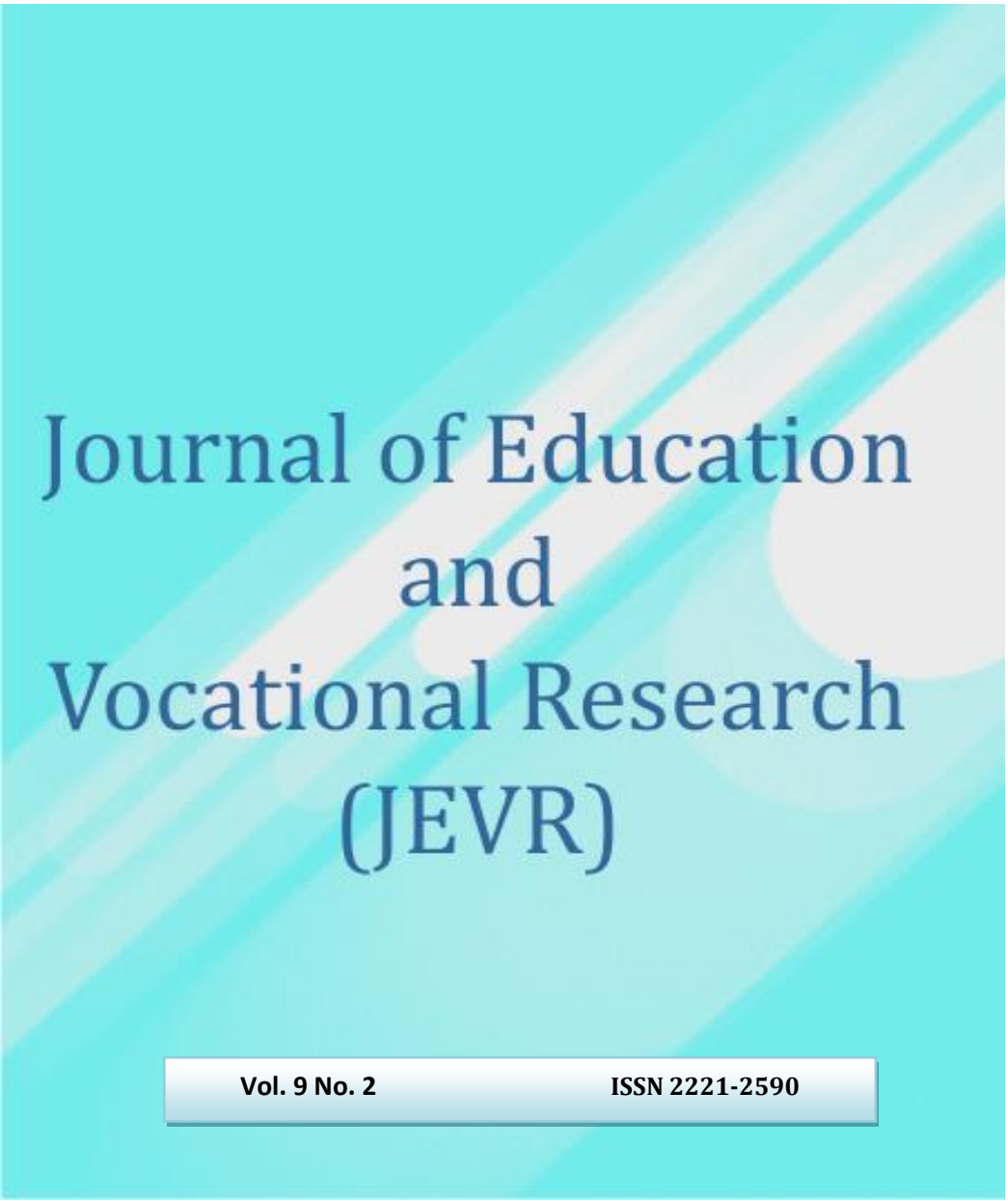

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Editorial

Journal of Education and Vocational Research (JEVR) provides an avenue for quality research in the ever-changing fields of Education and Vocational Research and related disciplines. Work submitted for publication consideration should not be limited by any narrow conceptualization of education and vocational research but comprises interdisciplinary and multi-facet approaches to education and vocational theories and practices as well as general transformations in the fields. The scope of the JEVR includes: subjects of educational technology, educational administration, educational planning, measurement and evaluation in education, developmental psychology, special education, distance learning, vocational education, technology-based learning, environmental education, business education, educational psychology, physical education, innovation, vocational training, knowledge management. Author(s) should declare that work submitted to the journal is original, not under consideration for publication by another journal and that all listed authors approve its submission to JEVR. It is JEVR policy to welcome submissions for consideration, which are original, and not under consideration for publication by another journal at the same time. Author (s) can submit: Research Paper, Conceptual Paper, Case Studies and Book Review. The current issue of JEVR comprises of papers of scholars from Pakistan, Indonesia, South Africa and Thailand. Difficulties faced by adolescents in making career decision, effects of smartphone on students' learning, educational planning and human resource management, South African Manufacturing SMMEs, effect of content marketing on decision making and does compensation & benefits matters to working women to perform well are some of the major practices and concepts examined in these studies. Journal received research submission related to all aspects of major themes and tracks. All the submitted papers were first assessed by the editorial team for relevance and originality of the work and blindly peer-reviewed by the external reviewers depending on the subject matter of the paper. After the rigorous peer-review process, the submitted papers were selected based on originality, significance, and clarity for the purpose. The current issue will, therefore, be a unique offer, where scholars will be able to appreciate the latest results in their field of expertise and to acquire additional knowledge in other relevant fields.

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TABLE OF CONTENTS

Description	Pages
Title	i
Editorial	ii
Editorial Board	iii
Table of Contents	iv
Papers	v
Impact of Difficulties Faced by Adolescents in Making Career Decision on their Mental Health Ayesha Khan, Adeela Rehman	1
The Effects of Smartphone on Students' Learning at National Dong Hwa University Murni Sianturi, Nurhayati	9
Educational Planning and Human Resource Management: A Study of Public and Private Schools in Pakistan Adeela Rehman	15
Is South African Manufacturing SMMEs Ready for the Fourth Industrial Revolution? Lizzie L. Mabotja	20
The Effect of Content Marketing on Decision Making of Graduate School of Business Administration in Thailand Thanisorn Rojanadilok, Viroj Daraviroj	27
Does Compensation & Benefits Matters to Working Women to Perform Well? A Case of Public School Teachers Amir Saif, Maira Amir, Fawad Hussain	31

PAPERS

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Impact of Difficulties Faced by Adolescents in Making Career Decision on their Mental Health

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Abstract: This research aimed to explore the impact of difficulties faced by adolescents in making a career decision on their mental health. The objective of the research was to explore the factors affecting career decision making and to explore the psychological effect of career decision making difficulties. A quantitative research design was used to collect data through online survey by random sampling method in which a sample of 70 adolescents aged between 18-24 both male (28) and female (42) were collected from Rawalpindi, Pakistan and then analyzed on SPSS. A correlation (p: .002) was found between career indecisiveness and mental health. Independent T test result suggested that gender difference exists with respect to career indecisiveness indicating a value of p to be .01, while one way ANOVA indicated a value of p to be .382, showing that no significant difference exist with respect to respondents age. A chi square result indicated the factors affecting career decision making to be parental (p: .000) and peer pressure (p: .002) and indicated that career decision making time period is stressful for adolescents who feel difficulty in making a career decision (p: .000) indicating a psychological effect. Thus, the hypothesis was proved that adolescents face career decision making difficulties which negatively impact their mental health and it is recommended that they should be given career guidance to help them out in exploring what they really want to do in their lives instead of making a wrong career and regretting it later.

Keywords: *Career, Decision Making, Career Indecisiveness, Mental Health. Self-efficacy, Outcome expectations*

1. Introduction

Career is the occupation that a person selects and expects to progress in it or to look for opportunities (career, n.d) while indecisive is an inability that one faces in making a decision (indecisiveness, n.d). So career indecisiveness can be considered as a difficulty or a person's inability in making a decision regarding the occupation that one wants to pursue or progress in. Sometimes people know which field they want to pursue but they are not sure which sub field they should pursue. While in some cases they face difficulty in choosing one career over another. Many people in their life face difficulty in making a career decision at some point in their lives. One of the critical time periods is adolescence. It is the time when a child is transforming into an adult and going through a developmental phase that can involve physical as well as hormonal changes (adolescence, n.d). Adolescence becomes a critical time period where after intermediate when an individual has to choose a specific career, he is usually confused and an ambiguity surrounds him. Either he has so many opportunities or either he has very limited ones. He faces difficulty to choose a specific career or even if he chooses one, he ends up regretting it later as when he continues he feels like this is not what he really wanted to do. There is chronic indecisiveness as well as developmental and one study found out that these two are effected by self-efficacy, autonomy as well as support from friends and parents (Guay, Senécal, Gauthier & Fernet, 2003). Apart from this there can be other factors as well that influence adolescents career decision making like parental influence, peer pressure, hormonal changes, that make it harder for them to decide anything that this research aimed to explore and look at its impact on one's mental health.

Research Questions

- What are the factors affecting career decision making?
- What are the psychological effects of career decision making difficulties?

Objectives

- To find out the factors affecting career decision making.
- To find out the psychological effects of career decision making difficulties.

Problem Statement: Adolescence is a critical period in an individual's life specifically after intermediate, where an individual has to decide what he wants to do in his life and which career he should choose, he faces a difficulty in making a career decision. He is not able to decide which field he should go into and in which field he will be able to prosper. Due to this adolescents face psychological problem also as the pressure of not being able to decide any career and start a university affects them psychologically. This issue has been faced by the researcher herself and she has observed her own class fellows and other adolescents going through this. Intermediate is a critical time period in one's life where adolescents are pressurized to score goods or else, they will not be able to stand anywhere in their lives and get into a good field and a good university. An adolescent needs a carrier guidance that he is not given unfortunately. He has so many career options in his mind that he is not able to choose any one for him. Also, in our society so much emphasis is given to engineering and medical fields and a person is not validated for choosing some other career. Many times, adolescents want to pursue a career of their own that is usually not preferred by their parents that also leads to pressure and career confusion as they are not able to decide what actually is better for them. In all this they suffer psychologically as they are in a conflict of not being able to take any decision and no guidance is given to them as one study indicates that adolescents who face career uncertainty have low self-esteem and face difficulty in making a career decision (Lin, Wu, & Chen, 2015).

2. Literature Review

Pamela Corey did a research in 2015 to find out the effect of parental pressure and perceived control on career exploration of adults. There were about 20 participants in the study who were students of Toronto University Canada. The participants were females of age 20-21 who were enrolled in their 2nd and 3rd year in arts and humanities subjects and they all were the ones who had experienced parental pressure or were experiencing parental pressure. The research was a qualitative method design. From the research it was found that parental pressure and perceived control negatively affect their career exploration as to make a career decision one needs to be mature enough and should have the control of making a career decision but their parents were not letting them do so (Corey, 2015). As parents have certain expectations form their children and this affects their self-esteem as well as self-efficacy that can be understood from the following research. A quantitative study was performed on students of age 18-25 in which snow ball sampling method was used. The study was done to see their confidence in their success in a particular field.

From the research it was found that there is positive correlation between peer attachment and self-efficacy as peers affect a person's capacity to make decisions. Between career decision making and self-efficacy as ones confidence that he is capable of doing certain thing influences his decision making, and a positive correlation was found between parental attachment and peer as adolescence are close to their parents as well as peers that affect them in many ways. A negative correlation was found between peer attachment and career decision making as peers affect the ability to make career decision making (Hellmann, 2014) as parents and peers affect an adolescence decision making ability. With that there are certain other factors as well that affect them as discussed below. A mixed method study was conducted in Lahore to find out the factors that affect the career choice of MS students in which 432 students were selected from two public sector universities. Questionnaires and interviews were used to take information and questionnaire consisted of 28 statements.

The result suggested that fathers having a professional degree influence their children and mothers influence them in terms of interest. Then friends affect them as they feel more confident in the field that their friends select. Media played a role as they were inspired from journalists on TV and gender related issues came as girls were restricted to a particular field. Financial constraints also affected career choices and other factors like people advices effected career decision making (Kazi & Akhlaq, 2017). As in career decisions, one has a parental, media and peer influence as well as financial constraints. But with all these external affects, one's own internal affect also have major impact most importantly their self-esteem. To find out the effect of self-efficacy on one's career decision making a research was conducted on students of national college Dragos Voda on students of age 19-21 which included both females' and males. In the study there was no correlation between career decision making and gender but a strong correlation was found between self-efficacy and gender.

It was found that females have more self-efficacy due to which they made better career decisions and faced less difficulty while the male participants had less self-efficacy due to which they faced more issues and it was difficult for them to make any career decision (Crişan & Turda, 2015). Similarly, another research indicated the role of self-esteem in career decision making that students who have high self-esteem in turn suffer from low career uncertainty as compared to students who have low self-efficacy that causes them to have highly uncertain about their career and so they face difficulty in deciding as to which career is appropriate for them and they face hard time in exploring their interests as compared to students who have high self-efficacy, who decide their interests careers earlier (Lin, Wu & Chen, 2015)

Information Gap: There has been a lot of research regarding career decision making among adolescents, but they all are done in the west and none in Pakistan except one study that was also only restricted to the sources affecting student's career choices. Also, in west most of the research is done on age group 18-20 while this research targeted age group 18-24. It can be understood from the literature review mentioned in this report as well that serves as a proof that this research addressed a new problem and no research is done previously in Pakistan, Rawalpindi specifically on this topic.

Hypothesis

- Difficulties faced by adolescents in making a career decision negatively impact their mental health.
- Parental pressure affects adolescent career decision making.
- Peer pressure affects adolescent career decision making.

Theoretical Framework

Social Cognitive Theory: In reference to the research title impact of difficulties faced by adolescents in career decision making on their mental health, the social cognitive career theory explains the reasons of career decision making difficulties as to why does an adolescent faces this difficulty and how it affects his decision-making capacity**.** The social cognitive theory developed by Robert W. lent, Steven D. brown and Gail Hackett in 1994 (Lent, Brown & Hackett, 1994) focuses to explore career choices as how our career and educational interests develop, then how we make a career choice and then how we obtain success in that career. All these three depend on our self-efficacy, outcome expectations and goals. So here we can relate this theory to our research topic. As an adolescent sets a goal, he continues to pursue it according to his self-efficacy. If he thinks that he is capable of pursuing medical after intermediate he will work hard and take admission into it. Now here also the outcome expectations come into play.

