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Statistics for Psychology & SPSS 13.0 Win Pk, ANONIMO, ADDISON WESLEY Publishing Company Incorporated, 2005, 0131559699, 9780131559691, . .

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Full Text Available Academic culture of universities mainly consists of academic outlooks, academic spirits, academic ethics and academic environments. Campus culture in a university is characterized by individuality, academic feature, opening, leading, variety and creativity. The academic culture enhances the construction of campus culture. The campus culture conditions and restricts the development of academic culture. The construction strategies of academic culture and campus culture are as follows: university should stick to its mission, enhance cultural confidence and cultural consciousness, integrate culture into the process of talent cultivation, promote cultural development and innovation.

Full Text Available The purpose this study was to investigate academic self-concept and academic achievement among university students. The academic self-concept information among university students was collected using the Liu and Wang (2005) academic self-concept scale which was composed of two sub-scales; academic confidence and academic effort scales. The study was conducted on 394 university students; males and females from different levels of study and faculties in a public university in Malaysia. MANOVA was used to analyse the collected data and the results revealed that there was a statistically significant effect of gender on academic effort and academic achievement, while also a statistically significant difference was shown in faculties on academic achievement. Again a difference was noted in the interaction between gender, faculties, and levels of study on academic achievement. The Post Hoc results indicated that a statistically significant difference existed in between the faculties Arts and Human Sciences.

Purdue University created this website to promote its organic chemistry department's diverse research initiatives. This expansive website provides links to materials on twelve of the faculty's chemistry research groups. Research includes NMR imaging of micellar solutions, hydride fuel cell examinations, dimerization inhibitors of transcription factors, and gas phase synthesis. Users can find lists of the many publications and view images and photos of the division's work and facilities. Visitors can learn about the many instruments used by the division such as mass spectrometry, continuously rotated cellular reactor, and an ozone generator.

The purpose of this study was to investigate the antecedents and consequences of academic procrastination in students who frequent university counselling in regard to this issue. To undertake this, semi-structured interviews with 12 experienced university counsellors in German universities were conducted. A qualitative content analysis resulted in...

Full Text Available This study is motivated by a theoretical deficiency in the research on internal

resource allocation and functional differentiation of higher education institutions in relation with their prestige maximizing behaviors. Our finding, despite its purely theoretical nature, suggests that a prestige-maximizing college or university achieves the highest potential prestige by optimally allocating its limited resources and equalizing the prestige of the closely associated academic departments or disciplines. The result certainly indicates that the interdisciplinary activities and functional differentiation, which represent two major efforts found in the recent higher education community, have indeed counteractive effects on their separate objectives.

Full Text Available The objective of the present study was to evaluate academic stress, social support and their relationships with mental health and academic performance in university students. Three hundred and twenty one students from a technological university in Caracas, Venezuela, responded instruments on academic stress, social support and mental health during the most academically stressful period. The results indicate that favorable conditions of mental health were associated to more social support and less academic stress. In women, higher stress levels were associated to a lesser amount of social support from friends whereas in men stress was related to less social support coming from close people and general social support. Both displayed better performance when perceived higher levels of academic stress and the social support of the near people was moderate. Results are discussed in terms of their implications for academic life and mental health in university students.

The authors report how one academic medical center (AMC) and associated nonclinical departments implemented evidence-based academic criteria and an evidence-based academic vetting process, which may be models for other institutions. In 2004-2005, The University of Chicago Division of the Biological Sciences and Pritzker School of Medicine reconceptualized its appointment, promotion, and tenure criteria to recognize all forms of scholarship as equally legitimate bases for academic tenure. The revised criteria also accommodate differences in academic effort consistent with varying clinical demands. Implementation of these criteria, however, necessitated revised practices in providing objective evidence and analysis of their satisfaction. Three complementary mechanisms now yield excellent evidence and analysis. The first, electronic forms (e-forms) comprise highly specific response items with embedded instructions, advice, and rationale. The e-forms encourage candidates and departments to provide the evidence that subsequent review needs to evaluate appointment or promotion proposals. Unexpectedly, the e-forms have been coopted as effective mechanisms for faculty development. Second, a faculty dean of academic affairs, a regular faculty member, was appointed to provide robust academic authority and perspective to the process. Third, the promotion and tenure advisory committee was restricted to evaluating academic criteria, and from considerations of institutional value. This change interposed a "firewall" between academic and institutional review. These changes have attenuated dissatisfaction with the appointments and promotions process both within and outside the AMC.

