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# Care of Older People in Indian Society: The Psychosocial Intervention from Social Work Perspective

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## ABSTRACT

The elderly population is increasing rapidly all over the world. Providing care for the elderly members of the family involves a wide range of tasks. However, family has become the basic institution who plays an important role in geriatric care. Family assists the elderly population for the most part, whereas, the formal institutional care has become significantly demanding. This emphasizes the importance of considering the psychosocial intervention of the worker working for the elders. From the perspective of a developing country, it is important to understand the crucial role of the social worker in area of gerontology and geriatric care. The paper is based on in-depth interviews and focus group discussions from the Indian urban scenario, covering different support and assistance provided to the elderly as a part of family care giving to society. The paper also attempted to analyze the situations while considering the cultural perspective where religious beliefs and value system plays a crucial role. It also tried to identify the special needs of the elderly, explored the challenges faced by them and recommended the possible intervention by the social workers in the field of ageing.

**KEY-WORDS:** older population, gerontology, psychosocial intervention, social work, evidenced-based practice

## 1. Introduction

The elder population constitutes a large portion of the global population. Care of the elderly is not a sheer responsibility of family rather it has become a worldwide concern. However, the magnitude of the problem and its manifestation are not the same in every part of the sphere. Modernization and globalization override the situation where the average life expectancy of the individuals has increased along with medical advancements. Moreover, the demographic, social and economic factors lead to a situation where family is no more the basic institution to provide care and support to these elderly populations. From the analysis of the trend in the urban context, the vulnerability grows to be manifold when individuals as well as the community lack commitment towards the older population. India, as a developing country needs to emphasis on the problems of the elderly and requires urgent intervention for the same. Indian cultural heritage and the way of life always created a place of respect for the elderly. Though there are various policies and programmes on the aged in India, the paper tried to bring out the challenges faced when it comes to the individual facing the problems and the common practices in this regard. Therefore, social workers working in the area of gerontology or geriatric care have a crucial role to play.

## 2. Review of Literature

### 2.1. Aging – a worldwide challenge

Aging is a biological phenomenon but has large implication on the social, financial and health infrastructure of a country. According to different global statistics, it is eminent that the world is ageing fast. Moreover, World Health Organization reported that the number of older population will double by the year 2050; additionally, it has been accounted that the number of older population is even higher in developing countries. According to the United Nations, Department of Economic and Social Affairs, Population Division (2015), the worldwide older population is about 901 million and is estimated to be about 1.4 billion by 2030 and almost 2.1 billion by 2050. This leads to an alarming situation worldwide where the area of gerontology gains its importance.

## 2.2. Aging in India – an understanding from the perspective of cultural assumptions and values underlying

India has a large segment of older population and constitutes the second position after China. According to the Global Age Watch Index (2015), India is in the 71st position among 96 countries [1]. Under the umbrella of this index, there are four main components, namely, income security, health status, capability and enabling environment, to capture the multidimensional nature of the quality of life and wellbeing of older people and to provide a means by which to measure performance and promote improvements of the elderly. According to United Nations, Population Division report, the percentage of elderly population in India will be 20 percent of the total population by the year of 2050 which is an alarming situation for our country.

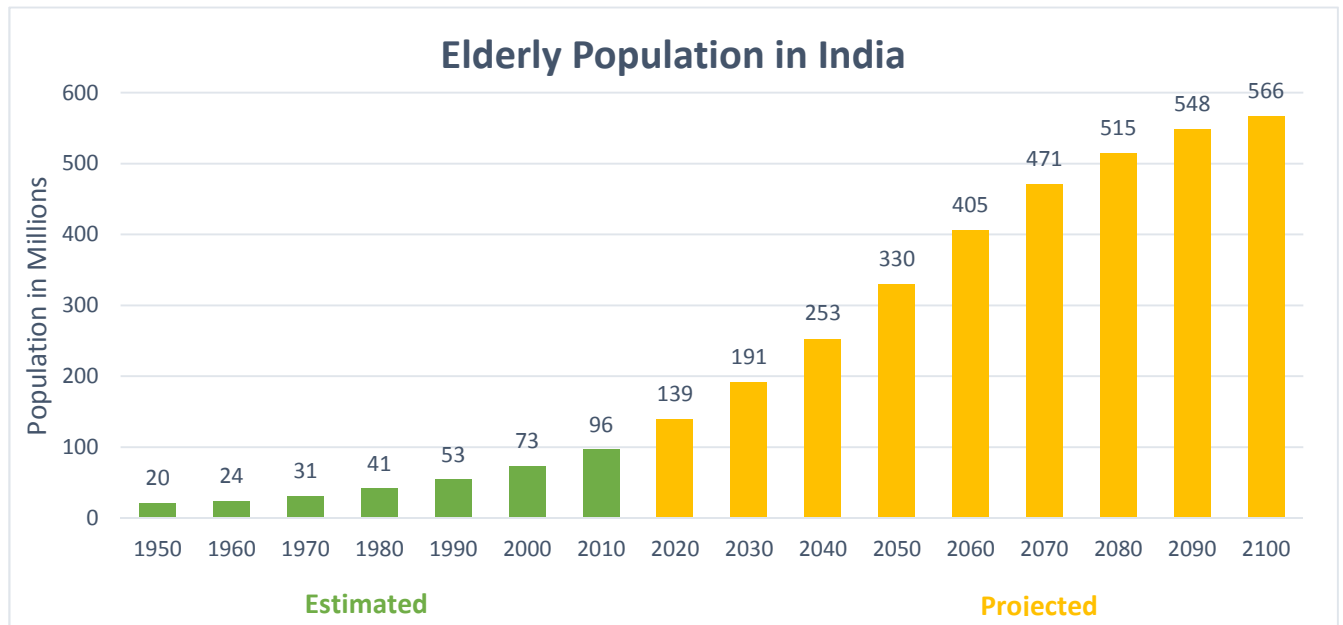


Fig. 1: No. of people aged 60 years and above, estimated (1950-2010) and projected (2020 – 2100)

(Source: Population Division, Department of Economic and Social Affairs, United Nations)

Older people in India enjoyed power over their families, therefore enjoyed better status and were respected as these actions are linked to Indian culture, heritage, and religion. This ultimately resulted a tradition where elderly people always played a key role in the family by transmitting experiences and ideas and therefore was considered as the transmitter of traditions. The concept of 'patient autonomy' was not familiar as they tend to view themselves as part of a family unit [2] and considered themselves to rely more on family. A study conducted in the Southern part of India pointed out the changing scenario in the Indian context; the study clearly showed how the elderly people face miserable condition in their life as they cannot look beyond the family system even in the changing socio-economic condition [3]. In India the past culture and the way of life always created a place of respect for the elderly. But unfortunately, with the passage of time, the Western life style adopted by the Indian urbanites has considerably altered the situation at the grass-root level.

While analysing the care giving process, traditionally, the family and the extended family were the structure and source for the elderly care and support. Family was considered as the unit to share values and cultural traditions of looking after these people. Moreover, the Hindu religion believed that the position of the parents comes next to God. But today, Indiansociety is under a rapid change due to urbanization and modernization. The value system is degrading as people tend to be materialistic, the care giving is becoming a burden to the families. In the context of industrial urban-based society, the traditional roles of individuals in the family is also undergoing a drastic change. The elderly population in India is no longer enjoying the privileged place because of the changing value system of late. Their social security which was previously within the domain of four walls of their respective households, has

been largely eroded. The reason may be pointed out as the change in the mind-set of the younger generation. This has created a space for the larger society including the state to play a role to protect and ensure quality of life for the aged in India.

### **2.3. Older people and social work**

The WHO has looked ageing as an opportunity at the individual level and a society's attainment from a larger perspective. Ageing also has its challenges where it has a massive impact on society. This can be met by both the initiatives of private as well as public sectors. Gerontological social work thus have an enormous role to play. Social worker needs to work in various settings and at different levels of practice (micro, mezzo and macro) while dealing with this segment of population. Moreover, the social worker needs to be culturally competent, should be empathetic and deal the situation based on the value system by respecting the elders. The fundamental principle working behind this context is the promotion of client's right to dignity and self-determination. Social workers also deal with different situations of elderly clients. For example, supporting the individuals as well as the family to cope up with a range of difficult situations, getting involved in the problem solving process etc. Against this backdrop, social work turns to work better and meet the demands for the elderly by making use of the psychosocial approach. It helps to build and strengthen the informal and formal support system, focuses on various unmet needs of the elderly, tries to make appropriate linkages to different resources, builds a strong network to work better in life etc.[2]. All these discussions make it evident that problems, need and care of the older people in India needs to be jointly addressed and the social worker has a significant position in the area.

## **3. Study objective**

The paper aimed to understand the Indian urban scenario of the elderly population and the role of social work in gerontology and geriatric care. The specific objectives were-

- To identify the special problems and needs of the elderly
- To understand their coping strategies for ageing in the current context.
- To know about the care system prevailed in the study area.
- To propose more formalized framework to combat various crisis of the elderly through social work practice at different levels.

### **3.1. Methodology**

The paper identified the special needs of elderly persons and explored the different challenges faced by them in the urban context. The study was conducted in the area of Chinsurah, district of Hooghly, West Bengal, India by relying primarily on qualitative methods namely, focused group discussions (FGDs) and in-depth interviews (IDIs) to collect data from both men and women aged not less than 60 years. Almost 17 men and 18 women who have not been related to each other has been taken into considerations. The sampling procedure adopted was purposive sampling method. FGDs were conducted with a different group of participants from the same area while they came to the recreational clubs and morning walks. Secondary data were also used while analyzing the role of social worker in the area of gerontological social work. The name of the clients have been used pseudonymously.

### **3.2. Theoretical Framework**

There are three prominent psychosocial theories of ageing, namely, the disengagement theory, the continuity theory and the activity theory. This study draws on continuity theory where it states that older adults will usually maintain the same activities, behaviours, relationships as they did in their earlier years of life. It claims that elders should try to maintain this continuity of life style by adapting strategies that are connected to their past experiences[4]. Therefore, coping strategies and personality patterns determine how well a person moves along with ageing. This global issue of ageing can be better dealt if the ageing population is kept healthy and productive. This theoretical framework has been found as the best suit while looking and intervening in the present context.

## **4. Findings and Discussions**

### **4.1. Problems and needs of elderly population in India**

Findings from the in depth interviews reported here yield considerable insight into the context of the problem of ageing and its related issues in the study area. Contrary to general impressions about the problems, needs and care of

the elderly, the study evidenced a deterioration of the social position of the elderly within an institution and emphasised on the role of formal as well as informal care.

- **Socio-economic background**

The study revealed that majority of the respondents belonged to the age group 60 years to 92 years and almost all of them had either pension or fixed deposits and house on rent as their source of income. Majority of the respondents were married but few of them were either never married, widow or widower. All of the respondents were literate ranging their education from primary pass to master degree holders.

- **Identified problems and needs**

The problems of elderly that were identified while conducting the study were deterioration of health condition, negligence of the family, loneliness, poor quality of life, insecurity regarding social and economic condition etc. It became eminent from the study that elderly women and elderly who have chronic diseases were more vulnerable. The health issues varied from hypertension followed by diabetes, eye problem, knee pain, arthritis, cancer etc. The denial to seek psychiatric help was identified as one of the major challenges. Moreover, interview with the respondents revealed that in most of the cases, the problems were not addressed properly and were treated on a temporary basis or through over the counter medications or alternative cheaper way (shifting to homeopathy treatment). During FGDs, an old woman said, 'It's all about getting old. It is common to have more critical health issues as we get older, it's understandable. Why to spend so much money and put an obligation on my son?'. Most of them felt sad because of their deteriorations in health and economic conditions. Almost half of the respondents felt that they were no more a part of decision making processes at home. They felt they were ignored and abused by family members due to various reasons. In spite of being unhappy these people preferred to stay back with their families rather than choosing a formal set up, like, old age homes or seek professional help.

- **Coping strategies**

IDIs and FGDs indicated that sharing with family and friends were their main coping strategy while they dealt with problems or crisis. Other strategies, such as, engaging in different recreational activities, getting more involved with the family with most preference as spending time with grandchildren, making time for themselves, going for a regular walk or exercising, listening to music or reading books and above all, actively participating in religious and spiritual activities, were also reported as some of the coping strategies.

- **Prevailing care system**

From the IDIs, it was observed that most of the elderly population were in denial where they believed that their way of life was their '*karma*'(fate) as compared to every elderly. The denial of the client involved cultural influences. It was evident that even though they face an extreme situation, they hardly think about moving out of the houses. Most of them reported that family was their only place to get support at any circumstances. Sometimes, they thought about formal care but felt dishonoured to approach.

While conducting FGDs, one of the women who lived with his son, daughter-in-law and her grandchild said, 'It is like stigmatizing my own family. if I choose to go to the 'Oldage Home', the situation may leave people to think that I am not a successful parent, I have not been able to build a value system for my child, I am not successful in life, I do not have to disclose about the family situation to everyone. How about my social prestige?' Another respondent whose both the sons were living abroad, raised her voice and said 'As a couple we have thought about shifting to an Oldage Home. Thinking about the environment of the Home and its infrastructure prevented us to move ahead. It is better to face the situation as it comes'.

