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Universiti Putra Malaysia, Malaysia

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Undergraduate Students' Career Decision across Perceived Parenting Styles: Evidence for Gender Differences

Mahdi Khasmohammadi, Sara Ghazizadeh Ehsaei, Sidek Mohd Noah, Tajularipin Sulaiman, Marzuki Wan Jaafar, & Hossein Abolfathiasl

Abstract - Career indecision is the state of being undecided regarding educational and occupational interest or career path. Career indecision can be antecedents of commitment difficulty, decision-making confusion, and lack of determination. In Malaysia the figure of university students with career-related problems has touched 50% or even more. Parenting styles might instantly affect children's decision-making abilities since challenging styles are characterized by parental control that allows slight independent preparation of decision making. The impact of parenting style in career development of children varies from culture to culture. This study attempted to examine the relationship of parenting styles to the career decision-making of undergraduate students in Malaysia. Specifically, 258 Malaysian undergraduate students aged between 18 to 21 years completed Career Decision Scale (CDS) and Parental Bonding Instrument (PBI). Pearson's correlation, t-test, and multivariate regression were used to answer the research questions. Male students significantly reported higher level of career indecision compared to females. The findings of this study revealed only about 38 percent of students were decided about their future career. Although, neglectful parenting style and affectionless control style were related to higher scores on career indecision, optimal parenting style and affectionate constraint parenting style were related to lower scores on career indecision. Furthermore, results revealed significant effect for gender on career decision. Finally, the conclusion and implication of the study are discussed.

Keywords: Career decision-making, Career indecision, Career counselling, Gender differences, Perceived parenting style, Undergraduate students

Mahdi Khasmohammadi*, Sara Ghazizadeh Ehsaei, Sidek Mohd Noah, Tajularipin Sulaiman, Wan Marzuki Wan Jaafar, and Masoumeh Homauni,
Universiti Putra Malaysia, Malaysia.
(*Email address: mahdikhas@gmail.com)

I. INTRODUCTION

Young students face various personal decisions that can have long-lasting and wide-ranging influences on their lives. Some of these decisions are career-related. While some students make their early career decisions with relative ease, others struggle. There is an extensive tradition of studies on career decision-making. According to Gati, Krausz, and Osipow (1996) career indecision can be defined as an inability to reach a decision about one's future vocation once required doing so which appears to be a common experience to form part of a developmental stage of students (Chen & Wong, 2013; Santos, Ferreira, & Goncalves, 2014). A difference exists between career indecision and career indecisiveness (Di Fabio, Palazzeschi, Asulin-Peretz, & Gati, 2013). Career indecisiveness refers to a chronic state of career indecision affecting multiple aspects of life (Santos et al., 2014). Scholars have revealed that career indecision is linked with locus of control (Lease, 2004), personality traits (Marcionetti & Rossier, 2016), and career decision-making self-efficacy (Sovet, Tak & Jung, 2015), as well as with contextual dimensions, such as parental perfectionism and parenting style (Khsamohammadi et al., 2010 & 2017; Sovet & Metz, 2014).

Career indecision can be antecedents of commitment difficulty, decision-making confusion, and lack of determination (Sidiropoulou-Dimakakou, Mylonas, Argyropoulou, & Tampouri, 2012). It has been proven that participation in career guidance and counseling sessions has been demonstrated to decrease difficulties related to career decision-making. Uthayakumar, Schimmack, Hartung, & Rogers (2010) examined the association of career decidedness with undergraduate students' personal health. Outcomes confirmed that well-being is directly related to career decidedness. Those people who had a clear idea about their profession considerably had a better feeling about their future life. Di Fabio et al. (2013) revealed that although substantial research exists on the predictors of career indecision, it has been remained as a poorly understood construct.

The findings of studies on the influences of parents on career decision-making are dissimilar. There are some studies which represent a rare or no relation among difficulties related to career decision-making and family variables (Marcionetti, 2014). Other studies uncovered rather stronger relations between decision-making difficulties with various family variables such as family patterns of expressiveness and cohesiveness, parental perfectionism, and parental support (Bolat, Odacı, & Odaci, 2016; Fernandes & Bance, 2015; Garcia, Restubog, Toledano, Tolentino, & Rafferty, 2012; Isaac, 2014; Khasmohammadi et al., 2010 & 2018). According to Glasgow, Dombusch, Troyer, Steinberg, and Ritter (1997) parenting styles can be defined as a mixture of nonverbal expressions, practices, and parental attitudes that illustrate the nature of parent-child interactions through various circumstances. Besharat, Azizi, and Poursharifi (2011) defined parenting styles as patterns of behaviour that primary caregivers employ to interact with their children.

Parenting styles might instantly affect children's decision-making abilities since challenging styles are characterized by parental control that allows slight

independent preparation of decision making (Sovet & Metz, 2014). Hughes (2011) reported that parenting style influences the career development process. The impact of parenting style varies from culture to culture, and culture is also known to mediate the role of parenting style in career development. Authoritative parenting style is seen to have a positive impact on several variables in Caucasian students. However, collectivist cultures stress the importance of parental authority and interdependence (Rao, 2017). In the non-Western cultures authoritarian parenting style is reported to be the most widely used parenting style (Wu, 2009). Recently, Rao (2017) found that permissive parenting style was not expressively associated with vocational decision-making. This is contradictory to findings that state the permissive parenting style negatively affected the career decision-making process (Koumoundourou et al., 2011). However, similar findings were reported by Chen and Liew (2015) where they failed to find a substantial relations between permissive parenting style and career decision-making difficulties. Koumoundourou et al. (2011) found that children whose parents exercised strict control over their behaviour had more career decision-making difficulties.

According to the past research, gender is playing a significant role in career development, especially in the time of making educational or vocational decisions. Although, gender differences were studied in relation to career decision-making but the findings are dissimilar. Fadaei Nasab (2012), Khasmohamadi et al. (2010, 2017), Middleton (2017) and Lam and Santos (2017) have reported higher career indecision among male students, in contrast several other studies found higher level of career indecision among female students compare to the males (Abu Talib & Tan, 2009; Migunde, Othuon, & Mbagaya, 2015; Nota, Ferrari, Solberg, & Soresi, 2007; Patton & Creed, 2001).

II. THE CURRENT STUDY

Present study was designed to advance the literature in the field of career counseling and vocational psychology by enhancing the understanding of the interactions between careers related difficulties and instantaneously parental variables related to the career decision. Therefore, we considered specific variable related to the career choice difficulties. Moreover, we considered a sample of Malaysian young undergraduate students. As has been noted by scholars, many of the studies on career development involve western samples, whereas other societies, such as Malaysia, are rarely considered (Nota et al., 2007). This made current research different from and complementary to the studies already done.
Current study was directed by three hypotheses.
1. Based on the past studies, we expected that female students should reported higher level of career indecision compare to males (Migunde, Othuon, & Mbagaya, 2015).

2. We hypothesized that paternal optimal and affectionate constraint parenting significantly negatively and paternal neglectful and affectionless control parenting style positively were related to career indecision (Khasmohammadi et al., 2017).

3. We also expected that maternal optimal and affectionate constraint parenting significantly negatively and maternal neglectful and affectionless control parenting style positively were related to career indecision (Khasmohammadi et al., 2017).

III. METHODS

Participants and Procedures

A total of 258 undergraduate students from two public universities in Malaysia participated in this study. The faculties of both universities were categorized into three fields (science, social science, and technical). Then the respondents were recruited from these three fields of studies. Their participation in the survey was voluntary and fulfilled the requirement approved by the institutional ethical review board. The sample comprised of 136 women and 122 men aged 18 to 21 (M = 19.53, SD = 1.28). Signed assent was obtained from all study participants prior to collecting research data. Students individually completed anonymous printed self-report questionnaires instruments in the English language including demographic questions, Parental Bonding Instrument and Career Decision Scale.

Measurements

Career Decision Scale (CDS). Career Indecision was measured using CDS (Osipow, 1987). CDS consists of 19 items with 16 items regarding indecision (items 3–18), two items regarding certainty (items 1 and 2), and an open-ended question to indicate concerns about career decision and uses a 4-point Likert-type scale that ranges from not at all like me (1) to exactly like me (4) (Osipow, 1987). More recently, Feldt (2013) found Cronbach's internal reliability of .82 to .90 for the CDS. Evenson (2016) stated that depend on how authors report scores on the CDS, data based on the full scale or using the 2-factor model would be used as dependent variables representing the state of career indecision. In the present study, Cronbach's internal reliability of CDS was 0.87.

The Parental Bonding Index (PBI). Parenting styles were assessed using PBI (Parker, Tupling and Brown, 1979). PBI is a self-report inventory to measure children's reversible experiences about childhood parenting behaviors. PBI consists of 25 items for assessing the individual perspective of parenting styles in two aspects. 12 items examine the affection and warmth parenting style. Another 13 itemsevaluate overprotecting style of parenting in opinion of children. The questionnaire adapted to a Likert scale from very unlike (0) to (3) very like. Basically, based on PBI scores, parenting styles are divided into four levels; Neglectful (low protection and care), Affectionless Control (high protection and low care), Optimal (low protection and high care), and Affectionate Constraint (high protection and care). Wilhelm, Niven, Parker, & Hadzi-Pavlovic (2005) reported satisfactory validity and reliability for PBI. In this study, Cronbach's alpha coefficient of PBI was satisfactory with value of 0.83.

IV. FINDINGS

Table 1 presents demographic information of participants according to their gender, age, education levels, and level of their career indecision. As it can be seen from the table 1, almost 55% of students were female while the number of male participants was about 44%. Approximately 29% of respondents were fourth year students, 26% of them were in first year of their study, 21% of them were second year students and lastly 24% of them were in third year of their study. The ages of participants were from 18 to 21 years old. 61.63% of all students reported high levels of career indecision and only 38.37% of students reported low career indecision.

TABLE 1: BACKGROUND OF RESPONDENTS

	Gender		Age				Educational Level				Career Indecision	
	Male	Female	18	19	20	21	First Year	Second Year	Third Year	Fourth Year	High	Low
n	116	142	70	61	58	69	67	55	62	74	159	99
%	44.96	55.04	27.14	23.64	22.48	26.74	25.97	21.32	24.03	28.68	61.63	38.37

Note. N= 258

In second step of data analysis, t-test, Pearson's correlation and multivariate regression were utilized. As can be seen in table 2, the difference between male and female students in level of career indecision is considered to be extremely statistically significant. Male students significantly reported higher level of career indecision (M= 42.91, SD= 7.21) compare to female students (M= 36.04, SD= 6.84). The t-test was used to test the significant differences of respondents' career indecision between male and female. Table 2 shows the comparison in career indecision between male and female respondents. Findings show that there is a significant difference in career indecision between male and female (t= 6.3198, p< 0.0001). Therefore, first hypothesis of this study was rejected.

TABLE 2: RESULTS OF T-TEST FOR CAREER INDECISION BETWEEN MALE AND FEMALE STUDENTS

Variable		Mean	SD	t	p
Career Indecision	Female	36.04	6.84	7.83	0.00*
	Male	42.91	7.21		

Note: SD: Standard Deviation, p< 0.0001, Sig. (2-tailed)

These findings are in consistent with past studies (e.g. Abu Talib & Tan, 2009; Khasmohamadi et al., 2017; Migunde, Othuon, & Mbagaya, 2015; Nota, Ferrari, Solberg, & Soresi, 2007; Patton & Creed, 2001) that have reported higher career indecision among male students. In contrast with the finding of this study, several studies of Khasmohamadi et al. (2010), Fadaei Nasab (2012), Middleton (2017) and Lam and Santos (2017) have found higher career indecision among female students.

TABLE 3: PEARSON'S CORRELATIONS BETWEEN STUDY VARIABLES BY GENDER OF PARENTS

	Maternal Parenting Style				Paternal Parenting Style			
	AC	OP	ALC	NP	AC	OP	ALC	NP
CI	-.739*	-.715*	.583*	.604*	-.721*	-.519*	.682*	.593*

Note. NP: Neglectful Parenting, ALC: Affectionless Control, OP: Optimal Parenting, AC: Affectionate Constraint.
*Correlation is significant at the 0.01 level (2-tailed).

According to the table 3, career indecision was negatively associated with paternal optimal parenting style (r=.519, p< 0.01) and paternal affectionate constraint parenting style (r=.721, p< 0.01). Moreover, career indecision was positively related to paternal neglectful parenting style (r=.593, p< 0.01) and paternal affectionless control parenting style (r=.682, p< 0.01). Besides, career indecision was negatively associated with maternal optimal parenting style (r=-.715, p< 0.01) and affectionate constraint parenting style (r=-.739, p< 0.01). Furthermore, career indecision was positively related to maternal neglectful parenting style (r=.604, p< 0.01) and maternal affectionless control parenting style (r=.583, p< 0.01). Consequently, according to these findings second and third hypothesis of the study were accepted. These findings are in consistent with past studies (e.g. Khasmohamadi et al., 2017).

TABLE 4: RESULTS OF MULTIVARIATE REGRESSION ANALYSIS FOR STUDENT'S CAREER INDECISION

Paternal	B	Beta	F	Adjusted R square	Maternal	B	Beta	F	Adjusted R square
AC	-.492ᵃ	.373ᵃ			AC	.471ᵃ	-.367ᵃ		
OP	-.352ᵃ	.311ᵃ	51.632ᵃ	.459ᵃ	OP	.469ᵃ	-.361ᵃ	54.325ᵃ	.464ᵃ
ALC	.468ᵃ	.324ᵃ			ALC	.458ᵃ	.358ᵃ		
NP	.436ᵃ	.319ᵃ			NP	.459ᵃ	.332ᵃ		

Note. a: Dependent Variable, NP: Neglectful Parenting, ALC: Affectionless Control, OP: Optimal Parenting, AC: Affectionate Constraint.

As can be seen in Table 4, the strongest predictors of career indecision among undergraduate student was paternal affectionless control parenting style (-.492) followed by maternal affectionless control style (-.471).

V.   DISCUSSION

The present study has looked into the parenting styles as predictors of career indecision for increasing understanding about career indecision among undergraduate students. Results showed around 62% of Malaysian undergraduate students reported career indecision, and about 38% of participants were decided about their future careers. These findings can prove the fact that career related decisions might be influenced by other significant factors such as job availability in the country which could prevent job seekers from choosing their preferred careers. Regarding career indecision, in consistent with past research (e.g., Fadaei Nasab, 2012; Khasmohamadi et al., 2010, 2017; Lam & Santos, 2017; Middleton, 2017) overall gender difference was observed in this study as well. However, in current study, men scored higher career indecision than women. It could mean that nowadays due to social movements and rapid global changes in terms of gender roles women are encouraged to make a career related decision as quickly as men.