Full Text Available How an academic leader can become more effective? This research question is examined in the context of middle level leadership in research universities that includes the Deans and Head of Departments. It is based on a review of literature that focuses on the investigation of effective academic leadership. In the present situation of globalization, academic excellence is often related to being World Class University. Leadership effectiveness is more related to situational leadership style in research universities and in a global context. Hence situational leadership models such as Hersey and Blanchard and Yetton-Vroom are analyzed. It is suggested that effective academic leaders use the four styles proposed by Hersey and Blanchard that includes "telling, selling, participating and delegating". These styles should be used in relation to ability and willingness of followers to perform the assigned tasks. The review also indicated that to be effective, academic leaders require certain competencies and perform the necessary roles in order to lead. Effective academic leaders need the skills and abilities to lead research universities towards excellence. Roles of academic leaders are examined in relation to Mintzberg leadership roles. The ten roles identified by Mintzberg are categorized into three major roles of interpersonal contact, information processing and decision making. To summarize, effective academic leaders utilized various leadership styles according to certain situations, possessed the required competencies and assumed certain roles when appointed as Deans and Head of Departments in research universities. As such it is important that a systematic leadership development programs should be developed to

ensure academic leadership effectiveness.

Full Text Available Commercialization of university's research has drawn growing attention of late as it is increasingly seen as drivers to local economic growth. However, current studies have focused mainly on factors affecting commercialization assuming their presence would encourage greater commercialize activities. While this assumption is satisfactory, anecdotal evidences indicated that the presence of those factors sometimes do not improve commercialization. We argued that this anomaly is due to the influence of university researchers' perceptions toward commercialization which manipulate their propensity to engage in this activity. This paper begins by reviewing the various mechanisms to commercialization in Malaysia universities. The impact of perception on commercializing activities formed the second part of the analysis. Recommendations to enhance commercialization within a university environment are also highlighted.

Full Text Available The implementation of an efficient university knowledge management system involves the de-velopment of several software tools that assist the decision making process for the three main activities of a university: teaching, research, and management. Artificial intelligence provides a variety of techniques that can be used by such tools: machine learning, data mining, text mining, knowledge based systems, expert systems, case-based reasoning, decision support systems, intelligent agents etc. In this paper it is proposed a generic structure of a university knowledge management system, and it is presented an expert system, ACDI_UPG, developed for academic research activity evaluation, that can be used as a decision support tool by the university knowledge management system for planning future research activities according to the main objectives of the university and of the national / international academic research funding organizations.

Full Text Available This article reports the study on career commitment of the academic staff of a local public university in Malaysia. The findings indicate that the academic staff of this university has higher level of career identity, low level of career resilient, and slightly high level of career planning. In addition, the results indicate that the respondents' organizational tenure and annual salary have significant impact on their career resilience commitment. Other demographic variables showed no significant differences on career identity, career resilience, and career planning of the respondents. Implications for management and recommendations for future studies are highlighted.

|Reports on Western Michigan University's efforts to assess programs at the undergraduate level. Describes the steps involved in deciding which student achievement areas to assess, which instruments to use, and who to test. Discusses effects on students and confidentiality issues. Reviews problems in implementing assessment. (DMM)|

Full Text Available The purpose of this exploratory study is to examine the determinants of alternative forms of academic misconduct among undergraduate students in a Korean university. An economic model of college cheating is estimated using logistic regression. The study differs from other studies in that it frames the issue of academic dishonesty in the context of recent developments to internationalize higher education in Korea, highlighting certain unique aspects of the Korean educational system that are undergoing rapid change and have largely remained unexamined in the literature. The presence of a native English-speaking foreign instructor in class, English-taught classes, and class levels are significant predictors of in-class cheating and such types of academic misconduct as seeking outside help and plagiarism. GPA, class size, cheating tolerance, and study-abroad experience are significant in some types of illicit academic behavior but not in others. Gender and being a foreign student turn out to be weak predictors.

[The authors' goal in working with university academics is to support an intellectual process of close examination of instructional decisions, making explicit the rationale and intentionality underlying those decisions. Subject matter understanding is the primary point of reference in this process. The focus of the research described here is the...

Issues of plagiarism, intertextuality and authorial presence in academic writing are fundamental to the teaching and learning activities of all university lecturers and their students. Knowing how to

assist students, particularly those who speak English as an additional language (EAL), to develop a ...