To add contextuality to the problems of the elderly, three different case studies have been presented below.

### **Case Study -1**

Mrs. Tara Sunadri, a 92 years old widow who lives with her daughter-in-law in a small town of Hooghly district, West Bengal, India. She lived with her elder son throughout her life and shared the same kitchen. Last year her elder son died of prostate cancer. Her only daughter lived far away and the youngest son migrated to another state for job. Indians do not prefer staying with their married daughters, thus support provided from her side is minimal.

Mrs. Tara has been diagnosed with cancer in 1980. She had to undergo a several surgeries and is supposed to take routine medications and checkups. The loss of her elder son had enormous psychological impact on her; as a result she started feeling melancholic. She also exhibited symptoms of forgetfulness, feeling of insecurity, loss of hope in life, feeling unwanted etc. She has no housing issues and is dependent on her savings and her family for financial assistance.

Mrs TaraSundari had never been for any professional help. Her family reported that she exhibited minimal expression of emotion and is often preoccupied with death. She felt herself over-burdened on her family and did not like to pose financial liability to her family members. As a result, she changed her line of treatment to a cheaper option where the family members also supported and accepted as a best option. She is currently living in a state of mind where she counts her days every day. Her religious beliefs and spirituality are her main coping strategies. Her daughter-in-law who is the secondary line of care-giver has no option but to live with her.

### Case Study -2

Mr.Sukhdev,a 63 years old never married, lived inChinsurah, Hooghly district, West Bengal, India. He was working in a national bank and has retired three years ago. Currently he lives with his elder brother and his family. Mr.Sukhdev likes to talk to people, goes for morning walks and keeps himself engaged by looking after the studies of his brother's children. Mr.Sukhdev is a healthy person where he does not need to take any medications on a regular basis.

Mr.Sukhdev felt lonely at times and has adjustment issues with his brother's wife. Many times he thought of leaving the house but the feeling of insecurity had prevented him to do so. He has a peculiar habit of travelling 2 to 3 hours daily by local train to Kolkata along with his ex-co-passengers and sits in the stations for hours and chitchat. This is his way of coping with his present retired life.

Mr.Sukhdev did not have an opportunity to plan for his retired life. He worked very hard for his entire life without even thinking of having his own family. Professional intervention may help him to cope up with his environment and accept his retired life.

### Case Study -3

Mrs.Seema who is 64 years old married woman living with her husband, two sons, one married and the other not yet married. She is from Chinsurah, Hooghly district, West Bengal, India. Mrs.Seema has never worked outside her house and always kept herself engaged in household chores and confined in the kitchen. After her elder son's marriage, she had to step back and make way for her daughter-in-law. The situation became worse when she was denied to enter the kitchen and a new cook was appointed. She is dependent on her husband financially and also for housing provision.

Mrs.Seema has been recently diagnosed with diabetes. She has started to feel neglected and is seldom considered as a part of decision making process.Before, she has never been to theatre to watch movies. Nowadays to make her husband and son happy, she accompanies them to the theatre but does not enjoy it.

Even though her physical health issues are taken care from time to time, nothing has been done with her psychological well-being. Moreover, coping with her changing environment needed proper attention. Her husband at times feel neglected in his own house and had made recent visit to an Oldage Home. Lately she has started to feel anxious about death where she thinks that her husband would die and she has to be 'alone.' 'When I think of shifting to an Oldage Home, I start to feel depressed about leaving this house. Till my son got married, I looked after every corner of the house just by myself. But when I rationalize my thinking, it's better to shift in that small room with attached bathroom and verandah, it's a better option for me to stay by myself.'

All the above mentioned case studies give a picture where special attention and urgent intervention is required at all levels.

- **Identified key areas and intervention**

The problems, need and the coping strategies were somewhat overlapped. Therefore, the psychosocial intervention has to use an overlapping conception in dealing with the elderly population. The researcher has tried to recapitulate the concepts in the table below.

TableI: Problems of elderly and their intervention

Perspectives	Problems of elderly	Needs of elderly	Psychosocial interventions	Level of intervention
Curative	Financial insecurity, housing problem	Fulfilling financial needs , addressing	Cognitive Behavioral	Individual, family, group

		housing issue	Therapy, psycho education, supportive counseling, resilience therapy, family counseling, crisis intervention	level
	Health (physical health issues -minor to chronic and mental health problems- loneliness, feeling of insecurity, fear of death, grief etc.)	Professional treatment		
	Crisis situation	Providing psychosocial support		
	Deteriorating social and economic conditions	Changing outlook towards elderly		
Preventive			Strengthening community resources, increase level of awareness	Community level

**4.2. Social Work intervention**

Psychosocial intervention is one of the significant part of social work intervention. Psychosocial intervention plays a vital role while dealing with the older population at different levels, such as, at the micro level while dealing with individual client, mezzo level while dealing with the family of the client and ultimately at the macro level while dealing with the community. This intervention can have both preventive and curative perspectives. The curative perspective focuses on individual clients as well as the community to overcome and deal with various psychosocial problems. However, the preventive perspective can be practiced at the community level. These altogether may contribute to build resilience framework of practice and may enable individuals as well as the community to face challenges and crises in varying circumstances.

Evidence-based practice, on the other hand, has become popular in social work for delivering quality services to the persons in need. Its demand has grown fast enough to be utilized it in the field of gerontology. Older persons and their family members make use of various psychosocial interventions to adjust well in the changing environment. This EBP tried to address the varied physical as well as mental health issues and problems related to conflicting social roles faced by older people and also emphasized their family as a care giving unit. Among different psychosocial approaches, cognitive behavioural therapy and psycho-educational intervention have the most empirical support. Moreover, psychosocial approach utilizes a variety of individual and group activities that may incorporate psycho-education, family counselling (problem solving, social support enhancement), resilience therapy etc. Literature supports that evidence-based practice needs relatively lesser training and ensures good outcome but it has not been operationalized well. Definition of evidence-based practice from different background talked more or less about utilizing existing studies, combining both evidence and practice by using own clinical expertise and ultimately become persuasive regarding the assessment, diagnosis and treatment of the client[5]. Therefore, the social worker who applied EBP should be competent enough to work in a changing environment, focus on the needs of her clients and become a 'resilient self-manager' to better deal with circumstances and consequences [6].

At the end, this study has developed a practice guideline for the social workers by combining the use of psychosocial intervention through EBP. Even though psychosocial interventions may move on without any time limit and are mostly difficult to evaluate the effectiveness[7], in a developing country, like, India where human capacity and infrastructure are limited for the social sector, EBP could be a best-fit and economical option. However, proper cautions should be taken to face the challenges where there are limited resources, where the social worker is not culturally competent or may be where the social worker is not at par with current information.

## 5. Conclusion

In conclusion, it can be said that the proposed practice guideline for caring of the elder population is a possible plan of action from the social work perspective. Indian society which is undergoing a rapid change, needs to address this issue on a priority basis. Promotion of professional help and strengthening family as a care-giving unit, combined with family and community work, may build the pillar to handle the situation potentially. This should be based on 'multi-professional' arrangements based on sensitivity towards the situation besides considering socio-economic condition, cultural preferences etc[8].

## 6. Limitations of the study

The paper highlighted mainly on the psychosocial intervention and EBP at different levels from the outlook of social work theory and practices. The paper hardly focused on few important parts, like, the right based approach and the role of other stakeholders dealing with the older population. Also the paper did not get an opportunity to explore about the 'promoting graceful ageing' in practice[9]. Gender differentiation was not considered in this paper which should be considered as a vulnerable part within the vulnerables.

## 7. Future research possibilities

There is much scope to undertake research to suggest means and ways to make social work as a more effective discipline while dealing with the elderly population. Gerontological social work is an area which has a lot of scope to promote for the voice while addressing the urgent needs of the elderly. Gender sensitization among older people and filial support for the elderly are yet other areas which needs to be focused on. Another possibility may be researching and developing different models which have been already deliberated for the elderly based on the context of rural and urban population, gender, physical health vs. mental health etc.

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# Workplace Competence of Senior College Students of the University of Eastern Philippines

Ronato S. Ballado

## ABSTRACT

Higher education institutions exert effort to prepare students for a bright future ahead. The graduates are expected to possess the competence which will facilitate their smooth transition to the world of work. The study determined the perceived competence in the workplace of senior students of the University of Eastern Philippines and its relationship to gender, college and perceived belief in the effort of their colleges to prepare their graduates to work. The study utilized the descriptive correlational method utilizing an adapted questionnaire on workplace competence as instrument. Data were treated statistically using frequency counts, means, percentages, and multiple regression analysis. Results showed that the respondents perceive that they have Very Good to Excellent competence on workplace variables. Majority rated that their college has a Very Good effort to prepare their graduates to work. Regression analysis revealed that the perceived competence of the respondents is significantly related to the perceived belief of the respondents on the effort exerted by their college in preparing their graduates to work. However, gender did not influence the competence. It is concluded that the competence of graduates are founded on the effective implementation of the programs of the institution in preparing graduates to their future work.

**KEY-WORDS**—workplace, competence, senior college students, descriptive-correlational design, Philippines

## 1. Introduction

Higher education institutions are mandated to produce professionals who will provide leadership in the society upon finishing the respective degree programs. Through the curricular programs, these institutions exert effort to prepare students for a bright future ahead. Graduates of tertiary institutions are expected to manifest competence in several attributes or skills which are generally called employability skills. These employability skills comprise 'soft' skills and 'hard' skills which are required for successful performance in the workplace. Hard skills are skills associated with technical aspects of performing a job and usually include the acquisition of knowledge (Page, Wilson, & Kolb, 1993). Soft skills, on the other hand, are skills often referred to as interpersonal, human, people, or behavioral skills, and place emphasis on personal behavior and managing relationships between people. Hard and soft skills are now regarded by many authors as being complementary, with successful individual performance in the workplace seen to require both types of skills, and superior performers having high EQ as well as high IQ ratings (Kemper, 1999; McMurchie, 1998). From a graduate perspective, soft skills are seen as being deficient in graduates relative to hard skills (Arnold & Davey, 1994; Mullen, 1997) although Strebler (1997) notes that technical/hard skills are perceived by graduates as being relatively more critical for getting a job. Similarly, soft skills are generally viewed as less important by academics in comparison with workplace professionals (Page, Wilson, & Kolb, 1993). Interestingly, Arnold and Davey (1994) note that as graduates spend longer in industry, they rate themselves as more competent in their hard skills but not soft skills.

However, graduates fall short of the expectations of the world of work in terms of competence. Snowdon (2011) accounts that almost half of all recent graduates believe their university education did not adequately equip them for the world of work, and a quarter wouldn't recommend higher education to those currently studying for their A-levels. A survey also revealed that more than a third (38%) of recent graduates has claimed jobseeker's allowance since leaving university. Many of the 448 recent graduates responding to the online survey expressed a distinct lack of confidence in the value of their education, with 44% stated that they did not think university had prepared them for the working world, while a similar percentage (43%) said they would not have chosen the same courses knowing what they know now ([www.totaljobs.com](http://www.totaljobs.com)). A [YouGov](http://YouGov) survey has discovered that 52% of employers believed that

none or few graduates were ready for the workplace, with just 19% believing that all or most were ready. 17% said that none at all were prepared. The employers believe that graduates were not well-prepared, particularly on four main skills which include lack of teamwork, communication, punctuality and determination.

Researches have revealed the competence perceived by graduates of higher education institutions. The study of Rainsbury, Hodges & Lay (2002) ranked the relative importance of a list of 24 competencies for graduates entering the workforce using a 7-point Likert scale. The results show a close similarity between students and graduates' ranking of competencies with computer literacy, customer service orientation, teamwork and co-operation, self-confidence, and willingness to learn ranked most important. Sumadsad&Medallon (2015) assessed the tertiary education graduates' level of interests, skills, and values to determine the readiness to join the workforce. Data collected through a career counseling questionnaire from 139 Entrepreneurial Management graduates revealed that in terms of skills, the conventional way of learning using organized and structured environment is more favored by graduates. Social skills which involve working with groups were also of highest interest among the respondents.

Cicek, Labossiere& Ingram (2015) found out that mechanical engineering students perceived that Problem Analysis, Individual and Teamwork, and Design were top student attribute competencies. The study also found out that the top perceived program attribute strengths matched the top perceived student attribute competency strengths. Impact of Engineering on Society and the Environment, followed by Ethics and Equity and Investigation, were perceived as the top student attribute competency weaknesses over three years.

In the study of Crebert, et al. (2004), 78.9% of the graduates agreed that they had had sufficient opportunities to develop their generic skills while at university, particularly oral and written communication skills, critical analysis and evaluation, problem solving and teamwork skills. Aggregated responses to a question which asked them to identify the ways in which they best developed particular generic skills at university showed that group work was their preferred option for the development of oral communication, problem solving, teamwork, leadership, assuming responsibility and making decisions and high ethical standards. In a survey conducted to assess competencies of dental graduates of the Faculty of Dentistry, University of Malaya, Razak, et al. (2008) found out that majority of the graduates agreed that they have excellent skills in communication. Although all graduates perceived their competency to be excellent in the four areas (treatment planning; community-based skills; management, administrative skills, and personal management; and professional development skills), employers felt that these are the areas that are of concern and needed attention. Jaschik (2015) reports that in the surveys of the Association of American Colleges and Universities, students consistently ranked themselves as prepared in areas where employers do not agree. Students perceive themselves being prepared in areas like critical/analytical thinking, written communication, locating, organizing and evaluating information, working with others in teams, and oral communication.

