

Volume 5 (2); 25 June 2015 [XML]

Research Paper

Disclosure Quality, the Board Features and Information Asymmetry between Directors (Shareholders) and the Creditors in Listed Companies in Tehran Stock Exchange.

Mirzaniajourshari H, Rezaie DolatAbadi H, Sadeghidehsahraei M.

J. Educ. Manage. Stud., 5(2): 105-115, 2015.; pii:S232247701500016-5

Abstract

The managers to gain to benefits of information symmetry reduction choose various policies. In line with the disclosure quality and features of the board, this research investigates the disclosure quality and features of board relationship and information asymmetry between managers and creditors. In order to evaluate information asymmetry the cost of debt factor was used and variables related to board features have been extracted from financial statements and annual reports of board to the convention. Also, the quality of disclosure variable was measured using ratings of corporative disclosure released by the Tehran stock exchange. Results of survey 71 company in the period 2003 till 2011 indicated that there is a significant negative

relationship between disclosure quality and the cost of debt. Also, there is a significant relationship among the effective features of the board, the cost of debt and the quality of the disclosure, respectively, and indicates that the board composition influence on reducing of information asymmetry and the quality of disclosure increase.

Key words: Quality of Disclosure, Board Independence, Board Size, Institutional Ownership, The Cost of Debt.

[Full text] [[PDF](#)]

Research Paper

The Relationship between Resilience and Personality Traits in Women.

Entesar Foumani Gh-H, Salehi J and Babakhani M.

J. Educ. Manage. Stud., 5(2): 116-120, 2015.; pii:S232247701500017-5

Abstract

Recent investigations have supported the hypothesis on relationship between different personality traits and both happiness and resilience. This relationship can be more critical in women due to their important role in economic and social development programs. Hence, the present study attempted to assess relationship of personality traits with resilience and happiness in women. In this prospective correlational study conducted during the two months from April to May 2013, 388 women were randomly selected from all housewives and working women who were resident in Tehran. Three psychological questionnaires of the Revised NEO Personality Inventory, the Oxford Happiness Questionnaire, and the Connor-Davidson

Resilience Scale were used to assess study endpoints of personality traits, happiness, and resilience, respectively. Regarding the relation between personality traits and happiness (assessed by the Pearson's correlation coefficient test), happiness was related to all five components of personality traits including Neuroticism, Extraversion, Flexibility, Agreeableness, and Conscientiousness. Extraversion being an exception, other domains of personality traits was correlated with self-concept. In addition, except for Agreeableness, other personality traits were related with psychological alertness. Self-efficacy was also associated with the personality traits of Extraversion, Flexibility, and Conscientiousness. Life satisfaction and Hopefulness were only associated with Neuroticism component of personality. With respect to association between personality traits and resilience, Neuroticism was negatively and Extraversion, Flexibility, and Conscientiousness were positively associated with the level of resilience. Multivariable linear regression analysis showed significant effects of the components of Extraversion and Flexibility on total score of happiness. Additionally, in another regression analysis, significant influence of some personality traits including Neuroticism, Extraversion, and Flexibility on total score of resilience was confirmed. Personality traits can potentially affect different aspects of happiness and resilience in women. Hence, women with stabilized personality are accordingly happy and resilient.

Key words: Personality Traits, Happiness, Resilience, Women

[Full text] [[PDF](#)]

Research Paper

The Relationship between Identity Styles, Self-Efficacy and Metacognitive Beliefs with Educational Success in Female High-School Students.

Ghamari F, Salehi J and Entesar Foumany Gh-H.

J. Educ. Manage. Stud., 5(2): 121-125, 2015.; pii:S232247701500018-5

Abstract

Different personality aspects including identity styles, self-efficacy, and cognitive abilities can play a certain role in successful learning results in high educational success rate. The present study aimed to assess the value of identity styles, self-efficacy and metacognition beliefs for predicting the level of educational success in female high-school students. In a correlational cross-sectional study, 380 consecutive female students from 4 out of 15 high schools in Maragheh city in 2012 were selected using stratified multi-stage random sampling method. Three special questionnaires of the Identity Styles Inventory, the General Self-Efficacy Scale, and the Metacognitions Questionnaire-30 were applied to assess identity styles, self-efficacy and metacognition states, respectively. With regard to success rate in education, 83.7% were successful in their educational fields with acceptable grade point averages. There were significant associations of educational success rate with informative identity style ($r = 0.219$, $p < 0.001$) and also with commitment (0.205 , $p < 0.001$), but not with other components of identity styles. A direct association was also revealed between level of self-efficacy and students' educational success assessed by the Pearson's correlation test ($r = 0.274$, $p < 0.001$). Regarding the relation between different subscales of metacognition and educational success, only subscale of cognitive self-consciousness was directly associated with educational success ($r = 0.194$, $p < 0.001$). The obtained significant relationships were also demonstrated using the multivariable linear regression models. High levels of informative identity style, commitment, self-efficacy, and cognitive self-consciousness can predict high educational success in female high-school students.