Indeed, in Asian countries, traditionally the person in charge of the family is man and, therefore, this responsibility results in a social pressure that leads men to decide on their career path earlier compared to women who are more decided. This strong social pressure can be stressful, while anxiety is one of the significant variables result career indecision. Findings of this study are inconsistent with other research conducted in Western countries (e.g., Nota, Ferrari, Solberg, & Soresi, 2007; Migunde, Othuon, & Mbagaya, 2015; Sovet & Metz, 2014; Patton & Creed, 2001; Vignoli, 2009). In these research men reported the lower career indecision. This can be explained by the fact that parents due to gender role socialization encourage men to engage in earlier career exploration and to be more confidence in making career related decisions and consequently to express higher levels of self-esteem. More studies about the determinants of the observed difference in career indecision among male and female undergraduate students in Malaysia are definitely needed.

Overall, finding of current study in consistent with the past research (e.g., Khasmohammadi et al., 2017) strongly support that parental optimal and affectionate constraint parenting styles significantly negatively and parental neglectful and affectionless control parenting style positively were related to career indecision. Findings of current study filled the existing gap in the literature and have contributed to past research on understanding the parental factors as important variables in career development of undergraduate students. Past findings indicated the gap in literature on the associations between parental characteristics with career indecision. Findings also fill the gap in career development research and improve the existing literature on understanding the parenting styles as enhancing and influencing elements for undergraduate students' career development. Consequently, this study might be useful in clarifying the roles of parenting styles as influencing factors against career indecision among undergraduate students. Therefore, the present study adding valuable evidence to theory of parenting styles and supports the portability of this theory to Malaysian undergraduate students' sample.

VI.   PRATTICAL IMPLICATIONS

Present research suggests that undergraduate students' career decision-making can be improved through the improvement of parenting styles. Career counsellors and vocational psychologist should engage in interventions to support parents of undergraduate students in enhancing their children decision making capacities in order to develop their career decision-making and subsequently their employability in the future. Counselors, educators and clinicians who working at schools, colleges, universities, and mental health centers can emphasis on education and training of parents and students to prepare for dealing with career indecision. Additionally, results of this study suggested that through couching parents should be aware of the consequence and significance of inefficient parenting styles on career development of children. The result of present study also provided some valuable information to professionals in career counselling and vocational psychology. Findings may help school and university counsellors in classifying the significant correlations between the predictor variables of this study and career indecision. Therefore, career counsellors should consider the effects that parenting styles has on decreasing career indecision among undergraduate students.

Students who score low in career indecision are hunted after by employers due to their better responds to transitions than those who score high on career indecision. According to Del Corso (2013), career counselling interventions should concentrate on career development of individuals by supporting them in formulating their career preferences and career decision making skills in order to improve their career self-efficacy and confidence in representing their capabilities to manage their career related decisions and employability. Savickas (2013) and Tolentino et al. (2014) reported that career interventions such as time perspective workshops may enhance career decision making by promoting decision making training, self-esteem enhancement, future orientation and planfullness, and information seeking activities.

VII.   LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

Certain limitations related to this research should be considered. First, this study relied only on opinions of students about their parents' reactions. To ensure whether students reflect parents' real career-related behaviors, data on parents' reports is needed. Second, the interpretations of the results of current research are limited by the cross-sectional nature of the data and by the correlational design that did not allow for conclusions relating to the causality of the relations of the variables. Longitudinal studies on the process of career decision-making must be adopted in future studies. Fourth,

more studies are needed to examine the combined effects of different relational, cultural and structural contexts. Therefore, obtained results need to be replicated with diverse samples especially in terms of age, race and culture. Lastly, the sample of this study consisted of undergraduate students that may not challenged with a serious necessity to make career related decision as they had chosen their majors. Therefore, much research is needed to be conducted across different younger populations that preparing for a career choice or confronted to the school to college or university transitions such as high school students.

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Effects of Gender as Moderator on the Relationships between Teachers' Competency and Achievement Motivation on Academics Performance in Malaysian Vocational Colleges

Rosmaria Omar, Nik Hanis Zuraihan Rahimi, & Zarien Nurlieyana Aminudin

Abstract - This study examined if teacher competency is significantly correlated with achievement motivation and students performance. It also explored the moderating effects of gender factors and their linked between teacher competency and achievement motivation as well as performance adjustment among vocational colleges students in Malaysia. Approximately 360 first year students (215 males and 145 females) of 13 vocational colleges participate in the study and were categorized based on two groups, male and female. Two valid and reliable instruments were used to assess student's perception on their teacher competency in classroom, students' achievement motivation and students' performance. Correlation and multi-group analysis using structural equation model were used to analyze these data. The result shows a significant relationship between teacher competency and of both students; achievement motivation and students' performance. In addition, the moderating effect of gender was found on the relationship between teacher competency with achievement motivation and students' performances were established.

Keywords -- Teacher Competency, Achievement Motivation, Students' Performance, Gender, Moderating Effects, Structural Equation Modeling

Rosmaria Omar*, Nik Hanis Zuraihan Rahimi, & Zarien Nurlieyana Aminudin, Universuti Putra Malaysia, Malaysia.
(*Email address: rosemariaomar@gmail.com)

I. INTRODUCTION

Gender differences in students'' performance especially in academic fields have generated numerous studies examining students' demeanor in secondary schools. One of the reasons females overall outperform males is that females tend to put forth greater effort when compared males (Kessels, Heyder, Latsch, & Hannover, 2016). Males are less motivated than females and have less positive attitudes toward school (Allagnat et al., 2017). Females spend more time doing homework, display less disturbing behavior, and are less truant. Males take it easier, do not work as hard, and are distracted more easily (Allagnat et al., 2017; Davidson & Freudenburg, 1996). High academic effort or displaying other positive school attitudes appears antithetical to typical masculine behavior, which is a condition of popularity for males. Effortless achievement is characterized as the most masculine way of achieving (Kessels et al., 2016). Research has examined

possible nuances in these gender differences by disaggregating them along, for instance, race, social class, behavior and attitudes (Ahang, 2014; Jha & Nagar, 2015). However, few studies deal with the context in which males and females form their performance, such as the teachers or their own motivation's to learn. Yet, students' study involvement or willingness to exert effort might be related to features of their teacher's competencies in a classroom and own motivation. For instance, in the United Kingdom, males' and female' "laddishness" can be understood partly as a response to their fear of failing the high-stakes tests (Jackson, 2013). Similarly, many countries have a tradition of grouping students in secondary education according to their ability level. This ability grouping is organized in a myriad of ways such as tracking or streaming entailing entirely different curricula depending on students' ability group. These different tracks are commonly classified hierarchically, placing technical and vocational tracks at the bottom of the ladder (Samuel & Peter, 2013).

Since the late 1960s, research has established that lower-track students develop anti school attitudes to overcome the status deprivation resulting from being in a lower track (Van Houtte, 2017). Consequently, belonging to a higher track positively influences academic performance (Van Houtte, 2015). However, little research has investigated gender differences in effects of teachers' competency, achievement motivation and educational performance. This article investigates whether gender differences in students'' performance, that is whether teachers' competency and achievement motivation influences males' and females' performance differently.

II. BACKGROUND OF STUDY

This section explains several concepts related to the current study, such as teachers' competency and achievement motivation; academic's performance; and, moderating effects of gender.

Teachers' Competency and Achievement Motivation

The need to strengthen competencies among the teachers in technical and vocational education was repeatedly emphasized by many scholars lately (Effendi, 2012; Jusoh & Idris, 2017;

Nurazimah & Yusri, 2013). A consistent recommendation made by scholars is the need in emphasis from teaching to learning, that was part of teacher competencies. The message is clear; what students learnt is greatly influence by how they learn. Many

student best learn through active, collaborative, team work in classroom or outside.

Therefore, teachers play important roles to contribute for the effectiveness of strategy. They have to become more skillful in pedagogical aspects, planning and did some preparation once they started the lessons (Muhammmad Aiman, Roziah, Mohd. Ashraff, & Muhd. Khaizer, 2017). Competitive classroom have particularly impeded opportunity among the students to participated equally. Teachers play a significant part in determining the successful in students'' performance. It was demonstrated that teacher's attitude, knowledge and behavior especially in the classroom will influence the students' achievement (Nor Lisa, Kahirol, Mimi Mohaffyza, & Sern, 2015; Ridzwan et al., 2017).

Hence determination of the competencies among the teachers with respect to concern, knowledge and practices is essential in order to assess their preparedness in guiding and shaping the students to adopt excellence in skills or academic. There are also needs to have high quality teachers who are ready to impart high quality knowledge, skills competencies that are required in vocational technical education. This can be referred to a person who can teach Vocational and technical Education effectively. Teacher Education should aim at producing high quality teachers who are well equipped with variety and effective ways of teaching in and out of school setting (Khadijah, Rahim, & Abd Hair, 2013).

The McClelland Theory of Achievement Motivation has been used in this research. It was introduced by McClelland (1985) discussing about how important is motivation among the students especially in technical and vocational educational. Student's motives achieve in school are the joint of their own expectancies in academic and social support especially from teachers (McClelland, 1985). Motivation in turn is presumed to affect achievement related behavior and subsequent academic achievement. Development changes in relationships with teachers likely to influence students' motivation to learn better in a classroom (Wang & Eccles, 2013). Research has noted a drop among the students in vocational fields was because of the interpersonal relations with teachers (Abesha, 2012; Choosri, 2011; Feng, Fan, & Yang, 2013; Lee, 2010; Mohd. Rustam et al., 2014; Nor Lisa et al., 2015). These previous research suggest frequent significant deterioration in student-teacher relationships as a role model or sources of support.

Some evidence indicates that teacher's roles will encourage students and motivate that person to achieve more than she has ever created or achieved before, or to achieve more than any other person has created or achieved. This means that when a person already has a desire to outperform others, that person has the motivation to achieve (Mohd. Rustam et al., 2014). Motivation to achieve is a series of perceptions or desires that arise within a person who encourages himself to achieve more than what he has created or achieved before, or to achieve more than what others have created or achieved (Nasrin & Begum, 2013). Such

achievement motivation can be measured by one's efforts to excel in certain groups; one's ability to embrace challenges, rational success, and a job well-done; one's passion for job situations involving personal responsibility, feedback, and a medium level of risk; and one's ability to accept personal responsibility for success (Lee, 2010).

Academic's Performance

Learning performance links to the future career opportunities, especially, in the vocational education field (Mukhtar & Ahmad, 2015). Therefore, it is not surprising that the academic achievement of students is a top concern of educators. Academic achievement is often used to refer to the knowledge obtained by students through a school program or curriculum. According to Olanipekun & Garuba, (2016), academic achievement is defined as "the competence of a person in relation to a domain of knowledge" or the proficiency of students' performance in a certain course. Academic achievement problems have been focal points for educators and researchers for decades (Oluwasola, 2014; Ridzwan et al., 2017). Much of the previous academic achievement research has focused on the psychological mechanism (Mohd Effendi Ewan, Ahmad Zamri, & Nordin, 2015), self-efficacy (Samuel & Peter, 2013), and family factors such as parental response to grades are proven to contribute to academic achievement (Abesha, 2012).

Muhammmad Aiman et al., (2017) presented evidence that the use of autonomy-supportive techniques by teachers and school administrators has been associated with academic achievement. Lee, (2010) also provided evidence that achievement motivation may also contribute to students' achievement because it has a profound influence on their day-to-day behavior in school. For instance, Choosri, (2011) showed that students who were demotivated in learning subject matter had lower academic achievement scores than higher motivation students. Intense emotional arousal was predicted to interrupt the performance of work (Rotgans & Schmidt, 2012). If students have serious emotional exhaustion, they will be emotionally fatigued, used up irritable, frustrated, or even worn out, and caused lower academic performance. Cohen (1980) in his research, clearly showed that a person with higher stressors would show negative emotions and low work performance.

Moderating Effects of Gender

Studies exploring the relationship between teacher competency and achievement motivation to students' performance have produced mixed results. Although, some studies found positive relationship between those variables, other studies indicate the effect of individual differences as predictors for student's performance. Results showed that females have higher performance than females (Eze, Ezenwafor, & Obi, 2015; Wolters, Yu, & Pintrich, 1996). Along with the study, females were found

to be more successful than males in terms of academic achievement. As a whole, studies show that researchers pay less attention on the roles of teacher competency and achievement motivation. Exploratory studies in the past several years show that individual characteristics

(gender) have become targets of much empirical investigation as supported by Bullough, (2015). In which he stated that, as a group, female's demonstrated better performance than males. Later, it was sustain by other research that showed there is differences between males and females in the level of achievement in technical and vocational education fields (Mohd Effendi Ewan et al., 2015; Syed Jaafar, 2014). Likewise, researchers also discovered that genders do indicate significant differences between students. For example, Musa, Dauda, & Umar, (2016); and Zghidi & Loumi, (2016) found that female students have higher performance than males in both skills and academic. However, according to literature search, the ability of gender to moderate the relationship between independent variables and academic achievement has received minimum direct investigation. For example, the moderating effects of gender are mixed as what has been discovered in the research of student's success. Gender has been described as a factor that moderates the relationship between independence from parental involvement (Zhang, Haddad, Torres, & Chen, 2011). In addition, research by Erden, Aytaç, & Erden (2016) examined the relationship between teacher competency, achievement motivation and gender. Specifically, their research instigate whether gender can moderate the relationship between teacher competency and achievement motivation, in which it was strongly supported by the result, and finding by Zghidi & Loumi, (2016) show that gender does moderate the relationship between teacher competency, motivation and academic achievement among students. Therefore, the literature has been used as a foundation to develop a conceptual framework for this study. This study also was primarily conducted to examine three major objectives: - first, relationship between teacher competency and achievement motivation with students' performance. Second, effect of gender as moderating variable on the relationship between teacher competency, achievement motivation and students' performance.

III. METHODOLOGY

Participants

This study was a quantitative correlation research. Questionnaires were the main data collection method has been used in this research. A permission to conduct the study was obtained from the Division of Research and Development (EPRD), Ministry of Education, Division of Technical and Vocational Education (BPTV) and subsequently from administers of each vocational colleges involved. Participant consists of 360 students from 13

vocational colleges all around Malaysia. Samples were chosen by proportionated stratified sampling technique. There are 59% (n=215) are males and 41% (n=145) are females.

Data Collection

All participant completed the research surveys assessing their perception on teacher's competency and their own achievement motivation. All the data were collected through two instruments as follows:

i. Teacher Competency (IKG) vp by (Nor Aniza, Siti Aishah, Lay Nee, & Nor Hashim, (2016) which was consists of 94 items in four domains; planning and preparation (11 items), classroom climate (28 items), teaching (39 items) and professional responsibilities (20 items). It were obtained on five Likert-scales ranged from (1-strongly disagree to 6-strongly agree). For the current research, the reliability of coefficient teacher competency was indicated as very good and overall reliability (α= .969).

ii. Achievement Motivation by (Vallerand, 1992) which was consist of 28 items in three domains; intrinsic motivation (12 items), extrinsic motivation (12 items) and negative items for motivation (4 items). It were obtained on five Likert-scales ranged from (1-strongly disagree to 6-strongly agree). For the current research, the reliability of coefficient teacher competency was indicated as very good and overall reliability (α= .922).