Atfield& Purcell (2010) reported that written communication and team-working skills were the areas in which respondents were most likely to rate their competence highly, with just under three-quarters rating themselves as 'excellent' or 'very good'. Conversely, self-rating of self-confidence, self-discipline and numeracy were considerably less likely to have been high, and were also the items most likely to be rated as 'not very good'. Majority of students rated their skills as at least 'adequate' in all the areas identified. Male, et al. (2010) determined the perceptions of engineering graduates on their competency deficiencies and found out that the respondents considered business, practical, communication, and teamwork aspects as skills that they would have liked to gain from their undergraduate studies but did not. In the same study, the respondents identified the same skills as what they have observed are lacking in engineering graduates who have completed their degrees within the last three years.

In as much as possessing the hard and soft skills needed by graduates to become successful in their future work, it is imperative that the competence of the present graduating students be determined. This will be a basis for crafting intervention schemes to improve the hard and soft skills of the learners. This study determined the perceived competence in the workplace of senior students of the University of Eastern Philippines. The study also looked into the relationship of the perceived competence with gender, the college where the student is enrolled and perceived belief in the effort of their colleges to prepare their graduates to work.

## 2. Methodology

The study utilized the quantitative research design, particularly descriptive correlational method. It described the perceived competence in the workplace of the respondents. It looked into the competence which the respondents consider as their strengths and weaknesses. The competence was tested for significant relationship with the gender, the college where the student is enrolled and the perceived belief in the effort of their colleges to prepare their graduates to work. The participants of the study were 261 graduating students of the University of Eastern Philippines, sampled through Slovin's formula, from among the graduating students from the different colleges of the university.

Aside from the demographic part of the survey questionnaire which asked the sex and college of the respondent, the respondents answered an adapted 15- item Likert-type questionnaire which enumerated skills needed by graduates in the workplace. The respondents indicated whether they perceive that they possess Excellent, Very Good, Average, Fair or Poor level of the indicated competence. The responses were scored from 5, 4, 3, 2, and 1 respectively. The mean of the 15 items was computed and interpreted as follows: 4.20 – 5.00 (Excellent competence); 3.40 – 4.19 (Very Good competence); 2.60 – 3.39 (Average competence); 1.80 – 2.59 (Fair competence); and 1.00 – 1.79 (Poor competence). The questionnaire also had an item where the respondents evaluated how well they perceive their college has prepared them for work, as far as the college's objectives are concerned. The respondents tick blank spaces for Excellent, Very Good, Average, Fair or Poor. Data were treated statistically using frequency counts, means, percentages, and multiple regression analysis.

## 3. Results And Discussion

Table 1 presents the level of perceived competence of the graduates on their workplace competence. Data shows that there are almost an equal number of respondents who perceived that in general, they have Very Good or Excellent competence. This means that the respondents consider themselves as manifesting the different hard and soft skills identified.

Table 1. Respondents Level Of Perceived Competence

Level of competence	f	%
Excellent	121	46.4
Very Good	123	47.1
Good	17	6.5
Total	261	100.0

On table 2, the specific competence indicator and the means are shown. The data revealed that generally, the respondents perceive that they have Very Good competence in the skills used in the workplace. The data also shows that the top three skills are the "capacity to learn new skills and procedures", "ability to apply knowledge to the workplace", and "capacity for cooperation and teamwork". It could be noted that the first two skills are more on technical or hard skills, while the third is a soft skill. The finding indicates that the respondents are competent in being adaptable to new knowledge and how they will apply it to the workplace. The finding that capacity for cooperation and teamwork is one of the top three skills is consistent with the findings of Rainsbury, Hodges & Lay (2002), Sumadsad&Medallon (2015), Crebert, et al. (2004), Jaschik (2015), and Atfield& Purcell (2010).

Looking at the hierarchy of the skills, majority of the skills below the ranking are on soft skills. Despite the high mean, this shows that the respondents still consider that they lack competence in these soft skills. The lowest three skills are on "leadership skills", "verbal communication", and "analytical problem solving skills". These skills are interrelated in as much as problem solving skills and verbal communication are inherently part of leadership skills. This indicates that these skills in the lowest ranks are rooms for improvement for the respondents. The findings on verbal communication being one of the lowest rated skills confirmed the study of Alias, et al (2013) and Male, et al (2010) while negated the findings of Cicek, Labossiere& Ingram (2015), Crebert, et al. (2004), Razak, et al. (2008), and Atfield& Purcell (2010).

Table 2. Ranking of the competence indicators

Indicators	Mean	Interpretation
Capacity to learn new skills and procedures	4.32	Excellent
Ability to apply knowledge to the workplace	4.26	Excellent
Capacity for cooperation and teamwork	4.21	Excellent
Ability to access and use relevant information	4.18	Very Good
Adequacy of knowledge in the respective field	4.13	Very Good
Capacity to make decisions	4.12	Very Good
Adaptability/capacity to cope with change	4.09	Very Good
Time management	4.07	Very Good
Capacity to work with minimum supervision	4.03	Very Good
Organizational skills	4.03	Very Good
Computer and numeracy skills	4.00	Very Good
Written communication/report writing skills	3.97	Very Good
Leadership skills	3.96	Very Good
Verbal communication	3.92	Very Good
Analytical problem solving skills	3.81	Very Good
<b>Grand Mean</b>	<b>3.98</b>	<b>Very Good</b>

Table 3 shows the distribution of respondents on their responses to the item asking them to evaluate the efforts of the college to prepare the graduates for work in consonance with the college's mission and objectives. The table shows that majority of the respondents rated their college's effort as Very Good. This indicates that the respondents strongly believed that the college has carried out its mission and objectives to produce a graduate who embodies the ideal graduate through imbibing the necessary skills on the graduate.

Table 3. Respondents' Evaluation On The Effort Of The College To Prepare The Graduates For Work In Consonance With The College's Mission And Objectives

Level of effort	f	%
Excellent	47	18.1
Very Good	165	63.2
Good	46	17.6
Fair	3	1.1
Total	261	100.0

The summary of the test of relationship between the perceived competence is shown in Table 4. Regression analysis shows that sex has a significance value of 0.103 which is greater than 0.05. The null hypothesis that there is no significant relationship between perceived competence and sex is accepted. Sex is not a predictor of the perceived competence of the respondents. This shows that both male and female can be competent along the various skills that will ensure success in the workplace. The college of the respondent has a significance value of 0.010 which is less than 0.05. The null hypothesis that there is no significant relationship between perceived competence and college of the respondent is rejected. The college is a predictor of the perceived competence of the respondents. This shows that the respondents had varied evaluations on the efforts of the college in providing employability skills to learners. It could be deduced that the higher is the belief of the respondent on the effort of his/her college, the higher is his perceived competence.

Table 4. Test Of Relationship Between The Perceived Competence And Sex, College And Perceived Effort Of The College

Independent variable	Beta	Sig
Sex	0.095	0.103
College	0.375	0.010
Perceived effort of the college	-0.155	0.000

Dependent variable: perceived competence

## 4. Conclusions

The senior students of the University of Eastern Philippines have achieved a high level of competence in identified skills that could be used to survive in the workplace. This could be a clear indication that the university, through the various curricular and co-curricular programs, have prepared the learners not only in the knowledge base of their professions, but also in the skills that will facilitate the smooth transition from the university to the world of work. However, there is a need for the institutions to come up with more innovative programs so that these skills could be integrated in the different learning experiences of students.

## 5. Recommendations

1. While the perceived level of competence is high, it is recommended that the colleges continue to provide students the employability skills through the curricular and co-curricular programs of the colleges.
2. Faculty members should employ strategies in teaching which enhances the development of the employability skills in the students. While the soft skills could not be identified as particular topics in the curriculum, activities in teaching some topics could be prepared in such a way that skills could be enhanced.
3. Future researches should be conducted along differentiating the evaluation of competence of graduates along the graduates' and employers perspectives.

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## **Numerical simulation: a complementary means to enhance learning in management Managerial simulation of an organization's operation**

### **Simulation numérique : un moyen complémentaire pour renforcer l'apprentissage en management Simulation managériale du fonctionnement d'une organisation**

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#### **ABSTRACT**

This experimental study aims to investigate the problem of the academic world integration, specifically university world in the business world, to acquire business knowledge using a shared learning environment based on practice away from abstract methods of learning. For this reason we used three teaching methods: traditional conferences, the case method and numerical simulation as teaching methods that help future leaders to acquire business knowledge expected by organizations. We compared the three methods in terms of expected competence at the end of each method. The study results show that numerical simulation provides higher performance compared to the two other methods studied, in terms of competence expected at the end of each session.

**KEY-WORDS:** Business knowledge, knowledge management, numerical simulation.

#### **RÉSUMÉ**

Cette étude expérimentale a pour but d'étudier le problème d'intégration du monde académique plus précisément le milieu universitaire dans le monde d'affaire, afin d'acquérir la connaissance d'affaire. Pour cette raison nous avons utilisé trois méthodes pédagogiques à savoir les conférences traditionnelles (cours magistral), la méthode des cas et la simulation numérique comme des méthodes pédagogiques qui aident les futurs dirigeants à acquérir la connaissance d'affaire attendue par les organisations, où nous avons comparé entre les trois méthodes en termes de compétence attendue à la fin de chaque méthode, nous avons constaté que la simulation numérique donne des performances plus élevées par rapport aux deux autres méthodes étudiées, en termes de compétence attendue à la fin de chaque session.

**MOT-CLEFS :** Connaissances d'affaire, gestion de connaissance, simulation numérique.

#### **1. INTRODUCTION :**

Aujourd'hui et face au changement dans les perceptions économiques des nations et leurs répercussions sur le marché mondial du travail (Jovanović, 2015), qui expliquent les exigences croissantes à de jeunes spécialistes en matière de management des organisations, qui doivent être formés et capables de s'adapter face à des nouvelles exigences de qualité d'étude supérieure et de nouvelles approches qui rendra les organisations efficaces et compétitives (Defélix et Picq, 2013). Ceci est réalisé en mettant une nouvelle mission, vision et des objectifs basés non seulement sur les connaissances fondamentales, mais sur le marché du travail, et sur la formation des aptitudes et des compétences axées sur la pratique (Politsinsky et Demenkova., 2015). Dans ce contexte, les méthodes éducatives traditionnelles tels que l'apprentissage face à face, les cours magistraux, les conférences et les évaluations sur la base d'examen sont devenues seules incapables d'atteindre les objectifs éducatifs escomptés (Lee et al., 2015), où les apprenants pensent que la prise de décision en management peut être appliquée dans toutes les industries de la même façon et dans n'importe quelle situation concurrentielle donnée (Abdullah et al., 2013). En même temps (Abdullah et al., 2013) ont constaté que les apprenants pensent aussi que la prise de décision stratégique est un processus statique qui constitue principalement le rôle des cadres supérieurs sans animation et sans coopération. Ces limitations des approches traditionnelles en matière d'enseignement sont actuellement modérées par de nouvelles approches telles que les études de cas et les simulations numériques qui incorporent des éléments de la vie réelle (Nicoleta et al., 2015). Ces approches mettent les apprenants à des situations d'apprentissages réelles qui facilitent l'acquisition du savoir et la construction des compétences de base capable d'affronter les enjeux environnementaux.

Dans ce cadre, des études de cas ont été utilisées pour reproduire la réalité de la vie dans le domaine managériale, à partir des données réelles qui décrivent le fonctionnement managérial de l'organisation (Chulkov et Nizovtsev, 2015). Dans ce sens, d'après (Andrea, 2012), la nature des données recueillies par le biais des études de cas sont statiques, c'est-à-dire des données qui représentent le secteur à un moment précis. Cela a encouragé les chercheurs vers l'application de la simulation numérique qui émule la réalité avec un excellent degré de précision dans le processus d'apprentissage (Jiafang et al., 2014). Pour bien comprendre le rôle qu'elle occupe aujourd'hui la simulation numérique dans le processus d'acquisition et de création de connaissances, nous devons répondre à la problématique suivante : quel est l'impact de l'utilisation de la simulation numérique sur l'augmentation de manière significative du niveau de connaissance d'affaire chez les futurs dirigeants comparé à d'autres moyens d'enseignement comme les méthodes d'enseignement assisté par les études de cas et l'enseignement traditionnel dirigé par un instructeur (enseignant) ?.