Key words: Identity, Commitment, Self-Efficacy, Metacognition, Success, Student

[Full text] [[PDF](#)]

Research Paper

Surveying the Relationship between Organizational Culture and Strategic Thinking.

Soltani I and Khaghani M. 2015.

J. Educ. Manage. Stud., 5(2): 126-131, 2015.; pii:S232247701500019-5

Abstract

Today, the role of organizations is well known in the process of community development and the question has always been put that why do some organizations succeed and others fail in their duties. This is due to the potential impact of organizational culture on employee's behavior and it has impact on human behavior via designing strategically intelligently. The goal of this research is to survey the relationship between organizational culture and strategic thinking in company of industrial estates in Hamedan province. From standpoint of goal, the research is an applied research and from standpoint of method, the research is survey – descriptive. Standard organizational culture questionnaire and strategic thinking questionnaire were used to collect data. Statistical population is the employees working in company of industrial estates in Hamedan province. 90 participants were selected as sample using Cochran formula and simple randomly sampling from total of 200 employees. The reliability of the research was approved by academics and experts. Viability was calculated using Cronbach' alpha which 0.834 and 0.840 were for strategic thinking and culture, respectively. Because they are higher than 0.7, then they will be approved. SPSS software was used to analyze the data. The results indicate that there is a positive significant relationship between organizational culture and strategic thinking with 95% confidence and there is also a positive significant relationship between four dimensions of organizational culture and strategic thinking.

Key words: Organizational Culture, Strategic Thinking, Company of Industrial Estates of Hamedan Province

[Full text] [[PDF](#)]

Research Paper

The Relationships between Perfectionism of Mothers and Emotional Problems of Their Daughters.

Samiei Sarkhanlou S, Kiamanesh A, and Ahadi H. 2015.

J. Educ. Manage. Stud., 5(2): 132-137, 2015.; pii:S232247701500020-5

Abstract

This study was conducted to examine the relationships between positive and negative perfectionism of mothers with depression, anxiety and stress of their daughters. The study was consisted of 200 students of third grade high school girls and their mothers which were selected by a multi-stage random cluster sampling. In order to evaluate mothers' perfectionism, Terry-Short test and to assess depression, stress and anxiety, scale of depression, anxiety and stress 21 were used. After data collection, descriptive and inferential statistics including Pearson correlation and stepwise regression were conducted. Results showed that positive perfectionism of mothers was not correlated significantly with their daughters' depression, anxiety and stress. However, mothers' negative perfectionism was associated positively with daughters' depression, anxiety and stress which was significant at 0.01 probability level. Analysis of stepwise regression showed that mothers' perfectionism predicted depression, anxiety, and stress of their daughters. It can be concluded that negative perfectionism of mothers can directly and indirectly have negative effects on daughters and provide serious problems for them.

Key words: Perfectionism, Mothers, Emotional Problems, Daughters

[Full text] [[PDF](#)]

Research Paper

The Relationship between Teacher Affective Support and Educational Enjoyment with Attachment to School Male High School Students of Ahvaz, Iran.

Alipour Birgani S, Sahaghi H and Mousavi SA. 2015.

J. Educ. Manage. Stud., 5(2): 138-144, 2015.; pii:S232247701500021-5

Abstract

The purpose of this research the relationship between teacher affective support and educational enjoyment with Attachment to school Students in Ahvaz. 180 students have been selected through multi stage random sampling. In order to collect data, Sakiz's teacher affective support (2007), Educational enjoyment Subscale of Pekrun's Progress Emotions Questionnaire (2002) and Sakiz's Attachment to school (2007) have been applied. Research data were analyzed by Pearson's correlation and Regression analysis. The results of the simple correlation showed that the teacher affective support as well as Educational enjoyment had a positive and significant relationship with Attachment to school. The results of regression analysis also showed that such variables as teacher affective support and Educational enjoyment played a major role in predicting Attachment to school.

Key words: Teacher Affective Support, Educational Enjoyment, Attachment To School

[Full text] [[PDF](#)]

Research Paper

Study on Mental Workload of Teachers and Its Correlation with Their Quality of Life.

Mohammadian Y, Malekpour F, Malekpour A, Zoghipour S, Malalekpour K. 2015.

J. Educ. Manage. Stud., 5(2): 144-149, 2015.; pii:S232247701500022-5

Abstract

The aim of this study is to determine the rate of mental workload on teachers and its correlation with their quality of life (QOL). In the current study, NASA-task load index (TLX) tool and also a questionnaire of QOL (SF-36) were used. Results showed that the mean of mental work load between the teachers with two jobs and single job was significantly different ($P < 0.05$). The mean of mental work load among the teachers with different work hours per week showed significant positive correlation ($P < 0.05$). Among the mean mental workload and dimensions of QOL (activity limitation due to emotional problems and also social performance and general health) were significant negative correlation ($P < 0.05$). The mean of mental workload score was higher among teachers, which can negatively impact the teacher's life quality and also the quality and quantity of their education.

Key words: Mental Workload, School, Teachers, Quality of Life

[Full text] [[PDF](#)]

[Archive ...](#)



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#)