While to measure academic achievement, all the data were collected from Operation Unit, Technical and Vocational Education, Ministry of Education Malaysia.

VI. FINDINGS

The data were analyzed using correlation and regression analysis by the method of structural equation modeling. The correlational analysis was applied to test the assumption whether there is a statistical relationship between the variables of teacher competency and achievement motivation with students' performance. Hence, a multi-group analysis using structural equation modeling was used to test the moderating effect of gender and on the relationship between teacher competency with achievement motivation and students' performance. In the multi-group analysis the causal structure of both male and female were compared.

Direct Effects of Teacher Competency and Achievement Motivation

Models tested are displayed in figure 1 in which it is presented by the relationship between teacher competency and achievement motivation with students' performance. Hypotheses testing analysis was conducted to measure a direct relationships through Structural Equation Modeling (SEM) showed that 32 percent of R^2 value were determined by teacher competency and achievement motivation. There was a positive significant relationships between teacher competency and students' achievement (β=.76, p<.001) and achievement motivation showed there was a significant relationships between achievement motivation and students' achievement (β=.46, p<.001). While, there was a positive significant relationships between teacher competency and achievement motivation (β=.67, p<.001). The model indicated a good fit between the data and the model ($\chi2/df$= 3.299; CFI=.962; TLI=.942; RMSEA=.080) (Hair et al. 1998; Kelloway, 1998; Kline, 1998).
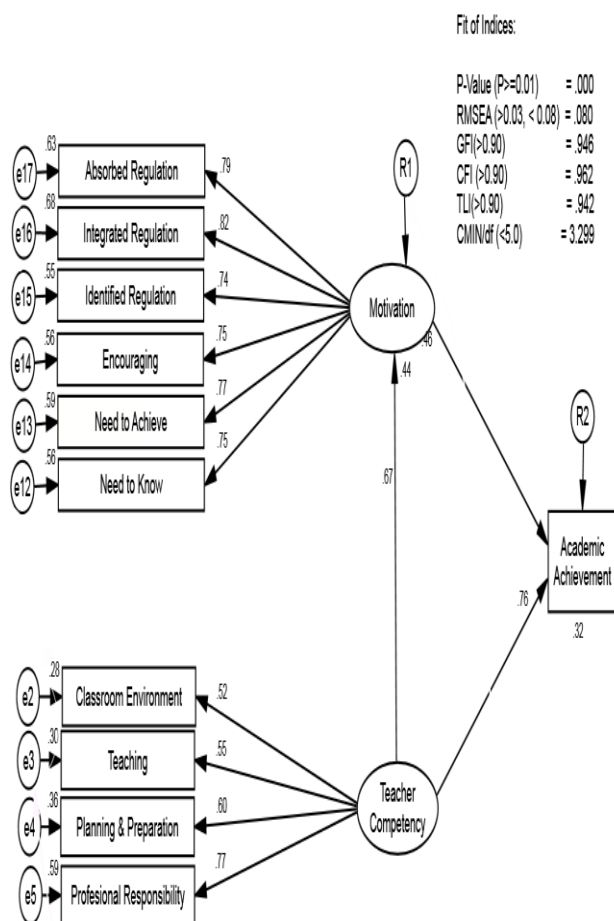
Vocational Colleges Students' Performance

To determine the relationships of teacher competency and achievement motivation variables to the students'' performance in vocational colleges, regression analyses was run through structural equation modeling analyses. The analyses for students' performance involved gender and the major independent variables which is teacher competency and achievement motivation. The independent variable in the analysis predicting students' performance by using the students' cumulative college GPA as the dependent variable. For this equation R was .32; the two predictors accounted for 44% of the variance. Findings from both equations predicting students' college performance are generally supportive the hypotheses, save for the lack of predictive power of the teacher competency and achievement motivation. It showed that is teacher competency and achievement motivation played important roles to students' performance in vocational colleges, Malaysia.

Moderating Effects of Hypotheses

To test the effects of moderating variables, multi-group structural equation modeling analysis was used. Figure 2 shows the tested model of gender. Hypothesis in relation to moderating effect of gender are tested by comparing path coefficients between two groups (male and female) by using t-value over 1.96 (over .95% confidences).

Figure 1: Results of hypotheses testing for direct relationships
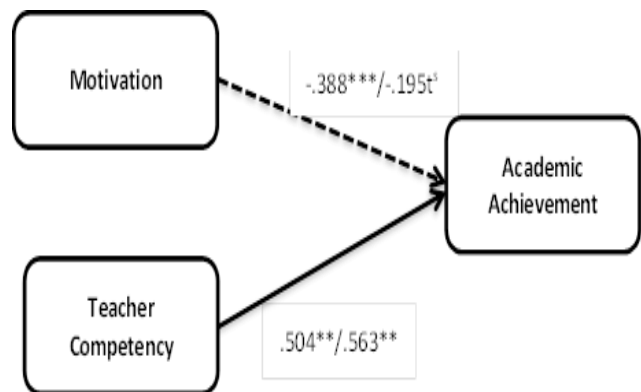
Notes:
Males (n=215), Females (n=145)
→ Significant relationships, ----- Insignificant relationships
 **p<.05, ***p<.001

Figure 2: Moderating Effects of Genders

In order to test gender as a moderating variable, Figure 2 shows that gender does not significantly moderates the relationship between achievement motivation and students' performance (β=-.388, p<.001,

$\beta=-.195$, $p=.250$). Hence the finding that gender significantly moderate the relationship between teacher competency and students' performance ($\beta=.504$, $p<.001$, $\beta=.563$, $p<.001$). Therefore, the β value in females is higher compared to the males group. This concluded that, female academic achievements were better than male in this study.

TABLE 1: GOODNESS OF FIT INDICES FOR GENDER DIFFERENCES

Indicator	Acceptable Value	Goodness of Fit Indices		
		Separate Model		Merge Model
		Male	Female	Male and Female
X^2		372.44	448.66	395.00
df		202	254	208
Absolute Fit Indices				
RMSEA	< . 08	.049	.046	.047
Incremental Fit Indices				
CFI	> . 90	.944	.936	.933
TLI	> .90	.925	.932	.929
Parsimony Fit Indices	< .50			
Chisq/df		1.844	1.766	1.795

Therefore, the comparison model showed that the model testing indicated good fit between the data in separate model and the merge model as displayed in Table 1. Goodness of fit indices for separate model for male is (χ2/df=1.844; CFI=.944; TLI=.925; and RMSEA=.049), female is (χ2/df=1.766; CFI=.936; TLI=.932; and RMSEA=.046) and merge model is (χ2/df=1,795; CFI=.933; TLI=.929; and RMSEA=.047).

VII. DISCUSSION

This research examined the relationship between teacher competency and achievement motivation with students' performance. The results showed that there are strong relationships between teacher competency with achievement motivation ($\beta=.67$, p<.001). This results supported with previous research showed that how important is teacher's roles to encourage student's motivation (Danielson, 2014). Teacher with high responsibility in their professionalism will give a good impression to students and built a good relationship between them. This statement was support with the research from Fox & Wilson, (2015) stated that teachers will easily teach students in very comfortable way when they get engaged together in a classroom. Good planning and preparation before starting lesson will give clear directions to students what they are going to learnt on that period of time (Mukhtar & Ahmad, 2015).

All the elements explained in teacher competency will increase students' motivation to learn better in a classroom. Same as the relationships between teacher competency also was significant with students' performance ($\beta=.76$, p<.001). Surprisingly, the relationships was strong and support the previous study that was done by Retnowati, Murdiyani,

Marsigit, Sugiman, & Mahmudi, (2018), they were demonstrated that teacher's pedagogical elements such as how they planned their lessons and teaching techniques was increased student's academic achievement especially in technic and vocational fields (Noor Erma & Eu, 2014).. Same goes to the relationships between achievement motivation with academic achievement ($\beta=.46$, p<.001). Since vocational student's need to be involve in skills job to achieve their performance, extrinsic motivations such as integrated regulation, absorbed regulation and identified regulation showed the higher factor loading compared to intrinsic motivations. Which is concluded that, the students were motivated by factors surrounding such as teachers to build up their confidence level and determination to finish up all the task given by teachers. Previous study by Guvenc, (2015) also indicates that motivational support provided by teachers has an effect on the students' motivation orientation and active class participation.

The major variables examined in the present study were highly related to academic achievement, especially when cumulative GPA was used as the dependent variable; 32% of the variance was accounted for in the prediction of cumulative GPA. As hypothesized, performance milestones teacher competency was consistently the strongest predictor of performance, and achievement motivation was also consistently related to students' performance. The findings from the SEM analyses that were anticipated higher and positive relationships of teacher competency and achievement motivation to students' performance. This findings support by Olanipekun & Garuba, (2016); Ridzwan et al., (2017); and Suarmika, (2018), showed that teacher play an important roles to encourages students motivation in order to contribute for their performance in academic and skills performance.

The present study also tested the moderating effects of gender on the relationship between teacher competency and students' performance as well as achievement motivation and academic achievement. The result suggested that gender is not an important moderating factor on the relationship between achievement motivation and academic achievement, but moderates the relationships between teacher competency with academic achievement. In other words, the findings supported that gender differences effect on academic achievement among the vocational colleges students in Malaysia. Which is stated that performance among the female students is stronger compared to the performance among the males students.

As indicated by the previous research Awan, Ghazala, & Anjum, (2011); Malllasi & Ainin, (2015); Musa, Dauda, & Umar, (2016); Rivers, Mullis, Fortner, & Mullis, (2012); and Zghidi & Loumi,(2016) stated that females students always scores in their academic achievement compared to males students. As we can see, even though the majority students in vocational colleges are males, but females still dominate the performance in education institution. The finding of few gender differences is consonant with previous research on highly selective groups of students such as these Bullough, (2015); and Eze, Ezenwafor, &

Obi, (2015) were reported that females students did report significantly higher positive outcome expectations. Overall, these findings support that the "institutional climate" and opportunities for female students' in traditionally male-dominated fields continue to be more favorable than they are for men in those fields. Despite the fact, previous studies were followed to develop this study framework and this research has some limitation. Initially, this research collected data using a stratified proportionated sampling, which researchers hinder the ability to generalize the results into a broader sample.

VIII. CONCLUSION

This current report provided a short discussion on the findings of moderating effects in relationships between teacher competency and achievement motivation with students' performance in this research. There were relationships between variables that have been measured and the model was achieved the goodness of fit indices. On the other hands, the model was contributed as an additional literature on gender differences, teacher competency and the body of knowledge on achievement motivation in the context of Malaysian education. However, further study should be conduct to improve the implementation of teacher competency especially when it was related to achievement motivation in order to increase the achievement among the vocational colleges.

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The Washback Effect of Primary School Evaluation Test (*UPSR*) On Teaching And Learning: A Case Study Of An English Teacher In Kuala Terengganu, Malaysia

Norafizah Binti Mohd

Abstract - Examinations or tests are considered important in the process of teaching and learning. They could be beneficial or cause harmful effects, depending on how the educators, students, and other stakeholders deal with them. This study explores the washback effect of UPSR examination on teaching and learning to an English teacher in Sekolah Kebangsaan Pusat Kuala Ibai, Kuala Terengganu, Malaysia. The methods that are carried out are two observations and a semi-structured interview, which are analysed using the qualitative research method. Through the findings, it could be said that the washback effect of UPSR is evident through the language skills being emphasized by the teacher, and the teaching strategies and reference materials used when dealing with pupils in the classroom. It is hoped that through this study, other stakeholders such as parents and students would see the importance of other skills that are not being emphasised and some teaching strategies and reference materials that could be used in order to help in enhancing the English Language proficiency and achievement.

Keywords -- Washback Effect, UPSR, Teaching Strategies, Language Skills

Norafizah Binti Mohd, Universiti Utara Malaysia, Malaysia.
(Email address: smarty_chic86@yahoomail.com)

I. INTRODUCTION

In Malaysia, the 11 years of compulsory schooling system requires the learners to sit for three major public examinations. However, for the purpose of this study, the researcher will only focus on the first major high-stakes testing, known as *UPSR*, the acronym of *Ujian Penilaian Sekolah Rendah* (Primary School Evaluation Test). This examination is carried out for the Year 6 primary school children.

Since English is the second language in our country, it is seen as important to be mastered, specifically to be passed by the students in the education system. The easiest method that has been used since those days until now by the teachers is the Grammar Translation Method (*GTM*), in which it let the students understand the element of the language in a faster way (Esmaeil Heydari Asl, 2015). However, as we are moving towards the 21st century learning, the teachers are encouraged to use the Communicative language Teaching (*CLT*) method that involves students with fun learning and enhances their communication skill. This is parallel with *Kurikulum Standard Sekolah Rendah (KSSR)* or Standard Curriculum for Primary Schools, which injects the elements of communication and Language Arts in the textbook provided.

Starting from 2017, *UPSR* does not stand on its own anymore, whereby it is included in the *Pelaporan Pentaksiran Sekolah Rendah* (Primary School Assessment Report) or known as *PPSR* along with the other three components namely, psychometric assessment, classroom assessment, and sports, physical and curricular activities assessment. Nevertheless, the result that will be asked by the parents and measured by the higher stakeholders would still be the *UPSR* result. This sometimes inhibits the teachers' desire to use the 21st century learning best practices due to the time constraint and they could not see its relevance towards achieving excellent *UPSR* result, which only emphasizing on two skills: reading and writing.

Any high-stakes testing involves the determining functions in the candidates' life regarding their employment and overall achievement (Hadi Salehi & Melor Md Yunus 2012). In the case of *UPSR*, the overall result determines the school performance for the higher stakes to evaluate and to determine pupils' future secondary school. This is especially crucial for the learners who aim to be placed in the high-performing schools or prestigious boarding schools.

As mentioned previously, from the year of 2017, the Ministry of Education of Malaysia has changed its criteria to determine the intake into the prestigious boarding schools from emphasizing only on *UPSR* result to using all aspects of *PPSR* with an addition of some special tests from the institution or organization. For instance, to enter the prestigious boarding schools, students are required to sit for *UKSBP* (*Ujian Kemasukan Sekolah Berasrama Penuh*), which is the newly entrance test for the prestigious boarding schools. Besides that, students who want to enter *Maktab Rendah Sains MARA* (*MRSM*) or *MARA* Junior Science College are required to take *Ujian Kecenderungan Kemasukan ke MRSM* (*UKKM*) and there are specific tests for the students who would like to pursue their secondary education in the religious secondary schools as well.

Looking back to the recent history, *UPSR* result is proven to be instilled as of utmost importance by the fiasco of the leaked *UPSR* English papers in 2014. Not to mention, the cost that has been spent by the parents who enroll their children for lesson in the tuition classes indicate the seriousness of getting the best result in *UPSR*. While it is a good sign that the citizens really care for the children's

education, it is more worrying that because of this pressure, the teachers might ignore the need to emphasize on all four-language skills because of the pressure from their surroundings.