## 2. CADRE DE L'ETUDE :

Notre étude est basée sur le contexte académique, où nous avons proposé trois méthodes pédagogique à savoir la simulation numérique en management (Jiafang et al., 2014), l'apprentissage traditionnel basé sur les cours magistraux dirigé par un instructeur (Aminuddin et al., 2014) et la méthode des cas (Taneja, 2014), ceci comme trois méthodes pédagogiques qui incitent l'acquisitions, l'application et le partage de connaissances entre les apprenants, ce qui nous permet de faire une comparaison entre les trois méthodes en matière de compétence attendue par les organisations. La figure 1 illustre le cadre pratique de l'étude :

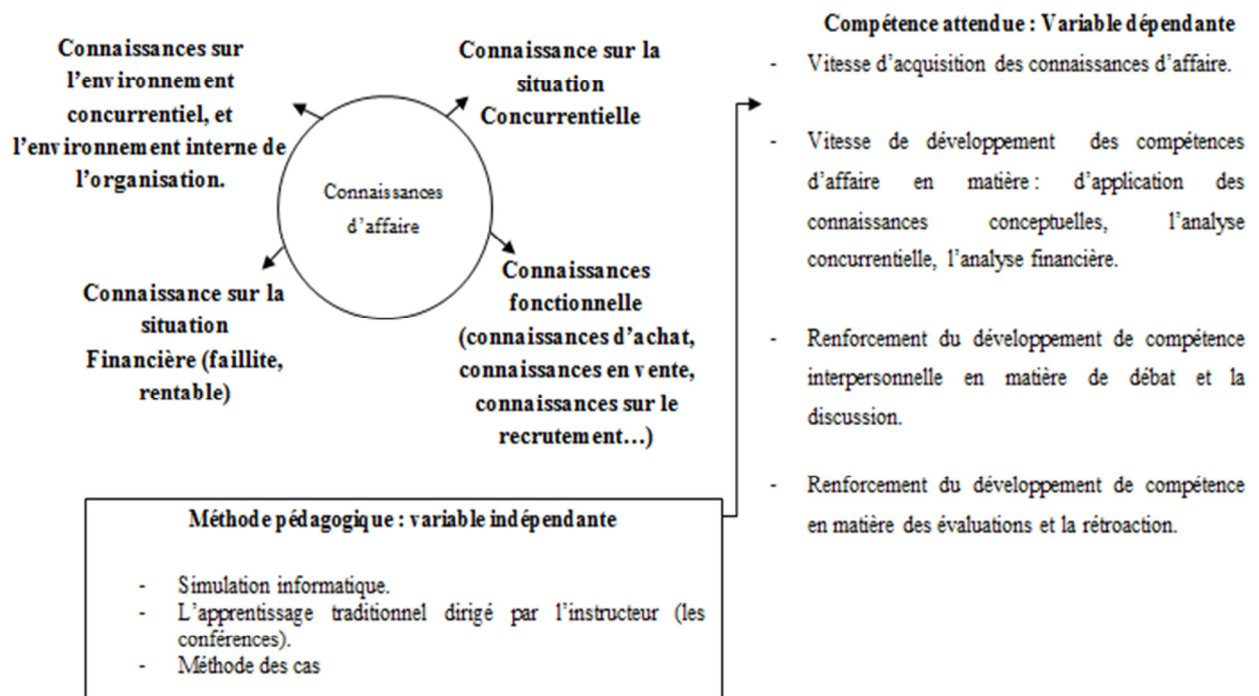


Figure 1 : Cadre de l'étude

### 2.1 Les hypothèses :

Notre étude comporte deux types de variable :

1. Les variables indépendantes qui sont la simulation numérique, l'apprentissage traditionnel dirigé par l'instructeur (le conférencier) et la méthode des cas
2. Les variables dépendantes qui sont les compétences attendues en matière de vitesse d'acquisition des connaissances d'affaire, vitesse de développement des compétences d'affaire en matière d'application des connaissances conceptuelles, l'analyse concurrentielle, l'analyse financière, le renforcement du développement de compétence interpersonnelle en matière de débat, la discussion et enfin le renforcement du développement de compétence en matière des évaluations et la rétroaction.

Pour traiter les variables de l'étude annoncées précédemment, les hypothèses suivantes ont été développées :

H1 : Les apprenants qui utilisent des simulations numériques dans le cadre de la gestion stratégique de l'organisation, auront des compétences perçues en matière de la vitesse d'acquisition des connaissances d'affaire plus élevé que les apprenants utilisant les conférences traditionnelles (les cours magistraux) dirigées par l'enseignant et la méthode des cas.

H2. Les apprenants qui utilisent des simulations numériques dans le cadre de la gestion stratégique de l'organisation, auront des compétences perçues en matière de la vitesse de développement des compétences d'affaire tels que : l'application des connaissances conceptuelles, l'analyse concurrentielle, l'analyse financière, plus élevés que les apprenants utilisant les conférences traditionnelles dirigées par l'enseignant et la méthode des cas.

H3. Les apprenants qui utilisent des simulations numériques dans le cadre de la gestion stratégique de l'organisation, auront des compétences perçues en matière de renforcement du développement de compétence interpersonnelle tels que le débat et la discussion, plus élevés que les apprenants utilisant les conférences traditionnelles dirigées par l'enseignant et la méthode des cas.

H4. Les évaluations en matière de la rétroaction des apprenants seront plus élevées dans les cours d'apprentissage basés sur la simulation numérique que dans des cours utilisant les conférences traditionnelles dirigée par l'enseignant et la méthode des cas.

H5. Une différence entre les sexes concernant la force d'apprentissage par la simulation numérique par rapport aux méthodes de cours magistraux et la méthode des cas.

## 2.2 Les participants :

Afin d'atteindre des résultats bien précis, nous avons choisi un échantillon de 25 apprenants (9 de sexe masculin et 16 de sexe féminin) de première année master en gestion d'entreprise à l'université d'Alger. Ces apprenants ont déjà étudié des cours magistraux de management stratégique d'une organisation. Nous avons appliqué sur le même échantillon les deux autres méthodes pédagogiques choisies dans notre étude, à savoir la simulation numérique et la méthode des cas.

## 2.3 Méthodologie de l'étude :

Chaque méthode pédagogique mentionnée dans le tableau au-dessous à une méthodologie bien déterminée à suivre, cependant, la complexité, la dynamique et le contenu riche des programmes éducatifs compliquent l'intégration d'une méthode pédagogique comme une activité essentielle pour l'inclusion dans un cours universitaire. Dans ce contexte, nous proposons dans la partie suivante les approches méthodologiques qu'on a suivies durant cette étude expérimentale où nous avons mis un barème qui mesure l'effet de chaque méthode d'enseignement à travers un ensemble de facteurs tels que : La création de connaissances d'affaires (3 pt), le développement de compétences en matière de la relation de cause et de décision (3 pt) c'est-à-dire savoir l'effet de la décision sur le rendement de l'organisation, l'application des connaissances conceptuelles enseignées (modèle, concept) (3 pt), le développement de compétence en matière de l'analyse financière et concurrentielle (6 pt), le développement de compétences interpersonnelles en matière de débat et de discussion (2.5 pt), l'évaluation en matière de rétroaction (2.5 pt), ceci nous donnera une note finale sur 20 point.

Méthode pédagogique	Pourcentage des répondants	
	Souvent ou toujours	Jamais ou rarement
<b>L'apprentissage dirigé par l'instructeur (conférence, Travaux dirigé)</b>	91	9
Auto-étude, basée sur le Web	44	56
Soutien au rendement	44	56
Séminaires publics	42	58
<b>Etude de cas</b>	40	60
Jeu de rôle	35	65
Simulation manuel	25	75
Auto-étude manuel	23	77
Salle de classe virtuelle avec instructeur	21	79
<b>Simulation numérique</b>	9	91
Programmes expérimentiels	6	94
Programmes de réalité virtuelle	3	97

Tableau 1 : Méthodes d'enseignement en management utilisées par des organisations américaines Source : (Earl, 2012)

### 2.3.1 Méthodologie d'apprentissage assistée par les conférences : Du point de vue communicatif

Nous avons conçu notre approche d'apprentissage basé sur les conférences du point de vue communicatif d'une manière qui facilite la participation des apprenants dans les trois aspects de la réflexion suivante, la figure 2 illustre la méthodologie empirique suivie durant cette étude expérimentale : (Gauthier et al., 2006)

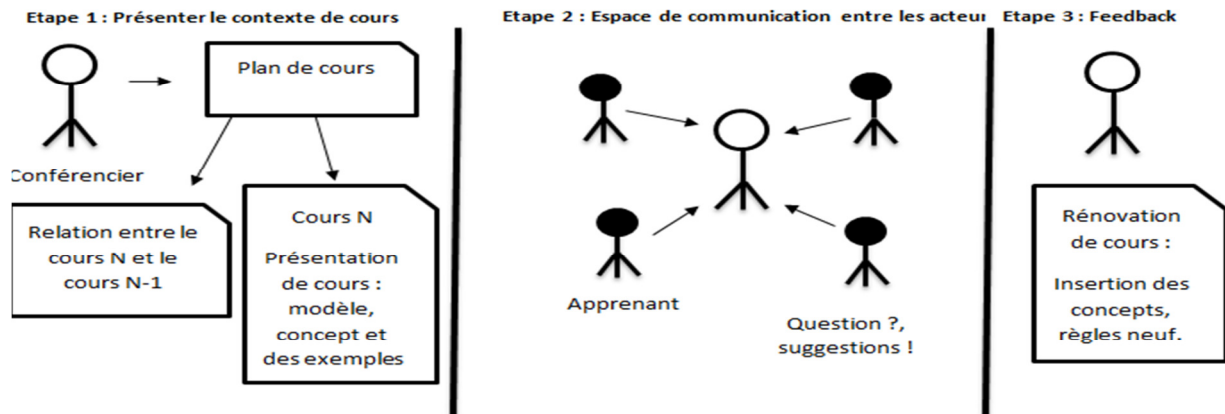


Figure. 2 : Méthodologie d'apprentissage assisté par les conférences basé sur l'approche communicative Source : d'après le chercheur

Nous constatons d'après la figure précédente, que le processus d'apprentissage est déclenché par l'enseignant qui est le premier responsable de l'élaboration de cours, ce dernier prend en considération les avis des apprenants en termes de suggestions et des questions proposées, ce qui va aider l'enseignant à enrichir le contenu de cours en insertion des concepts et des règles qui décrivent la réalité de contexte actuelle, et donc clarifier tout ce qui est flou du point de vue de l'apprenant.

### 2.3.2 Méthodologie d'apprentissage assisté par les études de cas :

Nous avons conçu notre approche d'étude de cas d'une manière qui facilite la participation des apprenants dans les trois aspects de la réflexion suivante : (Levin et Richards, 2010)

1. Identifier les idées et le raisonnement des apprenants.
2. Interpréter le sens des apprenants et le transmettre.
3. Evaluer les idées et le raisonnement déduit par les apprenants.

Notre approche d'étude de cas est composée de trois parties, où l'apprenant est impliqué dans les deux tâches individuelles et en groupe, la figure 3 illustre les différentes étapes d'une approche d'apprentissage basée sur les études de cas.

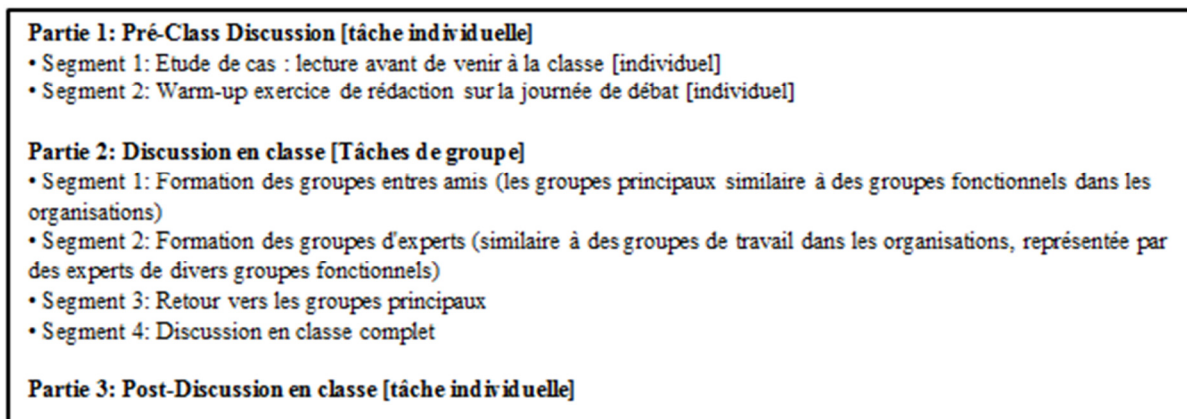


Figure 3 : Les différentes étapes de l'apprentissage assisté par les études cas Source : (Taneja, 2014)

### 2.3.3 Méthodologie d'apprentissage assistée par la simulation numérique:

Malgré le faible pourcentage d'utilisation de la simulation numérique dans le champ d'affaires, (Summers, 2004) présente trois avantages spécifiques d'enseignement à l'aide de la simulation numérique en management, qui lui permettront de l'accroître de façon exponentielle dans l'avenir. Ces trois avantages sont : acquérir des connaissances spécifiques, l'apprentissage sur la demande et l'apprentissage à faible coût (Summers, 2004). Dans ce contexte (Jiafang et al., 2014) ont proposé un modèle qui facilite l'intégration d'un cours en management comme une unité d'apprentissage basée sur la simulation, la figure 4 montre le déroulement de simulation dans un cours en management :

