

Analysis of Different Levels of Organization Learning: A comparative study on Ghee and oil Industry in Pakistan

Muhammad Fayyaz Khokhar

Ms/M. Phill Business Administration, National College of Business Administration & Economics Multan,
Pakistan

Muhammad Moazam Khan

MBA/MS Lecturer Bahauddin Zakariya University Multan, Pakistan

Abstract

The aim of this study is to evaluate the different levels of organizational learning in Ghee and oil sector of Pakistan. This study also examines the strengths and weaknesses of Ghee and oil firms. This comparative study is based on 10 different elements of organization learning which includes psychological safety, application of differences, openness of ideas, time for reflection, experimentation, information collection, analysis, education and training, information transfer and leadership. To evaluate the level of learning in selected firms a survey developed by David A. Garvin is used. The data is collected through a questionnaire from 90 respondents of six Ghee and oil Mills. Reliability test and descriptive statistics are applied on data. The score obtained through questionnaire is compared with benchmark scores developed by David A. Garvin. The result is varied and no important dissimilarity is found in the scores obtained by firms when compared with benchmark score.

Key words: Organizational learning, learning environment, Pakistan.

INTRODUCTION :

The organization in which people learned through its own experience in the organization automatically becomes a learning organization with the passage of period (Dee-Lucas, 1980). The organization which is said to be leaning organization is not about the continued existence but it is only about the adaptive learning in the environmental changing (Senge, 1990). The group of learning is most important for creating synergy in that organization which is considering as a environment learning organization.

The collective thinking dialogue always encourages and helps the organization to learn more and move in advanced (Isaacs, 1994). Organizations become the learning organization when they share their learning within the organization and also learn individual known as learning organization (Kim, 1998).

Most of the modern or current theories tells us that organization never becomes the learning organization but it is developed into better organization (Bessant, 1999).

There are three level of learning organization first is individual level , second is grouped level and third is organizational level. (Marsick, 2003). (Argyris, 2005) found the main cause behind the errors and thought deeply to overcome the these problems in the phase of double loop learning.. Positive influence of individuals learning and commitment of leadership gave the outcome in the form of organizational learning (Pham, "Facilitators of organizational learning in design.", 2006).

The organization is said to be learning organization where employees are trained by creating, gaining and transferring knowledge and changing their activities in order to give new knowledge and insights (Garvin D. A., 2008).

The learning organization building is healthy realistic approach which provides the educational , knowledge and practical learning ways and methods, getting knowledge from others , getting the experience of learning from the past period , benchmarking and modernization to move for building a learning organization (Garvin D. A., 2008).

Learning organization is always connected with new changes and the learning is the only one main thing which helps to survive in the world of business (Nordin, 2011) Job satisfaction , performance of work and a commitment with organizational with positive relationship are found in any organization that organization is consider as a learning (Rose, 2011).

LITERATURE REVIEW :

A whole picture seeking the occasion individually for the learning is studied (Garvin D. A., 2008). There are four main factors of a leaders behavior leaders own knowledge ,culture and values of the leaders, leader personal properties , past experience and set off believes (Noruzy, 2013). Industrial management and there mass production only rationality . The system in which a leader tired to engage the rule system in their own favor. (Murphy, 2007).

In the present period the change in the environment which can survive the learning faster for organizations. Learning cannot be continued until the system are not accept , in which knowledge , learning , people and technology. (Marquardt, 1996). And any experimental or limited to small numbers or empirical work is not existent (Di Milia, 2009) .

Organizational learning has positive impact on outcomes and also has impact on individuals and on leadership (Pham, "Facilitators of organizational learning in design.", 2006). The differences between in an organization employees appreciation which cover that study. (Roussin, 2012) .

A study based on four characteristics of learning organization was conducted by (Armstrong & Foley, 2003). These four characteristics were environment learning, accomplishing developmental needs as well as learning, developmental needs for learning and learning 's practical implementation at the workplace. A study based on major aspects of organization and both personally and joint learning, focusing the Leadership was conducted (Mayo & & Lank, 1997). A study on learning environment is focused by (Tannenbaum, 1997) .