Apart from this, most of the publishers are competing with each other to produce the exam-like modules and example of the past years questions. These modules attracted the schools and parents to be given to the learners as the preparation for them to sit for the exam. Nevertheless, despite of all the scenarios there will still be a great numbers of teachers who accentuate the importance of meaningful learning regardless students' achievements or type of classes.

The researches of washback in other countries highlight more on the public examinations of the secondary schools and university level. Therefore, in order to fill in the gap of washback research for primary school that is rarely seen in any country, this study aims to employ the qualitative method in generating the understanding of the washback effect of *UPSR* examination on teaching and learning in a Malaysian Year 6 English Language classroom. There are three research questions employed in this study:

1. Which English Language skills are given more emphasis by the teacher during teaching and learning practices in the examination class? Why?
2. How does *UPSR* examination influence teacher's teaching strategies in the classroom?
3. What are the differences in terms of materials used by the teacher when teaching in the examination class and non-examination class?

II.   DEFINITION OF WASHBACK

As there are many assessments being introduced in the global education systems, the term washback or backwash has been used widely around the world. Bachman and Palmer (1996) defines washback as the influence of testing on teaching and learning, which happens especially if the test gives a big impact to the learners' future and the pass rates is used as the key performance to the particular institutions. This washback effect can be either helpful or damaging.

According to Messick (1996), washback is the extent of how a test could influence teachers and students' activities in the classroom that they actually will not do that could promote or inhibit learning. As there are many definitions of washback, the readers should also know that there is a distinction between washback and impact in testing. Tsagari (2007) asserts that washback would refer to the effects that tests have on teaching and learning while impact would be dealing with a wider educational contexts such as on individual, policies, the school, the educational system or societies as a whole.

III.   THEORETICAL DISCUSSION

Washback is not merely about the test design and its effect, but involves a lot of other aspects such as people

around it and the process of dealing with the test demand. In order to understand more on how the objectives of this study will be achieved, this study adopts the trichotomy of backwash model by Hughes (1993, as cited in Hadi Salehi & Melor Md Yunus, 2012) and Bailey (1996), who then developed the model as could be seen in Figure 1. This model shows the washback function in actual contexts of teaching and learning. In this model, Hughes name three aspects of washback, namely, participants, process, and product.
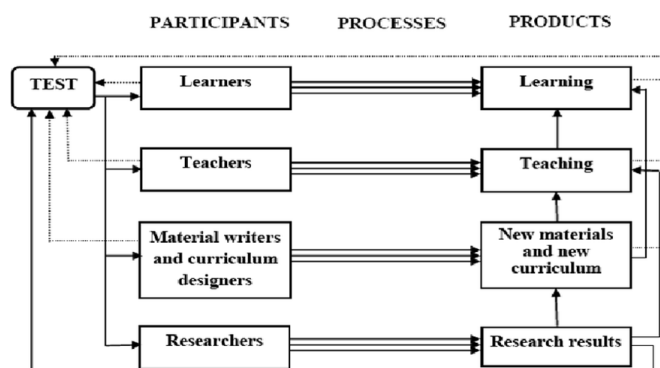
Figure 1: The Basic Model of Washback (Bailey, 1996)

Washback on Participants

Participants are those who involve with the testing process and whose work that might be affected by the test such as teachers, administrators, material developers, and learners. In this study, the participants would be the teacher and the pupils.

Washback on Process

The activities or actions taken by the participants in contributing towards learning are called the process. Some of the elements that come under process are the teaching strategies used by the teacher, teaching content and reference materials. The teaching strategies include lecture method, discovery learning, group discussion. Besides teaching strategies, teaching content and reference materials are always being affected by the examination. According to Shohamy et al. (1996), more instructional time are used to prepare for the examination, especially in the case of high-stakes testing.

Washback on Product

The last aspect is the product, which is the quality or the outcome from the process. One of the aspects that is related to product is the language skills learnt by the students in the classroom such as reading, writing, listening, speaking, and grammar.

VI. METHOD

This study employed qualitative research approach since it was an individual case study. The sample was the most suitable candidate for this study since she was teaching both

levels in the primary school, the Year 1 in lower primary and the Year 6 in the upper primary level. This made it easier for the researcher to see any differences in terms of treatment by the teacher towards the examination and non-examination classroom.

There were two research tools being used in this study, which were two classroom observations and a semi-structured interview. The observations were being done in the Year 6 classroom followed by the Year 1 classroom. The researcher adopted the observation checklist that was based on a systematic observation scheme, which was the Communication Orientation of Language Teaching (COLT) Observation Scheme by Frohlic and Spada (1995, as cited in Rolin-Ianziti, 2014). During the observation, the elements that had been observed were the language skills, teaching strategies used, teacher and students' activities, reference materials used, and the time used by the teacher and students for the activities.

Due to the time constraint and a variety of school obligations that needed to be attended by the participant, the semi-structured interview was finally conducted by using the voice notes of WhatsApp application. It was done in a real-time synchronous communication in the afternoon after school hour at the participant's and researcher's house respectively. This means that even though the participant and the researcher did not sit in front of each other at the same place, the one-on-one semi-structured interview could still be conducted synchronously. The researcher and the participant prepared themselves with their respective smartphone, and they directly responded to each other whenever one party replied to the other's voice note. This session took 45 minutes to be completed. Since the participant was a proficient user of English, the session was carried out fully in English.

VII. RESULTS AND DISCUSSION

Language Skills that are Given More Emphasis in the Examination Class

From the findings, is was evident that writing, reading, and grammar skills were given more emphasis in the Year 6 classroom by the teacher compared to listening and speaking skills. During the classroom observation, these three skills were taught and writing skill took most of the time during the activities.

This happened in other countries as well such as in Pakistan in which the language skills tested in the examination were grammar, vocabulary, reading comprehension, and writing which made the educators opted to have *GTM* as their preferred way of delivering the skills. Cheng and Watanabe (2004) also had the same view as they

addressed the tendency of teacher to touch on reading and writing skills in class while ignoring the skills of listening and speaking that were not included in the examination.

However, the participant of this study did not neglect the teaching of listening and speaking skills. She still taught them even though the time allotted was minimal. This might be due to the personal factors of the teacher, which were her teaching experience and her personal beliefs. The participant had been teaching for ten years and this could still be considered as new in the teaching profession. According to Shohamy, Donisa-Schmidt, and Ferman (1996), teachers with more experience in the teaching field tended to be more exam-oriented compared to the ones with less experience since the latter loved to try to learn something new from their everyday teaching experience.

The Influence of UPSR Examination on the Teacher Teaching Strategies

The washback effect of *UPSR* on pedagogy could clearly be seen during the observation and later was admitted during the interview. The pupils relied on the teacher to guide and correct their mistakes while carrying out the activity and the teacher did a lot of modelling to strengthen pupils' skills in producing a good essay. This was happening around the world as well like the neighbouring country, whereby teachers admitted to change their teaching method in order to cater for the exam preparation (Didi Sukyadi & Ridha Mardiani, 2011).

While delivering the lesson, the teacher was found to be using three teaching strategies, namely lecture style, group work, and brainstorming. The teacher used lecture style while explaining the instruction and task to the whole class. She used this teaching strategy to ensure that pupils would fully understand the task and this would save the class time from being used to explain the task repeatedly.

In most of the session, the strategy used by the teacher to let pupils carry out the task was group work. It helped the teacher to give feedback easily since to check individual essay would be a hassle and time consuming.

The next strategy used by the teacher was brainstorming. This could be found when the teacher prompted the pupils to share their ideas on how to write the introduction for the story. When the group members gave more ideas, the teacher showed them on how to select the best ones to be used as their introduction. The teacher also included her idea in the brainstorming session to model to pupils the characteristics of ideas that could be put as the introduction of a narrative essay.

The Differences of Materials Used by the Teacher in the Examination and Non-examination Class

From the observations conducted in both examination and non-examination classes, the similarity that could be seen was the teacher still based their teaching on the topics from the textbook even though it was not directly being used

during the sessions. For the differences, the teacher used more interesting and eye-catching materials for the non-examination class, which were the YouTube video that showed familiar and colourful images and had a song in it, and colourful thin books. This might be due to the belief that young learners always make sense of the world and communicate with their surroundings to retrieve knowledge and language (Frost, Wortham, & Reifel (2001).

For the examination class, the teacher used the worksheet from *UPSR* Model Book that had the exercise similar to the *UPSR* format. This was parallel to what Shohamy et al. (1996) had stated in their research that more instructional time are used to prepare for the examination, especially in the case of high-stakes testing. The preparation for examination would then lead to the usage of exam-related books and previous exam papers (Spratt, 2005).

VIII.   CONCLUSION

In conclusion, getting a good *UPSR* result is regarded as the cornerstone of the students' academic achievement in the Malaysian primary schools. As a result, it brings various effects to all the stakeholders, especially teachers, students, and parents.

This study provides clear evidence that the washback of *UPSR* could be seen from three aspects, which are the language skills that are more emphasised in the examination classroom, the influence on teaching strategies used in the class, and the reference material being used in examination and non-examination classes. The findings of this study might be unique to Malaysian primary classrooms, which might bring different results if conducted in other contexts thus calling for more studies on the washback effect in relation to other stakeholders to get more perspectives from different views.

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Cyber- Counseling: Is It Really New?

Zaida Nor Zainudin & Yusni Mohamad Yusop

Abstract - This is a conceptual review paper to evaluate the effects of the revolution of cyber-counseling. The study reviews literature on the history of computer using in counselling services as early as the 1960s, the evolution and relovution of using the computer in providing counselling services. Studies and surveys were analysed and lay out chorologically the evolution of cybercounseling based on the years. The paper also analyses two historical eras, the history of computer usage in counselling and the history of internet usage in counselling. The findings of the paper also identified softwares created and used, followed by how the counsellors practising the counselling using computer and internet. Conclusions from the literature are drawn that cyber-counseling seems new but it is actually has been practising decades ago. The paper ends with recommendation on future research.

Zaida Nor Zainudin* & Yusni Mohamad Yusop, Universiti Putra
Malaysia, Malaysia.
(*Email address: zaidanor@upm.edu.my)

I. INTRODUCTION

Many people say that the Cyber-counseling service as an alternative service to counseling is impossible and nonsense (Barak, 1999; Griffiths, 2005). This opinion is expressed because for them counseling services are a combination of face-to-face interaction and body language combinations. However, there is another party supporting the Cyber-counseling service offered because of the simultaneous technological explosion, counselors should take advantage of every available space in their services (Alleman, 2002; Colon, 1996; Hanley, 2006).

In the debate about the suitability of Cyber-counseling services as an alternative counseling service, this Cyber-counseling service is seen to be more widespread (Lago, 1996; Manhal-Baugus, 2001, Zaida Nor, 2006). More and more researchers are keen to find the comparisons of Cyber-counseling Service with Face-to-face Counseling (Stommel, et.al., 2014; Skinner & Latchford, 2006; Young, 2005). But is counseling using this computer and internet really new?

II. THE HISTORY OF USING COMPUTERS IN COUNSELING

The use of computers in the Counseling service has long existed. History begins with an introduction to the use of computers in Counseling services as early as the 1960s. Since then, computer use was seen as a catalyst in the development of Counseling services (Bluhm, 1988; Lunt, 2004; Sampson et al., 1997).

It all started in 1963, computer-assisted counseling began to be developed. In 1966, computer-assisted career counseling was successfully developed to facilitate clients and counselors to determine career awareness. Subsequently in 1974, an intake client interviewing system was developed to facilitate the counselor to record client data (Bluhm, 1988).

In the early 1980s, more computer programs were developed. The rapid development of this computer program is supported by the formation of the United States Federal Law and granting research grants to government bodies and professional organizations. Among the programs developed are Record Management, Test Management and Interpretation Program, Information System Program and Career Consultation and College Selection, as well as Individual Counseling Program (Bluhm, 1988, Lunt, 2004).

The evolution of the Individual Counseling program using the computer broke out around the 1960s when some researchers had created a program that allowed humans to 'communicate' with the computer. This great program is called ELIZA. The ELIZA program was developed by Joseph Weizenbaum at the Massachusetts Institute of Technology, USA. This ELIZA program allows individual counseling sessions to be conducted with the help of a clientless client meeting with a face-to-face counselor. The counseling process is carried out by the way the client types his feelings on the computer screen. Then the computer will identify the words that are programmed as key words. The next ELIZA program will produce programming questions that are related to the client-assigned keywords. The client will then respond to the question and the 'quizzes' session will continue as if the client is communicating with the counselor. The success of the individual counseling sessions using the ELIZA program took place as the program was developed based on the reflective techniques applied in the Individual Convergence Theory that pioneered Carl Rogers. What really happened was the client was exploring his feelings based on the questions given by ELIZA. This program is the first attempt in the field of counseling to use computers for the purpose of communication in the form of therapeutic (Bluhm, 1988; L'Abate, 2001; L'Abate, 2001; Lunt, 2004; Sanders & Rosenfield, 1998). The ELIZA service was first introduced at the International Conference on Computer Communication in October 1972. The recording of the ELIZA simulation sessions at University Stanford and UCLA was presented to the conference participants. The outcome of the discussion and in the resolution of the conference, the participants of the conference agreed that the counseling service used the computer to potentially be developed (Ainsworth, 2002). .

The success of ELIZA thus led to another program called Programed Logic for Automatic Teaching Operations (PLATO). PLATO is produced by the United States Computer Education Research Laboratory which focuses on computer-assisted education research. Individual counseling processes using PLATO programs

are almost identical to the ELIZA process but PLATO emphasizes more when clients have few choices but are difficult to make decisions (Lunt, 2004; Wagman & Kerber, 1984). PLATO will guide clients to make decisions based on pre-programmed keywords. PLATO's success is also seen as significant when linked to Computer-Counseling relationships because PLATO is a user-friendly program as if clients are communicating with humans rather than computers (L'Abate, 2001; Lunt, 2004; Stommel, et.al., 2014) . Even the program is still available online. The existence of the Internet-based Information Technology (ICT) era has expanded the wider use of computers in Counseling services (Astramovich et al., 2004; Bluhm, 1988; Collie et al., 2002; Stommel & van der Houwen, 2014).

III. THE HISTORY OF INTERNET USAGE IN COUNSELING

In the late 1980s, there has been a change in technology that has led to new developments in Computer-Counseling relationships. The explosion of Information Technology has brought about changes to the field of counseling and the general public. The potential of the Internet and the 'www' (World Wide Web) have had a profound impact in the world of Counseling. (Bloom, 1998; Lunt, 2004; Roszita & Fairuz, 2014; Sampson et al., 1997).

Given the Internet's ability to create the right infrastructure to build relationships, Counselors have taken the initiative to maximize Internet space. An alternative service helps through virtual interaction. Services helping with using the Internet are known as Cyber-counseling. This service is also known as web-counseling, cyber-counseling and e-therapy (Amir Awang, 2007; Manhal-Baugus, 2001; Nor Ba'yah Abdul Kadir & Yahaya Mahamood, 2001).