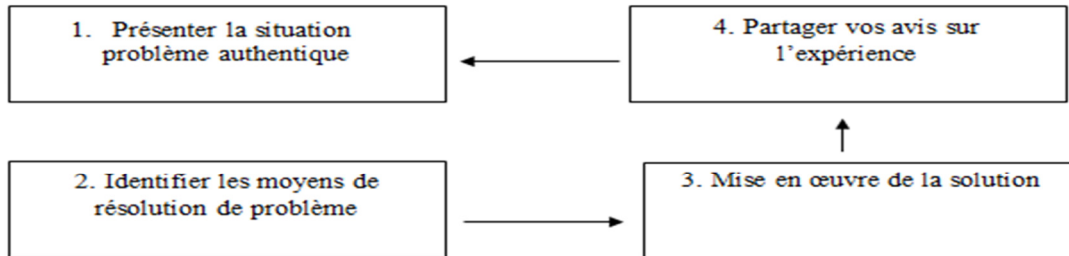


Figure4 : Flux d'un cours basé sur la simulation en management Source : (Jiafang et al., 2014)

La figure précédente montre les étapes clés dans un processus d'apprentissage basé sur la simulation numérique. Au début l'instructeur commence par présenter aux apprenants la problématique qui sert de stimulus initial pour l'apprentissage (Hallinger et Bridges, 2007; Salas et al., 2009). Ensuite les équipes d'apprenants examinent le problème, identifient les ressources pertinentes, développent les lacunes et les objectifs à apprendre, formulent un diagnostic initial du problème et une stratégie initiale de la solution. Par la suite, les apprenants participent à la mise en œuvre de leur solution en observant les réponses. Enfin les périodes pendant lesquelles les apprenants jouent la simulation sont entrecoupées de séances d'information dirigées par un instructeur, ou des mini-conférences ou des séances de discussion en ligne entre les joueurs. Chaque phase a durée presque deux heures pour que les apprenants puissent maîtriser le jeu de simulation. Ces éléments de design sont cohérents pour créer un environnement d'apprentissage stimulant qui engage les apprenants, leur apprentissage dirige vers la solution des problèmes significatifs, et offre un flux continu de rétroaction corrective et de réflexion. Les apprenants qui participent dans ce type de formation ont tendance à être orientés vers un but axé sur la carrière avec des désirs pour compléter le programme avec succès et d'apprendre le contenu utile (Watkins, 2000). Dans ce contexte (Bransford et al, 1989) suggèrent que des simulations de gestion offrent aux apprenants un espace évolutif, interactif et dynamique d'apprentissage. Notre simulation est basée sur le logiciel Cartel Euro 3000, qui nous offre tous les paramètres de fonctionnement de votre organisation (Mon organisation), sont calculés par un moteur expert de simulation. Tous ces paramètres sont interactifs. Comme dans la réalité, la chance existe mais elle n'a pas de rôle prépondérant. Si votre organisation vend mal, c'est parce que vous avez créé les conditions pour vendre mal. Pour rentrer au jeu il suffit d'entrer votre identifiant en cliquant sur le bouton jouer, la figure 5 montre l'interface du simulateur Cartel Euro 3000 :



Figure5 : L'interface de simulateur Cartel Euro 3000 Source : D'après cartel euro 3000

Dans Cartel's euros 3000, vous êtes le manager d'une organisation qui assemble des ordinateurs PC. Vos concurrents sont trois autres organisations simulées par le programme : Star 2000, OrdiBell et Azer-Computer. Le

premier objectif est de gérer correctement votre organisation de manière à éviter une faillite. Cette simulation se fonde sur un aspect ludique tout en adoptant des règles proches de la réalité. Pour gagner, il faut détenir au moins 60% des parts de marché face à vos concurrents. Il est très difficile de prendre seul les 60% du marché. Il sera certainement nécessaire de racheter un de vos concurrents afin de consolider les chiffres d'affaire des deux organisations. L'écran principal du jeu représente le tableau de bord de fonctionnement de votre organisation. Ce tableau de commande vous permet de déclencher tous les processus d'un cycle. Chaque cycle représente 1 mois de la vie de votre organisation. La figure 6 montre les principales fonctions de votre organisation.



Figure 6 : L'interface principale de fonctionnement de votre organisation Source : D'après cartel euro 3000

Notre étude expérimentale est basée sur le logiciel cartel euros 3000, comme un simulateur qui permet la création d'un modèle d'organisation en utilisant des formes graphiques de modèle, d'une manière très rapide et facile. Ce modèle est basé sur un diagramme de flux composé d'objets (formes graphiques dans l'organigramme) et les connexions qui relient les formes graphiques entre eux. Les objets représentent les éléments du processus tandis que les connexions représentent les relations d'éléments, les données opérationnelles pour chaque objet et la connexion tels que les horaires, les quantités, les coûts, la demande, etc. ces éléments sont maintenus comme des propriétés des éléments du modèle qui sont utilisés pour simuler le comportement du processus sur la durée souhaitée, la figure 7 présente le modèle de simulateur cartel euros 3000.

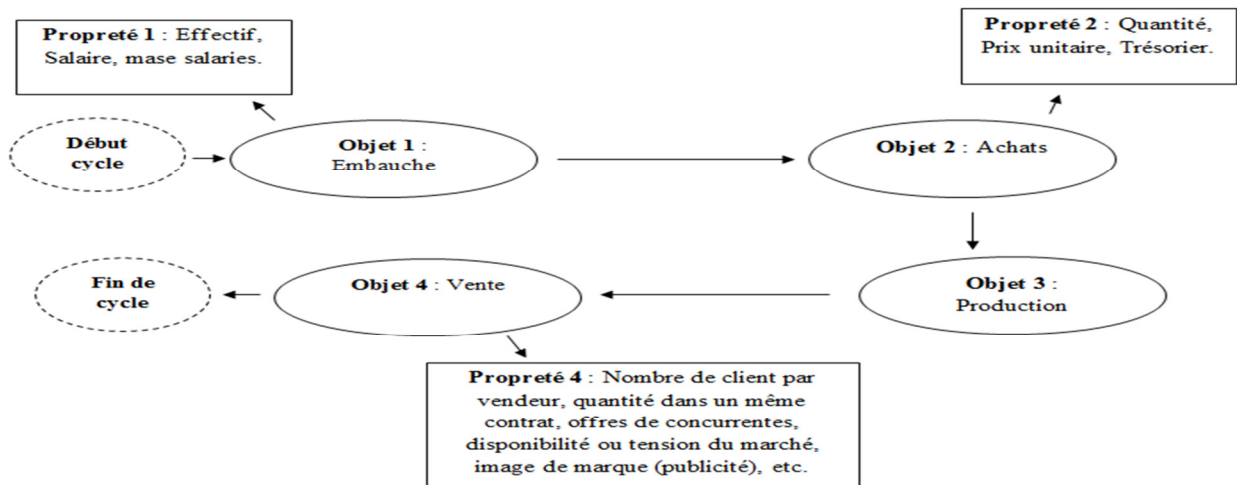


Figure 7 : Modèle de simulateur Cartel Euros 3000 Source : D'après cartel euro 3000

## 2.4 Collecte de données :

Le modèle conceptuel et les hypothèses développées pour tester les relations ont été vérifiés empiriquement par un questionnaire pré-test. Nous avons développé trois questionnaires qui décrivent l'effet de chaque méthode pédagogique sur les compétences attendues.

## 2.5 Analyse de données :

Avant de commencer l'analyse des données retenue après l'expérimentation, nous rappelons que notre étude comporte deux sortes de variables, les variables indépendantes avec un facteur à savoir la méthode pédagogique utilisé et divisé entros niveaux les cours magistraux, la méthode des cas et la simulation numérique, et les variables dépendantes (les compétences retenue à la fin de session). Ces variables dépendantes sont supposées avoir des distributions continues. Pour mesurer l'effet de chaque méthode pédagogique sur les compétences retenues et la comparaison entre les différentes méthodes (voir les hypothèses), une approche d'analyse a été abordée. Notre étude d'analyse est basée sur un facteur de contrôle "sexe " qui contrôle la variance de l'erreur et renforce la sensibilité (puissance) d'un test. L'analyse des données a été réalisée avec la version 22.0 du logiciel SPSS. Après avoir compilé, une première partie d'analyse abordée basé sur la technique d'analyse graphique approfondie pour chaque méthode séparément. Cela a permis l'identification rapide de toutes les données parasites et de donner des informations sur la distribution de l'ensemble de données. Ensuite une analyse de données descriptive est faite pour chaque variable séparément. Dans la deuxième partie de l'analyse nous avons utilisé la méthode d'analyse de covariance ANOVA pour déterminer l'étendue des moyens entre les trois méthodes pédagogiques, au plus un teste post Hoc a été utilisé pour tester est comparer les moyenne entre les trois méthodes pédagogiques et donc avoir un aperçu détaillé sur l'indépendance des variables et les effets du traitement de chaque méthode.

## 3. RESULTAT :

Dans cette partie, on va présenter les résultats de l'analyse statistique retenue après le traitement. Le but de cette étude de recherche sur la base expérimentale était d'enquêter sur la façon d'utilisation des simulations numériques en mesurant la variation de connaissances d'affaire et les compétences attendues à la fin de session par rapport à la formation traditionnelle et la méthode des cas. Pour cette raison nous devons préciser les conditions d'utilisation (validation) des hypothèses de l'étude, à savoir si le niveau de la signification de l'hypothèse null est au-dessous de la valeur critique de 0.05 ceci permis de rejeter l'hypothèse. Avant de commencer l'analyse algébrique (corrélation, l'analyse de variance...), nous présentons nos résultats sous forme graphique, les figures 8, 9 et 10 montrent la tendance de la note finale entre le sexe masculin et féminin lors de l'apprentissage par les trois méthodes pédagogiques.

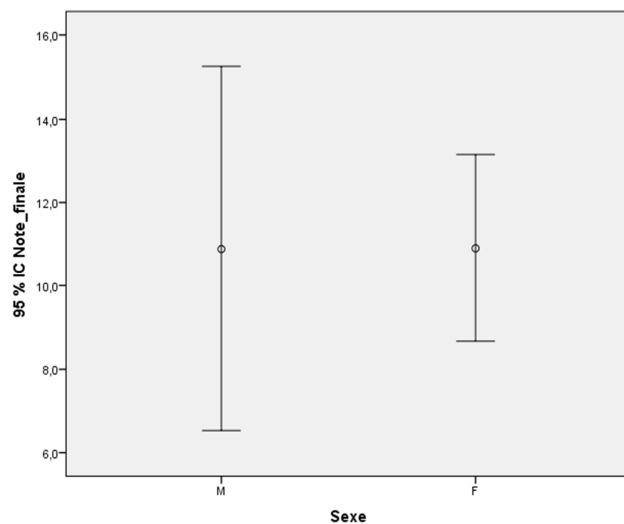


Figure 8 : La distribution de la méthode des conférences traditionnelles  
Source : d'après SPSS

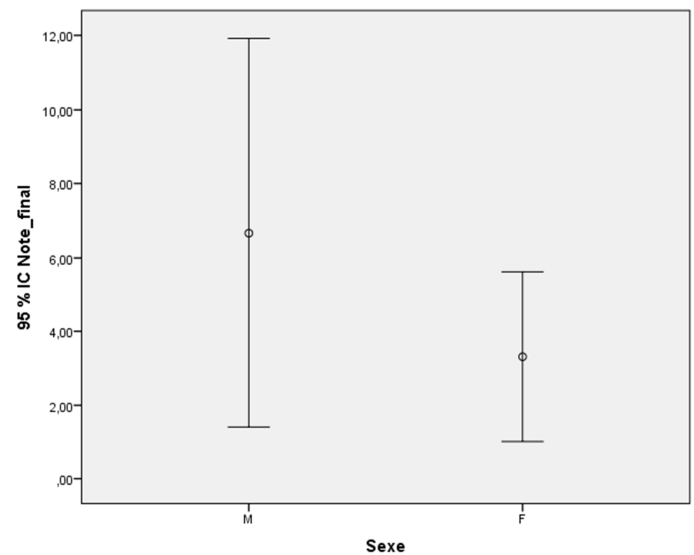


Figure 9 : La distribution de la méthode des cas  
Source : d'après SPSS

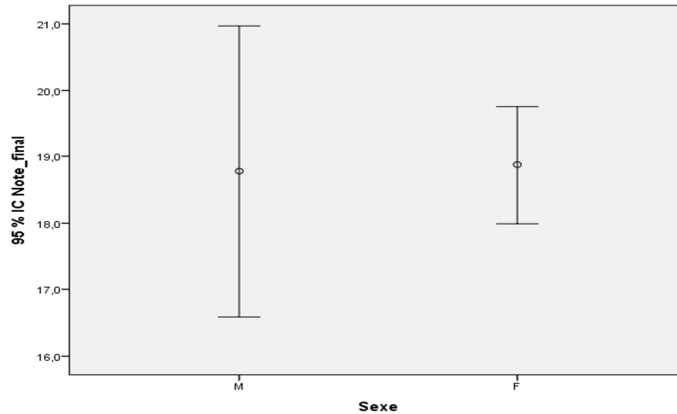


Figure 10 La distribution de la méthode de la simulation numérique Source : d’après SPSS

Nous constatons d’après les figures précédentes, qu’il y a une tendance entre le sexe, où la variance de la catégorie des hommes est supérieure aux femmes lors de l’apprentissage par les trois méthodes pédagogiques, c’est-à-dire le niveau de la dispersion est plus élevé chez les hommes que les femmes, en même temps nous remarquons que la longueur des barres est variable entre le sexe, ce qui laisse supposer que la variance entre les sexes n’est pas forcément égale. Nous allons pouvoir vérifier par un test de Levene. Les tableaux 11, 12 et 13 illustrent le test d’homogénéité de Levene :

Note_final			
Statistique de Levene	ddl1	ddl2	Sig.
1,532	1	23	,228

Tableau 11 : Teste d’homogénéité des variances méthode Cours magistraux) Source : d’après SPSS

Note_finale			
Statistique de Levene	ddl1	ddl2	Sig.
,590	1	23	,450

Tableau 12 : Teste d’homogénéité des variances méthode des cas Source : d’après SPSS

-			
Statistique de Levene	ddl1	ddl2	Sig.
,770	1	23	,389

Tableau 13 : Teste d’homogénéité des variances méthode de la simulation Source : d’après SPSS

Nous remarquons d’après les tableaux précédents que le test de Levene nous donne les niveaux de la significativité qui sont désormais 0.228, 0.450 et 0.389, c’est-à-dire supérieures à 0.05, alors on rejette l’hypothèse  $H_0$  d’égalité des variances, c’est-à-dire la variance entre le sexe est relativement différente dans les différentes méthodes pédagogiques. En même temps nous pouvons montrer la contribution de chaque variable dépendante sur la note finale lors de l’apprentissage par les trois méthodes pédagogiques. Les figures 14, 15 et 16 montrent l’effet de la création de connaissances d’affaire sur la note finale obtenue lors de l’apprentissage par les trois méthodes pédagogiques.

