tabatabaei Mozdabadi SM.**

|                                |                          |
|--------------------------------|--------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 46-56, 2014</b> |
|--------------------------------|--------------------------|

|                  |   |
|------------------|---|
| <b>ABSTRACT:</b> | The present study searches for determination    |
| <b>Keywords:</b> | Intellectual Capital, Human Capital, Relational |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400009-4 |
|-------------|-----------|-----------|

## The Relationship among Educational Creativity and Educational Self- Actualization in Students

Original Research, D9

Naghsh s., Foroughi Abari A. and ShafeiPour Motlaq F.

|                                |                          |
|--------------------------------|--------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 57-63, 2014</b> |
|--------------------------------|--------------------------|

|                  |  |
|------------------|--|
| <b>ABSTRACT:</b> | The present essay has studied on the relation    |
| <b>Keywords:</b> | Educational Creativity, Fluidity, Elaboration, C |





|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400010-4 |
|-------------|-----------|-----------|

**Analysis of the Mediating Effect of Academic Buoyancy on the Relationship between Family Com**

**Original Research, D10**

**Reisy J., Dehghani M., Javanmard A., Shojaei M and Monfared Naeimian P.**

|                                |                          |
|--------------------------------|--------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 64-70, 2014</b> |
|--------------------------------|--------------------------|

|                    |  |
|--------------------|--|
| <b>ABSTRACT:</b> □ | The objective of this study was to analyze the |
| <b>Keywords:</b>   | Aspects of Family Communication Pattern, Ac    |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400011-4 |
|-------------|-----------|-----------|

**Composing in Persian as a Second Language and English as a Foreign Language: A Study of Na**

**Original Research, D11**

**Savaedy SY.**

|                                |                          |
|--------------------------------|--------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 71-79, 2014</b> |
|--------------------------------|--------------------------|

|                    |  |
|--------------------|--|
| <b>ABSTRACT:</b> □ | Although numerous studies have been condu    |
| <b>Keywords:</b>   | Second Language, Narrative Writing, Linguist |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400012-4 |
|-------------|-----------|-----------|

**The Review on the Relationship among Social Capital and Performance of Staff Employees**

**Original Research, D12**

Shariatmadari M., RashidMohammadZadeh P. and Safaei T.

|                                |                          |
|--------------------------------|--------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 80-86, 2014</b> |
|--------------------------------|--------------------------|

|                    |  |
|--------------------|--|
| <b>ABSTRACT:</b> □ | The current research is purposed to examin   |
| <b>Keywords:</b>   | Social Capital, Performance, Personnel, Univ |



|             |           |           |
|-------------|-----------|-----------|
| <i>pii:</i> | S23224770 | 1400013-4 |
|-------------|-----------|-----------|

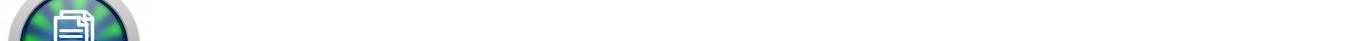
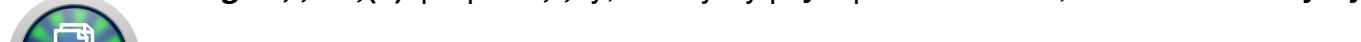
**Study Effect of Employees Perceptions of Organizational Context on Their Attitudes toward Job**

**Original Research, D13**

**Sharifi SH., Namaghi M. and Masroor GH.**

|                                |                          |
|--------------------------------|--------------------------|
| <i>J. Educ. Manage. Stud.,</i> | <b>4(1): 87-91, 2014</b> |
|--------------------------------|--------------------------|

|                    |   |
|--------------------|---|
| <b>ABSTRACT:</b> □ | Aim of this research was study the effect of er |
| <b>Keywords:</b> □ | Employee Perceptions of Organizational Cont     |