In 1986, an E-Counseling program was developed by University Cornell and was named "Ask Uncle Ezra". This program resembles ELIZA and PLATO programs but does not require any software. This program operates directly through the Internet. Clients can obtain individual counseling services by accessing the "Ask Uncle Ezra" website for online counseling services. However, in this website, clients are still communicating with computer programs, rather than counselors. The site is still alive and well received today (Ainsworth, 2002; Lunt, 2004; Roszita & Fairuz, 2014).

In 1993, Ivan Goldberg embarked on the evolution of the Cyber-Counseling service when he offered counseling sessions through the Internet. He embarked on the phenomenon of bilateral interactions between humans through the Internet. Goldberg offers counseling sessions by providing a chat room (online). In this counseling session, clients no longer have to interact with computer programs but can get sessions with actual counselors. Goldberg's success has opened a new dimension in offering online counseling services. In 1995, John Grohol also offered a special Cyber-counseling service for mental health. He also uses the chatroom in his service offering.

(Ainsworth, 2002; Lunt, 2004). Both of these practitioners offer free Cyber-counseling services.

In 1995, David Sommers offered the Cyber-counseling service on a paid basis. The service is an Individual Counseling session conducted within a period of agreed upon clients and counselors. The fee is charged according to the number of sessions performed. During 1995 to 1998, Sommers offered Cyber-counseling services to more than 300 clients (Ainsworth, 2002; Lunt, 2004).

In the following years, the Cyber-counseling service has increased its offerings as many qualified counselors began offering Cyber-counseling services (Bloom, 1998; Robson & Robson, 1998; Sanders & Rosenfield, 1998; Sampson et al., 1997). In 1997, approximately 275 Counseling practitioners provided Counseling via the Internet and were expected to have a sharp increase in the following years (Sampson et al., 1997). In fact, the International Society for Mental Health Online (ISMHO) expects Cyber-counseling services to increase from 300 websites in 2000 to 5000 websites in 2005 (Dawn, 2004) and Cyber-counseling services are expected to increase dramatically (Griffiths, 2005 : Lauerman, 2002; Roszita & Fairuz, 2014; Sampson et al., 1997). In fact, Malaysia's Cyber-counseling service has been offered by 44 Government, Private and Individual Bodies websites in 2006 (Zaida Nor Zainudin, 2006). Increased Cyber-counseling offers are expected because counselors no longer place modernity as a hitch but instead see the Internet as a potential and convenience (Bloom, 1998; Dawn, 2004; Lunt, 2004).

Cyber-counseling Services can be offered in several ways or better known as modality. Cyber-counseling is offered in two main modalities ie electronic mail and chat room (Amir Awang, 2007; Hall, 2004; Nor Ba'yah Abdul Kadir & Yahaya Mahamood, 2001; Lily Mastura Harun, 2000; Sussman, 2004; Zaida Nor Zainudin , 2006). The first method is by electronic mail. Cyber-counseling Services via electronic mail is a Counseling service offered through electronic mail replies. The client only needs to contact the counselor through the email address supplied in the website. The client can send electronic mail to the counselor to solve the problem he is facing. Responses between counselors and clients are promised within a certain period such as 24 hours or 48 hours (Manhal-Baugus, 2001; Nor Ba'yah Abdul Kadir & Yahaya Mahamood, 2001; Lily Mastura Harun, 2000; Sampson et al., 1997; Sanders & Rosenfield, 1998; Tait, 1999; Tate, et al., 2001).

The second Cyber-counseling method is the chatroom method. The chat room method is when clients and counselors meet and interact in cyberspace at the same time (synchronous). They meet in the chat room offered on the website or instant messaging system. Counseling in the chat room also operates directly in the chat room provided. Clients can make date and time appointments to enable both client and counselor to interact directly or continue to log in during counselor's day. To assist the client, the schedule of counselors is provided for client convenience. Counseling through the chat room can be done by contacting a counselor's website or a Counseling service organization, making an appointment, paying a fee (if any)

and then attending a session in the chat room provided (Bloom, 1998; Colon, 1996; Manhal-Baugus, 2001; Nor Ba'yah Abdul Kadir & Yahaya Mahamood, 2001; Oravec, 2000; Zaida Nor Zainudin, 2006).

Enhanced Information Technology efficiency has allowed Cyber-counseling services to be offered using video-converence using an additional tool that is web camera. This enabled the main limitations of the Cyber-counseling service ie reduced face-to-face absence (Barak, 1999; Lunt, 2004; Grohol, 2003). Usually a counselor who offers Cyber-counseling services will use various modalities to expand its supply chain (Granello, 2000, McCord, et al, 2011).

Recognition of Cyber-counseling services is also sought. From the perspective of counselor training, there is an organization that offers the field of study in E-Counselling, Counseling Online Ltd operating in the United Kingdom. The organization offers courses from certificate, advanced certificate and diploma in online-counseling. Certificates are certified by Counseling and Psychotherapy Central Awarding Body (CPCAB). Even teaching and teaching sessions are done by e-learning. (Alleman, 2002; Counseling Online Ltd., 2001)

In 1999, The Association for Counselor Education and Supervision (ACES), a branch of the American Counseling Association, has published 10 technical skills that need to be included in the Development of Education Programs for Institutions that offer Colleges and Psychotherapy. These components include knowledge of the guidelines and ethics in conducting Cyber-counseling, knowledge of the advantages and disadvantages of Cyber-counseling (Allemen, 2002; Haberstroh, 2014).

There are many advantages in offering Cyber-counseling services that are reported in writing. Among some of the advantages and benefits of Cyber-counseling is that clients can re-read all their electronic mail and counselors for self-reflection purposes (Caudron, 1998; McCord, et al., 2011; Murphy & Mitchell, 1998; Robson & Robson, 2000). Cyber-counseling Services via electronic mail also allow clients to refer to their electronic mail when the same problem is repeated (Alleman, 2002; Caudron, 1998; Cook & Doyle, 2002; Robson & Robson, 2000). The ease of referring electronic mail can then help clients deal with their problems quickly. The Cyber-counseling Service involves the process of expressing feelings in writing. The writing or typing process is a process of self-exploration and one therapy (Caudron, 1998; Hall, 2004; Oravec, 2000; Robson & Robson, 2000).

In regards to the goodness of the Cyber-counseling service, school counselors can use this Internet advantage in connecting him closer to teachers, parents and students. This is in line with one of the role of counselor, to combine resources to maximize the extension of its services. The counselor's wisdom combines the skills of helping the Internet to build a collaborative environment among students, teachers and parents (Amir Awang, 2007).

The Cyber-counseling Service has also been recognized by the world Counseling bodies. There is ethical formulation and Cyber-counseling guidelines are to be followed in order to obtain a standard e-kauseling process to prove recognition for this alternative Counseling

service (Bloom, 1998; Graham, 2000; Griffith & Cooper, 2003; Hall, 2004; Manhal-Baugus, 2001 ; Robson & Robson, 2000; Sampson et al., 1997). Malaysia has also recognized this service by providing guidelines and ethics of Cyber-counseling services in the Code of Counselor Ethics (Amir Awang, 2006; Haberstroh, 2014).

In Malaysia there are a series of seminars and conferences that discuss Cyber-counseling issues. In 2001 Universiti Utara Malaysia also held a National Counseling Seminar which discussed the issue of Cyber-counseling. Universiti Malaysia Sarawak also held a Counseling on Organizational Development and Communities in 2005 which discussed the use of technology in Counseling. The Board of Counselors also held a National Conference in 2006 with themed "Beyond Human Touch" held at Legend Hotel, Kuala Lumpur. In these seminars and conferences, many papers were presented which discussed this alternative service.

The easing of the Cyber-counseling service and the recognition of Cyber-counseling services is uncertain to ensure its effectiveness. High curiosity among counseling practitioners led them to conduct a survey to measure the effectiveness of this service compared to conventional methods of Face-to-face Counseling (Barnett, 2005).

Many articles display the results of the study that have been conducted to see the effectiveness of Cyber-counseling services compared to Face-to-Counseling. The comparison is done using a variety of research instruments to measure the results of different studies. The results of this study were compared with the results of similar studies using the Face-to-Counseling method. Most studies have proven empirical about the ability of Cyber-counseling to achieve its effectiveness in comparison to the Counseling Methods for People (Barak & Bloch, 2006; Barak & Dolev-Cohen, 2006; Cohen & Kerr, 1998; Cook & Doyle, 2002; Chester & Glass, 2006; Leibert et al., 2006; Mallen et al., 2003; Ramlan Hamzah, 2009; Reynolds, et al., 2006; Robinson & Serfaty, 2001; Yager, 2000; Yager 2001; Zaida Nor Zainudin, 2001; 2010).

IV. CONCLUSION

The emergence and the explosion of ICT have had a huge impact on the field of counseling, especially Internet technology (Oravec, 2000; Robson & Robson, 2000). The ability of the Internet to provide intimate settings led to some Counseling practitioners taking the initiative by offering alternative counseling services (Skinner & Latchford, 2006; Oravec, 2000). The history of computer usage and internet usage in counseling has provided another alternative to practicioner. By understanding the history of the evolution and revolution of this cyber-counseling brings new information to counselors. For the future discussion and research, the issurs and oppotunities of Cyber-counseling services can be addressed. This will enrich the data of the new services, as well as be part of the history of coming revolution of cyber-counseling, the AI-Counseling may be.

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Local Values in *Baharit* Culture among Traditional Diamond Miners Community as Economics Learning Resources based on Sustainable Development Perspective

Muhammad Rahmattullah, Wahjoedi, Agus Suman, & Mit Witjaksono

Abstract – Local environment can be used to help student enrich their understanding about economics concept and also environmental awareness in term of education for sustainable development. The using of local environment as learning resources It also will help economic teacher to provide connected learning resources for several related economic contents in classroom will help economics teacher to provide connected learning resources for several related economic contents in classroom. In South Kalimantan, there is a traditional diamond mining activities that very different with common diamond mining because the traditional approach that they used in the process. They implemented local culture called Baharit in their daily activities including inside and outside production process. The aims of this research are: 1) is to identify local values in Baharit culture among traditional diamond mining community in Cempaka District, and 2) to map all the values in Baharit culture as learning resources for economics subject in term sustainable development. The aims of this research is to map all the values in Baharit culture as learning resources for economics subject in terms of sustainable development. This study uses the qualitative approach. This study uses the qualitative approach. The focus of this research is to identify local values in Baharit culture among traditional diamond mining community in Cempaka District in term sustainable development. The focus of this research is to identify local values in Baharit culture and map it as learning resources for economics subject. This study use case study method. This study use case study method. Data collected through field observation and in depth interview with traditional diamond miner in Cempaka District. Data collected through field observation and in depth interview with traditional diamond miner in Cempaka District. Data were analysed by qualitative descriptive technique. Data were analysed by qualitative descriptive technique. The results show that local values in Baharit culture among traditional diamond mining community in Cempaka District can be mapped as learning resources for economics subject i.e: a) scarcity, b) decision making, c) allocation, and d) entrepreneurship.

Keywords – Local Values, Baharit Culture, Economics, Sustainable Development, Education for Sustainable Development

Muhammad Rahmattullah, Lambung Mangkurat University, Indonesia.
(Email address: sarangtiung@gmail.com)
*Wahjoedi, State University of Malang, Indonesia.
(Email address*: wahjoedi@um.ac.id)
Agus Suman, Brawijaya University, Indonesia.
Mit Witjaksono, State University of Malang, Indonesia.

I. INTRODUCTION

Education plays an important role in the process and the achievement of the goals of sustainable development. The role of education is fundamental to policy makers and academics to solve sustainable development issues (Dunkley, 2013). Rajakorpi and Rajakorpi (2001) explain the three basic elements of sustainable development are ecological, economic and socio-cultural sustainability. Economic issues become an integral part of it, that's why economics learning plays an important role in promoting sustainable development issues.

According to Kemdikbud (2016), the competence of Economics subjects in high school is "students can become citizens who have the awareness, understanding, and ability to manage natural resources and create opportunities to fulfill the varied needs with limited resources through production, consumption, and distribution in the context of the devotion to the nation and the homeland by utilizing technology wisely, confident, and with great character. In order for more contextual learning, the teacher is expected to use the traditional markets, cooperatives, creative industries, marine resources, coastal, forest, etc. In addition, teachers are also expected to utilize information and communication technology (ICT), textbooks, student worksheets (LKS), and other relevant references as learning resources, and can be enriched with local contexts in accordance with environmental conditions.

Wahjoedi, et al (2012) suggests some urgency of sustainable environmental insight in the curriculum of economics education. *First,* the people's economy includes consumption, production and distribution activities that are directly related to the environment. *Second,* economics subjects must include *sustainable development* as a global responsibility for the sustainability of the world future. This is supported by Setiaji's findings (2014) which show that the eco-friendly economic behavior that seen from moral and rational considerations in economic behavior decision making, will be formed through the internalization of these values in economics learning.

It is not easy to develop the understanding about sustainable development among student. Education for sustainable development must reflect environmental, societal, and economic conditions and that it must be culturally appropriate (UNESCO, 2005:16). To teach *sustainable development*, obstacles and opportunities in and out of the classroom, many challenges and opportunities are highlighted in relation to internalizing the SD concept

into teaching. Several interesting findings within this theme indicated that the teachers face a multitude of challenges both preparing courses and lecture material as when directly interacting with students (Karlsson, 2016). An approach that was institution wide was seen as essential to fully embed sustainability into the universities. This was thought to be achievable through nurturing an interdisciplinary and place-based approach, which emphasized connections between students, estates, academics and communities (Dunkley (2013). Thus, the use of various learning resources in learning, especially in economics becomes one of the determinants to improve understanding and awareness of students' holistic awareness about nature and its sustainability for life in the future.

The problem of learning resources related to education for sustainable development is one of the hot issues currently. The most effective learning environments will be characterized by customized learning for each child; availability of diverse knowledge sources, such as books, web sites, and experts around the globe; collaborative group learning on authentic, inquiry-oriented projects; and assessment for deeper integrated, coherent, and contextualized understanding (OECD (2008) in Sahlberg & Oldroyd (2010)). Burmeister and Eilkss (2013) revealed the problem of limited learning resources being a constraint in instilling an understanding of ESD. Most of the more stated information about ESD was obtained from mass media than in classroom learning. The lack of inadequate funding and material resources in classroom is a common problem that faced to teach Education for Sustainable Development (ESD) (Unesco, 2005). Previous research explained that the utilization of the environment is in the awareness of the students about the lesson of preserving the environment (Atmono, et al, 2017). It indicates that the local environment can also help student to get better understanding about economics concept and environmental awareness in the same time in term of education for sustainable development. It also will help economics teacher to provide connected learning resources for several related economic contents in classroom.