There is no signal of organizational learning in Japanese companies based in Europe. . with the input of CEOs these companies can be better learning organizations (Kidd & Teramoto, 1995). There exists relationship between organization's learning culture and innovation use in Malaysia (Maria, 2003). A study based on relationship of organizational learning and economic growth in Private colleges of Malaysia is carried out (Kumar, 2005). Hotel businesses farm up into learning organization is based on nine major elements in Turkey (Aksu & Ozdemir, 2005).

A empirical study is conduct in the Malaysia which show the dimension impact of DLOQ in an learning organization and their results (Noubar, 2011) .Educational public Institutes of Pakistan find five dimensions of learning organization are studied by using the instruments of DLOQ (Zamin Abbas, 2012). Levels of Organizational learning in the food sector of Pakistan are measured (Sohaib, Ihsaan, Yousaf, & Majeed, 2013). (Sohaib M. , Ihsaan, Yousaf, & Majeed, 2014) studied the major aspects affecting the organizational learning in the banking sector of Pakistan.

Objective of the Study :

The first and primary purpose of this study to know about the depth of learning in the sector of Oil and Ghee Mills in Pakistan. The second objective is to mention the weakness in the organization and to highlight the strengths or in other simple words its power and its specialization in the different areas . We can say that the aim of this study is to use its strength and overcome the weakness only for the betterment of the organization which are working as learning organization in Pakistan.

METHODOLOGY :

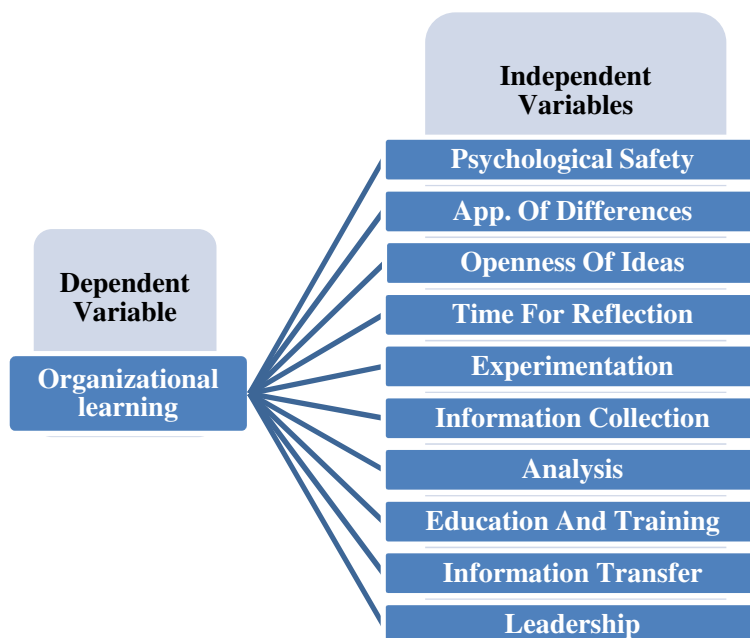
As we know our research is based to know the different level of learning organization , so for this reason David A. Garvin previously developed a tool of learning organization (survey of learning organization) . For our research we take the six oil and ghee sectors in Pakistan for our comparative study. Through structured questionnaire we collected the data. This study use the scale or format with the values ranging from 7 for strongly agree to 1 for strongly disagree in this questionnaire. The data was collected from 90 respondents and from each organization or mill we take 15 respondents . The study also uses the convenience technique sampling for sample. The data is tested in SPSS. The obtained scores from the organization are compared with the benchmarked score. The benchmarked score is developed by David A. Garvin shown in the appendixes. Then the comparative scores are compared with single mill with each other's mills .