BACKGROUND: There are different reasons for mergers among higher education institutes. In October 2010 the Iran University of Medical Sciences (IUMS) merged with two other medical universities in Tehran. In this study, we aim to review the literature on academic integrations and university mergers to call the attention to challenges and reasons for the success or failure of university mergers. **METHODS:** We searched for studies that pertained to university or college mergers, amalgamation, dissolution, or acquisition in the following databases: PubMed, Emerald, Web of Science, Scopus, and Ovid, without any limitations on country, language, or publication date. Two reviewers selected the search results in a joint meeting. We used content analysis methodology and held three sessions for consensus building on incompatibilities. **RESULTS:** We reviewed a total of 32 documents. The "merger" phenomenon attracted considerable attention worldwide from the 1970s until the 1990s. The most important reasons for merging were to boost efficiency and effectiveness, deal with organizational fragmentation, broaden student access and implement equity strategies, increase government control on higher education systems, decentralization, and to establish larger organizations. Cultural incompatibility, different academic standards, and geographical distance may prevent a merger. In some countries, geographical distance has caused an increase in existing cultural, social, and academic tensions. **DISCUSSION:** The decision and process of a merger is a broad, multi-dimensional change for an academic organization. Managers who are unaware of the fact that mergers are an evolutionary process with different stages may cause challenges and problems during organizational changes. Socio-cultural integration acts as an important stage in the post-merger process. It is possible for newly-formed schools, departments, and research centers to be evaluated as case studies in future research.

This research examines academic work in an offshore campus of an Australian university. The focus is on the external factors that influence academic practice, mainly in relation to assessment and the way academics perceive their role. The study is set within the wider context of transnational education and the changing nature of academic life and...

BACKGROUND: The psychological climate within organisations affects not only the behaviour and the attitude of group members, but also the performance of the group itself. According to the ecological model, this research examines how learning in different classroom contexts of the same nursing degree programme can affect academic performance, well-being, self-esteem and perceived climate. **METHODS:** Four scales were used to assess students' perceptions by collecting primary data while academic performance was measured by obtaining students' academic records. A questionnaire completed by 391 first-year nursing students was administered. **RESULTS:** Differences were observed in the perceptions of climate and academic performance in different classroom contexts with trends, which did not always overlap; however, strong correlations were observed among self-esteem, well-being and climate, and schoolmate relationships. **CONCLUSIONS:** Universities should not merely train competent professionals but also build learning communities that support the well-being of relationships and the development of well-being contexts. **IMPLICATIONS FOR NURSING MANAGEMENT:** The findings support the need for an educational intervention for improving the quality of life and well-being of the community and individual students. This type of intervention requires a 'compliant' organisational environment that puts students, teachers and professionals in the condition to practice their professional skills.

Full Text Available A sample of 187 university students (53, 41 and 93 first, second and third year respectively) participated in this study. No significant relationship ($r = 0.138$) was found between the rate at which students seek academic advising and their perception on the programme. The findings showed that the perception on academic advising of students in different years of study is significantly ($P < 0.5$). A positive and significant ($r = 0.256$; $P < 0.01$) relationship was reported between academic performance and students' perception on academic advising. It was concluded that ways of sustaining and improving students image on academic advising be put in place.

Full Text Available Issues of plagiarism, intertextuality and authorial presence in academic writing are fundamental to the teaching and learning activities of all university lecturers and their students.

Knowing how to assist students, particularly those who speak English as an additional language (EAL), to develop a sense of text/knowledge ownership and authorial presence in the creation of discipline-based scholarly texts can be especially challenging. Clarifying what is encompassed by the notion of 'common knowledge' is also central to this process. The aim of this paper is to explore the political and intertextual nature of text/knowledge construction and emergent student authorship through the analysis of interviews and written assignments from two EAL students, together with interview data from lecturers from relevant disciplinary fields. Drawing on the work of Bakhtin, Kristeva and Penrose and Geisler, I conclude by suggesting that it is by engaging with, rather than fearing, intertextual connections, that we can create a dialogic pedagogy for academic writing that will enable students to articulate an authoritative authorial identity of their own. The importance of lecturer intervention during the drafting stages of text production is also emphasised. Keywords: plagiarism; intertextuality; emergent authorship; academic writing

Full Text Available This paper reports findings with regard to approaches to learning of Turkish students. The term "approaches to learning" refers to the idea that learners perceive and process information in very different ways. The study is set out to (i) explore and describe the approaches of learning of university students; (ii) explore the relationship between approaches to learning constructs, (iii) explore how the learning approaches of Turkish higher education students in combination with gender and academic discipline, year affect and academic performance; Employing a correlational research design- 44-item 1995 version of the RASI and the cumulative grade point, the study was conducted in two departments in two institutions of higher education: one humanities and one engineering. Total 160 students participated. This paper discusses firstly the findings of this study in the light of other research carried out in this area and secondly, and more importantly, in the light of its contribution towards a better understanding of the learning needs of Turkish university students.