No matter how high his self-efficacy is, if the outcomes associated with his action will be negative; like if he receives criticism from his parents or friends then he will be less likely to pursue that career but if the outcome is positive then he will likely be pursuing the field. He is not able to take stand for his decision as he is not mature (age), sometimes due to gender as it limits their opportunities and each gender has their own way of tackling with the issues (Moderating variables). Also, sometimes he is emotionally attached to his parents or other people due to, which he fears losing that attachment. This all causes stress (mediating variables). So now according to the outcome, his self-efficacy either goes up or goes extremely down. That is the reason that causes indecisiveness and affects a person mentally. As what he has set to achieve that is his goal, is not having a positive outcome from the people around him that is ultimately causing his self-efficacy to get low and in turn he suffers mentally.

3. Methodology

This was a quantitative research method in which an online survey was used to collect data. It was a cross sectional research aimed to be completed within one month. The study was done in two parts; a pilot and a main study. The pilot study was used to check the reliability of the questionnaire that was found to be right. The sample for the pilot study was taken from the adolescents in Rawalpindi via an online survey. The sample consisted of 10 adolescents between the ages 18-24 who were enrolled in their bachelors. The sample for the eventual study was of the same age but the pilot study sample was not included in the eventual study as it was just done to check the questionnaire's reliability. The eventual sample was same of adolescents age 18-24

in Rawalpindi both boys and girls. The sample size was 70. Random sampling method was used with the main purpose to highlight that career decision making is a major issue and it is being faced by every adolescent in today's time and not just specific ones. So, these all were combining together to affect the dependent variable of the research that was the mental health as a good correlation was found between career.

Ethical Consideration: As the data was collected through an online survey so the detail on the survey was mentioned and the respondents were informed that the data will only be used for a research purpose and it will not be misused. They were free to fill in the questionnaire or not.

4. Results

The findings are described below.

Table1: Reliability Statistics

Cronbach's Alpha	N of Items
.813	23

The above table shows the reliability of the eventual data in which the Cronbach's alpha is .813

Table 2: Frequency and Percentage of the Gender of the Respondents

Gender	F	%
Male	28	40.0
Female	42	60.0
Total	70	100.0

The above table shows the gender of the respondents. 40.0% of the respondents belong to male gender and 60.0% of the respondents belong to female gender. So, the data shows that majority of the respondent belonged to female gender i.e. 60.0%

Table 3: Frequency and Percentage of the Age of the Respondents

Age	F	%
18-20	42	60.0
21-22	16	22.9
23-24	12	17.1
Total	70	100.0

The above table shows the age of the respondents. 60.0% of the respondents belong to age 18-20, 22.9% belong to age 21-22 and 17.1% belong to age 23-24. So, the data shows that majority of the respondents belonged to age group 18-20 i.e. 60.0%.

Table 4: Descriptive Statistics of Career Indecisiveness

	N	Minimum	Maximum	Mean	Std. Deviation
Career indecisiveness	70	10.00	20.00	13.9286	2.06644

The above table shows the mean of career indecisiveness to be 13.9286 that is closer to the minimum value i.e. 10.00. As the mean value is near the minimum value it indicates that the adolescents have career indecisiveness because option yes was numbered as 1 in the questionnaire, according to which this value is appropriate.

Table 5: Descriptive Statistics of Mental Health

	N	Minimum	Maximum	Mean	Std. Deviation
Mental health	70	15.00	37.00	23.8828	4.95186

The above table shows the mean of mental health to be 23.8828 that is closer to minimum value i.e. 15.00 in accordance with the hypothesis as the value yes was numbered as 1 in the questionnaire. Thus, it indicates that career decision making difficulties have an effect on adolescent mental health.

Table 6: Correlation between Career Indecisiveness and Mental Health

	No of items	R	p
Career indecisiveness	70	.370	.002
Mental health	70	.370	.002

The above table shows correlation between career indecisiveness and mental health which shows the value of p to be .002 that is significant. Thus, career indecisiveness and mental health are correlated to each other.

Table 7: T-Test of Career Indecisiveness and Gender of the Respondents

	Male		Female		T	p
Gender diff	Mean 41.6429	SD 9.01527	Mean 37.4762	SD 5.85699	2.347	0.001

DF: 79, P< 0.05

The above table shows t test for career indecisiveness of both genders. The mean for male respondents is 41.6429 and standard deviation is 9.01527 while the mean for female respondents is 37.4762 and standard deviation is 5.85699. The value for T is 2.65 and value of p is 0.001. It shows that there is significant difference between genders regarding career indecisiveness. As p is less than 0.005.

Table 8: ANOVA Test between Age and Career Indecisiveness of the Respondents

	DF	Mean square	f	p
Between groups	2	55.121	.976	.382
Within groups	67	56.453		

The above table shows the relationship between career indecisiveness and age of the respondents. It shows that p is more than 0.005 i.e. .382 which shows that there is no significant difference between age and career indecisiveness.

Table 9: Cross Tabulation and Chi-Square Test of was Career Decision Making Time Period Stressful for you and were you Stressed When You Could Not Meet Your Parents' Expectations in Choosing a Career

Was career decision making time period stressful for you?	Were you stressed when you could not meet your parents' expectations in choosing a career?		X2	p
	f	%	31.381	.000
Yes	45	64.3		
No	20	28.6		
Maybe	5	7.1		

The above table shows chi square values for two questions indicating a strong p value of .000 which shows that parental expectations effect adolescents career decision making due to which adolescents get stressed. Thus, parental expectations are one of the factors effecting career decision making.

Table 10: Cross Tabulation and Chi Square Test of was Career Decision Making Time Period Stressful for you and do you think that seeing your Friends Choosing a Career that is Appreciated by Everyone Made you Feel Incompetent

Was career decision making time period stressful for you?	Do you think that seeing your friends choosing a career that is appreciated by everyone made you feel incompetent?			X2	p
		f	%	17.462	.002
	Yes	22	31.4		
	No	37	52.9		
	Maybe	11	15.7		

The above value shows chi square values for two individual questions indicating a strong value of p i.e. .002 which shows that peer pressure is one of the factors which affects an adolescent's career decision making causing stress.

Table 11: Cross Tabulation and Chi Square Test for was it Difficult for you to make a Decision to Choose, this Career and was Career Decision Making Time Period Stressful for you

Was it difficult for you to make a decision to choose this career?	Was career decision making time period stressful for you?			X2	p
		f	%	54.488	.000
	Yes	56	80.0		
	No	10	14.3		
	Maybe	4	5.7		

The above table shows chi square values for two individual questions. The value of p shows to be .000 which indicates that the more difficulty adolescents face in making a career decision the more the decision-making time period gets stressful for them. It shows that career decision making difficulties affect adolescents psychologically by causing them stress.

Discussion: As according to social cognitive career theory, one's career choice, educational interest and success in that career depends upon his self-efficacy, outcome expectations and goals (Lent, Brown & Hackett, 1994). From this study the adolescents reported that due to parental and peer pressure they faced difficulty in making a career decision which relates with the outcome expectations as the outcome that they were getting from their decision was not good which in turn effected their self-efficacy and then goal and also the more difficulties they faced, the more stressful career decision making time period was for them effecting their self-efficacy. So, these all were combining together to affect the dependent variable of the research that was the mental health as a good correlation was found between career indecisiveness and mental health. The moderating variables emotional attachment; as adolescents are affected by their parents and peer expectations and stress; as the career decision making time period is stressful for those adolescents who face difficulty in making a career decision, affect one's mental health. As well as the mediating variable gender is also found to effect the career decision making as there is a significant difference between the genders but at the same time age is not found to be a factor in career decision making difficulty and this interesting result reveals that a person of any age can go through this difficult phase it is not necessary that age as associated

with immaturity is the cause to career decision making difficulties. As prior researches and literature review also suggested this and the results are in favor of it as studies found that parents pressure and perceived.

Control effects one's ability to make a career decision (Corey, 2015) another study found a positive correlation between peer and parental attachment and self-efficacy and negative correlation between peer attachment and career decision making as adolescents are influenced by their parents. Peer expectations and pressure that effects their decision making power (Hellmann, 2014) Studies also show that one's low self-esteem effect ones career decision making (Crişan & Turda, 2015). The above discussion proves our hypothesis that difficulties in career decision making negatively impact adolescent mental health and that parental and peer pressure affects adolescents career decision making. So, there is a need for adolescents to be guided as they need a career guidance that can help them in deciding as what, are really their interest as studies have also shown that career guidance helps students in making a career decision (Kunnen, 2013)

5. Conclusion and Recommendations

Adolescents in Rawalpindi, Pakistan face difficulty in making a career decision that affects their mental health as the adolescents responded that career decision making was pressurizing and stressful for them and some of them were not even satisfied with the career, they are in. Also, their parent's expectations and peer pressure affect their career decision making which makes them stressed. The findings also suggested that male and female both face different difficulties and age does not define one's ability to make a decision. There is not a particular age in which difficulties will arise. This all shows that adolescents need a career guidance that can help them in deciding what they really want to do in their lives instead of making a wrong career and regretting it later. Thus, this research calls for a need of career guidance for the adolescents to help them out in knowing and understanding their interests and what they really want to do in their life and creating an awareness among them that who they really want to be. With these informative sessions need to be provided in the schools to make students think over their passions and interests from a basic level. And last but not the least, an awareness needs to be made in the society that no career Is inferior or superior and that pressurizing and forcing adolescents into a career that they do not want to pursue will only do harm to them and no good.

Limitations: As the research was supposed to be completed within a specific time period of 1 month so a diverse data collection was not possible. The quantitative sample was small and also not equal as females were 42 and males were 28 due to which the result cannot be generalized to the genders equally. So, there can be other factors affecting career decision making as well that this research could not found out.

Research Implications: In light of the above limitations, the research implications for this research are that for future research the sample should be large to have more insight into the issue and it should be equal to equally generalize the issue. Also, a qualitative research can be done to have more information about different adolescent's experiences. Also, the topic can also be molded and a better statement can be made by the future researchers.

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The Effects of Smartphone on Students' Learning at National Dong Hwa University

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Abstract: This study aimed to examine whether students consider that their mobile phones are useful devices for academic learning. Moreover, it was to investigate whether students' opinion on their mobile devices are useful devices for academic learning have any differences based on students' gender, age, college and type of their mobile phone; and students' opinion regarding capabilities of all features of Smartphone have positive correlation for effect of Smartphone to students' learning. The participants were students of four colleges in National Dong Hwa University. The effectiveness of Smartphone was measured by questionnaire consisted students' opinion on using their Smartphone in learning. Based on the findings of this study, students consider that their mobile phones were useful devices for academic learning, and provided positive impact in students' learning. However, students considered that their mobile phones were useful devices for academic learning did not depend on their gender, age, college, or type of their Smartphone. Capabilities of all features of Smartphone had positive correlation for effect of Smartphone to their learning.

Keywords: *Smartphone, students' learning, features of Smartphone*

1. Introduction

In recent decades, smartphone has become a main necessity. Even, for many people in developing countries it offers the only means of sending long distance messages particularly when their children are in the school. Nowadays, students have dependence of hand phone. Coupled with the times, the features and applications are always up to date make it would be very strange if students do not have a mobile phone. Features and applications of this phone are extremely diverse. Benefits are provided by other tools could be found in this tool, ranging from SMS and MMS, calculator, alarm clock and calendar, camera, games, computer applications, video and voice recording, music and video player, instant messages, email access, GPS (Global Positioning System), and internet access. In one tool, we could enjoy many benefits. Taiwan as one of wealth countries, recorded that about one-third of the population is smartphone or tablet computer users (Taipei Times, 2012). Amongst Asia-Pacific countries, Taiwan was number one for smartphone dependency, which eighty-one out of Taiwan's smartphone users do not leave home without their devices (Want China Times, 2014). Even more, the smartphone no longer only a tool for communication but a necessary instrument of work life, individuals' social, entertainment. It was growing rapidly nationwide. It indicated enable students in learning as well. Thornton & Houser's findings (Thornton & Houser, 2005) concurred in as much as students agreed that applying of smartphone capabilities assists them to achieve educational matters. Ransford (2009) investigated of about 300 college students found that ninety-nine percent of students have a mobile communication.

Which a twenty seven percent of own smartphone as compared to the national average of nineteen percent for working adults, and have a mobile communications device. Roughly, ninety-four percent of eighteen to thirty-four year-olds sent or received text messages and sixty-three percent of this age group accessed the internet by using their phone (Zickuhr, 2011). However, it is necessary to consider some other consequences of usage of smartphone. Learning has become more individualized and learner-centered. Applying the new digital technologies increasingly personalized. Most of students enjoy their own world while using the Smartphone. Universities allow students to bring mobile phone. Some schools are now providing pupils with Personal Digital Assistants and tablet computers. Sharples, Taylor, & Vavoula (2010) have investigated that in a parallel development to the spread of personal technology since the early 1980s, schools, colleges and universities have experimented with handheld technology for learning, including classroom response systems, data probes, and handheld writing tools. Personal mobile technologies for learning become more widespread. McFarlane, Triggs, & Yee (2008) started to show evidence of the value of incorporating mobile devices in teaching and learning. Yang's finding (2012) showed that most students at college of engineering at National Formosa University agreed that their motivation for English learning enhanced and most of them

had positive attitudes towards m learning. No doubt if it would have same effects with students at the National Dong Hwa University.

There many students have smartphone carrying new advanced on their daily schedule. Thus, firstly this research considered students' opinion on smartphone as useful devices for academic learning. Secondly, it investigated whether there any different opinion on which state that Smartphone is useful devices for academic learning based on students' gender, age, college, and type of their Smartphone. Thirdly, it determined whether students regard those capabilities of all features of Smartphone have positive correlation for effect of Smartphone to students' learning.

2. Literature Review

Functional Capabilities of Smartphone: This present, Smartphone has popular and highly desirable. Certainly, the practicality and comfort of the smartphone becomes the primary reason that Smartphone sales in the world market increased rapidly. However, the consideration of the users is the feature of a Smartphone is very useful and diverse. With these features, the users are able to browse some applications they like. Zhou, Zhou, Jiang, & Ning (2012) have stated that in the smartphone, there are approximately 200, 000 features. However, in our study only limits to several features normally used in general society. As these features are calculator, SMS and MMS, internet access, alarm clock and calendar, camera, email access, educational games, computer application, video and voice recording, GPS and maps, music and video player, and instant messages.

The Impact of Mobile Phones in Learning: At least there are three impacts of smartphone in learning. Firstly is easy of finding information through the internet. The present of wireless mobile technology recently has given easiness in learning (Kuznekoff & Titsworth, 2013). Since, internet connection anywhere and anytime, every student obtains some literacy rapidly (Etoekleous & Ktoridou, 2009) and gathers some information for inquiry-based learning in outdoor learning activities (Vavoula, Sharples, Rudman, Meek, & Lonsdale, 2009). Smartphone become portability device and own a continuously available Web-enabled phone (Thornton & Houser, 2005). Secondly is the use of a smartphone as mobile learning (m learning), Sophistication of technology has more or less been encouraging teachers to consider a modern learning. One of the most talked about is m learning. The educational use of the mobile devices was submitted to as m-learning with the focus on enlarging and facilitating the reach of the teaching and learning, such as the knowledge construction, the information collection and exchange, the collaborative learning (Elias, 2011). M learning defined as learning across multiple contexts, through social and content interactions, using personal electronic devices (Crompton, 2013). Thus, by using mobile devices, students can learn portably. M learning concerns on students' movement portably.