One of interesting local environment activity in South Kalimantan to be observed as learning resources is traditional diamond mining activities in Cempaka District. This mining activity is very different with common diamond mining because the traditional approach that they used in the process. They implemented local culture called *Baharit* in their daily activities including inside and outside production process. The implementation of this local culture categorized as eco-friendly activities because it was indicated that they treat the environment for their mining activity with the sustainable concept. The more intense exploration about this local culture in term of sustainable development through economics perspective will help us to get more information about how this culture works and it relation to increase students understanding about sustainable development through economics learning.

II.   PROBLEM STATEMENT

The aims of this research is to map all the values in *Baharit* culture as learning resources for economics subject in terms of sustainable development.

III.   METHOD

This research uses the qualitative approach. The focus of this research is to map all the values in *Baharit* culture as learning resources for economics subject. This study use case study method. Data collected by field observation and in-depth interview with traditional diamond miner in Cempaka District. Data were analyzed by qualitative descriptive technique.

IV.   DISCUSSION

Local Values from Baharit Culture as Learning Resources for Economics Subject based on Sustainable Development Concept

The existence of a traditional diamond mining community in Cempaka District with local values developed within it is one of the sources that can be used as reference in the development of sustainable economic education materials. The local wisdom, when it concludes with assurances toward integrity of nature, strengthening a self-sufficient economy, and solidifying moral values (Ratana-Ubol and Henschke, 2015). Local wisdom is defined as the local richness that contains policies or life viewpoints. Local wisdom has been prepared with its function as to shape human beings to be wiser in their undergoing lives. Local wisdom possessed by Indonesia could potentially build the nation's characters as well as the identity of Indonesia. (Anggraini and Kusniarti, 2015). *Baharit* culture is a product of local culture that is closely related to environmental economics in several aspects.

The results of the study conducted from the research findings, some positive charges that can be developed as a sustainable economic content of *Baharit* culture include:

The Concept of Scarcity

The concept of scarcity associated with an understanding of the limited productive resources faces an unlimited need. Understanding of this concept has an impact on the ability to choose the best alternatives as a choice of action. Understanding of the concept of scarcity in the long run will affect a person's level of awareness of the consequences of their actions for themselves and the environment, and can create a high sense of responsibility and accountability.

Baharit culture teaches about the behavior of miners in anticipating the situation amid the limitations. Some things can be learned for example in production activities. Their diamond mining activities prefer traditional mining. Traditional mining tend to use equipment that can be recycled, and searchable from natural materials such as wood and reeds. The impact of the utilization of these

natural materials is that they can save on expenditures and waste from unused materials that will not damage the environment due to the nature of the materials that will be destroyed naturally.

Another thing of *Baharit* culture is related to consumption pattern. *Baharit* culture teaches us to live as it is and according to our ability. Miners may exploit nature in mining activities to earn income in order to meet consumption needs. In practice, they are not greedy and do the exploitation because of the attitude and lifestyle *"saadanya"* that is grateful for what is there for consumption and not too looking for things beyond their ability.

Decision Making

Decision-making has the meaning that individuals should be able to make effective decisions in relation to economic beings in the perspective of how decisions taken from resource utilization will provide the greatest possible benefits. Lessons learned that can be taken and implemented from the miner life culture are reflected in the *Baharit* culture i.e. their choice to do mining traditionally rather than with machine. Traditional mining in addition to minimizing the use of tools that are not environmentally friendly also minimize the risks of accidents and massive destruction of nature.

This environmentally friendly decision-making is also based on the religious values they hold, namely the obligation to do good not only to fellow beings but also to nature as part of worship. Decision-making based on this religiosity as well as environmentally friendly factor is a content that can be taught in the development of sustainable economic education.

Allocation

Competencies about allocations are based on a scarcity condition that affects the choice of appropriate allocation ways from various resources. In essentially in the context of economics there are three fundamental questions that always arise namely: a) what goods and services will be produced, b) how goods and services are produced, and c) who will consume it.

Baharit culture teaches how miners choose mining methods that are more environmentally friendly by taking advantage of limited resources. Decision-making in the selection of work methods and resource management is also based on the interests of various parties, especially all the members involved, so that the allocation options that they make is always based on the idea how to satisfy the desire of all members with the risk of sacrifice as little as possible both the risk related to inter- members or natural damage, especially the environment in which they work.

Entrepreneurship

Entrepreneurship in simple understanding can be interpreted as a person's ability to create something through available resources and opportunities. Entrepreneurship in a sustainable economic perspective means that

entrepreneurship is developed not only to create new economic opportunities but also to pay attention to the sustainability of nature as a part of the resources managed by the entrepreneur himself.

Economics learning that can be developed related to the entrepreneurial concept of *Baharit* culture is that the traditional diamond mining activities conducted by the mining community are entrepreneurial practices that are not only aimed at maximizing income but also paying attention to the preservation and utilization of natural resources even in a limited context such as environmentally friendly production behavior.

The deeper findings also show not only environmentally friendly entrepreneurship that can be a lesson from the life of the traditional diamond miners' community. Strengthening social relationships and caring attitude towards others (both members and people outside the group) are the goals to be achieved from their employment choices as miners. The desire to please others, especially the immediate family as part of their work goals, is a good practice that can be taken and taught in sustainable economic learning in an effort to build people with both social and economic literacy holistically.

Implementation of *Baharit* culture in economic learning in summary can be seen in the following table:

TABLE I: IMPLEMENTATION OF *BAHARIT* CULTURE IN ECONOMICS LEARNING

Basic Concept	Basic Matter	Description Material
Scarcity	Economic issues and how to overcome them	the behavior of miners in anticipating the situation in the midst of the limitations (scarcity) for production activities and consumption patterns with the principle of *"saadanya"* as the embodiment of *Baharit* culture
Decision Making	Economic issues and how to overcome them	Decision making in production activities that apply environmentally friendly concepts (such as the use of recyclable materials) as the embodiment of *Baharit* culture
Allocation	Economic Activity Actors	Production and consumption activities of diamond mining communities implementing *Baharit* culture that reflects eco-friendly behavior
Entrepreneurship	Entrepreneurship and Management	The practice of entrepreneurship and business management of miners groups that apply the concept of environmentally friendly and social concern as the embodiment of *Baharit* culture

Source: processed from finding results, 2018.

V. CONCLUSION

Engage student with local environment in economics classroom is an alternative way to make more interesting learning situation. It will affect for student's knowledge and awareness of sustainability for the future. Teachers need to be more creative not only to dig some related local resources for learning but also transform it into learning media that can help student to get better understanding with

limited time of learning in classroom. To make it more meaningful, teachers can ask students to involve in media designing for learning process. Teachers can also design few learning strategies using local resources that can attract student to be more interesting in learning economics. These two ideas can be explore through further relevant studies.

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Entrepreneurial Stress: Seen from the Responsibility Factor, Entrepreneurship Knowledge and Family Support

Monry Fraick Nicky Gillian Ratumbuysang

Abstract – High level of stress in running a business make some people won't to involve in the entrepreneurship's world. A huge responsibility to theirself and employee, unavailable family support for their business, not having enough knowledge of entrepreneurship, and inability to manage risk. These assumptions make the existence of entrepreneurs become something difficult and unreachable for most Indonesian people. This research draws upon the assumptions which makes Indonesia has the low level of entrepreurship. The method used in this research is an in-depht interview which is use young entrepreneur who just start doing a business as an sample. The result of this research indicate that there is a high level of stress caused by huge responsibility factor, unavailable family support, not having enough knowledge in entrepreneurship, and inability to manage business risk. According to this research, young entrepreneurs should delegated some authority to their subordinates (chains of command), learn through books or through the entrepreneurial seminars, and spend more time with their families in order to have both moral and material support.

Keywords -- Entrepreneurial Stress, Factor Responsibility, Entrepreneurship Knowledge, Family Support

Monry Fraick Nicky Gillian Ratumbuysang, Lambung Mangkurat University, Indonesia.
(Email address: monryratumbuysang@gmail.com)

I. INTRODUCTION

Gini Index or Gini Coefficient is an indicator that shows the level of overall income inequality. The Gini coefficient value ranges from 0 to 1. The Gini coefficient is 0 indicates that there is a perfect income equalization, or everyone has the same income. According to the Gini Index, Indonesia in 2011 - 2015 remained at the level of 0.41. Then in 2016 the Indonesian Gini index declined to 0.40. The existence of a steady Gini index indicates that there is no change in income distribution in Indonesian society.

Indonesia, which is known for its natural resources (SDA), is still a category of developing countries. This is because Indonesia's per capita income is still relatively low despite an increase of Rp. 2.82 million from 2015 which initially amounted to Rp. 45.14 million to 47.96 million in 2016. The increase in Indonesian shipping income indicates that economic growth occurred in the community. Indonesia. However, the increase in income per capita only occurs in the upper classes of society who are economically developing fast compared to the lower classes. The ease of access to capital loans from banks and

extensive networks or connections, the strength of personal capital causes individual income to make this very striking. The existence of an income gap like this causes more poverty and unemployment in Indonesia. In addition to the lack of employment, this is also due to the difficulty of capital faced by the poor. So that small and medium enterprises, even though they survive, but cannot develop properly. With the existence of poverty, the possibility of lower-class people to get education is also low. The absence of education makes them have no intellectual skills and diplomas that can be used to find work and ultimately make them unemployed.

The existence of the MEA can actually motivate the lower classes to improve their skills and creativity in their MSMEs. However, MEA also makes it difficult for them to compete in terms of access to capital. The lack of promising access from the government has made Indonesian society in general less interested in creating their own business. The existence of undergraduate graduates which is a prestige is one of the reasons Indonesians are reluctant in creating their own jobs. Diplomas that are the main requirement in applying for jobs in companies, and the pattern of Indonesian education that always upholds graduate graduates, shapes the mindset of the Indonesian people to become the mindset of the working community.

The mindset of the working people like this has more or less contributed to educated unemployment in Indonesia. They only position themselves as job seekers, not as job creators. The number of labor force in Indonesia in February 2018 reached 133.94 million people, an increase of around 5.88 million people (4.59 percent) compared to the August 2017 workforce of 128.06 million people and an increase of 2.39 million people (1.82 million percent) compared to the February 2017 workforce of 131.55 million people. The number of people working in February 2018 was 127.07 million people, an increase of around 6.05 million people (5.00 percent) compared to the condition in August 2017 (121.02 million people), and an increase of 2.53 million people (2 , 03 percent) compared to February 2017 (124.54 million people). (bps.go.id, 2018)

David McClelland stated that a country will achieve prosperity if the number of its entrepreneurs reaches at least 2.1% of the total population. While the number of entrepreneurs in Indonesia currently amounts to only 1.56%, lower than the target of the world bank requiring 4% to face the MEA. This means that Indonesia still needs 1.7 million entrepreneurs to reach the target of

2%, and 5.8 million entrepreneurs to reach the target of 4% from the World Bank (Tempo.co, May 23, 2016).

The lack of accessibility in establishing a business or Ease of Doing Business (EoDB) makes many people "reluctant" to set up their own businesses. They prefer to work in other places that are considered to have prestige rather than opening their own businesses. EoDB Indonesia ranks 109th in 2016, and in the same year other ASEAN countries such as Vietnam ranked 90th, Thailand ranked 49th, Malaysia ranked 18th, and Singapore ranked first. Meanwhile the global competitiveness index of 10 ASEAN countries in the AEC was also occupied by Singapore in the first place with a figure of 5.68%. Following Malaysia 5.23%, Thailand 4.64%, and Indonesia 4.52%.

The low level of entrepreneurship in Indonesia because its existence is still underestimated. The closest family support is very influential. Parents consider their children to be successful if they have a large income. Even if they don't become private employees, they really hope that if their children become civil servants. Most people see that being an entrepreneur is one of the ways to work because you are not accepted to work in the company. So that they look more "modest" in managing the business they run. Because this means that there is an element of "compulsion", this is also what causes the person to be hampered in developing his business in accordance with their respective expertise. Problems about entrepreneurial stress are often often associated with the understanding of stress that occurs in the work environment, namely in the process of interaction between a person with aspects of his work.

Small business owners are very vulnerable to stress because they tend to feel compelled, intense, and unwilling to tolerate failure. They feel they have a great responsibility for the lives of their families and employees. Lack of knowledge about entrepreneurship also has a big impact, ignorance about the business they are struggling to make their business does not develop or tends to stagnate. In addition, they often forget family support and feel overwhelmed by their responsibilities. If all of these factors can be faced, many entrepreneurs experience extraordinary problems and intense forms of conflict lead them to success.

Stress in Entrepreneurship

Stress is a non-specific response from the body in every demand. (Selye, 1982) According to Gibson Ivancevich (1985: 204), "Stress as an active response, mediated by individual debates and / or psychological processes, which is a consequence of any activity (environment), situation, or external event that burden excessive psychological or physical demands on someone".

According to Morgan and King, "... an internal state which can be caused by physical demands on the body (disease conditions, exercise, extremes of temperature, and the like) or environmental situations which are evaluated as potentially harmful, uncontrolled, or exceeding our resources for coping "(Morgan & King, 1986). So stress is a state that is internal, which can be caused by physical (body), or environmental, and social situation demands, which are potentially damaging and uncontrolled (Aat Sriati, 2007).

Sarafino (2008) who said that stress is a condition caused by a mismatch between the desired situation and the individual's biological, psychological or social system. Another opinion says that stress is the response of a person, both physically and mentally to a change in their environment which is perceived as disturbing and causing themselves to be threatened (Anoraga, 2009).

Quick and Quick (1984) and Hans Selye in Girdano (2012) say that there are two types of stress, namely eustres and distress.

Eustres, which is the result of responses to stress that are healthy, positive, and constructive (constructive). This includes the welfare of individuals and also organizations associated with growth, flexibility, adaptability, and high levels of performance. These are all forms of stress that encourage the body to adapt and improve the ability to adapt. When the body is able to use stress experienced to help pass through an obstacle and improve performance, stress is positive, healthy, and challenging (Walker. J, 2002).

On the other hand, distress, which is the result of a response to stress that is unhealthy, negative, and destructive. This includes individual consequences for systemic disease and high absenteeism rates associated with illness, decline and death. Distress is all forms of stress that exceed the ability to overcome it, burden the body, and cause physical or psychological problems. When a person experiences distress, the person will tend to react excessively, confused, and cannot perform optimally (Walker, J, 2002).

Meanwhile, according to research cited timesofindia.com, there are three types of stress that often attack, are: Chemical stress, physical stress, and emotional stress, and emotional stress that attacks many entrepreneurs

Job stress experienced by a person is influenced by factors that cause stress both from work and outside work. Among other things are the factors of task, role, and interpersonal demands.

Task demands are factors related to one's work. These demands include individual work design, working conditions, and physical layout of work. (Frew, 1987) For

example, working in a room that is too crowded or in a location that is always disturbed by noise can increase anxiety and stress. With the growing importance of customer service, work that demands emotional factors can be a source of stress. (Evans, 2000).