This study compared academic achievement by sighted versus visually impaired students at Polish universities and analyzed potential between-group differences on various personality traits and their impact on academic grades. Although there was no main effect of visual status on academic achievement, there were some significant differences between...

A survey of 318 students at the University of Regina (Saskatchewan) found that a more positive educational experience was related to higher grade point average, better attitudes toward school and learning, higher socioeconomic status, and higher self-assessed academic ability. Academic performance was significantly related to academic ability,...

Studies indicated that teaching styles and learning styles of students play a very important role in the academic success of students. A lack of knowledge about teaching styles and learning styles often complicates the challenge of learning and, therefore, affects the academic achievement of students. The research site at a college had a retention rate of 70% of its biology majors and needed to improve the retention rate of the biology program. The purpose of this study was to improve the academic performance of university biology students through a multicomponent program, the Student Retention Engagement Program. The 3 components included students and teachers understanding students' learning styles, teachers acquiring knowledge of learner-based teaching methodology, and peer mentoring. In the implementation of this applied dissertation, the researcher sought to increase the grade point averages of 100 Biology 103 students from 2.25 to at least an overall 2.50 out of a 4.00 point grade point average scale. After implementation of the intervention strategies, the overall retention rate of biology majors was also targeted to improve from 70% to at least 75%. The focus of the dissertation was on the outcomes associated with implementing successful teaching and learning strategies with the biology students. In 1 component of the Student Retention Engagement Program, biology teachers learned to identify their preferred teaching styles through a teaching perspectives inventory administered during a professional development program. A training program focused on utilizing teaching strategies for specific student learning styles was implemented. Another component involved training and using upper class peer mentors. The supervisors of the Office of Retention selected upper class participants who held a 3.0 or higher grade point average. A learning style inventory was administered to the upper class peer mentors and participating students. The results helped to identify their individual learning

styles. Each of the 25 mentors was assigned to 2 freshman biology students who did not score high in the same learning-style domain. Peer mentors tutored freshman biology students to increase their academic achievement. The results with interventions revealed a minor increase in the Biology 103 class grade point average from 2.25 to 2.41 for the participating students. The retention rate increased to 72%, which did not meet the goal of 75%. However, with the increase for the participating group and a grade point average move to a 2.41, the research pointed to a possibility of a continued positive movement if given more time.

Full Text Available This study investigated the relationships between emotional intelligence and academic achievement among 151 undergraduate psychology students at The University of the West Indies (UWI), Barbados, making use of Barchard (2001)'s Emotional Intelligence Scale and an Academic Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components, and a negative correlation with negative expressivity. The emotional intelligence components also jointly contributed 48% of the variance in academic achievement. Attending to emotions was the best predictor of academic achievement while positive expressivity, negative expressivity and empathic concern were other significant predictors. Emotion-based decision-making, responsive joy and responsive distress did not make any significant relative contribution to academic achievement, indicating that academic achievement is only partially predicted by emotional intelligence. These results were discussed in the context of the influence of emotional intelligence on university students' academic achievement.

Upper-division earth science courses taught in the Department of Geology and Geophysics at the University of Connecticut used a service-learning approach. The emphasis was on providing sound and useful scientific expertise through a project for the local community. Two projects, Imaging the Interior of the Nathan Hale Monument and Hydrogeophysical Investigation of the University Well Field, are described.

Compiled by Suzanne Savanick, Science Education Resource Center. Based on material from Lanbo Liu, Anthony Philpotts, and Norman Gray, "Service-Learning Practice in Upper Division Geosciences Courses: Bridging Undergraduate Learning, Teaching and Research" *Journal of Geoscience Education* v 52, n 2, March 2004 p. 172-177.

The University of Zimbabwe (UZ) introduced a performance appraisal system (PAS) designed to improve performance indicators across the board in Public Service including academic/faculty staff at the University of Zimbabwe as part of a nation wide strategy. The Public service is a body responsible for all civil workers including academic staff,...