In addition, the teachers get more mobility, creation and innovation in material of learning through a new way in m learning with uses Smartphone with special software such as AHG Cloud Note (El-Hussein & Cronje, 2010). There are many smartphone's features for creating learning that aids in informal learning. Mobile learning seems like other forms of e learning, that it is also collaborative. M learning also replaces books and notes with small devices by filling suitable learning materials. Beside it, students can operate their mobile devices for a more effective and entertaining experience, especially they get boring while learning. Thirdly is enhancing students' motivation, attitude and self-efficacy. The results echoed the previous study in that the mobile learning project can increase students' learning participations in the learning tasks (Attewell, 2005; Yang, 2012). As well, this paper judged students are enthusiast enough to read the assigned texts, post questions, read and provide feedback to peers by using mobile devices. Yang finding (Yang, 2012) stated students demonstrated positive attitudes toward m learning. The indication was students argued that m-learning help them to find more information and supported learning contents. Frequently, after the learners shared their notion in the online discussion, they look forward messages from peers via mobile devices. This study offered additional support in that the students' computer self-efficacy and attitudes were core factors, which affected the success of mobile learning.

3. Research Methods

Research Design: The research methodology of the study was quantitative research method to properly analyze and give a comprehensible description of the study. The procedures were distributing questionnaire to participants. (Hopkins, 2000) stated quantitative research is a study about involves quantifying relations between variables and expressing the relations among variables by analysis statistics such as difference between means and variances, correlations, and relative frequencies. It means that the student consider that their Smartphone are useful devices for academic learning.

Participants: Sample of the study was randomly determined. The participants were students of Humanities and Social Science, Education, Art, and Management departments. The number of students was fifty-four participants with study levels were undergraduate and graduate. Table 1 provides distribution of sample size, which involves college, gender, and age.

Table 1: Demography of Participants

Criteria	Humanities and Social Science	Education	Arts	Management	Female	Male	18-20	21-23	≥ 24
College	24	6	6	18					
Gender					45	9	36		
Age (year(s))								16	2

Questionnaire: This study used questionnaire was adapted and modified based on existing previous study (Mokoena, 2011). The study gathered all information from the responses of participants of the study with a structured questionnaire. There are two parts of items. First part related to participants' information such as college, gender and age, and second part is questions regarding student's opinion toward usage of smartphone to enhance students' learning at university. Each participant was given the same questionnaire consists the same questions. The participants gave responses to each question. The contents of the second section consist of the student opinions and experience. The responses to these questions were designed as closed-end questions. The questions are as follows:

Item 1: Smartphones are useful tools for student learning.
Item 2: Smartphones are as well as PDAs in the classroom environment.
Item 3: Smartphones are distracting for students during lectures/learning.
Item 4: Smartphones access to the internet enriches students' learning experience.
Item 5: Smartphones technology has brought about advancements in students' learning setting.

Data Analysis Techniques: The collected data, analyze in descriptive statistics by using the Statistical Programmed for Social Sciences (SPSS) package. The data are analyzed using descriptive statistics, one sample mean test, independent t-test, and ANOVA for the study findings and results. The hypothesis of the study is as follows:

H_0 : Students consider that their Smartphone are not useful devices for academic learning
: $\mu \leq 3$
H_1 : Students consider that their Smartphone are useful devices for academic learning.
: $\mu > 3$

By descriptive analysis specific was to determine whether the percentage of students' opinion "agree" and strongly agree were at 50%. The following table is an analysis of descriptive results of section B. Based on the five questions of section B would test the hypothesis for each question by using SPSS of descriptive and one sample mean t-test. The specific was to determine whether mean ≤ 3 or mean > 3. Further hypotheses were to examine whether there any different based on students' gender, age, college, and type of their Smartphone on their opinion, which state that Smartphone is useful devices for academic learning for each statement in section B. Thus, there are four hypotheses needed as follow.

Gender

H_0 : There is no different significantly between female and male on the students' opinion of statement B : $\mu_1 = \mu_2$

H_1 : There is different significantly between female and male on the students' opinion of statement B : $\mu_1 \neq \mu_2$

Age of years

H_0 : There is no different significantly amounts each age on the students' opinion of statement B : $\mu_1 = \mu_2 = \cdots = \mu_5$

H_1 : There is different significantly amounts each age on the students' opinion of statement B : At least one different

College

H_0 : There is no different significantly amounts each college on the students' opinion of statement B : $\mu_1 = \mu_2 = \cdots = \mu_5$

H_1 : There is different significantly amounts each college on the students' opinion of statement B : At least one different

4. Results and Discussion

Results: Descriptive Result Analysis

Table 2: Descriptive Analysis and One Sample T-Test of Result for Section B

Statements	μ		One Sample T-test	
	≤ 3	> 3	T	Sig.*
Item 1	9	45	11.406	0.000
Item 2	28	26	4.724	0.000
Item 3	9	45	10.543	0.000
Item 4	11	43	11.541	0.000
Item 5	16	35	7.694	0.000
Total	48	6		

*: 95% confident interval

Table 2 describes that the p-value for the entire hypothesis were 0. 000. It means that p- value was less than $\alpha_{.05}$. Therefore, we could conclude that mean significantly was greater 3. Then, we could also conclude that more than 50 % students considered "agree" even "strongly agree" for all question in the section B, except statement Smartphones are as good as PDAs in the classroom environment. It occurred because, not all implied in their classroom, so that some students give neutral for this statement. Even though according to prior study, Mokoena (2011), stated that mobile phones gave impact to students' learning activities. The conclusion of the analysis of the null hypothesis rejected. By using mobile phones can give positive impact to the students. To analysis hypotheses of gender used independent sample t-test. The result of analysis described in below table.

Table 3: Analysis Result Gender for Each Statement of Section B

Statements	T	Sig.*
Item 1	0.000	1.000
Item 2	-1.057	0.295
Item 3	-1.652	0.105
Item 4	-0.197	0.845
Item 5	-1.619	0.112

*: 95% confident interval

According to p-value from table above, it described that the p-value for the entire hypothesis were greater than $\alpha_{.05}$. Therefore, we could conclude that there is no different significantly between female and male on the

students' opinion of statement B or gender doesn't give effects significantly on each student' opinion of statements B. To analysis hypotheses of age used ANOVA. The result of analysis described in table 4.

Table 4: Analysis Result Age for Each Statement of Section B

Statements	F	Sig.*
Item 1	0.627	0.538
Item 2	2.826	0.069
Item 3	0.619	0.543
Item 4	1.883	0.163
Item 5	0.448	0.641

*: 95 % interval confidence

According to p-value from table above, it described that the p-value for the entire hypothesis were greater than $\alpha_{.05}$. Therefore, we could conclude that there is no different significantly amounts each age of students on the students' opinion of statement B or age doesn't give effects significantly on each student' opinion of statements B. Analysis hypotheses of age applied ANOVA. The result of analysis described as in following table.

Table 5: Analysis Result of College for Each Statement of Section B

Statements	F	Sig.*
Item 1	1.553	0.212
Item 2	0.288	0.834
Item 3	2.054	0.118
Item 4	1.544	0.215
Item 5	0.432	0.731

*: 95 % interval confidence

Based on p- value of table 5, it reveals the p-value for the entire hypotheses were greater than $\alpha_{.05}$. Therefore, we could conclude that there is no different significantly amount each age of students on the students' opinion of statement B or age doesn't give effects significantly on each student' opinion of statements B.

Discussion: Based on descriptive result, the finding's study is students consider that their smartphone are useful devices for academic learning. According to their opinion, they experience that their smartphone is useful devices to help their learning, as good as PDAs in the classroom environment, internet enriches students' learning experience, and Smartphone technology has brought about advancements in students' learning setting. However, some students have opinion that their Smartphones are not as good as PDAs in the classroom environment. It occurred because, not all implied in their classroom, so that some students give neutral opinion for this statement. Even though according to prior study, the Mokoena (2011), stated that mobile phones gave impact to students' learning activities. Moreover, the study viewed that there is not any significantly different amounts students' gender, age, college, and type of their Smartphone on their opinions, which state that Smartphone is useful devices for academic learning.

These show the students consider that their mobile phones are useful devices for academic learning does not depend on their gender, age, college, or type of their Smartphone. However, toward considering of internet enriches students' learning experience, there is significantly different between Samsung Smartphone and other Smartphone. Since comparison between samples that have Samsung Smartphone disproportionate to other Smartphone, this be deduced in detail. Based on previous study, Mokoena, (2011) also stated that there is no association between gender and type of their mobile phone toward their opinion that their mobile phones are useful devices for academic learning. Additionally, all features of Smartphone have positive correlation for impact of Smartphone to their learning. The students regard Smartphone's features as contributing significantly to help the student in learning.

5. Conclusion and Suggestions

Conclusion: Based on the results of research and discussion, some conclusions such as students consider that their mobile phones are useful devices for academic learning. It means that using smartphone result in positive impact in students' learning. The students consider that their mobile phones are useful devices for academic learning does not depend on their gender, age, college, or type of their smartphone. Capabilities of all features of smartphone have positive correlation for effect of Smartphone to their learning.

Suggestions: Based on conclusion of the present study, the finding of study supports students to use Smartphone to help their learning activities. The students can use smartphone anytime and anywhere. For further researcher, the findings of the study will become considering conducting next related study. The further researcher can examine whether fix application in of Smartphone is able to implementation in classroom. Moreover, the study will give some judgment to teacher to design m learning at school.

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Educational Planning and Human Resource Management: A Study of Public and Private Schools in Pakistan

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Abstract: Planning and management of curriculum and human resources in schools is precisely liable and precarious in nature. The present study addressed the matter while exploring the practices of educational planning and human resource management in public and private primary level schools in Punjab, Pakistan. The case studies of two public and private schools in Rawalpindi District of Punjab Province were conducted by interviewing the mangers and principles of private and public school respectively. The participant observations were also taken to substantiate the information provided by the respondents. The schools were selected on the basis of their reputation and high enrollment of the students. The findings of the study elaborated the differences in public and private schools with respect to educational planning and managing human resource. The public schools followed the standard curriculum designed by the Punjab text book board which is universal for all the public schools. The teachers are mostly on permanent position and experienced. Whereas in the private schools, international level curriculum is followed this differs from school to school. Every private school has their own curriculum which they followed according to the standard of the school. The manager of the school generally decides the nature of the curriculum and recruitment of the teacher on its own will and interests. The medium of instruction is English in private schools, while public school used both national and international language. As far as teacher competence is concern, the public school teachers are more experienced as compare to private schools as they are working at the same school for a longer time period due to which better able to manage various task in the school and also take part in educational planning. On the other hand, in private school, fresh and most of the time untrained young females are hired. For these employees, professional development and retention is very important for the managers. Selecting and recruiting new teacher is very tedious job as well as it also affects the student's performances and achievements. It is indicated that the owner of the private school was in continues struggle and in apprehension of hiring, and retaining their staff by providing them extra bonuses and facilities at school, such as leaves, time flexibility, and reward etc.

Keywords: *Educational Planning, Management, Public School, Private School.*

1. Introduction

Educational planning and human resource management is the essential job for all schools across the globe. Planning and management involves coordination, organization, monitoring and evaluations of different tasks of the school particularly with respect to educational planning which is the most imperative concern (Suleman et al., 2012). Educational planning and management is known as the practices of selecting, designing and implementing the standardized and contemporary curriculum. The tasks are performed by a team comprises of principles, directors, teachers and related personnel. Ball (1990) defined educational planning is the important foundation stone for the development of a society. Nations progress on the development of their education system. Human resource Management is defined as management of people working in any organization. It is a managerial function, role or responsibility fulfill the goals of an organization by selecting and recruiting relevant and potential employees. It is the responsibility of hiring human resources in specific organization, institute, school etc. as well as helping them to perform their work and solve their problems that rise. Like any other organization and institutes, private schools also focused of human resource management. The education system in Pakistan is distant from such development and advancement due to feeble and distracted education system. Zafar (2003) highlighted the factors such as; corrupt bureaucracy, authoritarian organizations, inelastic civil society and weedy democracy contributing to make the system fragile and scrawny. Various studies have indicated that involving private schools in education has been successful efforts by the government of Pakistan, as public sector cannot fulfill all the demands and needs of the masses (Andarabi et al., 2002).

For nation building and progression, Pakistan is unsuccessful to produce effective human resource. There are three types of education system working in Pakistan i.e.; Public, private and 'Madrash' (Religious Education). There is not only a huge difference in three types of education system with respect to economic resources but also in provision of teaching and quality of the education faculties provided in respective institutions (The Nation, 2018). The provision of basic education is the prime responsibility of any government which is established through public schools. As the government in developing nations alone cannot fulfill the needs of the entire population, therefore private schools is increasing rapidly to meet the desired outcomes for the nation (Coulson, 2003). Private schools are competently occupied to expand the literacy rate and quality of education. The establishment of expanded excellence in education in private schools parents preferred them. Private schools have lower student teacher ratio, small buildings, less human resource and required small infrastructure to start the school. But within the limited financial resources, it is perplexing to full fill the objectives of the institute and accomplish all the resources (Andarabi et al., 2002). For private schools, Human Resource Management is the process of recruitment, section of employee, providing proper orientation and induction, providing training and the developing skills, assessment of employee (performance of appraisal), providing compensation and benefits, maintaining proper reaction among employees etc. the present study aimed to explore the issue and challenges encountered by the public and private schools with respect to educational planning and human resource management.

2. Methodology

The qualitative study design was used to conduct interviews from the school managers and principle from private and public schools respectively. The case study method was employed to meet the objectives of the research. Two public and two private schools in Rawalpindi district of Punjab province were selected by using convenient sampling technique. The self-constructed interview guideline was use to conduct interviews from the targeted respondents. The confidentially of the school names and identity of the respondent was assured the interviews were audio recorded with the permission of the respondents, by using verbatim analysis the interviews were transcribed into English and the findings are presented by adopting thematic analysis. To verify the information obtained, some participants' observation was also made to triangulate the study.