Role demands are related to the pressure given to a person as a function of the particular role he plays in the organization. Role conflict creates expectations that may be difficult to solve or fulfill. (Frew, 1987).

Interpersonal demands are the pressure created by employees. The lack of support from colleagues and poor interpersonal relationships can cause stress, especially among employees who have high social needs. (Frew, 1987). In this study it was found that employees demanded a better economic improvement by asking for overtime pay, increase in allowances and salary increases. This is what underlies the occurrence of stress on entrepreneurs.

In addition to influencing the structure design of an organization, environmental uncertainty also affects the stress levels of employees and organizations. Changes in the business cycle create economic uncertainty, for example, when job continuity is threatened, a person starts to worry that the economy will worsen. In this case, entrepreneurs are difficult to develop their business environment due to the limited knowledge they have. Knowledge about entrepreneurship can be obtained by attending seminars, reading books about successful entrepreneurs and participating in entrepreneurial training held by other parties.

Personal factors can cause stress, consisting of family problems, personal economic problems, and personality and character inherent in a person. National surveys consistently show that people attach great importance to family and personal relationships. difficulties in marital life, broken relationships, and difficulties with discipline problems with children are examples of relationship problems that create stress.

Economic problems because of a larger pattern of life pegs than poles are other personal constraints that create stress for employers and disrupt work concentration. Studies of three different organizations show that the symptoms of stress reported before starting work are largely the variance of various stress symptoms reported nine months later. This brings researchers to the conclusion that some people have inherent tendency to accentuate the negative aspects of the world in general. If this conclusion is correct, the individual factors that significantly affect stress are the nature of a person. That is, the symptoms of stress expressed on work may actually come from the person's personality.

Likewise, work versus conflict outside of work, such as the expectations of workers and families for the attention of employers, also causes tension and stress (House et al., 1979).

Employers must be salespeople, negotiators, financial managers, manage settlement disputes, boundary spanner, etc. Overlapping demands can cause role overload. Role overload accepts some legitimate and non-contradictory expectations, but completes all tasks beyond the individual capacity (Katz and Kahn, 1978: 185). Along with increasing role overload, maintaining a high level of quality in one's work becomes more difficult (House et al., 1979). The role of overload and attention to quality has been shown to cause high levels of stress (House et al., 1979; Matteson and Ivancevich, 1982).

The pressure of responsibility comes from having to make difficult decisions, risky decisions, where the results can have a significant impact on the welfare of the company. The pressure of responsibility causes a high level of stress (House et al., 1979).

II.   RESEARCH METHODS

The method used in this study is in-dept interview. The sample in this study were 3 (three) young entrepreneurs who had just started a business. The business pursued is chicken noodles and laundry. Researchers use interview guidelines that aim to find out how much revenue is shared for their employees and how to train employee skills. Then regarding the level of their entrepreneurial knowledge and support from their families. The time of this study is for 3 (three) months.

III.   RESULTS

The imbalance between job vacancies and the number of job seekers has led to an increase in the number of unemployed. Indonesian people argue, rather than unemployed, those who still have the skills choose to become micro entrepreneurs such as chicken noodle traders and laundry entrepreneurs (laundry services).

In Indonesia, traders "Kaki Lima", or abbreviated as PKL, are terms to call merchants who use carts, this term is often interpreted as such because there are five merchants. The five legs are two feet of traders added by three "legs" of the cart.

PKL businesses are informal (illegal) on a small scale and do not have a permit to sell according to the applicable regulations, they sell on the side of the road and only pay dues to thugs there. Even these Kaki Lima traders, besides selling themselves, also have several employees recruited to become chicken noodle traders as well.

Regarding the distribution of income, chicken noodle traders who have employees, have an obligation to pay salaries and share the results if the sale of chicken noodles that are run meets the daily target. The results of the division are 30/70. It's not easy to become a street

vendor. This is because there is anxiety at any time can be expelled, not being able to sell again where they usually make a living. For chicken noodle entrepreneurs who have not to mention the problem if they have employees.

The recruitment of employees who can be trusted and able to market and work hard is an absolute requirement. This is the consideration of the payment of salaries, in addition to the profit sharing system. An employee is required to have the skills and abilities in terms of making chicken noodles and serving buyers, so the owner must be able to manage their employees well. In order for employees to be right and good at serving buyers, employers must train and educate employees. The mindset of employees themselves becomes a new problem. Some employees from certain regions are more desirable because they are more skilled and work hard.

While the problems faced by laundry entrepreneurs differ slightly in terms of recruitment of laundry employees. Skill in using technology is very influential on service to their customers.

In essence, the problem of responsibility for employees, both chicken noodle entrepreneurs and laundry entrepreneurs is the same. That is, both feel responsible for the economy of their employees.

Then the second problem is knowledge about entrepreneurship. Both types of entrepreneurs have very limited knowledge of good entrepreneurship. They only have general knowledge in managing their business. They have never participated in training either provided by the government or independently participated in entrepreneurial seminars. So that when they are faced with a problem, especially the risk being faced, they experience depression.

And the third problem is the lack of support from the closest family in entrepreneurship. Experience during running their business, not only the profits earned, but they also experienced considerable losses. This has caused disappointment from the family of entrepreneurs. When they want to make a decision, they face a dilemma, whether to keep asking for input from the closest family, or to make their own decisions.

IV. CONCLUSION

In this study conclusions can be drawn about the things that happened to the entrepreneurs of chicken noodles and laundry entrepreneurs who were examined. That the responsibility they assume should not be taken alone. They must be able to trust the employees recruited. They must learn to give a controlled (chain of command) authority. Giving authority to employees can cause a sense of belonging to their employees. Thus their burden will be less.

They are advised to learn more through books or take entrepreneur seminars. This is important in terms of making important decisions and how to develop their business.

In terms of family support, it is recommended that more time be spent with his family in order to get both moral and material support. According to Robin & Salovey (1989) marriage and family may be an important source of social support. Therefore, good and healthy communication is very influential in creating positive support.

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Entrepreneurship Values as Learning Resources of Whiting Industry in Sugara Island Village, Indonesia

Dwi Atmono, M. Rafizien Rahfatullah, & Mahmudah Hasanah

Abstract – This study aims to identify the values of entrepreneurship as a learning resource in the whiting industry in Sugara Island Village. The research method uses a qualitative approach with descriptive method with the case study research type, which is to identify entrepreneurial values in the small whiting industry adopted by business owners and employees in the small whiting industry in Sugara Island Village. Data sources used in this study are primary and secondary data. Data analysis is carried out using qualitative analysis techniques. The results of the study show that the whiting industry, which includes the processing of whiting in general and some supporting local factors, namely kapah, kupak, pembanaman, penjumputan, pengayuhan, pundut, belek, and bos. (Utilization of entrepreneurial values contained in the process of whiting that is used as a source of economic learning, craftsmanship and entrepreneurship that comprise of commitment, moderate risk, seeing opportunities, objectivity, feedback, optimism, money and proactive management that are essential in entrepreneurship.

Keywords – Entrepeneurship, Values, Learning Resources, Whiting Industry

Dwi Atmono, Lambung Mangkurat University, Indonesia

(Email address: dwiatmono@unlam.ac.id)

M. Rafizien Rahfatullah, Lambung Mangkurat University, Indonesia

(Email address: muh.rafzein@gmail.com)

Mahmudah Hasanah, Lambung Mangkurat University, Indonesia

(Email address: hasanah_mahmudah@gmail.com)

I. INTRODUCTION

Soyomukti (2015) said that education is a process to provide people with a variety of situations that aim to empower themselves. While Triwiyanto (2014) explain that education is the process of civilizing the natural nature of each individual to be able to maintain life, which is aimed at attaining the total independence so as to obtain salvation in outer and inner life. Therefore education is very important in life because to obtain the salvation of life both outwardly and inwardly. Education taught at school to make a person become an entrepreneur is entrepreneurial education.

Entrepreneurship is defined as the courage to face risks in the future, to grow and develop and gain profit by using opportunities optimally. An entrepreneur is a person who is brave to face his future, the way he faces the future is by increasing the innovation he does to achieve life's goals. This is in line with the policy on entrepreneurship education contained in the 1945 Constitution Law No. 20 of 2003 concerning the system of National Education article 3. Another rule is the role of the government through Presidential Instruction R.I. Number 4, 1995 concerning

"National Movement to Promote and Cultivate Entrepreneurship". In 2008 the government through the Department of Cooperatives and SMEs launched the GETUKNAS (National Tunas Entrepreneurship) program for high school students and students. Therefore, the implementation of entrepreneurship education needs to be developed in all fields of education that aim to hone students into independent, creative, responsible, skilled students. One of the reasons for craft and entrepreneurship learning is that learning can be related to entrepreneurial values.

According to Sukirman (2017: 116), entrepreneurial values are a prerequisite that relates to entrepreneurial behavior. These values consist of commitment, risk of meddling, seeing opportunities, objectivity, feedback, optimism, money, and proactive management. One source that is owned by small and medium scale companies is the value of an entrepreneur's personality, namely the personality values that exist in an owner who is also the leader of the company. This condition shows that entrepreneurial values are still not fully owned by students today.

Learning sources according to AECT (Daryanto. 2010: 60-62) are divided into six types, namely: messages, people, materials, tools, technology and environment. Learning resources as a component of the teaching system must work together. Interconnectedness and interdependence with other teaching components cannot even run separately / independently without relating to other components.

The use of the environment as a learning resource will help students to be more familiar with various local potentials and advantages for the needs of learning activities, especially in entrepreneurship learning. According to Widowati (2012: 26) said that in utilizing a local advantage in school, the teacher must be sensitive to the symptoms in the environment (nature). Therefore, there is a need for clarity on all potential and needs to be familiarized because this is not a simple matter. If at this time it is very less accustomed, it will have an impact on the lack of awareness that nature shows various problems in learning through the symptoms or phenomena that arise in the surrounding area.

The study of local superiority in each region actually has many challenges and diversity in the environment so that proper analysis and study are needed. According to Mumpuni et al (2013: 823-829) that the form of integrating learning material that is in accordance with the surrounding environmental issues can provide convenience for students in solving environmental problems. The accuracy in analysing local superiority, especially for economic learning and entrepreneurship, can provide life skills for

students in accordance with the characteristics in the surrounding area and experience of daily life.

II.   PROBLEM STATEMENT

Entrepreneurship learning that is taught to students in high school level is expected to be able to utilize learning resources as well as knowing the values of entrepreneurship by promoting a local potential or advantage, especially in South Kalimantan. Nevertheless, there are still many local learning resources that have not been utilized in the process of learning entrepreneurship and the entrepreneurial values found in the business. One form of local potential and excellence that has not been exploited and utilized optimally is the potential of Sugara Island Village in Alalak District. One of the local potentials or advantages in Sugara Island Village, Alalak Subdistrict, is the whiting industry from shellfish shells.

III.   METHOD

This study uses a qualitative case study approach. Data was collected through several interviews on each participant for about an hour in each session. The data were recorded and transcribed to facilitate analysis. The analysis process was done based on frequency of emergence of certain issues. Issues were than categorised into several groups. The various groups were the analysed for similarities and difference to form themes of the study.

IV. DISCUSSION

There are a lot of entrepreneurship values that we can observe from people activities in whiting industry in Sugara Island Village. If we make connection with the idea of entrepreneurship values by Sukirman (2017: 116), the value include:

Commitment

Owners and employees divide tasks according to their respective expertise, owners and employees expect to be able to work even better in the process of making whiting from the beginning to completion, because for the business owner this is a basic job. The whiting industry owner is committed that he will preserve, maintain and advance the whiting industry because this business is a local business that has been lost for a long time. The owners and employees hope that this business will continue to run and can preserve this downhill business so that the local culture of Sugara Island village is not extinct.

Moderate Risk

Owners and employees have a solution if the difficulty in finding raw materials, in overcoming the weather, and the durability of the whiting because it has been carefully calculated in overcoming it. The owner also takes a risk is not too high and too low because if it is too low it will get low results while if taking risks is too high then the risk of failure will be high and high profits.

Seeing Opportunities

Owners and employees see this venture as an opportunity to create jobs because businesses whiting in Sugara Island Village have already started to decrease and no competitor because the competitor does not have a strategy in maintaining its market position so most businesses processing whiting in Sugara Island Village there is no longer running this whiting industry. Therefore the owner sees this whiting industry opportunity to maintain and preserve this hereditary business and create a job from the surrounding community.

Objectivity

The owner and employee of the whiting industry is hereditary business which is now the 3rd generation which is the main business for the owners and employees, because the whiting is still widely used by the community as one of the ingredients of cooking, as a tradition, and as a traditional medicine ingredient. Because of the long passage of processing business whiting made of shells (Kapah) in Sugara Island Village this then the owners are very aware of planning and measures prepared in case something unwanted happens and planning for the future to support employee performance and feasibility of the business.

Feedback

The owner gives feedback to the employee in the form of providing food and drinks and when ahead of the feast there will be a little extra money given by the owner to the employee. Whereas for the consumer, the owners and employees agree to give satisfaction to the results and good quality as well as good and timely service in the work of whiting so that consumers are satisfied and keep buying the whiting. The owner and employee of the whiting process in Sugara Island Village always give satisfaction to the customers both from the results and the behavior because thus the whiting industry has a good name in the eyes of consumers and the surrounding community.

Optimism

This whiting industry owner has a high sense of confidence or optimism because the owners and employees rely on quality and do not harm consumers. The owner and employees are sure that if they do a processing of whiting well in the processing and honestly or do not exaggerate the existing whiting in the big head which is already available, then the whiting industry will continue to survive and develop, and will not harm consumers.

Money

Business owners in running the whiting industry use personal money without borrowing money from other parties in the processing of whiting and as business capital used to buy raw materials such as shellfish (kapah), bark (kupak), as well as to hire employees of all processing

process. The payment is processed directly without debt to other parties.

Proactive Management

The owner will bequeath this business to his child because the whiting industry owner has planned carefully and judging from the performance of his child he can just run this whiting industry. Owners and employees hope that the child of this owner can run a business with hard work and can develop and further improve the whiting industry because of the whiting industry can support themselves and open up jobs for the surrounding community.

Based on that finding, we can adopt it into learning resources for craft and entrepreneurship learning as following table:

TABLE I: ENTREPRENEURSHIP VALUES THAT CAN BE USED AS THE SOURCE FOR CRAFT AND ENTREPRENEURSHIP LEARNING

Basic Competence		Entrepreneurship Values
Grade 10		
3.3 To analyze the craft production system with local cultural inspiration non-objects and materials in the surrounding area based on the carrying capacity of the local area.	4.3 Producing handicrafts with local cultural inspiration non objects and materials from the surrounding area based on the carrying capacity of the local area.	1. Commitment 2. Moderate risk 3. See Opportunities 4. Objectivity 5. Feedback 6. Optimism 7. Money 8. Proactive management

Source: Processed based on research results (2017)

Local potential that can be incorporated into learning as a means of strengthening students' understanding of the material being studied and introducing local potential or excellence. Local potential or superiority of Sugara Island Village in Alalak Subdistrict, the type of local business such as the business of processing whiting can be incorporated into craft learning and entrepreneurship in class 10 basic competencies 3.3 and 4.3.