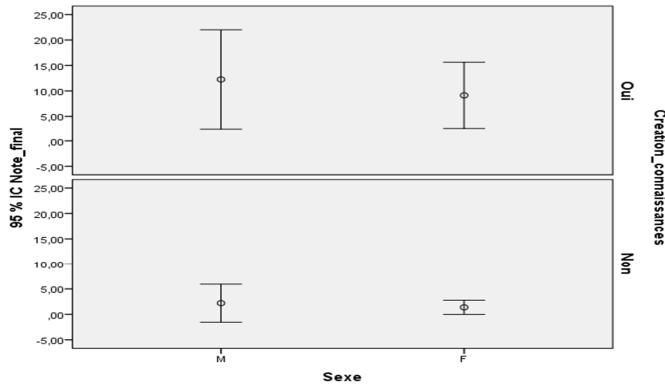


Figure 14 : la tendance de la création de connaissances lors de l'apprentissage par la méthode des conférences traditionnelles) Source : d'après SPSS

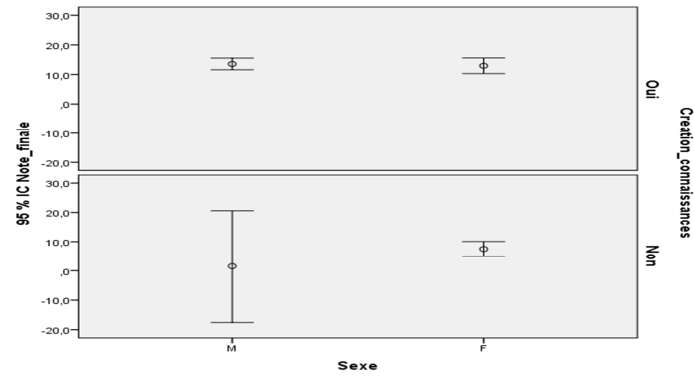


Figure 15 : la tendance de la création de l'apprentissage par la méthode des cas Source : d'après SPSS

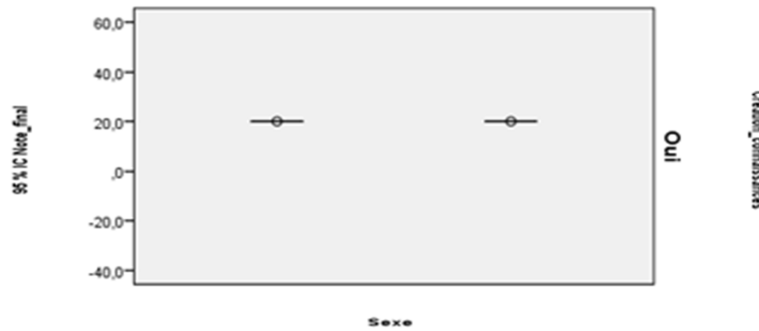


Figure 16 : la tendance de la création de connaissance lors de l'apprentissage par la méthode de la simulation numérique) Source : d'après SPSS

Nous constatons que la tendance de la création de connaissances par la méthode des cas est moins dispersée lorsque le niveau de la création de connaissances est élevé soit pour les apprenants ou les apprenantes, c'est-à-dire les valeurs de la variance sont proches les unes des autres, ceci est justifié que la vitesse de la création de connaissances chez les participants est élevée lors de l'apprentissage par la méthode des cas par rapport à la méthode des cours magistraux ou la vitesse de la création des connaissances est bas, à partir de là nous pouvons dire que chaque fois que le niveau de dispersion est bas et lorsque le niveau de la création de connaissances est élevé ceci augmente la note finale soit pour les apprenants ou les apprenantes. Ceci est confirmé dans la méthode de la simulation où nous constatons que le niveau de la dispersion est nul, c'est-à-dire la variance est égale zéro, ce qui signale que toutes les valeurs sont identiques, et donc tous et les apprenants et les apprenantes créent la connaissance d'affaire par le biais de cette méthode pédagogique. Après avoir comparé chaque méthode séparément, nous présentons dans la figure 17 l'effet des méthodes pédagogiques sur la note finale obtenue à la fin de session.

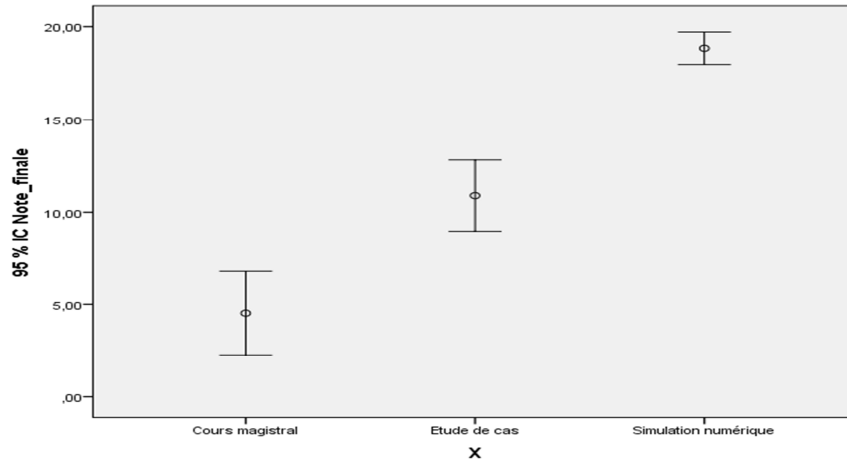


Figure 17 : la tendance de la note finale lors de l'apprentissage par les trois méthodes pédagogiques Source : d'après SPSS

Nous constatons qu'il y a une tendance à l'augmentation de la note finale en fonction des méthodes pédagogiques, ou la méthode de la simulation numérique à un effet supérieur en termes de compétences retenue à la fin de session par rapport aux deux autres méthodes pédagogiques. D'autre part, on remarque également que la longueur des barres n'est pas variable ce qui laisse supposer que la variance entre les différentes méthodes pédagogiques est presque la même. Nous allons pouvoir vérifier par un test de levene. Le tableau 18 illustre le test d'homogénéité de levene :

Note_finale			
Statistique de Levene	ddl1	ddl2	Sig.
7,642	2	72	,001

Tableau 18 : Teste d'homogénéité des variances méthode Source : d'après SPSS

Nous remarquons d'après le tableau précédent que le test de levene nous donne le niveau de la significativité qui est désormais 0.001 c'est-à-dire inférieure à 0.05, alors on accepte l'hypothèse  $H_0$  d'égalité des variances, c'est-à-dire la variance entre les trois méthodes pédagogiques est relativement la même. En même temps, nous pouvons présenter l'effet de sexe sur les compétences retenues à la fin de session par les trois méthodes pédagogiques, la figure 19 illustre ce phénomène :

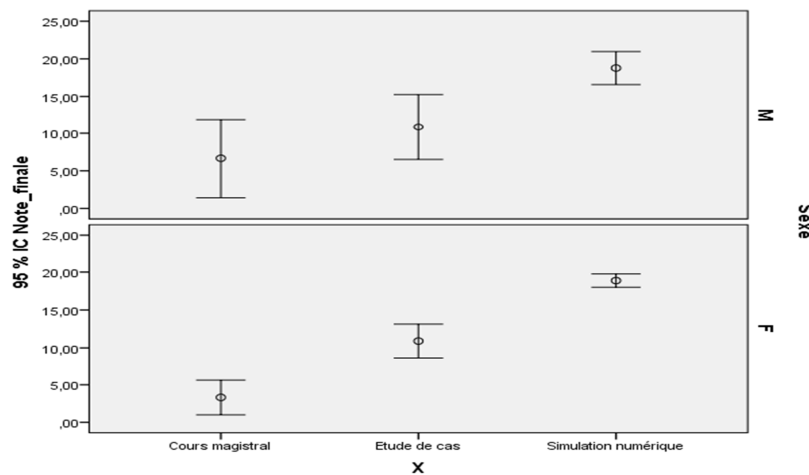


Figure 19 : la tendance de la note finale lors de l'apprentissage par les trois méthodes pédagogiques en fonction de sexe Source : d'après SPSS

D'après la figure précédente, nous constatons qu'il y a une tendance à l'augmentation de la note finale en fonction de sexe, ou la méthode de la simulation numérique à un effet supérieur en termes de compétences retenue à la fin de session par rapport aux deux autres méthodes pédagogiques. D'autant part, on remarque également que la longueur des barres n'est pas variable ce qui laisse supposer que la variance entre les différentes méthodes pédagogiques est presque la même. Le tableau 20 confirme le sans effet du sexe sur l'acquisition des compétences à la fin de session par le biais des trois méthodes pédagogiques.

Variable dépendante: Note finale

Source	Somme des carrés de type III	ddl	Carré moyen	F	Significatio n
Modèle corrigé	2593,550 <sup>a</sup>	3	864,517	46,117	,000
Constante	1029,673	1	1029,673	54,927	,000
Sexe	20,142	1	20,142	1,074	,303
X <sub>i</sub>	2573,409	2	1286,704	68,639	,000
Erreur	1330,972	71	18,746		
Total	13706,003	75			
Total corrigé	3924,522	74			

a. R-deux = ,661 (R-deux ajusté = ,647)

Tableau 20 : Teste des effets intersujetsSource : d'après SPSS

D'après le tableau précédant, nous constatons que le sexe n'a pas d'effet sur la note finale, c'est-à-dire sur les compétences retenues à la fin de session, ou le niveau de la significativité est à supérieure 0.05, par contre la méthode pédagogique suivie a un effet sur les compétences retenues à la fin de session, ceci est confirmé dans le tableau 20, où le niveau de la significativité est inférieure à 0.05, avec un pourcentage de variabilité de 66 % lors de changement de la méthode (de la méthode des cours magistraux vers la méthode de la simulation).Après avoir présenté les résultats retenus après les expérimentations sous forme graphique, nous présentons dans la partie suivante l'analyse algébrique, où nous commençons par l'analyse descriptive, le tableau 21 montre l'analyse descriptive de l'étude :

**Descriptives**

Note_finale	N	Moyenne	Ecart type	Erreur standard	Intervalle de confiance à 95 % pour la moyenne		Minimum	Maximum
					Borne inférieure	Borne supérieure		
Cours magistral	25	4,5200	5,48384	1,09677	2,2564	6,7836	,00	20,00
Etude de cas	25	10,9004	4,66821	,93364	8,9735	12,8274	,00	20,00
Simulation numérique	25	18,8400	2,10515	,42103	17,9710	19,7090	11,50	20,00
Total	75	11,4201	7,28245	,84090	9,7446	13,0957	,00	20,00

Tableau 21 : L'analyse descriptive univariée des données Source : d'après SPSS

Nous constatons d'après le tableau précédent, qu'il y a une différence significative en termes de moyennes entre les différentes méthodes pédagogiques, ceci met l'hypothèse  $H_0$  égalité des moyennes en position de rejet. Et donc l'effet de la méthode pédagogique sur les compétences retenues à la fin de chaque session n'est pas le même. Le teste ANOVA confirme cette différence entre les moyennes, le tableau 22 illustre cette différence.