3. Results and Discussion

Based on the personal experience, observation and conducting interview from the manager of the schools, the results of the study are explained under following themes:

Curriculum Planning in Schools: Curriculum planning is one the most important task taken into consideration in educational management. In most of the public schools in Punjab Pakistan, the curriculum is advised by the government and ministry of education. The educationist from across the country designed the curriculum meeting the national and international standard of education. After, in-depth insight into the different matters of the designing of curriculum, once approved by the cabinet implemented in all public schools. All the books printed under Punjab text book board as one of the respondent stated: "As government school, we have to follow the curriculum of Punjab Text Book Board and have to abide by government rules and regulation to follow the curriculum". On the other hand, in private school, generally the procedure is not like the public school. They followed the international design curriculum obtained from the renowned education system of the world and printed in Pakistan. Many private schools curriculum is different from the other private schools as the role of manager/director. Principle plays an important role to decide the type of curriculum need to design for the different grades. The private school curriculum is in English language except the language specific subject such as Arabic and Urdu as reported: "To follow the international standard of education and teaching, all curriculums is in English language except Urdu as a Subject".

With respect the content of the curriculum, the private school used their traditional books and ways of teaching by using multi-lingual text. The intention is to complete the text book within prescribed period of time and route system is encouraged. The argument is also supported by Hoodboy (1998) by mentioned that public sector curriculum in teacher centered and based on memory tested exam oriented. Whereas private schools focused on the practical activities which may, enhance the pedagogical skills of the students and

preferred to use English as a medium of instruction. Although the private schools curriculum is task oriented and multifunctional but due to its diverse nature of designing and planning, it is not align to the set goals and objectives of the desired level of education. Many teachers are just directed to teach the given content without understanding the aim and future implications of the education and learning they are imparting to the students. Malik (1991) also reinforced the finding by imputing the teachers for not giving devotion to the students' learning and lack of understanding about the mission and vision of the school as well aim and objectives of the curriculum.

Teacher-Student Competence: In order to manage the education system and it progression, the competence level of both the students and the teacher are also important to be taken into consideration. In public schools, most of the teacher are used traditional way of teaching and sometimes faced difficulties in the medium of instruction, for instance, they cannot used English language completely due to the varied background of the students as well a teacher themselves. Majority of the student in public schools belongs to lower and lower-middle socio economic status and good in their native languages. With respect to teachers'' competence, it is improving and highly qualified teachers are inducting to improve the standard of education. In private schools, most of the teachers joined immediately after their graduation degree and they are in the process of getting higher education. For gaining experience, they joined private schools and accepted it even on low salary package. Furthermore, it was also find in the study that high qualified teachers are hard to find out on low salaries, therefore private schools had to recruit less competent teacher on low salary.

One the respondent mentioned as: "Our mostly teachers are young female who are firstly enrolled in higher education and secondly have to get married. Due to which to retain one teacher for longer time is the biggest challenge for private schools". As far as language of the curriculum is concern, even in the private schools some of the students are not competent to grasp the foreign language completely. It was especially reported that some of the subject like Islamic studies is difficulty for the study to learn in English. On the other hand, due to exercise of all subjects in English language expect one Urdu course, students are poor in reading and writing own national language. Therefore, both the teachers and students are lacking in some sorts of competence to grasp the multi-dimensional education system. So as most of the female are unmarried when they joined school and after some time due to their marriage they left the job and then after some time period may join it again due to which there is a gap between their professional career and their professional growth has been affected.

Human Resource Management in Schools: Another substantial concerns of the schools is the human resources which comprises of Teachers, helpers, sweepers, principal, administrative support staff, security guards etc. These are the basic potential human resources without them the school cannot function properly. Beside these essential human resources, secondary type of human resources also required for smooth functioning of other activities of school; such as Gardner, Maintainer staff, Library and Lab staff, sports staff etc. all staff in public schools is recruited through proper channel under the government rules. Whereas in the private schools, due to lack of funds, sometime one person has been recruited for multiple task such as teachers may also play a role as library and lab staff as well as for sports activities. Same like that female Attendants for the little kids also do the job of sweeper as well. In private schools, the manager is considered a person, who is at the executive level have his/her own school or owned it as principal or director. All the decision regarding the selection and assigning the specific role and responsibilities to the relevant person is the responsibility of the Manger or director of the school, who owned it.

The manager's task is not just to recruit the potential candidate but also have the responsibility to monitoring and evaluate their performances as well as to identify their needs and problems. On the basis of their performances, managers also have the responsibility to take care of their rewards and facilities for improving their job performance. Beside these roles of human resource management, professional development and retention is very important for the managers. Selecting and recruiting a new teacher is very tedious job as well as it also affects the student's performances and achievements. The study also highlighted that the owner of the private school was in continues struggle and in apprehension of hiring, and retaining their staff by providing them extra bonuses and facilities at school, such as leaves, time flexibility, and reward etc. A study by Ahmed et al. (2013) also highlighted that primary education system is facing the problems of weak supervision, lack of training opportunities for teachers and less paid staff. Mismanagement of resources and

weak policies leads to poor planning and implementation of curriculum. In private schools most of the teachers are female, and due to our social-cultural norms and existing practices, many of the female have to leave their jobs after getting married.

Issues and Challenges: Every organization has aim and desire to have competent and potential employee to make the organization more effective and competitive. In private schools, human are the vital component and assets of the school and in the current age of competition of private schools, it is necessary to have potential and experience staff and teachers, which is the biggest challenge for private school. As majority of the private schools teachers are young females having no or very less experience, the management has to do their hard work to select the potential employee for school. As the female teacher left their job quickly, again and again manger has to require the new staff and have to give them training and professional skills for performing their job. The schools are lacking in monitoring of education planning and resource management. The public schools have monitoring and evaluation system, but worked in slow pace to bring reforms and update the curriculum. With respect to infrastructure, the public schools are bigger than private schools.

All public schools are constructed for the purpose of education and design accordingly having sufficient play grounds and proper classroom. Whereas private school don't have sufficient space due to opening school in housing building which are not designed for the purpose of education. Due to which students do not have any playground and wide area for their physical activities. Lack of educational planning and management team in private schools is another major due to which every schools is autonomous to design and implement the curriculum and system at their won will and interest. Lacking financial resources in both public and private schools hampered the quality of education and creates difficulties for the teachers to provide their best. Qureshi (2002) stated that teachers in primary schools faced many issues related to their lack of teaching and learning aids as well as less developmental activities for the students.

4. Conclusion

The study comprehends the important concerns of educational planning and human resource management in public and private schools in Pakistan. Due to lack of planning, and limited human and financial resources primary education in Pakistan is multi-dimensional and presented in extensive array. It is determined that both the public and private school system have certain strength and feebleness, which not only disturbing the education of children but also hampering the development of the nation education system premeditatedly. Managing human resource in some of the private schools is challenging due to low retention and availability of other better opportunities. Lack of uniformity in curriculum taught in both public and private schools is another challenging factor contributing to insubstantial education system in Pakistan. Employing experienced human resource is one of the thought-provoking responsibilities for the managers within inadequate economic resources. It is indicated that the owner of the private school was in continues struggle and in apprehension of hiring, and retaining their staff by providing them extra bonuses and facilities at school, such as leaves, time flexibility, and reward etc. The study recommended establishing respectable partnership with public and private schools to design universal curriculum and share the expertise of the qualified and experienced human resources. Education should not be taken as business it should be the obligation of the establishments to cultivate a resilient and sophisticated nation.

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Is South African Manufacturing SMMEs Ready for the Fourth Industrial Revolution?

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Abstract: The fourth industrial revolution is unquestionably resulting in significant changes in the workforce landscape, technological advancements, industry relations and it affects all aspects of society and the economy. This research paper is based on results from an earlier study focused on the challenges faced by small, medium and micro enterprises (SMMEs), sharing results from survey data and in-depth interview analyses conducted. A sample of 66 SMMEs was selected purposefully from the Small Enterprise Development Agency (SEDA)'s database where manufacturing SMMEs alluded to some of the critical challenges they are facing. A key finding from the research was that technological advancement and digital manufacturing are significant challenges for manufacturing SMMEs in South Africa. Small businesses are critical to South Africa's ability to participate profitably in the fourth industrial revolution. The research shows that there are significant challenges for manufacturing SMMEs and that should be urgently addressed if South Africa is to participate advantageously in the fourth industrial revolution. This study recommends embedding technology into education and embracing new advancements and machinery within the education system. A change in the education system will help create a supply for future skills needed in the manufacturing sector. Manufacturing SMMEs contribute to a stronger economy and should embrace automation and artificial intelligence; this requires determined and collaborative efforts from government, its agencies and private sector through broader information sharing, planning for future skills and a dedicated fund for technology and modern machinery funding across various industries, particularly manufacturing.

Keywords: *SMMEs, Challenges, Manufacturing Sector, Entrepreneurship, Industrial Revolution.*

1. Introduction

The fourth industrial revolution is not only a fashionable buzz word but an ongoing shift in the future of manufacturing and will completely change the global business environment Cohen, (2018). The fourth industrial revolution is unquestionably already resulting in significant changes in the workforce landscape, technological advancements, industry relations and it affects all aspects of society and the economy. This research paper focuses on the readiness of the South African manufacturing SMMEs sector to fully participate in the fourth industrial revolution and take advantages of the opportunities that come with it.

Background: It is widely agreed upon by policymakers and researchers alike that the manufacturing sector contributes positively to the economic performance and competitiveness of a country Seda, (2012). A strong and globally competitive manufacturing sector is desirable, and a path towards growth and development. "*Manufacturing is essential for long term economic growth and economic resilience. However, many of its characteristics are changing profoundly. Physical production processes are increasingly at the centre of much wider value chains*" Foresight, (2013). Similarly small, medium and micro-enterprises (SMMEs) are the bedrock of most economies, particularly in developing countries. However, they need to adapt in both product and production to stay competitive Issa et al. (2017). According to Nieman, (2006) SMMEs have become an essential focus of policymaker. Due to their labour-absorptive capacity as growing businesses, their ability to adapt rapidly to changing preferences and trends and their support for local industries by sourcing their resources locally and provides suitable opportunity young entrepreneurs and play a vital role in technical and other innovation. This study will specifically focus on manufacturing SMMEs, based on their importance to economic growth, it is essential to understand if they will see Industry 4.0 as an obstacle or as an opportunity.

2. Review of Literature

Definition and Importance of Small Medium and Micro Enterprises (SMMEs): There is not one agreed upon definition of SMMEs that is used globally, in fact, there are many inconsistencies in how SMMEs are defined across the world Small-Medium. The definition covers survivalists, micro, very small, small and

medium-sized enterprises. SMMEs are defined either according to their turnover, value or assets or most commonly but the number of employees according to sector or industry. Microenterprises are those with fewer than five employees, 'small businesses have 6 to 20, small businesses have 21 to 50, and medium businesses have fewer than 200 employees. In SA, a 'small business' is officially defined in Section 1 of the National Small Business Act of 1996 as amended by the National Small Business Amendment Acts of 2003 and 2004 (NSB Act) as:

> *"… a separate and distinct business entity, including co-operative enterprises and nongovernmental organisations, managed by one owner or more which, including its branches or subsidiaries, if any, is predominantly carried on in any sector or sub-sector of the economy…"*

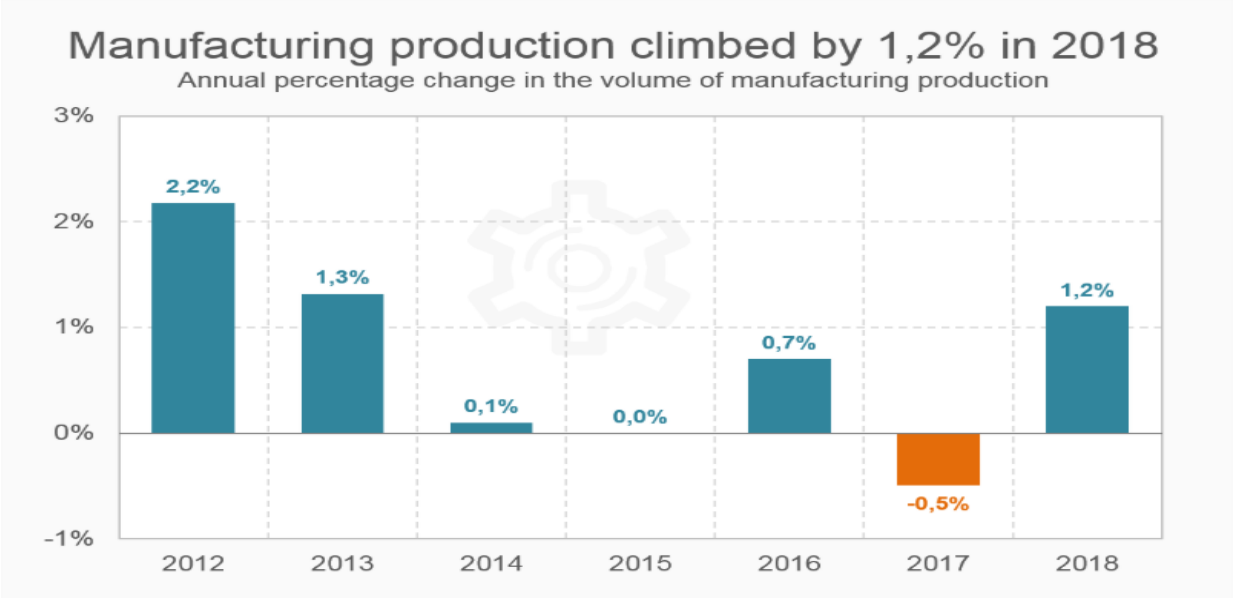
SMMEs in South Africa play an essential role in the growth of the economy. They are drivers of economic growth, innovation and job creation. These enterprises contribute significantly to national GDP and have proved to be significant contributors to job creation (The DTI, 2008). The current unemployment rate in South Africa sits at a high 27.1% (StatsSA, 2017). In South Africa, the government recognizes the importance of this segment of business activity, so much so that a Ministry of Small Business Development was established in early 2014. The ministry is supported by agencies such as Small Enterprise Development Agency (Seda), Small Enterprise Finance Agency (SEFA), The National Youth Development Agency (NYDA) Technology and Innovation Agency (TIA). National Empowerment Fund (NEF), all of which play a different role in working towards the ministry's SMME strategy of increasing financial and non-financial support for SMMEs, creating a demand for the product and services provided by SMMEs and reducing regulatory constraints (BER, 2016).

Definition of the Fourth Industrial Revolution: The fourth industrial revolution or industry 4.0 is a term that was first used by the founder and executive chairman of the World Economic Forum, Klaus Schwab. According to Schwab (2015:1), we are at "the brink of a technological revolution that will drastically alter how we live, work and relate to one another." The Fourth Industrial Revolution has been taking place since the beginning of the 21st century. It is a worldwide shift in the mobile Internet, cheaper, smaller and stronger sensors and artificial and machine learning Lee, et al. (2018). It was the fourth major industrial era since the first industrialisation in the 18th century. A key distinguishing factor that warrants regarding it as a revolution is its speed, universal scope and systems impact; and it has no historical precedent, and it comes with changes that cut across all production and management systems. It introduces digitisation and the fusion of technologies blurring the lines between the physical, digital and biological spheres of global production Schwab (2015), Kearney, (2017), and Xu, et al. (2018). According to Lu, (2017) in Slusarczy, (2018) the concept of Industry 4.0 can be summarised as "an integrated, adapted, optimised, service-oriented, and interoperable manufacturing process which is correlated with algorithms, big data, and high importance."