V.   CONCLUSION

Whiting industry include the processing of whiting in general and a number of supporting local factors, namely *kapah, kupak, pembanaman, penjumputan, pengayuhan, pundut, belek, dan bos.*. Utilization of entrepreneurial values contained in the process of whiting which is used as a source of economic, craft and entrepreneurship learning, such as commitment, moderate risk, seeing opportunities, objectivity, feedback, optimismee, money and proactive management that can be used as a reference for learning to be entrepreneur. High school teachers can pay more attention and explore the advantages or local potential that can be used as a learning resource in economic, craft and entrepreneurship learning. Students are expected to further broaden their horizons about local potentials and advantages that exist around the school. Other researchers are expected for future researchers to be able to identify

excellence and local culture especially in Sugara Island Village as a learning resource in economic, craft and entrepreneurship learning for students. Media development and relevant learning models related to entrepreneurial values as learning resources. Forms of evaluation of learning that are relevant in optimizing the acquisition of economic learning outcomes, craft and entrepreneurship with entrepreneurial values as learning resources.

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Predictors of Psychological Well-Being in a Sample of Iranian Adolescents in Malaysia

Sara Ghazizadeh Ehsaei, Mahdi Khasmohammadi, Tajularipin Sulaiman, Sidek Mohd Noah, Wan Marzuki Wan Jaafar, & Masoumeh Homauni

Abstract -- Greater psychological well-being has been related to positive health indicators. Parental autonomy support is an essential element in socializing with others and rising children and adolescents towards a happy life. Previous research have found Iranian adolescents who studying abroad report lower level of psychological well-being compared to the general population. The aim of this study was to investigate the level of psychological well-being among adolescents in the Iranian schools in Malaysia and to examine whether paternal and maternal autonomy support are related to psychological well-being. Cluster sampling approach was used to identify potential respondents for this study. Adolescents (n = 260) who were born in Iran and recently studying at Iranian schools in Kuala Lumpur, Malaysia, completed Subjective Vitality Scale and Perceptions of Parents Scale (POPS). The sample age ranged between 12-18 years. Descriptive analysis and Pearson's correlation were used to answer the research questions. Participants reported high level of psychological well-being. Results revealed that paternal autonomy support and maternal autonomy support were significantly positively related to psychological well-being (r =.62 and r =.59). Students with higher level of perceived autonomy support from their parents reported higher psychological well-being. This study highlights the significance of examining the consequences of autonomy-supportive parenting practices on well-being of adolescents separately for mothers and fathers. Finally, the conclusion of the study is discussed.

Keywords -- Psychological Well-Being, Parental Autonomy Support, Paternal Autonomy Support, Maternal Autonomy Support, Iranian Adolescents, Malaysia

Sara Ghazizadeh Ehsaei*, Mahdi Khasmohammadi, Tajularipin Sulaiman, Sidek Mohd Noah, Wan Marzuki Wan Jaafar, & Masoumeh Homauni,
Universiti Putra Malaysia, Malaysia.
(*Email address: ghazizade_s@yahoo.com)

I.   INTRODUCTION

As a critically developmental period in human life, adolescence is definable in terms of a period of human's life span between childhood and adulthood (Santrock, 2015). Santrock (2015) further discussed that adolescence is related to an increase in susceptibility to biological, physical, cognitive, emotional, behavioral, and social changes as well as adjustment problems that teens may experience. Besides, adolescence also is a period of increased vulnerability to stressful life events and consequently may influence negatively on life quality and well-being (Momtaz, Hamid, & Ibrahim, 2014; Wong, 2011; Yaacob, Juhari, Talib, & Uba,

2009). According to Sussman (2013) behavioral patterns that affect the whole life span, are shaped during adolescence. In order to positively form well-being among adolescents, it is necessary   to address them as a generation that are considered as pillars of society, which upon their efforts a nation will be constructed (Bakar, Fatah, Sidek, & Sample, 2013).

Huppert (2009) defined well-being as a positive and sustainable condition that guides individuals to survive as well as flourish in social life. Furthermore, as an emotional construct, adolescence is linked with future life that is happiness and satisfaction that individuals may be confronted with in their future life (Bakar et al., 2013). As a consequence, well-being is a condition of complete, physical, social and mental health that is associated with adolescence (Chen, 2010). In other words, well-being is portrayed by existence of positive feelings and lack of negative feelings and also it is associated with an insight into human potentials that are fully operating (Ryan & Deci, 2001).

As such, promoting well-being in adolescents is important and related to teaching, education, learning, achievements and sustainable development (O'Brien, 2008). Also, since well-being is often linked with happiness O'Brien (2008) happy students may be more enthusiastic about their education and it is less probable that happy students miss classes and consequently they are more devoted to their academic performances than unhappy students (Snyder, 2010). There are a number of factors that directly are connected to an adolescent's psychological well-being, but the present study concentrates on parental autonomy support.

Important environmental factors such as parents and teachers, which are influential on adolescent health and well-being, have been investigated during past decades. Consequently, a good number of research have provided empirical information that argued the associations among parents relationships with children from one side and psychological well-being of adolescence from the other side (Chu, Saucier, & Hafner, 2010; Downie et al., 2007; Ghazizadeh Ehsaei et al., 2018; Lekes, Gingras, Philippe, Koestner, & Fang, 2010; López-Walle, Balaguer, Castillo, & Tristán, 2012; Santrock, 2015; Stebbings, Taylor, Ian, & Spray, Christopher, 2015).

As the first factor, parental autonomy support is an essential element in socializing with others and in developing children and adolescents towards a happy life (Lekes et al.,

2010). As the second factor, autonomy support is another social practice that parents persuade their children towards independent decision making, assist them to choose the best alternative in any social condition that is provide children for rational decision. As such, both factors are linked with positive outcomes that in turn assist children with constructing well-being (Joussemet, Landry, & Koestner, 2008). Also, perceived autonomy support promotes more behavioral regulation.

Clemente and Hezomi (2016) stated that psychological well-being of Iranian adolescents is low. Hosseini (2014) further discussed that going to a new country may even negatively affect the low psychological well-being of the Iranian students who study overseas, and it is while only few studies have been done about the construction of well-being among Iranian adolescents in Malaysia. Consequently, the present research attempted to investigate the construction of well-being among those adolescents who study in Malaysia. Due to the lack of literature about Iranian adolescents who study in Malaysia, the aim of this study was to fill this gap. Thus current study has explored the relationship between parental autonomy support and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Accordant to the stated problem, the following research questions are posed:
1. What are the level of paternal autonomy support, maternal autonomy support and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia?
2. Are there any relationship between paternal autonomy support, maternal autonomy support and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia?

II. METHOD

Sample

The sample of this research was chosen out of a population of Iranian adolescents in Iranian schools in Kuala Lumpur, Malaysia. In this study the cluster sampling approach was used to identify potential respondents. Participants in this research were included 260 adolescents (146 males and 114 females) who were born in Iran and recently studying at Iranian schools in Kuala Lumpur, Malaysia. The age range of respondents was from 12 to 18 years old.

Procedures

Following the approval of the study by University Putra Malaysia (UPM), the researcher obtained the permission from the Iranian Embassy in Malaysia to conduct the study in Iranian schools in Kuala Lumpur. Then, the researcher coordinates with the principles of the Iranian schools to administer the questionnaires. According to ethical consideration in research, the principal and teachers send the parental permission to parents of students. Also, respondent permission letter was given to the respondents. Letters were sent to the parents of the students in the target classes informing them of the nature of the study and the opportunity to contact the child's school about the project was provided. Participants were administered questionnaires in class and received a small gift for taking part in the study. Informed consent was obtained from all participants in the study.

Measures

The instruments of the present research have been selected from previous studies. These instruments include subjective vitality scale and perceptions of parents scale. The following specific measures were used in the current study.

Subjective Vitality Scale

The concept of subjective vitality discusses the state of feeling alive and alert and having energy available to the self. Vitality is a feature of eudaimonic well-being (Ryan & Deci, 2001), because being vigorous and active is part of what it means to be fully functioning and psychologically well. A measure is established for subjective vitality by Ryan and Frederick (1997) and it is worth mentioning that this scale and measure is used of each individual difference. It is steady feature in individuals that is proven to be positively in association with self-actualization and self-esteem while negatively in association with depression and anxiety (Nix, Ryan, Manly, & Deci, 1999). The validity of the 7 items of the original scale was authenticated by Ryan and Frederick (1997). Some other scholars such as Bostic, Rubio and Hood (2000) utilized confirmatory factor analyses and believed that a 6-item version can show a better function than the 7-item version. Moreover, seven-point Likert-type scale has different levels that range from (1) to (7) in which (1) indicates "Strongly disagree" and continues to (7) which indicate "Strongly agree". The vitality scale which has been estimated by Internal consistency reliability is between $\alpha = .85$ to $\alpha = .93$

Perceptions of Parents Scale (POPS)

The level of perceived parental need support was investigated as the predictor variable and was measured by using The Perceptions of Parents Scale (POPS; Robbins, 1994). Specifically, this scale was used to assess participants' perceptions of their mothers' and fathers' (or primary caregivers') provision of support for autonomy (eighteen items; e.g., my mother tries to tell me how to run my life). POPS includes 18 items. Participants responded using a 7-point Likert scale, ranging from 1 (not true at all) to 7 (very true). The POPS identifies the degree to which parents provide optimal parenting context according to SDT definitions (Grolnick, Deci, & Ryan, 1997). The scales are completed by adolescents to describe their mothers and their

fathers (Robbins, 1994). This questionnaire which was designed as part of a doctoral dissertation titled, "An assessment of perceptions of parental autonomy support and control: Child and parent correlates," done by Robert Robbins in the Department of Psychology at the University of Rochester under the supervision of Robbins (1994), provided preliminary evidence for the reliability and validity of the scale. Robbins (1994) reported internal consistency reliability estimates for each subscale as follows: autonomy support from mothers (α=.88), autonomy support from fathers (α=.88).

III. RESULTS

Table 1 displays participants' perceptions of their mothers and fathers' provision of support for autonomy. According to table 1, the mean score for paternal autonomy support was 4.83 (SD=1. 72) and for maternal autonomy support was 4.95 (SD=1.05). As shown in table 1, for psychological well-being the mean score is 5.23 (SD 1.51). As can be seen in the table 1 the levels of perceived paternal autonomy support, maternal autonomy support, and psychological well-being among Iranian adolescents were high. Accordingly, 53.46% of respondents experienced high level of perceived paternal autonomy support while 52.69% of them reported high level of maternal autonomy support. 54.62% of Iranian adolescents experienced higher psychological well-being.

TABLE 1: DESCRIPTIVE INFORMATION ON PATERNAL AUTONOMY SUPPORT, MATERNAL AUTONOMY SUPPORT, AND PSYCHOLOGICAL WELL-BEING

	Range	Minimum	Maximum	Mean	SD	N	%
Paternal autonomy support	4.56	2.35	6.89	4.83	1.72		
Low (Scores ≤4.727)						121	46.54
High (Scores >4.728)						139	53.46
Maternal autonomy support	4.67	2.68	7.00	4.95	1.05		
Low (Scores ≤4.834)						123	47.21
High (Scores >4.835)						137	52.69
Psychological well-being	5.88	1.74	7.00	5.23	1.51		
Low (Scores ≤4.866)						118	45.38
High (Scores >4.867)						142	54.62

Note. SD= Standard Deviation

To answer the first part of second question of current study Pearson's correlation test was conducted to examine the relationship between paternal autonomy support and psychological well-being.

TABLE 2: RELATIONSHIP BETWEEN PATERNAL AUTONOMY SUPPORT AND PSYCHOLOGICAL WELL-BEING

	Psychological well-being	
Variable	r	p
Paternal autonomy support	.62*	<0.001

* Significant at p ≤ 0.05 level

Table 2 shows the significant moderate relationship and positive correlation between paternal autonomy support and well-being. (r =.62, p≤0.05).

Pearson correlation analysis was run to find an answer for the second part of second question of this study to find out the relationship between maternal autonomy support and psychological well-being among Iranian adolescents.

TABLE 3: RELATIONSHIP BETWEEN MATERNAL AUTONOMY SUPPORT AND PSYCHOLOGICAL WELL-BEING

	Psychological well-being	
Variable	r	p
Maternal autonomy support	.59*	<0.001

* Significant at p ≤ 0.05 level

Table 3 indicates a significant moderate positive relationship between maternal autonomy support and psychological well-being (r =.59, p≤0.05).

IV. DISCUSSION

Overall the results of this study showed that psychological well-being of Iranian adolescents who studying in Iranian schools in Kuala Lumpur were high not low which is in contrast with preivious studies. Clemente and Hezomi (2016) stated that psychological well-being of Iranian adolescents is low. Hosseini (2014) further discussed that going to a new country may even negatively affect the psychological well-being of the Iranian students who study overseas.

Moreover, findings indicate that paternal autonomy support is related to well-being in Iranian adolescents. Higher psychological well-being of adolescents was found to be related to autonomy-supportive fathers. These findings are in consistent with previous studies on children suggesting a link between paternal autonomy support and well-being (Downie et al., 2007; Grolnick & Pomerantz, 2009; Grolnick, Price, Beiswenger, & Sauck, 2007; Lekes, Gingras, Philippe, Koestner, & Fang, 2010).

Furthermore, the results of current study illustrated a strong link between maternal autonomy support and psychological well-being. Findings of this study supporting the study conducted by Kocayörük, Altıntas and İçbay

(2015) who indicated a positive significant correlation between maternal autonomy support and well-being among adolescents. Similarly study by López-Walle et al. (2013) found meaningful influence of autonomy-support mothers on the child's well-being. In another study, Niemiec et al. (2006) mentioned that support from mothers had exclusive relationships to their adolescents' psychological health. An explanation offered for current findings is that adolescents have higher well-being when they stated their parents were autonomy supportive.

V.   CONCLUSION

The findings of current study indicate that autonomy supportive fathering may be as detrimental to the psychological well-being of children as autonomy supportive mothering. The importance of fathers in the lives of children has received recent attention in empirical studies (López-Walle et al., 2013). Nevertheless, although fathers are beginning to play a large role in the lives of children, fathers seem to serve a different function in parenting than do mothers, which may account for the differences found in the current study that paternal autonomy support has stronger association with adolescent's psychological well-being than maternal autonomy support. It is possible that since fathers play a more autonomous role in the lives of children, having a autonomy-supportive father may complement the fatherhood role and hence may not interfere with the child's well-being as much as having a autonomy-supportive mother. These differences highlight the importance of examining the consequences of parenting practices on well-being of children separately for mothers and fathers.

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