Note finale

	Somme des carrés	Ddl	Carré moyen	F	Sig.
Intergroupes	2573,409	2	1286,704	68,568	,000
Intragroupes	1351,113	72	18,765		
Total	3924,522	74			

Tableau. 22 : Test de variance ANOVA Source : d'après SPSS

D'après le tableau précédent le niveau de la signification est inférieure à 0.05, alors il y a au moins une des moyennes qui est différentes des autres. Mais où se trouve la différence ?, pour cette raison le test post Hoc nous donnera un aperçu détaillé sur la situation, le tableau 23 illustre cette différence :

## Comparaisons multiples :

Variable dépendante: Note\_finale  
Scheffé

(I) X	(J) X	Différence moyenne (I-J)	Erreur standard	Sig.	Intervalle de confiance à 95 %	
					Borne inférieure	Borne supérieure
Cours magistral	Etude de cas	-6,38044*	1,22525	,000	-9,4430	-3,3179
	Simulation numérique	-14,32000*	1,22525	,000	-17,3826	-11,2574
Etude de cas	Cours magistral	6,38044*	1,22525	,000	3,3179	9,4430
	Simulation numérique	-7,93956*	1,22525	,000	-11,0021	-4,8770
Simulation numérique	Cours magistral	14,32000*	1,22525	,000	11,2574	17,3826
	Etude de cas	7,93956*	1,22525	,000	4,8770	11,0021

\*. La différence moyenne est significative au niveau 0.05.

Tableau 23 : Test Poste Hoc de Scheffé Source : d'après SPSS

Ce tableau compare les apprenants et les apprenantes qui ont étudié par la méthode des cours magistraux par rapport à la méthode des cas et la méthode de la simulation numérique. Nous remarquons que la différence de moyenne est négative ce qui signifie que les apprenants et les apprenantes qui ont étudié par la méthode des cas et de la simulation numérique ont des performances plus importante avec un degré significative inférieure à 0.05 (très significative). En même temps on s'aperçoit que les apprenants et les apprenantes qui ont étudié par la méthode des cas ont une différence de moyenne négative, ce qui laisse supposer que ce qui sont fait les études par la méthode de la simulation numérique ont une performance supérieure par rapport aux apprenants et les apprenantes qui ont étudié par la méthode des cas ce qui est significative (un degré significative inférieure à 0.05).

#### 4. SYNTHÈSE DE L'ÉTUDE :

Après la phase d'analyse des données, nous concluons que les hypothèses de l'étude sont validées dans la plus part des cas sauf la dernière hypothèse où il n'a pas une différence statistiquement significatives entre le sexe et la méthode d'apprentissage par la simulation numérique par rapport aux autres méthodes telles que les cours magistraux et la méthode des cas. Par contre nous avons constaté que la méthode pédagogique suivie a un effet très significatif en termes de la performance, c'est-à-dire la note finale obtenue à la fin de chaque session, où la méthode de la simulation numérique à une performance plus élevée par rapport aux autres méthodes, la méthode de la simulation pousse les apprenants et les apprenantes (les joueurs) à réfléchir et à trouver des solutions aux problèmes rencontrés et gérer à mieux leurs organisations. Elle aide les joueurs à maîtriser parfaitement toutes les étapes de l'organisation et savoir faire face aux concurrents et les dépasser. En même temps la méthode de la simulation numérique aide les joueurs à prendre les bonnes décisions et savoir gérer les problèmes s'il en rencontre. De plus, la simulation numérique facilite l'analyse financière en terme de gestion le budget de leurs organisations, entre les achats de la matière première, les salaires, les pubs ... etc. Le simulateur aide aussi les futurs dirigeants à ajuster leurs décisions d'affaire en suivant les différentes étapes dans l'ordre.

#### 5. CONCLUSION :

L'expérimentation conduite avec ces apprenants visait à étudier l'effet de la simulation numérique en management des organisations comme une méthode d'apprentissage expérientiel, en fournissant la première analyse empirique du sens d'affaire et les compétences d'affaire attendue après expérimentation, par rapport aux autres méthodes pédagogiques comme les conférences traditionnelles et la méthode des cas. Dans ce contexte, le chercheur a pris l'initiative en termes de définir les dimensions de la connaissance d'affaire, telles que : les connaissances sur l'environnement concurrentiel et l'environnement interne de l'organisation, les connaissances sur la situation concurrentielle, les connaissances sur la situation financière (faillite, rentable) et les connaissances fonctionnelle (connaissances d'achat, connaissances en vente, connaissances sur le recrutement...). De plus les compétences interpersonnelles attendues à la fin de chaque session (méthode d'apprentissage) en matière de débat et de discussion et les évaluations en matière de rétroaction qui aide les futurs dirigeants à ajuster leurs décisions d'affaire. Cette étude quantitative a montré la nature évolutionnaire de la simulation numérique pour acquérir la connaissance d'affaire, ou le niveau de performance augment lors de la transition de la conférence traditionnelle vers la simulation numérique en passant par la méthode des cas. Ces résultats de recherche montrent que l'adoption de simulations numériques en management peut accroître la connaissance d'affaire chez les futurs dirigeants à tous les niveaux au sein d'une organisation et fournir un taux d'augmentation de la perspicacité qui est bien au-delà de celle obtenue par la pratique traditionnelle et la méthode des cas.

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# A Phenomenology of Inclusion: Lived Experiences of General Education Teachers in Cavite, Philippines

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## ABSTRACT

Inclusion is inevitable, as this will become permanent fixture in the Philippine education system. This poses a challenge for general education teachers to prepare themselves, personally and professionally. Using descriptive phenomenological design of qualitative research particularly that of Colaizzi, this study explores the phenomenon of inclusion, as specifically experienced by non — special education teachers. The lived experiences of five informants, who are general education teachers teaching in inclusive classrooms in selected areas of Cavite and were selected through purposive sampling, were used to describe this phenomenon. Data saturation was reached after five informants, thus the number of informants in this study. The purpose of this phenomenological study is to describe the daily lived experiences of General Education teachers teaching in inclusive classrooms, which is basically not their field of expertise. Through in-depth interviews, four interwoven themes emerged: *Challenges in Educating Children with Special Needs*; *The Need to Internalize Daily Guiding Principles*; *Problematic Dealing with Existing Difficulties in Class*; and *Privileges in Teaching an Inclusive Classroom*. The said themes projected the lived experiences of the teachers interviewed. The model called the *Lighthouse Inclusion Model* encapsulates the structure of the informants' experiences of the phenomenon under study. The highlight of the study reveals that although there are many challenges a general educator faces in inclusion they did not hinder their belief that inclusion would bring positive effects on children with special needs as well as the adjusted students in the classroom.

KEY-WORDS—Inclusion, qualitative research, phenomenology, general education teachers

## 1. INTRODUCTION

Although it had seemed that those with disabilities have finally taken steps towards gaining equality, the idea of educating special education students in general education classrooms did not gain support for many decades. In the past, the majority of children with disabilities would have been placed in self-contained classrooms instead of in general education class (Rosenzweig, 2009).

Over the years, more and more students with special needs are being placed in a general education classroom where they spend all or most of the day learning. This allows students with special needs to learn the same content that general education students are receiving. Education in the least restrictive environment is known as inclusion, or is sometimes referred to as mainstreaming. This is when students with a mild or moderate learning disability are pulled out of a general education classroom and placed in a resource room, or special education class, where they receive specialized assistance for their impairment for part of the day. The remainder of the day is spent in their regular classroom with students who have no learning disabilities. This allows the children to socialize and benefit from instruction in subjects that their disabilities do not affect their ability to learn (Witt, Elliott, Daly, Gresham, & Kramer, 1998 as cited in Abdul-Rassoul, 2011). "Full inclusion" refers to general education classroom for all students with disabilities, not just those students with mild or moderate learning disabilities. If following the full inclusion model, students do not leave the classroom to receive specialized assistance; instead the specialized assistance is brought to the students within the regular classroom environment (Getskow&Konczal, 1996). Inclusion reform was forged primarily by the Individuals with Disabilities Education Act (IDEA) of 1994, which requires that all students regardless of their disability be educated in the least restrictive environment (IDEA, 2004). The role of classroom teachers also changes dramatically. Their former role had been primarily identification and referral, and possibly to provide some instructional services to students with disabilities, but in the inclusive school, they become fully responsible for all students, including those with identified disabilities. Special education support

personnel are available to collaborate on educational programs for all students, but the primary responsibility is assumed by the classroom (Smith et al, 2011).

Today there are more than a hundred public and private schools offering educational services for students with special needs. These institutions are scattered geographically in the 16 regions of the country. According to Republic Act No. 7277 “Magna Carta for Disabled Persons” an act providing for the rehabilitation, self-development and self – reliance of disabled persons and their integration into the mainstream of society and other purposes mandates in Chapter II Section 12 that the state shall take into the consideration of the special requirements of disabled persons in the formulation of educational policies and programs. Specifically, learning institutions are encouraged to provide auxiliary services that will facilitate the learning process for disabled persons. This means that if you have enrolled your child in a learning institution he or she should have a proper education that is appropriate to his or her age, ability and developmental level. This law defines all the rights of an individual with disability in our society, and to all educational services ([www.chanrobles.com](http://www.chanrobles.com)).

More so, as stated in the DepED Memorandum No. 72, s. 2009, Special Education in the Philippines has only served 2% of the targeted 2.2 million children with disabilities in the country who lived without access to a basic human right: the right to education. Most of these children live in rural and far flung areas whose parents need to be aware of educational opportunities that these children could avail of. The Department of Education (DepED) has organized the urgency to address this problem and therefore, guarantees the right for these children to receive appropriate education within the regular or inclusive classroom setting. Inclusive education embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents and the community. The purpose of this study is to explore the lived experiences of general education teachers who have taught or who are currently teaching in an inclusion setting and how those lived experiences influenced their attitudes and beliefs about inclusion.

## 2. Methodology

This study is basically qualitative in nature that employed phenomenological approach. This is to examine and describe the lived experiences in an effort to understand and give meaning to them. As such, it makes use of the primary experiences from perspective of key informants who were recruited using purposive sampling. The following are the criteria for selection of samples:(a) a general education teacher who had taught or is currently teaching in an inclusive setting;(b) a general education teacher who is currently teaching at one of the elementary schools in Cavite area may it be private or public;(c) a general education teacher who had one or more years of experience teaching; and (d) a general education teacher who is licensed as a teacher in his or her respective content area.

## 3. Results And Discussion

### Theme 1: Challenges in Educating Children with Special Needs

The informants shared more about challenges in teaching an inclusive classroom than any other themes presented. It is expected since according to Kramlich (2012), there are many obstacles than can hinder a successful inclusion experience, including perceptions and attitudes about students with disabilities, time challenges, limited resources, class size, and instructional style. Attitudinal barriers can be some of the most challenging and are often rooted in a general education teachers' lack of confidence in his/her instructional skills when presented with students who have disabilities. These are:

*Lack of relevant knowledge and training.* Out of the five informants of this study three teachers cannot define what inclusion means and four out of five literally does not have any background knowledge on Special Education. These teachers do not have any sufficient knowledge on the type of disabilities their students have. One of the informant said, “*Like what you said, I need some background knowledge on how to handle them. But on my part, I don't really have.*” Another informant mentioned, “*It's a fact that I lack on seminars or trainings when it comes to children with disabilities.*” This supported the study of Kosko& Wilkins (2009) which stated that studies have shown that oftentimes, educators in inclusive settings feel they lack sufficient preparation or training to instruct students with disabilities, and as a result they doubt their abilities to support students in inclusive settings. Moreover, two of the informants still view inclusion as mainstreaming. Although mainstreaming and inclusion has been interchanged through the years there is a definite distinction.

To teach is to first understand purposes, subject matter structures, and ideas within and outside the discipline. Teachers need to understand what they teach and, when possible, to understand it in several ways. To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman, 2010).

*Demand for instructional accommodation.* There is no recipe for adapting general education curriculum to meet each student's needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class especially in an inclusive classrooms. At other times, the curriculum can be made more accessible through accommodations. Accommodations are a variety of techniques and supports that are intended to provide a student with disabilities full access to the general curriculum. Appropriate accommodations include changes in instructional activities or testing procedures or materials that minimize or eliminate a disability-related barrier without creating favor for students with disabilities (Hatcher & Waguespack, n.d.). Although informants of this study lack the relevant knowledge and training in handling children with special needs, they are aware that adaptive teaching methods should be used in an inclusive classroom like using different strategies and teaching approaches. "Because you need to think that not all of them can understand the way you wanted it so you need to apply different approach," as told by one of the informants. Motivating students to get their attention is one of the important instructional accommodations in teaching in an inclusive classroom. Motivation refers to students' willingness to engage in lessons and learning activities. Motivation affects learning. The informants said the following: "They should do it also, what we are doing is for me to get their attention, I am making agreements like for example, usually what we do is we make use of behavioral chart, the sad face and the happy face." "Before we start our lessons, you need to motivate them first for you to get their attentions." The ability to motivate students is fundamental to equity in teaching and learning, and it is a core virtue of educators who successfully differentiate instruction. Awareness of and respect for diversity, such as cultural differences, encourages teachers to invite the experiences, concerns, opinions, and perspectives of diverse students to be shared and valued in the learning process (Schwartz & Casale -Gianola, 2011).

*Time – consuming.* According to Dr. Kluth of Canada Education (2014), many teachers believe that differentiated instruction is complex, time consuming, and necessary for only a few learners. Informants complained that having a child with disability in their classroom dragged the lessons behind. "Yes, the pacing of your lessons will drag because you have a child to mind, if you will not give them time to catch up they will be left behind and it's just pitiful," one of the teachers said when asked on one of the disadvantages of inclusion.