Another definition from Lu, (2017) says the "Industry 4.0 describes the increasing digitisation and automation of the manufacturing environment, as well as the creation of digital value chains to enable communication between products, their user environment and business partners". These definitions emphasise the widespread change and recognise that manufacturing as we know it will change entirely towards automation. The Fourth Industrial Revolution on Manufacturing SMMEs: In his opening address at the South African President Cyril Ramaphosa places youth, women and SMMEs at the centre of the Fourth Industrial Revolution. Africa News Agency, (2018). How business is conducted has involved technology since the 21st century; business operations are on the internet they use large amounts of data, advanced machinery, smart computers etcetera. These technologies can assist SMMEs to reach a broader market and reduce their production costs. This section of the paper briefly addresses the impact that the Fourth Industrial Revolution had on manufacturing SMMEs. To this end, both the quantitative and qualitative research methods were adopted for this research.

Overview and Performance of South Africa's Manufacturing Sector: After suffering a continuous decline following the significant contraction caused during the international financial crisis of 2008/9; the South African manufacturing sector, it has recently bounced back in 2018 recording the highest annual growth rate in five years. According to the latest Manufacturing: Production and sales release from Statistics South Africa, showing a production increased by 1,2% which pulled the country out of recession in the third quarter of 2018, this is shown in Figure 1 below, Statistics South Africa, (2019).

Figure 1: Manufacturing Production and Sales, December 2018, Statistics South Africa



This report from Statistics South Africa maintains that the manufacturing sector is the country's fourth largest industry, contributing 14% to the country's gross domestic product (GDP). The manufacturing industry strong potential to grow the economy and creates employment. Efforts to develop this sector and prepare it for the Fourth Industrial Revolution will yield rewards that growth the sector's employment and its global competitiveness and inject growth into other sectors such as agriculture, Wholesale and retail trade and Services.

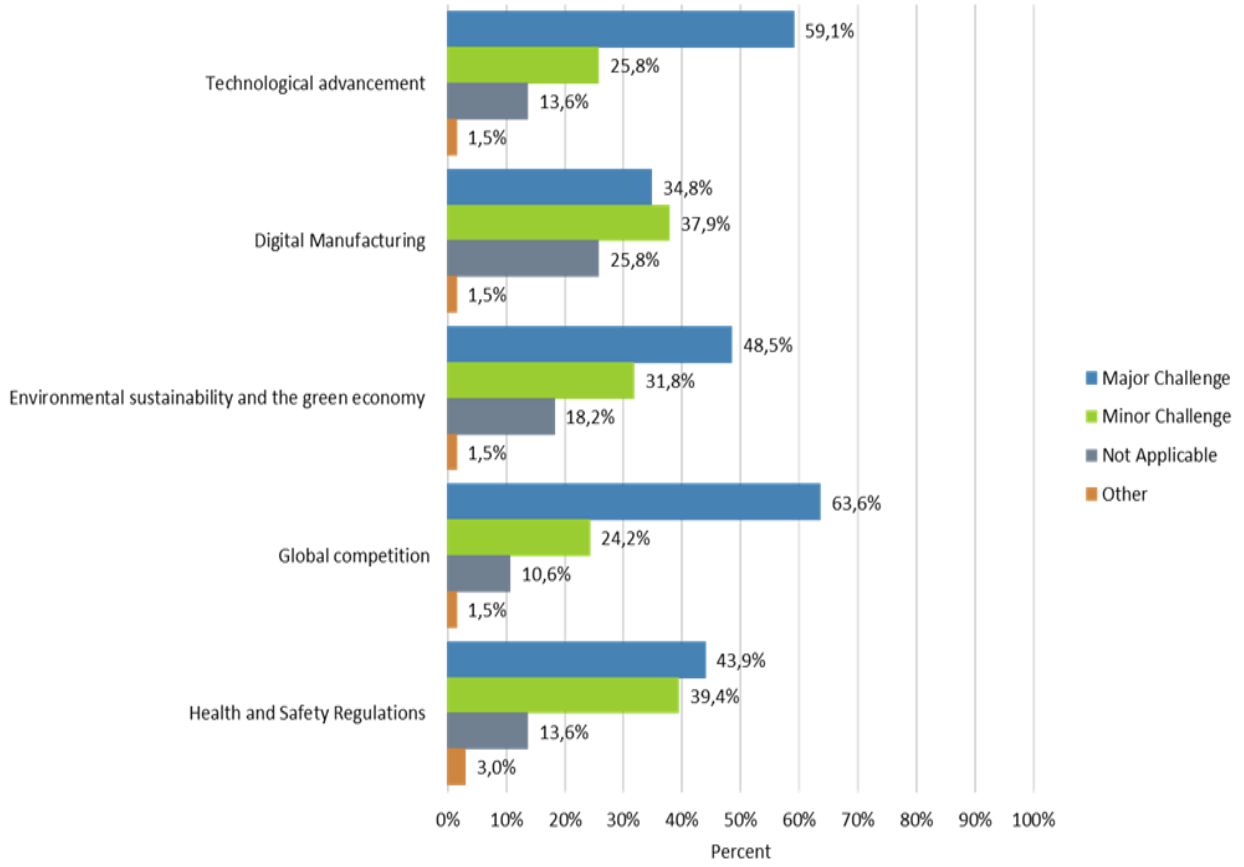
3. Methodology

This research paper focuses on the readiness of the South African manufacturing SMMEs sector to fully participate in the fourth industrial revolution and take advantages of the opportunities that come with it. The research method selected intends to gain an in-depth understanding of the manufacturing SMMEs' perspectives on the fourth industrial revolution and their ability benefit from it. The manufacturing SMME population used was from Seda's client database. Purposive sampling was applied to a population of active Seda clients in the manufacturing sector from for the financial years 2016/17 and 2017/18 in Seda's Clients Relationship Management (CRM) database. A semi-structured questionnaire, containing 15 questions was distributed electronically to SMME Seda clients in manufacturing; which included an open-ended comments section. A total of 530 Seda clients were sent the survey which was distributed by e-mail. The survey was also live online for 30 days with periodic reminder e-mails were posted every ten days. Parallel to the survey, focus ground discussions were conducted with four manufacturing SMMEs that were readily accessible. Sixty-six completed the questionnaires were received from the e-mail survey, yielding a 12.4% response rate. The focus ground discussion produced responses from four SMMEs, with a response rate of 4%. The result of the survey is presented in the following section.

4. Results and Discussion

A majority of the SMMEs in the study were located in the country's economic hub on South Africa, Gauteng at 27%, closely followed by the coast in Western Cape at 24%, 16% are from Northern Cape. The data was collected from SMMEs in the manufacturing sector, which included sub-sector such as automotive, agro-processing, food and beverages, metals and machinery and textiles, clothing and footwear. The respondents were mostly start-up with; 61% of the respondents from the survey have only been in operation for 0-3 years; 25% have been in operation for 4-7 years, 9% in service for 8-15 years and 5% in service for 15 years or more. 73,2% of the survey respondents make less than R1 million per annum. The overall findings from the study are summarised in the graph below and discussed in detail in the sections that follow.

Figure 2: Key Challenges of Manufacturing SMMEs, Researcher's Data (2018)



Globalisation and a knowledge-intensive economy resulted in the global competition of skills; South African Manufacturers SMMEs are finding it difficult to retain good talent Evans Distribution Systems (2015). Keeping up with industry 4.0 also comes with the need to train and upskill the workforce on new technology continually, the cost associated with this is difficult to maintain for SMMEs, and they often lose talent to large global manufacturers. South Africa's SMMEs ownership and employment are under pressure the number of SMMEs declined by 1.4% year on year. The employment is the sector I the same period amounted to 20%. Meaning 8.1 million employees left the sector and more SMMEs failed in this same period Deloitte, (2016), Seda, (2018). The implication is that SMME start-ups (say, enterprises of three years and younger) require special assistance in the current economic climate. The manufacturing sector is at its most dynamic stage, and constant upgrade is the order of the day. The challenge that SMMEs face is lack of funding that results in a lack of innovation. To acquire the latest equipment large capital funds are required and SMMEs reference lack of financing as a deterrent. There has however been a lot of effort from government to assist SMMEs frantically. It must be noted that no matter the amount of funding if an SMME has little or no access to markets, failure is imminent as business success comes through the sale of products or services Mutoko, (2014).

Technological Advancement as a Key Challenge for Manufacturing SMMEs in South Africa: A central aspect of the research was to get an intimate understanding from the perspective of the manufacturing SMMEs' challenges. To this end, the respondents were the key obstacles and priorities are towards the implementation of these business strategies for business success. Error! Reference source not found. Below shows result regarding what a key challenge is currently for these manufacturing SMMEs. This research paper will focus only on the problems of technological advancement and digital manufacturing as they relate to the research question regarding South African manufacturing SMMEs readiness for the Fourth Industrial Revolution. We need current technology machines; we need to access the latest technology"- (Respondent, 2018).

Figure 3: Technological Advancement as a Major Challenge, Researcher's Data (2018)

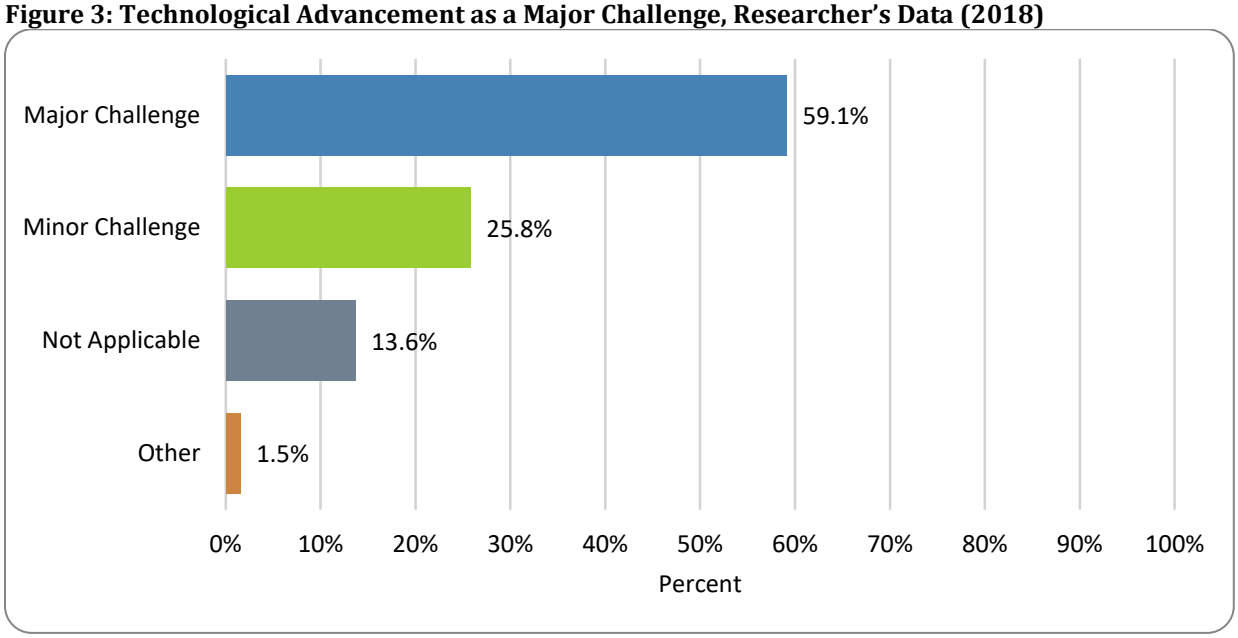
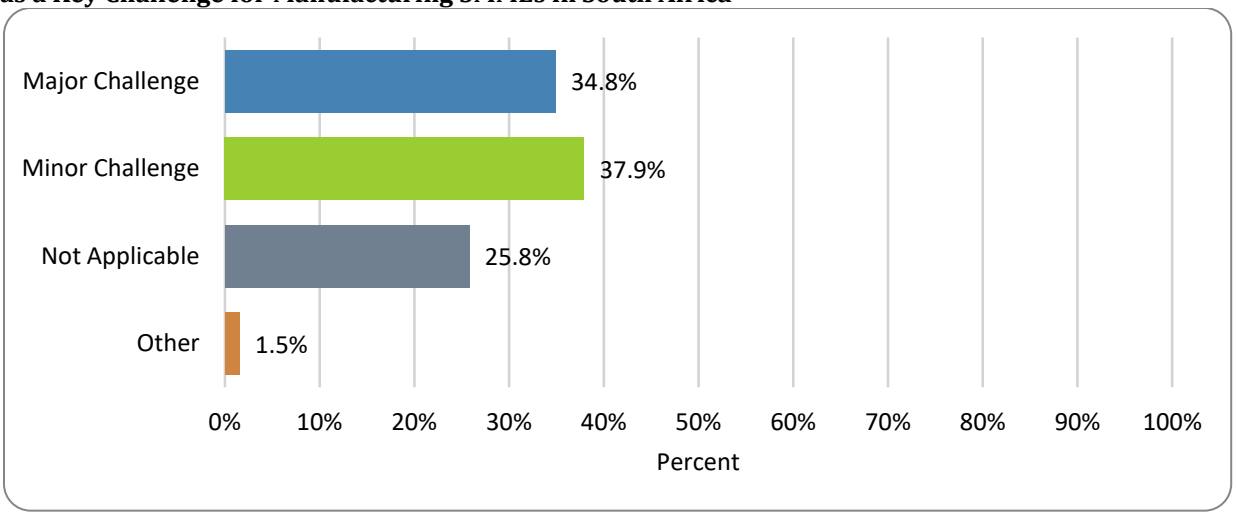


Figure **2** shows that 59.1% of the SMMEs in our survey identified technological advancements as a significant challenge. The respondents also understand the importance of technology and innovation, and advanced manufacturing approaches require high-tech machinery and equipment. These are critical drivers of manufacturing competitiveness. South African manufacturers are also slow in their adoption of technology-enabled interaction models within an industry 4.0 environment. A Deloitte study on Industry 4.0 agrees that South African manufacturers are slow in their adoption of technology-enabled interaction models in the industry 4.0 environment Deloitte (2016). Technological advances pose a challenge to SMMES due to the capital; many of the respondents were very aware of their limitations and mentioned that "The machines that we are using are basic electric machines.