### **Mirza Ghulam Ahmad's 127566-127567-127568-127569-127570-127571-127572-127573-127574-127575-127576-127577-127578-127579-127580-127581-127582-127583-127584-127585-127586-127587-127588-127589-127590-127591-127592-127593-127594-127595-127596-127597-127598-127599-127600-127601-127602-127603-127604-127605-127606-127607-127608-127609-127610-127611-127612-127613-127614-127615-127616-127617-127618-127619-127620-127621-127622-127623-127624-127625-127626-127627-127628-127629-127630-127631-127632-127633-127634-127635-127636-127637-127638-127639-127640-127641-127642-127643-127644-127645-127646-127647-127648-127649-127650-127651-127652-127653-127654-127655-127656-127657-127658-127659-127660-127661-127662-127663-127664-127665-127666-127667-127668-127669-127670-127671-127672-127673-127674-127675-127676-127677-127678-127679-127680-127681-127682-127683-127684-127685-127686-127687-127688-127689-127690-127691-127692-127693-127694-127695-127696-127697-127698-127699-127700-127701-127702-127703-127704-127705-127706-127707-127708-127709-127710-127711-127712-127713-127714-127715-127716-127717-127718-127719-127720-127721-127722-127723-127724-127725-127726-127727-127728-127729-127730-127731-127732-127733-127734-127735-127736-127737-127738-127739-127740-127741-127742-127743-127744-127745-127746-127747-127748-127749-127750-127751-127752-127753-127754-127755-127756-127757-127758-127759-127760-127761-127762-127763-127764-127765-127766-127767-127768-127769-127770-127771-127772-127773-127774-127775-127776-127777-127778-127779-127780-127781-127782-127783-127784-127785-127786-127787-127788-127789-127790-127791-127792-127793-127794-127795-127796-127797-127798-127799-127800-127801-127802-127803-127804-127805-127806-127807-127808-127809-127810-127811-127812-127813-127814-127815-127816-127817-127818-127819-127820-127821-127822-127823-127824-127825-127826-127827-127828-127829-127830-127831-127832-127833-127834-127835-127836-127837-127838-127839-127840-127841-127842-127843-127844-127845-127846-127847-127848-127849-127850-127851-127852-127853-127854-127855-127856-127857-127858-127859-127860-127861-127862-127863-127864-127865-127866-127867-127868-127869-127870-127871-127872-127873-127874-127875-127876-127877-127878-127879-127880-127881-127882-127883-127884-127885-127886-127887-127888-127889-127890-127891-127892-127893-127894-127895-127896-127897-127898-127899-127900-127901-127902-127903-127904-127905-127906-127907-127908-127909-127910-127911-127912-127913-127914-127915-127916-127917-127918-127919-127920-127921-127922-127923-127924-127925-127926-127927-127928-127929-127930-127931-127932-127933-127934-127935-127936-127937-127938-127939-127940-127941-127942-127943-127944-127945-127946-127947-127948-127949-127950-127951-127952-127953-127954-127955-127956-127957-127958-127959-127960-127961-127962-127963-127964-127965-127966-127967-127968-127969-127970-127971-127972-127973-127974-127975-127976-127977-127978-127979-127980-127981-127982-127983-127984-127985-127986-127987-127988-127989-127990-127991-127992-127993-127994-127995-127996-127997-127998-127999-128000-128001-128002-128003-128004-128005-128006-128007-128008-128009-128010-128011-128012-128013-128014-128015-128016-128017-128018-128019-128020-128021-128022-128023-128024-128025-128026-128027-128028-128029-128030-128031-128032-128033-128034-128035-128036-128037-128038-128039-128040-128041-128042-128043-128044-128045-128046-128047-128048-128049-128050-128051-128052-128053-128054-128055-128056-128057-128058-128059-128060-128061-128062-128063-128064-128065-128066-128067-128068-128069-128070-128071-128072-128073-128074-128075-128076-128077-128078-128079-128080-128081-128082-128083-128084-128085-128086-128087-128088-128089-128090-128091-128092-128093-128094-128095-128096-128097-128098-128099-128100-128101-128102-128103-128104-128105-128106-128107-128108-128109-128110-128111-128112-128113-128114-128115-128116-128117-128118-128119-128120-128121-128122-128123-128124-128125-128126-128127-128128-128129-128130-128131-128132-128133-128134-128135-128136-128137-128138-128139-128140-128141-128142-128143-128144-128145-128146-128147-128148-**