*Interlocking roles of Principals, Teachers, Students and Parents.* Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children. It also means finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the school. Wood (1998) stated, "Inclusive programs necessitate collaboration with other teachers, so territorial issues regarding role overlap and ambiguity appear to constitute a major barrier to inclusion (as cited in Hwang et al., 2011)." In addition to communicating the need for further training, general educators also reported the need for more administrative support and collegiality among general and special educators (Fuchs, 2010).

*Family Involvement.* The advantages to a family-centered approach to services have been emphasized in education literature for several decades. Active family involvement and support have been identified as key elements to the success of inclusive early childhood education programs. But in the first place, parents should have acceptance first on their child's disability, as what one teacher said on her experience on family support; "Family support, the parents should have acceptance in the first place, right?" The recognition that family involvement benefits children does not make clear how the involvement becomes a positive force or what factors act to determine the degree of benefit. Family involvement is not a fixed event but a dynamic and ever-changing series of interactions that vary depending on the context in which they occur, the disciplines from which the collaborative team members are drawn, the resources parents bring to the interactions, and the particular needs of the child and the family (Xu & Filler, 2008).

Theme 2: The Need to Internalize Daily Guiding Principles

This theme emerged for the reason that whenever informants of this study talked about challenges that would almost always mention an attitude or values that should be used when dealing with that challenge. For an example, when a teacher encounter a problem with a parent of a child with disability she would always mind to be patient; another is when a teacher would need to learn a new strategy, approach or terminology when it comes to inclusion she would always mind to be patient and accepting. These attitudes or values mentioned become their guiding principle in teaching an inclusive classroom. According to Smith et al. (2011), the attitude of the teacher toward students and the general climate the teacher establishes in the classroom have a major impact on the success of all students, particularly those with disabilities.

*Innovative.* One of the informants conveys the need for innovation when she said that, “*You really need to find ways on how your students will follow you.*” As stated in an article in Educational Technology and mobile learning (n.d.), teaching is an innovative job, one that demands a lot of creativity and a higher sense of innovation. Getting students engaged and maintaining this engagement particularly in this digitally focused age is one of the daunting challenges facing us in our classrooms. Being able to spice up your teaching with innovative ideas, being willing to take calculated risks, anticipate and overcome obstacles are but some of the key elements to successfully improve your teaching and enhance your students learning.

*Observant.* When one is being observant he or she would pay close attention to details, analyze those details and reflect on them. One of the informants said when asked about her experience said that, “*You have to observe what they need.*” She was talking about the children with special needs in her regular classroom. When you observe you will learn also to notice things such as behavior. “*I only noticed their behavior. There is this girl in my class, her name was Dana Rose, and her problem was she’s a bit slow in understanding.*” *Patience.*

Great Teachers are patient with their students, no matter how many mistakes the student makes or how many times the teacher needs to explain. The wonderful thing about practicing patience is that it benefits the one practicing it as much or more as the one it is practiced upon. Being patient is indicative of self-restraint and discipline and demonstrates a quality in a teacher that will likely be emulated in the student (Thomas, 2014). Informants expressed the need to be patient in teaching an inclusive classroom when they said:

*It’s hard because one of the children here will test your patience.*

*It’s hard because you can’t hold them, because they would think that you are hurting them, and also you can’t raise your voice because they would think that you’re mad.*

*Self-study.* Teaching is a profession of never ending learning. As time goes by a teacher needs to be updated to the current trend all around her especially her craft. In the case of our five respondents who have expressed their lack of knowledge when it comes to special education (as seen in Theme 1), they opted to self-study thru reading and researching. They said: “*So you as a person you really have to do research on your own ...*” and “*So from that experience I really read a lot.*”

*Initiative.* One of the teachers showed initiative by consulting other professionals to gain knowledge or solve their dilemma. “*I’ve talk to some physics and chemistry majors and also the guidance counsellor because I really need to know how.*” Another one showed being initiative by being vocal to her needs to the administration. “*As an administrator myself, I did not experience any problem because I think because I was very vocal.*” To have initiative is equal to having a drive to teach, to learn and to be an instrument of change especially to the children with disabilities.

*Open – mindedness.* Being open-minded is when you are opposed to an idea but still is willing to listen to the opinion of others. This is an important sentiment for all involved within the education system, parents, teachers, intervention specialists, administrators, all. Stay open-minded to each other’s perspectives. One of the informants expressed open-mindedness when she said, “*I do not encourage all schools to have inclusion but I encourage them to be open to children with disabilities and support them.*”

*Firmness and Kindness.* One of the informants showed the importance of being firm in her statement, “*Because you cannot teach your child something when you really don’t know how. So, more importantly when you wanted your student to follow you, you have to be firm.*” The other informant showed kindness: “*So, you would pamper and comfort them especially if they have tantrums.*” According to Nelsen (2014) Rudolf Dreikurs taught the importance of being both kind and firm in our relations with children. Kindness is important in order to show respect for the child. Firmness is important in order to show respect for ourselves and for the needs of the situation.

Authoritarian methods usually lack kindness. Permissive methods lack firmness. Kindness and firmness are essential for Positive Discipline.

*Tolerance.* To succeed in this complex and diverse world and to be respected from the pupils the teacher needs to develop tolerance. Tolerance is the capacity to accept differences in others. Tolerance emerges when a pupil has the security arising from the healthy development of the four previous strengths (attachment, self-regulation, affiliation, and awareness). This quality has been timely expressed by one of the informants of this study when she said, "...so I take that as it is those child who attend in my class," because it is topical and important today to discuss whether the teachers are tolerant enough especially teaching in an inclusive classroom. In the past the teacher could beat the pupils, shout at them, but now the system has changed and the teacher's rights are very limited.

### Theme 3: Problematic Dealing with Existing Difficulties in Class

For a teacher, the classroom is one's arena, the battlefield, a place to manage and instill discipline.

Classroom management, often called classroom discipline, has been a priority for teachers for nearly 40 years, or for as long as there have been opinion surveys of educational priorities. Educators have consistently rated discipline as one of the most serious obstacles to promoting effective teaching (Kratochwill, 2014).

*Proper Treatment.* Inclusion is about all learners and about taking action to remove barriers to participation and learning. Inclusion involves eliminating discrimination and promoting equality. One of the informants said when asked about her experience in teaching an inclusive classroom, "We are not showing them that they are different and that they have special needs thus the need for special treatment." They treat children with disabilities who are in inclusion just like the way they treat other children in regular school. This proved to be a problem to other teachers since one of the informants said, "At first, it's hard because ahm the first thing that comes into your mind that all your students are equal. All of them are the same." The informants conveyed that providing equal treatment to both children with or without disabilities is a proper way of treating them in an inclusive classroom.

*Struggles in Handling Children with Special Needs.* Four out five informants agreed that the top struggle they experienced in an inclusive classroom is the problematic behavior of the children with special needs. The rights of students with disabilities must be honored—but that can be a tough balancing act when behavior affects the school.

Teachers articulated their experiences with the following statements:

*'Other students are easy to handle, only the child with special needs is hard to handle...'*

*'At first, it's hard when it's your first time. You will encounter undisciplined students and that's the time that you'll ask yourself, "is this what I really want?'"*

According to Richards (2014) practicing behavior modification in an inclusion classroom addresses behavior issues for individual students. Teachers with special-needs students in their classroom hold all students to the same behavioral expectations while individualizing behavior modifications to address specific needs. Inclusion classroom teachers consider the special need child's ability to comply with expectations and adjust behavior plans accordingly.

*Complaints from Other Teachers.* Only one informant said that she experienced complaints from other teachers when asked about her challenges inside the classroom. She said, "As an adviser, I already receive some complaints from other subject teachers." It is a known fact that not everyone is excited about bringing students with disabilities into the regular classroom setting and receiving complaints from other teachers about the child with disability's behavior is just one problem an advisory teacher of an inclusive classroom deals with most of the time.

*Problem with Parents.* Parental involvement is an essential part in the success of inclusion. As advocates for all children, teachers are frequently confronted with difficult parents in whom they have to deal with. Teachers' demands transparency from the parents especially the special needs of the child. One informant said, "One in Grade 4, when it comes to behavior we can detect that there is something wrong with the child. When we talked to the parents we discovered that there is indeed something wrong with the child." While special education teachers are prepared (for the most part) to teach children with disabilities, that is not the case for all general education teachers. They need to be informed by the parents of the child with special needs. It is a fact that parents know more about the situation of the child compare to the teacher. When parents do not divulge information of the child's disability they are mostly in denial. "Those parents who could not accept that there is something wrong with their child," as articulated by one of the informants.

*Manpower Shortages.* One teacher, who had five years of experience, expressed her frustration when she doesn't have someone to talk to about the child with special needs. She said, "I think yes, but the school needs to have a guidance counsellor and also a psychologist because not all teachers understand those children with disabilities." Another teacher said, "If the school is open with inclusion the school should have complete resources including a guidance counsellor and psychologist."

## 4. Conclusions And Implications

Findings from the study revealed that the participants encountered both positive and negative experiences in the inclusion setting. These experiences clearly impacted their attitudes and beliefs about inclusion. Moreover, it was also discovered that even though the views on inclusion vary among general education teachers, the majority of the participants believed that inclusion provides equal educational opportunities for all students and that appropriate teaching methods are used in this phenomenon. However, some of the participants believed that inclusion requires the collaboration of different child care professionals (guidance counsellor, child psychologist, etc) in order for inclusion to work.

Nevertheless, majority of the informants believed that general education teachers need to work collaboratively with other child care professionals and to implement learning strategies and approaches for all students. They believed that the role of general education teachers is to help students with special needs, help adjusted students accept inclusion and to facilitate learning to all students. However, these teachers believed that special education teachers should be visible in the classroom not only for a limited time. Although, our government implemented that each school who embraces inclusion should have a special education teacher this is not the case among the schools where the participants of this study are teaching. It is evident that the participants all lacked confidence in their ability to implement and differentiate traditional curriculum in an inclusion setting.

Further, general education teachers need more professional development about the inclusion model. The data indicates that these teachers agree that additional professional development is the most significant need to provide instruction in an inclusion setting. Majority of the participants believed that their lived experiences with inclusion created positive attitudes about inclusion. In relation to why these inclusion experiences generated such positive attitudes, a participant commented that she enjoyed the learning activities in the inclusion classroom and she takes it a challenge for self-improvement. Also, general education teachers held one or two different views about the influence of their experiences with inclusion on their attitudes and beliefs about inclusion. Most participants believed that the influence of experience on their attitudes and beliefs about inclusion was significant, particularly in relation to a better understanding of effective instructional strategies. In particular, they believed that inclusion offered a way to use appropriate teaching methods of students with disabilities so that they are able to be successful in the general education classroom.

Moreover, the majority of participants believed that experience in an inclusion setting provided an improved understanding of the challenges of this implementation as well as improved understanding of student's disabilities. These teachers believed that their experience in an inclusion setting resulted in increased participation from all stakeholders, and only one participant believed that her experience in an inclusion setting resulted in limited knowledge about how to implement inclusion. In general, general education teachers believed that administrative support, mutual respect, a positive work environment, and open minds towards inclusion, professional development opportunities, and knowledge of students with disabilities are all crucial components needed to successfully implement inclusion. Inclusion is a phenomenon that continues to spark debate among teachers, administrators, and policymakers throughout the United States. Although this study was conducted on a small scale, the findings contribute to the existing body of research because current research reveals that the successful implementation of inclusion can enhance social skills for both students with disabilities and their nondisabled peers as well as increase student achievement for students with disabilities (Pickard, 2009; Santoli, Sachs, Romey, 2008; Siller, 2008). These data may inspire local school divisions to create professional development opportunities related to effective inclusion practices.

Additionally, school districts may be prompted to develop support groups for teachers who work in an inclusion setting. By providing support for general education teachers who work with students with disabilities in the inclusion setting, positive social change may occur as school districts strive to provide teachers with the appropriate resources they need to successfully educate students with disabilities in the traditional classroom environment.

While no one strategy or model can solve all the issues related to inclusion, the development and implementation of effective inclusion practices and teacher support should be explored in greater depth in order to improve the overall success of inclusion. This study reveals that the majority of, general educators would be more receptive to integrating student with disabilities in the inclusion setting if they were properly trained and had the support of administration.

While it is clear that the idea of inclusion classrooms may be turning into a permanent fixture in our education system, it is imperative that all teachers be prepared to meet the needs of all their students and that they are given the support and assistance that is needed for them to do so. In order for us to meet these challenges successfully, we need to not only think of inclusion as an act of providing all students with equal access to the general curriculum, but we also need to make certain that they participate and achieve as much as their non disabled peers. Thus, teachers need to know how to individualize instruction to the greatest extent possible in order to promise the success of each and every one of their students. Like all professions, staying informed and knowledgeable in the most current research is essential to ensure the success of all involved. Especially in a field such as education, that is constantly evolving and changing, all teachers need to be prepared for all situations that they will meet in the classroom. Thus, it is the responsibility of all those involved in the education of our youth, whether directly or indirectly, to make certain that in our quest to establish the best education system for our children, we are not failing our teachers by neglecting to give them the support and preparation they desperately need.

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