Figure 4: Digital Manufacturing as a Major Challenge, Researcher's Data (2018), Digital Manufacturing as a Key Challenge for Manufacturing SMMEs in South Africa



Digital technologies allow SMMEs to improve market intelligence and access global markets and knowledge networks at low costs. The Fourth Industrial revolution comes with the digital change that opens opportunities for SMMEs to scale up their business in a virtual setting without mass employees and other

tangible assets this is evident in the prevalence of "lean start-ups". The respondent in this survey however still perceive Digital Manufacturing as a challenge; 34,8% find it to be a major challenge, a slightly higher 37,9% find it to be a minor challenge. These SMMEs are not able to reap the benefits that come with the digital transition and are lagging. One of the respondents from the focus group discussions mentioned: "We need access to internet and Facebook. Respondent, (2018) Revealing a struggle with basic internet and connectivity. Soni et al. (2015) 's findings show that only 36% of the surveyed SMMEs use computers for their business activities. One business owner emphasised that "He needs assistance with my company's digital presence"- (Respondent, 2018). This finding is corroborated by the SMMEs Quarterly Update Report from SEDA which states that "Faster and more affordable broadband access remains a tough nut to crack, but any progress in this regard will relieve one of the key infrastructure constraints in the economy." Seda, (2018:25). Reduced internet access costs and an expansion of internet coverage will go a long way in addressing South Africa's key infrastructure obstacles.

Discussion of Findings: Despite the continuing interventions SMMEs in the manufacturing still face challenges that threaten their growth and ability to participate in the fourth industrial revolution. The critical problem as discussed in this paper is the slow move to technological advancements and digital manufacturing. The results reveal that SMMEs still practising in the early phases of the Third Industrial Revolution. The findings show the poor infrastructure is holding SMMEs back and that more need to be done in increasing access to essential internet services and more financial support is necessary to assist SMMEs to acquire the latest automated machinery. An urgent and concerted effort is required to change this trajectory, hence the recommendations below.

5. Conclusion and Recommendations

There are several ongoing programmes and interventions focused on preparing and supporting South African SMMEs for the fourth industrial revolutions. One such programme is the Seda's Technology Transfer, and Innovation Programme has supported over 180 SMMEs from 2015/16 to 2018/19. The Seda Technology Transfer and Innovation Programme (Stp) provides a range of services that promote entrepreneurship in industry, particularly in enabling small enterprises to access appropriate technology to become more competitive and grow their businesses. The services include Technology Business Incubation, Quality Systems and Conformity Standards, Technology Transfer and Innovation Support. The *Technology Transfer and Innovation* Unit of Stp promotes and facilitates the transfer of industrially-relevant technologies and innovations, which are cost-effective, productive and competitive. Based on the results from this study it is clear that such programs are needed and can help SMMEs overcome their current challenges (Seda, 2018). From the onset Schwab, (2015), advocates for an integrated and comprehensive approach involving all stakeholders of the global polity including the public and private sectors, academia and civil society. This study recommends that this be the critical approach in preparing South Africa's SMMEs for the Fourth Industrial Revolution. The research shared an extensive literature review highlighting that SMMEs views on Technological Advancement and Digital Manufacturing as significant challenges.

An in-depth analysis of the survey results was provided, and based on those finding this section puts forward recommendations towards addressing these challenges. The fourth industrial revolution comes with a growing recognition of the role of knowledge and technology in economic growth. This has resulted in more investment directed toward high-technology sectors especially communications technologies, particularly in developed countries. South Africa should follow suit and increase investment in its manufacturing SMMEs. In addition to increased investment in existing manufacturing SMMEs, this study recommends for a preparation of future skills needs by the sector. The fourth industrial revolution is fast bringing about change in the world of work. As a result, Education and Training Institutions need to lead the way towards innovation and advancement by conduction long-term and short term research to keep ahead on the changes that are continuously introduced by Industry 4.0. The nature of work will be disrupted; there is a need to align the education system and the curriculum to the Fourth Industrial Revolution, focusing on high-skills and technical skill that will continue to be needed in manufacturing. Manufacturing firms globally emphasise the importance of talent-driven innovation and continue to work to update their equipment and technology. For this, they will require advanced skills. The education system should begin to educate learners and prepare them for future jobs.

Manufacturing SMMEs need to now more than ever use this opportunity to scale-up, embrace new business and adapt quickly by embracing digitisation, computerisations, robotics and advanced technology throughout their business operations. In how they produce, what they produce and how they sell the products and interact with customers. The insertion of the Fourth Industrial Revolution into the education system to react to future skills needs and increased focus on manufacturing SMMEs as beneficiaries for government Business Development Support. Opportunities exist for SMMEs to develop new markets. However, poor infrastructure is holding many SMMEs back. A vital role from the government is critical here; acquiring the necessary infrastructure development and maintenance is essential. The government and all the relevant agencies supporting SMMES should be the driving force towards placing SMMEs in the centre of the Fourth Industrial Revolution; by firming up the attempt to increase access to technology, improving smart supply chain, and establishing government-led standards or good practice principles for technology development. This paper recommends addressing these challenges to place South Africa's manufacturing SMMEs at the centre of the Fourth Industrial Revolution to improve global competitiveness, grow the economy and create jobs through a complete overhaul of the education system. The study also recommends a change regarding the approach followed in addressing these issues. The study strongly recommends a collaborative approach that is inclusive of all relevant stakeholders. This will play a critical role in ensuring the successful implementation of required solutions.

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The Effect of Content Marketing on Decision Making of Graduate School of Business Administration in Thailand

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Abstract: This study was an investigation of undergraduate student use content marketing to decision to study in the graduate school of business administration in Chonburi, Thailand. The graduate education prepares students for research in professional program. In 2019, there is a lot of connection among people through the use of information and can leverage social media marketing to enhance their programs. The performance of the workplace offers the persons who graduate in graduate education level. The educators need content marketing to decision making to study in graduate school of business administration in Thailand. This study was qualitative research by In-depth interview of 30 bachelor degree's people which three people from each district in Chonburi, Thailand. The research has significant in the website's content, and facebook's content of graduate school of business administration. The factors influence to apply to study in master and doctoral degree were the graduation programs, cost of attendance, graduation degree, location of the campus, university reputation, alumni, and current students opinion to graduate school.

Keywords: *Content marketing, decision making, school of business administration, Thailand*

1. Introduction

The people want to study master or doctoral in business administration faculty because they will professional in careers with business degree, progress in job position, get highest paying jobs, has performance to negotiate your salary, and success in your entrepreneurial business. This research wants to describe content marketing of graduate school of business administration for undergraduate students to decide to obtain graduate education in Thailand. Content marketing used to establish expertise, added value to blogging, E-book, online videos, press release, podcasts, Emails, Webinars, infographics and cartoon. Content marketing is a type of marketing that purpose directly, and indirectly promoting a business on digital marketing (online marketing) and traditional (offline marketing). The benefits of content marketing on SEO (Search Engine Optimization) improve customer services such as tutorials, FAQs, and community updates. The content in the website of graduate school must include the details of why choose our university for your graduate studies, requirement, deadlines admission, financial aid, funding, tuition, fee, preparing to graduate, forms ,related policies, meeting, faculty membership, supervising, links, and program.

Research Objective: To describe content marketing of graduate school of business administration for undergraduate students to d0ecide to obtain graduate education in Thailand.

2. Review of Literature

Content Marketing is a strategic marketing approach focused on creating, distributing valuable, relevant, consistent content to attract ,maintain a clearly defined audience, and ultimately to result in a profitable action of the client for business (Content Marketing Institute, 2019). Opreana & Vinerean (2015) told that online business can no longer rely on traditional marketing tactics, campaigns to attract, retain, and expand consumers because there is a transformation in how people interact with brands, and companies. Traditional marketing is no longer an available option because it focused on pushing a message out. Online business framework focused on attracting valuable consumers (potential, existing) that choose to interact with a particular company that provides them with something useful. Kreeson et al. (2014) study that postgraduate students utilize the socialization, externalization modes of knowledge conversation comprehensively; internalization plays a significant role in their knowledge creation, and transfer activities. Cenek et al. (2016) researched that the main marketing tools used on Facebook, e.g. paid target banner ad on Facebook, the extent of paid facebook. The content a target, and segment the posts to a specific group of online users. The content of your posts news on your university, open a discussion, and public inquiry, posts about new

information from your websites. Zeynep & Keskin (2014) told that mobile application name is "Marketing Genius". The rich content in application preference on visual learning style, auditory learning style.

If the students do not want or have a chance to read the text, he/she could listen to the audio recording. Byun et al. (2018) seen in the study that networking has proven to be a key role for small business success. The graduate students view networking skill as an important factor in their success as an entrepreneur and show that it is necessary to activate an educational program to support it and to emphasize it as a key factor in entrepreneurial programs. In addition, entrepreneurs have generally emphasized the usefulness of networking the creation of social networking websites can be effective in building and maintaining a relationship with alumni and business partners. Mugahed et al. (2016) study social media has been always described as the channel through which knowledge is transmitted between community and learners. The content a target, and segment the posts to a specific group of online users. The social media has been utilized by colleges in a way to encourage collaborative learning and social interaction. Luminita et al. (2016) study that the skill and knowledge that employers expect from graduates to have communication skill that allows them to communicate non-technical information to technical people. The commitment to continue their professional development, and help others to imparts their knowledge.

3. Methodology of Research

The study employed descriptive qualitative research. The sample sizes are thirty undergraduate degree's people. The sample size includes 10 districts, and three people from each district (Muang, Banglamung, Sathaheap, Nongyai, Panatnikom, Banbung, Panthong, Baothong, Kaosrichang, and Sriracha) in Chonburi, Thailand. The qualitative research using In-depth interview guideline to collect the data the instruments to obtain the data used interview guideline.

- The Demographic data are age of participants, occupation, and income?
- How often do you use social media per day?
- How often do you use social media to find out content to decision making in the graduate school of business?
- What is the favorite search engine to find the content to decision making in graduate school of business?
- What is the important content to decision making in the graduate school of business?

Data Analysis: qualitative research using content analysis to describe the data.

Propose of Hypothesis: **HO**: There is a significant effect of content marketing on decision making in graduate school of business. The aim of the research is to describe content marketing of graduate business curriculum for undergraduate students to decide to obtaining graduate education.

4. Results of Research

General Information of Participants: Interviewees age between 21-46 years old who want to apply graduate school of business, income between 10,000-50,000 baht (315.93-1,579.65 USD) per month, and all of interviewees are employees in company.

Table 1: Descriptive Information of Participants on Social Media

Measure	Value	Frequency	Percentage
Social media used per day	1-2 times	3	10.0
	3-4 times	0	0.0
	5-6 times	0	0.0
	More than 6 times	27	90.0
	Total	30	100.0

Social media used to find information of graduate school of business	1-2 times	9	30.0
	3-4 times	15	50.0
	5-6 times	3	10.0
	More than 6 times	3	10.0
	Total	30	100.0

Table 2: Sample's Perspective to Content of Graduate School of Business on Social Media

Content items	Social Usage (person)
Facebook's content	18
Instagram's content	0
Youtube's contents(Video)	6
Website	30
@line,and etc	3

The content marketing affecting the decision to study in graduate school of business administration are a website (100% of sample usage) and Facebook fan page (40% of sample usage). The seven significant content items which affecting decision to study in graduate school of business are graduate program (100 %of sample), cost of attendance (100% of sample), campus location (80%of sample), university reputation (100% of sample), graduation degree (100 % of sample), alumni of university (70% of sample) connection to current students (70% of sample). The twelve content items not significantly affecting the decision to study in graduate school of business administration are library resources (0 % of sample), get help from university (10% of sample) the researcher (0 % of sample), staff (0 % of sample), qualification of students (10 % of sample), contact school (30 % of sample), application fee (0 % of sample), what is last date to apply (0 % of sample), online application form (0 % of sample), demonstration of English proficiency (30 % of sample) teaching, research assistantship (0 % of sample), and technology resource (0 % of sample).

5. Conclusion and Discussion

The website is engagement tools to answer prospective graduate students question, using facebook lives for student recruitment, long term broadcast lecture, conference can successful in attracting undergraduate student to engage in graduate business school. Regularly post content on website, facebook about 5-10 times per week. The good content is video, drawing picture, infographic, and youtube. The Instagram,@line, blog, the mobile application is no sample usage because of students focus on website and facebook. The reasons graduate school should include video in a content marketing plan to reach the target audience are stronger student attention, higher engagement greater optimization opportunities higher retention rates. Policy guideline in the website of graduate schools of business should have strong information about the content items affecting the decision making in the graduate school of business administration in Thailand.

- Graduate programs the graduate school of business should clear the programs, curriculum overview kind of master or doctoral degree. Specific field in master or doctoral degree professional skill from degree to earn salary higher jobs position and the benefit after earning the master or doctoral degree.
- Cost of attendance and payment schedule the student's concern about direct and indirect cost. The graduate school of business should clear the cost as following tuition, application fee, registration fee, discount, scholarship, technology fee, loan fees, financial aid, and health insurance. Living cost such as personal expenses, transportation, housing, books, equipment's overdue payments, and late enrollment methods of payment.
- Campus location has the detail of address, postal address, telephone, and map.
- University reputation is the most important factor influencing to apply in university. The university reputation helps to improve credit, experience, trust and outcome that student is hoping.
- Graduation degree, Master and doctoral degree can significantly increase your potential, entry-level position, and get a promotion to a higher position.

- Alumni of the university, alumni relationship help to promote direct and indirect information of university.
- Connection to current students, the current student, can share expertise, and help to recruit new students.

The website of graduate schools of business should educate, and prepare students with the knowledge to provide leadership to organizations. The students can able to solve the complex problems, able to apply decision-making techniques, analyze the problem that occurs in business. The students will evaluate the strategic formulation plan to integrate knowledge of business in a global environment.

Discussion: Other content marketing affecting the decision to study in graduate school of business administration are open house of graduate university, and introduce graduate business curriculum of university, Booth exhibition, event for introduce course, curriculum of graduate business curriculum, trial class at your business university, online business course for working people by using Skype program in PC computer, tablet, smartphone, Artificial Intelligence can develop quality contents, remarketing can give universities access and attractive the target students. The graduation study can enhance career prospects, increase your knowledge in areas of digital marketing, strategic marketing, marketing research, customer relationship management, digital social media for increase your potential for a job position, and get a lot of job opportunities in graduate study.

Implication of Research: Students have a different reason for studying a master or doctoral degree the most reason for applying to the graduate school of business. It is a great way to advance the position to a manager or higher position. The degree can improve the salary at a new job or the same company. The master and doctoral degree can make the resume stand out can make it easier to get the job his/her want. Students update his/her knowledge and field experience. The graduate courses obtain a professional qualification. Students needed to pursue his/her chosen career.

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Does Compensation & Benefits Matters to Working Women to Perform Well? A Case of Public School Teachers

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Abstract: Pakistan is a developing country and with the changing global trend, technological advancement and human development are taking place. As we know that training and development is a constant growing process which keeps improving the excellence of employees. In education sector training, development and continuous learning play an important role. Teachers spend their lives grooming our children, youth and shaping our generations. Education is the key element for the success of any society. But unfortunately, there are various reasons why the quality of learning and competency level in the Public sector is not up to the benchmark both for students and teachers in Pakistan. According to report 2015-16 of Pakistan education institution of statistics the total primary schools is 145829 of 145, in which is 125573 is public primary school. On the other hand, as per education statistics there are a total of 422,797 primary school teachers of which 324,561 (77%) represents the public sector With such a huge contribution of public schools, there is a great room of improvement for teacher particularly their educational capability to deliver, then only a gradual change can be seen in the long run. The aim of the study is investigating the relationship between training and development, work engagement and women public teachers' performance. This study also examines compensation & benefits as a moderating variable. This study has used a total of 220 samples to analyze the data. The study has used Smart PLS and SPSS 22 statistical technique to analyze the data. This study used a quantitative method, in which data collected from working women (public school teachers) in Multan, Lodhran, Khanewal, and Vehari cities of the province Punjab in Pakistan. The findings have concluded that there is a significant relationship between training & development, work engagement and employee performance. However, compensation & benefits do not found to be a moderating variable. This research will be helpful for women public teacher's related issue to training, work engagement, compensation, and benefits. The study recommends this problem could be resolved by considering some basic measures such as appropriate government policy for public teachers training and development, foolproof accountability system, education quality assessment. Injecting latest talent in the education system, international competitive pay scale, and merit-based transparent hiring process and believe that only education can change our children's future.

Keywords: *Work Engagement, Training and Development, Employees Performance.*

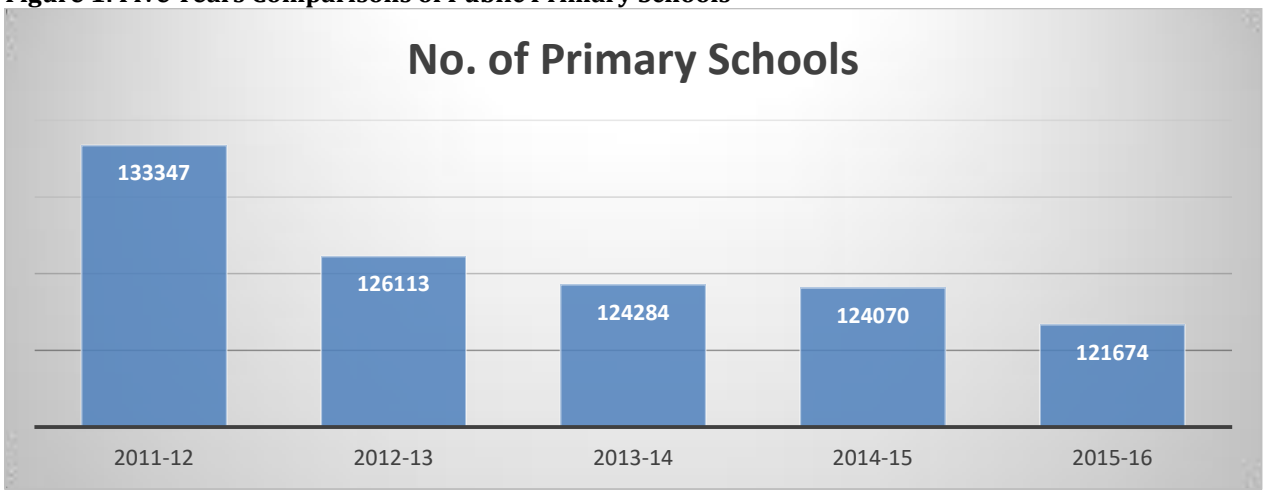
1. Introduction

Human asset Training and Development is essential in accomplishing the objective of the association as it expands the productivity and adequacy of workers and advertisements esteem in the hierarchical accomplishment (Abdullah, 2009). This research is significant for the quality of teaching teachers required to be improved in a manner to encourage the standard of education in the Punjab province of Pakistan. There is inattention of administrative bodies to look at the teachers training & development, their work engagement and teacher's compensation and benefits could possibly essential factors for improving teachers' performance. However, achieving this objective will be definitely required a higher quality of educational machinery including teachers and administrative body which identify the weaknesses, evaluate the current senior, monitor, control and developing work performance of public teachers in Pakistan. This research paper is adding-value to knowledge in term of human resources at public educational institutes which plays a vital role in achieving the performance-based goals.

Public Education Overview in Pakistan: According to Pakistan Education Statistics (2015-2016) the education system of Pakistan is encompassed of 303,446 institutions and is assisting 47,491,260students with the help of 1,723,790 teachers. The system is composed of 191,065 public institutions and 112,381 private institutions. In Pakistan, the public sector is serving 27.69 million students to complete their education.

Primary Schools: According to Pakistan Education Statistics (2015-2016) there are a total of 145,829 primary schools, out of these 125,573 (86%) are in the public sector, whereas,20,256 (14%) are in the private sector. Comparatively, from 2011 to 2016 (five years), a decline of about 10% was observed.

Figure 1: Five Years Comparisons of Public Primary Schools



Source: Pakistan Education Statistics (2015-2016)

There are a number of reasons why these schools are decreasing. Firstly due to the closing of non-functional schools, as per the rationalization policy, secondly the upgrade of these public primary schools to higher levels. Thirdly due to the merger of schools, due to limited teachers or lack of student enrolment, the government has also taken serious steps against those schools which are on the record but not function and its employees are taking their salaries and benefits on a regular basis, which seems unjustifiable. However, despite a decrease in the number of primary schools, an increase in enrolment is recorded.

Primary Schools Teachers: The total numbers of a primary school teacher are 4229799 of which 324561 are the govt sector, whereas 98,236 are in the private sector

Problem Statement: In Pakistan, even the major changes are taking place but still, the public education sector is considered to under develop and requires the attention of the government. There is a scattered and demotivated feeling between the teaching societies. The reason because teaching professional is considering the mainly less profitable, poorly paid insecure and unappealing profession (British Council, 1988; Farooq & Kai, 2017). Pakistan is one in which eight (8th) countries internationally that spend less two percent (2%) of GDP in education. Public disbursements on education, a vital input for development in more and high quality, are a mere 1.5% of GDP. Female literateness is 45% beside male literateness rate of 69%. On average 32%, 40.5% and 67.7% of country girls old 5-10, 10-14 and 15-19 consistently are out of school. Less than half of students are infrequently comprehensive primary school. The excellence of education in the government school has failed substantially. Today, around 25 million children in Pakistan not reach to their statutory right to have education up to the age of 16. Average knowledge rate is only 57% in the country.

Derisory admittance to the schools, low attendance and poorly trained teachers as well as weak supervision creates this pity situation (Farooq & Kai, 2017). Like other sensitive departments such as Police, central board of revenue (CBR), Electric, Gas, education is also facing typical problem of compensations and benefits, which ultimate a big question mark from education policy maker that "Can a primary school teacher (PST) survive in PKR 10,242 (U$D : 73.37) per month?" What he will teach? And what quality he will provide to the students? And what will be his qualification? And For how long he will be committed to the school? Previously there are various researchers (Hashami, 2016) who have pointed out that the condition of the primary school is quite disgusting, so the student has no interest to go to the school and it was also noted that there is a high ratio of absenteeism among the primary school teachers. To answer this question, this study is aiming to investigate the given below research objective.

Research Objective: Following are the research objectives of this research:

- To investigate the relationship between training & development and public schools teacher performance.
- To investigate the relationship between work engagement and public schools teacher's performance.
- To investigate the moderating role of teacher's compensation and benefits between training & development, work engagement and public schools teacher's performance.

Research Question: Following are the research question of this research:

- What is the relation between training & development and public schools teacher performance?
- What is the relation between work engagement and employee performance?
- What are the consequences of compensation and benefits which probably could moderate between training & development, work engagement and public schools teachers' performance?

2. Literature Review

Employee Performance: Employee performance is usually observed at in relations of productivity or results. These results could be in term of production performance or service enactment. Kenney (1992) stated that the employee's performance is evaluated against the performance standards set by the firms. However, firms measure the performance of employees in various ways such as employee efficiency, productivity, effectiveness, profitability and quality aspects (Nassazi, 2013). Furthermore, Anitha, (2014), noted that employee performance is typically in an outcomes accomplishments and achieved prepared at work. She added that performance denotes to keeping up the plan while aim for the relevant results. Similarly, Diamantidis & Chatzoglou, (2019) investigate the interrelation between company related factors (as such training culture, management support, environmental factor and organization changes climate), factor related to job (job environment, job autonomy, community job) and factor employee related (fundamental motivation, skill tractability, level of skills, proactivity, flexibility, and commitment) and their impact on employee performance.

The study found that job environment and management support have the strongest influences (indirect and direct) on job performance, while flexibility and intrinsic inspiration straight effect on job performance. In addition, Shem and Ngussa, (2015), conducted a study on 149 teaching and non-teaching staff in Institutes of Higher Learning in Arusha City-Tanzania, found that off-job training, on-job training, and mentoring / coaching, are positively associated with job performance, which indicated that teacher's training is a good predictor of student's learning. While teachers constantly enhance staff skills through regular training in terms of seminars, workshops, and related aspects whilst providing them with important resources for effective performance (Naris & Ukpere, 2012). In this study, we have utilized various employee based attributes in explaining employee performance. These attributes are training and development work engagement, compensation & benefits and employee performance. On a similar note, Nabi, Syduzzaman, and Munir, (2016) conducted research on job training and employee performance, found that employee job performances were significantly influenced by job satisfaction. However, it was evidenced that job training is a significant influence on job satisfaction of employee.

Moreover, there the authors Nassazi, (2013) conduct the research on examining the effect of training on employee performance in Uganda telecommunication industry found that employee contribution in the training and recruitment for training show that telecommunication enterprises in Uganda have worthy and clear policies about employee training as maximum number of the respondents indicated that they have participated in training which was quite useful and help them to improve their daily telecommunication service performance. On the other hand, there are some other factors like employee work engagement which are useful in explaining employee performance. The researcher such as Anitha, (2014) found employee engagement was a significant predictor of employee performance. In addition, this research will be using employee compensation & benefits, which the previous researcher such as Feraro-Banta and Shaikh, (2017) found that there is an important association between employees' compensation and benefits and employee performance in audit firms in Bahrain. Moreover, previous research has also shown that employee

recognition and employee performance are correlated. Shariful et al. (2013) found that critical recognition factor has a significant influence on employee performance.

Training and Development: Training and development remained the most prominent factor which has never lost its importance. As a Human Resource (HR) department has a backbone position in any organization. According to Van (1962) 'training is the process information or educated people, so they have become as well as qualify as a possibility to do their job. Qualified person to be performed is the well position of high difficulty and duty. The authors mentioned that their initial examination has found that due to the underperformance of human capital service industry sector is not getting a suitable push. Empirically the authors have found that human resources be able to contribute to the business substantially by being recognized in the organization. Moreover, Sabir et al. (2014) find the effects of training and development on the employee efficiency and effectivity by using the research technique, so find the significant relationship, In addition, Franklin et al. (2014) the researcher was used the quantitative research approach. The actual effects of research on electricity supply company find the effect of training on employee performance by using research techniques Sultana et al. (2012) consecutively define the effects of T&D on employees' performance at Telecommunication sector in Pakistan by using methodology technique. Their study is well-known that there was a strong, optimistic link of training on employee performance and it increases the level of individual and organizational proficiency.

Hypothesis 1: There is a significant relationship between training & development and employee performance.

Work Engagement: Employee work engagement is defined that the unit to which employee feels that they are involved, gratified with and expressively associated, to develop efficiency, modernization and retention (Abraham, 2012). Deepa et al. (2014) explained that worker's engagement in their specific work attributes as their valuing, participating with enjoyment, and priding of their work, accordingly they start putting more efforts on their jobs. Moreover they will start willing to do more and share useful information with other colleagues / subordinates to support each other, and likewise, the entire organization will perform well. Similarly, Saks, (2019), found that ability diversity is the foremost job characteristic that predicts job engagement.

Hypothesis 2: There is a significant relationship between work engagement and employee performance.

Compensation and Benefits: Employee compensation and benefits are directly moderate employees working motivation and dedication, which further leads to their satisfaction and performance. There are many factors that can moderate to employee performance, together with other factors this study will also ponder on public schools teacher's compensations and benefits. As long as all staff with compensations and benefits for undertaking their job well, most employees expect a level of admiration and recognition from their employers (Cunningham & Mahoney, 2004). Regrettably, in the context of firms most part /full-time employee do not receive much compensation and benefits apart from stipulated agreement based on an annual or semiannual basis (Cunningham & Mahoney, 2004). Moreover, Moncarz, Zhao, and Kay (2009) investigated how compensation and benefits influence employee performance job. Commonly employee compensation and benefits are a target for full-time employees only and ignoring the contractual employees or part-time employees. This makes the contractual or part-time employees suffer from availing any compensation or benefits.

But the previous researchers (Feraro-Banta & Shirin, 2017) pointed out those employees' benefits and compensation in the audit firms in Bahrain could significant moderate performance of the employee. On the other hand, Moncarz et al. (2009) noted that allocating adequate compensation, incentives and benefitting approach of firms towards employees helped them to improve overall employee motivation leading to their better performance. In addition, Moncarz et al. (2009) recognized that advancements, customer centeredness, employee recognition, and rewards could boost the performance of an employee. Accordingly the employee will increase their self-confidence in their job environment and likewise, the employee will synergize themselves to the firm vision and performance-oriented goals. In addition, Feraro-Banta and Shirin,

(2017) conducted research on hundred employees of the audit-based firm in the Kingdom of Bahrain found that there is an important relationship between employees' compensation and benefits and performance of employees.

The author further added that there were few problems which were encountered regarding compensation, and benefits, such as double standards for fair allocation of compensations and benefits and compensation against productivity and lack of transparency in terms of incentives. However, Copeley (2015) also demonstrates the positive impact of compensation policies on the company's overall performance. Similarly, Zack et al. (2009) found that compensation and benefits are critical element form employee attraction and retention tools to make them perform better.

Hypothesis 3a: There is a moderating effect of compensation & benefits between training & development and employee performance.
Hypothesis 3b: There is a moderating effect of compensation & benefits between work engagements and employee performance.

3. Methodology

The study used method of descriptive research, in which existing status of women teachers at primary level in Multan Division (Multan, Lodran, Kanewal, Vehari) in the province of Punjab – Pakistan was thoroughly analyzed. The reason why only these four cities were considered to be included in the Survey is that these cities are hugely populated in Southern Punjab. In the mean, while schools and governance remained ignored since last few decades and core attention of local governance have focused other central cities in term of education, health, transport and environment. However, the quantitative research technique was used in this research and the data was collected through questionnaires. According to (Shem & Ngussa, 2015; McMillan and Schumacher (2006), questionnaire possess scaled items followed by possible responses whereby respondents check the items on the scale that best reflect their beliefs or onions about the items. The questionnaire contained a list of items which were provided for respondents to express their views.

Each item in the questionnaire contained 5-point scale options from which respondents were to choose. Women problem of the school teachers were identified by using the quantitative research methods like as questionnaire or survey. The aim of sample size is to a suitable number of respondents to participate in the research. In this study, the population size includes 4000 female public school teachers in Multan Division. The measurement model and structural model were verified using Smart PLS logarithms. The study targeted sample size of 320 responses. Out of the 340 distributed questionnaires, only 220 were filled and returned. The statistically significant response rate for analysis should be at least 50% therefore in this research it was noted that the response rate was 68.75 % as shown in Table 1. The response rate conformed to this conclusion.

Table 1: Response Rate

Items	Response
Questionnaire Distributed	340
Missing Field (Questionnaire More than 50% Not Filled)	-50
Non-Seriously Filled (Marked all SD or SA)	-40
Unemployed / Students	-30
Total Response	220
Response Rate Percentage	68.75 %

Loading: Testing the reliability and validity is very crucial in any study, therefore, all the factor loading values below 0.5 was deleted and shown in table 1. It was suggested by Hair et al. (2006), that items loading value below 0.5 should be dropped in a directive to increase average variance extracted (AVE) index. Following to their suggestion, the researcher dropped the following items; CB11 (0.499312); TD3 (0.499285); TD4 (0.419422); TD5 (0.38472); TD6 (0.355994); WE11 (0.525634) and WE2 (0.462791). The factor loadings after items deleted can be Table 2 below.

4. Results and Discussion

Table 2: Summary of Measurement Model

Variables	Items	Actual Loadings	Deleted Loadings	AVE	Composite Reliability	R Square	Cronbach's Alpha
Compensation and Benefits	**CB1**	0.605387	0.605628	0.40541	0.8716		0.836886
	CB10	0.596777	0.546669				
	CB11	0.499312	Item Deleted				
	CB2	0.573373	0.598606				
	CB3	0.623154	0.645715				
	CB4	0.601572	0.623696				
	CB5	0.6883	0.701976				
	CB6	0.663574	0.684428				
	CB7	0.633675	0.646466				
	CB8	0.664412	0.660401				
	CB9	0.652451	0.639491				
Employee Performance	**EMPER1**	0.635176	0.63833	0.4358	0.88527	0.431257	0.855978
	EMPER10	0.637747	0.640971				
	EMPER2	0.689156	0.69178				
	EMPER3	0.694673	0.694464				
	EMPER4	0.657561	0.652527				
	EMPER5	0.66745	0.661422				
	EMPER6	0.653476	0.651074				
	EMPER7	0.635255	0.633495				
	EMPER8	0.682359	0.684585				
	EMPER9	0.645637	0.649397				
Training and Development	**TD10**	0.660556	0.722774	0.5244	0.868552		0.81842
	TD2	0.735129	0.69876				
	TD3	0.499285	Item Deleted				
	TD4	0.419422	Item Deleted				
	TD5	0.38472	Item Deleted				
	TD6	0.355994	Item Deleted				
	TD7	0.681244	0.717348				
	TD8	0.709618	0.76847				
	TD9	0.670513	0.741512				
	TD1	0.712217	0.693385				
Work Engagement	**WE1**	0.527244	0.656849	0.36896	0.838937		0.786508
	WE10	0.619816	0.559342				
	WE11	0.525634	Item Deleted				
	WE2	0.462791	Item Deleted				
	WE3	0.614881	0.554771				
	WE4	0.671731	0.679288				
	WE5	0.663231	0.685117				
	WE6	0.603978	0.626742				
	WE7	0.471869	0.503677				
	WE8	0.49895	0.547328				
	WE9	0.568657	0.625849				

Discriminant Validity: Discriminant validity is the point to which a level does not associate with contradictory constructs from which it is hypothetical to be at variance (Malhorta, 2004). Fornell and Larcker (1981) suggested that the square root of AVE in each latent variable can be applied to form discriminant validity if this value is more than other correlation values between the latent variables. To do this, a Table was formed in which the square root of AVE was manually calculated and written in bold on the diagonal of Table 3.

Table 3: Discriminant Validity

	Compensation and Benefits	Employee Performance	Training and Development	Work Engagement
Compensation and Benefits	**0.636719719**			
Employee Performance	0.593445	**0.660152255**		
Training and Development	0.43476	0.495875	**0.724157441**	
Work Engagement	0.519532	0.427142	0.353811	**0.6074216**

Hypothesis Testing: In this paper both the direct relationships and moderating relationships incorporated in this study. As PLS-SEM is considered as a soft modelling approach was employed as a finalized model after resolving the reliability and validity assumptions as shown in the section above (please refer to Table 3 for more details). Moreover, the graphical demonstration of the structural model is shown in figure 1.

Figure 2: Structural Model

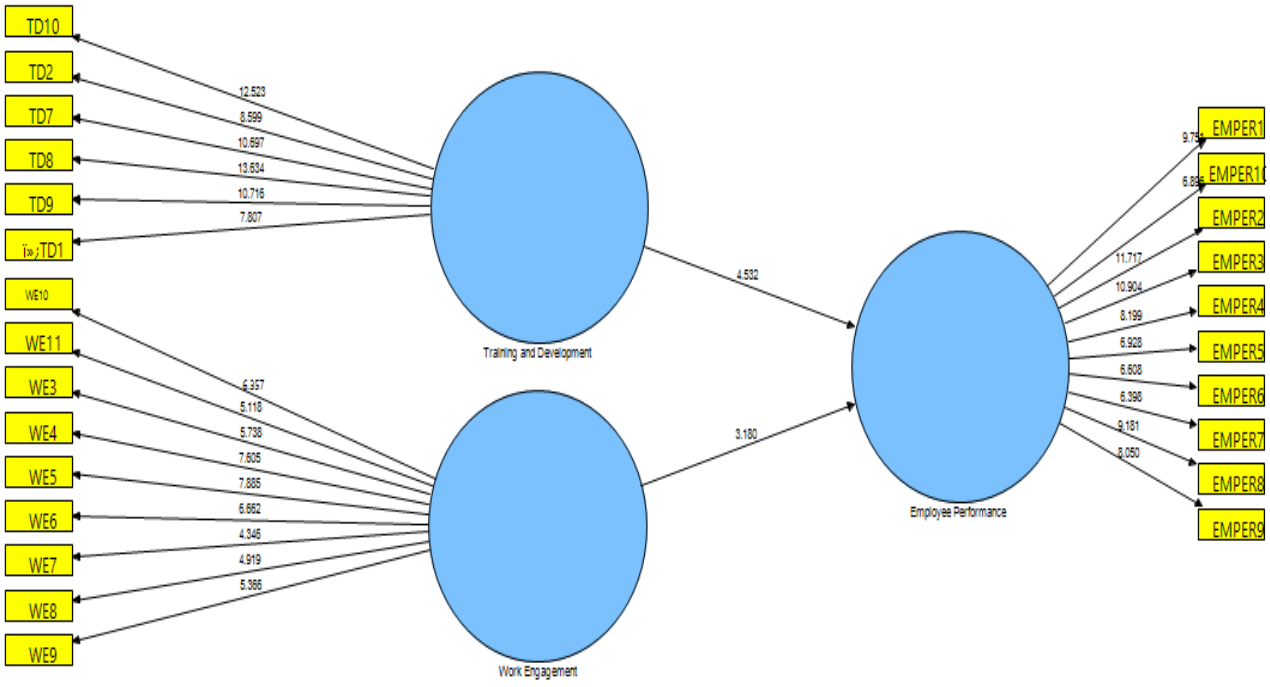


Table 4: Hypothesis Testing

Hypothesis	Relationships	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	P-Value	T Statistics	Acceptance / Rejection
Direct Relationships H1	Training and Development → Employee	0.401331	0.416636	0.088553	0.048553	4.532107	Accepted

		Performance						
	H2	Work Engagement → Employee Performance	0.288522	0.318728	0.090739	0.050739	3.17969	Accepted
Moderations	H3	Training and Development * Compensation and Benefits → Employee Performance	-0.230314	-0.442144	1.019929	1.019929	0.225813	Rejected
	H4	Work Engagement * Compensation and Benefits → Employee Performance	-0.07123	-0.262773	0.708525	0.708525	0.100533	Rejected

H1: There is a significant relationship between training & development and employee performance. In the proposition between training and development and employee performance, the p-value and t-statistics were above than the required level of it significance (P = 0.048553, T-Statistics = 4.532107). Therefore the hypothesis between these variables is accepted. Because the T-value is greater than 1.96 and P-value is less than 0.05. Similarly, Sabir et al. (2014) and Franklin et al. (2014) also found a significant influence of training & development on employee performance.

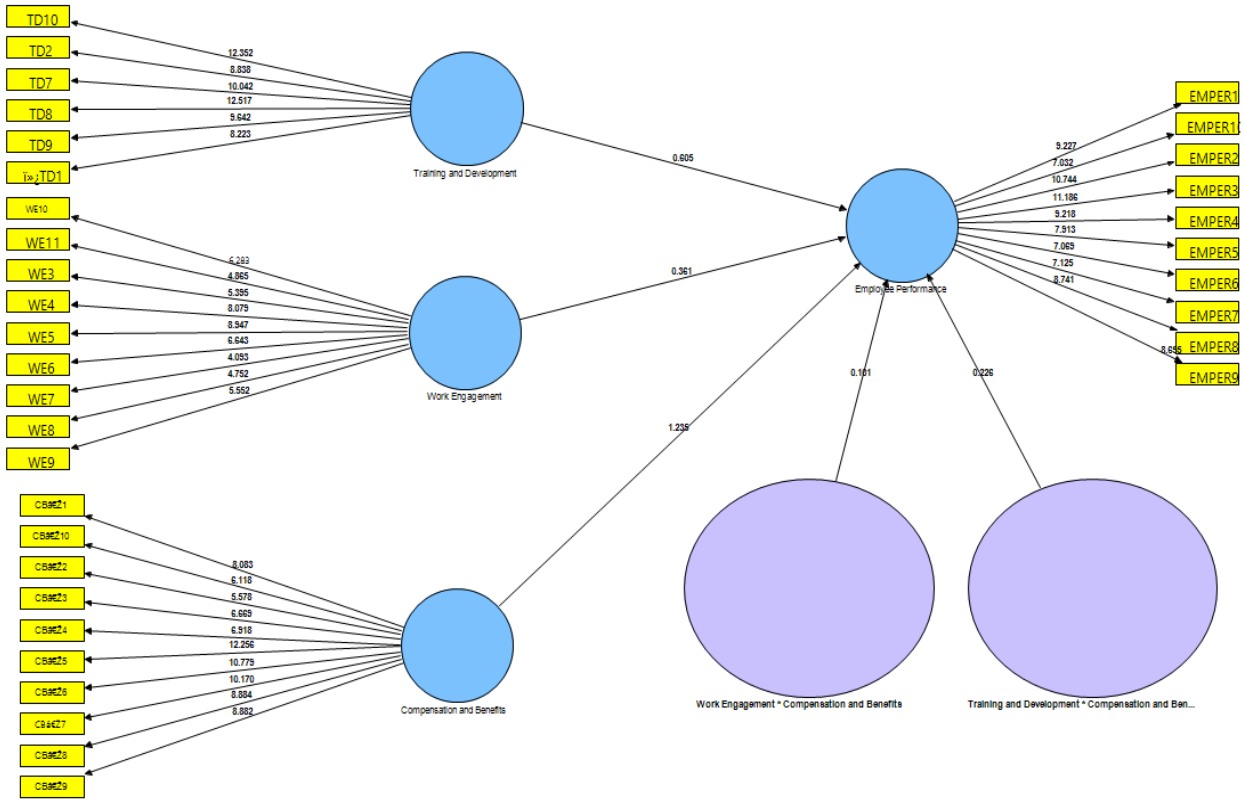
H2: There is a significant between the relationship work engagement and employee performance. In the proposition between work-engagement and employee performance, the p-value and t-statistics were above than the required level of its significance, (P = 0.050739, T-Statistics = 3.17969), therefore the hypothesis between these variables is accepted. Similar finding was found by, Saks, (2019 found that employees ability diversity is the key job characteristic that influences job engagement.

H3: There is a moderating effect of compensation & benefits between training & development and employee performance. The T-Statistics (0.225813) and P-Value (1.019929) have shown that there is no significant moderation of compensation & benefits between training & development and employee performance. Therefore the hypothesis for moderation is rejected.

H4: There is a moderating effect of compensation & benefits between work engagements and employee performance. Similarly, the T-Statistics (0.100533) and P-Value (0.708525) have shown that there is no significant moderation of compensation & benefits between employee work engagements and employee performance. Therefore the hypothesis for moderation is rejected.

Discussion: This survey has noticed that there a huge impact on HR practice's particularly training & development and work engagement on employee motivation leading to their productivity and performance. However, this study has found that compensation and benefits does not moderate this might be due to these set of employees have fixed compensation gage which might not helpful in performing more.

Figure 3: Moderation of Compensation and Benefits between Training & Development; Work Engagement and Employee Performance



5. Conclusion

Insufficiency of training & development and employee work engagement might result from a number of factors, among which high turnover, employee dissatisfaction, employee miss-commitment, and bad reputation of the employer are perhaps the most obvious ones. Employers in Pakistan have a lower tendency to realize the employee's care and development. In various developing countries, such difficulties are further characteristic of the employment state of affairs, and therefore more important for employment policies, which needed great attention and amendments. This is because the economic situation is quite hard-hitting and employee & employer both have high work pressure to meet their targets. This study has attempted to add value to knowledge by pondering the employee's training & development, work engagement, compensation and benefits attributes influencing employee performance. The study found that employee training and work engagements were better predictors of employee performance. However, compensation was found to have no moderating influence on employee performance.

Recommendations: On the basis of the above conclusion the following recommendations were suggested:

- Public institutes in Pakistan should conduct training and development program on a continuous basis since this is the main factor that influences teacher's job performance.
- Training should be premeditated on the basis of institutions specific needs and objectives.
- There is a need to conduct similar studies further elaborating employee and employer problems with different work setting.
- There is further needed to understand why compensation and benefits where found be an insignificant moderator in Public institutes settings.
- In addition, this paper also recommends researchers to conduct a similar study with more sample size and statistical techniques to understand the phenomenon.

- It is proposed to improve the workplace environment in public institutes so that the teachers have better work engagement.

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