DATA ANALYSIS AND VARIABLE :

This study contained 10 correlated variables which are given in the appendix and are compared with bench marks scores . This bench marks score is developed by David A. Garvin. These 10 correlated variables are given below,

- 1 Psychological Safety
- 2 App. Of Differences
- 3 Openness Of Ideas
- 4 Time For Reflection
- 5 Experimentation
- 6 Information Collection
- 7 Analysis
- 8 Education And Training
- 9 Information Transfer
- 10 Leadership

These are the variables correlated which each other and show the impact of these variables on learning organization in Oil and Ghee mills sector.



RESULTS AND DISCUSSION :

Correlation

Correlation between items exists in a range between -1 to +1. The correlation between 10 items are showed in below table and the results suggests that there is positive correlation between mostly items.

Table : Inter Item Correlation

	Anal ysis	App. Of Differ ences	Educ ation And Train ing	Experi mentat ion	Infor matio n Collec tion	Infor mation Transf er	Leade rship	Ope nnes s Of Ideas	Time For Refle ction	Psycho logical Safety
Analysis	1.000	0.535	0.860	0.843	0.861	0.738	0.868	0.413	0.154	0.271
App. Of Differences	0.535	1.000	0.561	0.224	0.776	0.731	0.729	0.337	0.628	-0.082
Education And Training	0.860	0.561	1.000	0.872	0.777	0.946	0.894	0.741	0.061	0.655
Time For Reflection	0.843	0.224	0.872	1.000	0.627	0.675	0.715	0.586	-0.109	0.614
Experimentation	0.861	0.778	0.777	0.627	1.000	0.788	0.967	0.222	0.156	0.084
Information Transfer	0.737	0.731	0.945	0.674	0.787	1.000	0.901	0.729	0.165	0.584
Leadership	0.868	0.729	0.893	0.715	0.967	0.901	1.000	0.406	0.054	0.323
Openness Of Ideas	0.419	0.336	0.740	0.586	0.222	0.729	0.406	1.000	0.277	0.796
Time For Reflection	0.154	0.628	0.062	-0.109	0.156	0.165	0.055	0.278	1.000	-0.358
Psychological Safety	0.270	-0.082	0.655	0.613	0.0849	0.584	0.329	0.796	0.3580	1.000

The correlation between these 10 items are within the range -1 to +1.

Reliability Test

To evaluate the reliability of the instrument Cronbach's alpha coefficient is used.. The reliability test results 0.921 for the 10 items that is an indication of a good rank of reliability as it is above than 0.700. A good measurement depends upon reliability but we cannot conclude the goodness on this measurement (Churchill, 1979).

Table : Reliability Analysis

N of Item	Cranach's Alpha	Cranach's Alpha Based on Standardized Items
15	0.921	0.920

Reliability test showing value above the 0.700 for all variables

Comparison of benchmark score

The score obtained from six ghee and oil mills is compared with the benchmark score. This benchmark score was developed by David A. Garvin. The benchmark scores by David A. Garvin and the scores obtained by each company for all 10 variables are given below.

Table : The Benchmark scores given by David A. Garvin

	Bottom Quartile	2nd Quartile	Average	3rd Quartile	Top Quartile
Psychological Safety	31-66	67 -75	76	77-86	87-150
App. Of Differences	14-56	57-63	64	65-79	80-150
Openness Of Ideas	38-80	81-89	90	91-95	96-150
Time For Reflection	14-35	36-49	50	51-64	65-150
Experimentation	18-53	54-70	71	72-82	83-150
Information Collection	23-70	71-79	80	81-89	90-150
Analysis	19-56	57-70	71	72-86	87-150
Education And Training	26-68	69-79	80	81-89	90-150
Information Transfer	34-60	61-70	71	72-84	85-150
Leadership	33-66	67-75	76	77-82	83-150

Data source: Garvin, D. A., et al. (2008)

Table : Scores Obtained By Companies

	Hafeez Ghee	Muslim Ghee	Hoor Ghee	Ghousia Ghee	Qadir Ghee	Habib Oil Mills Ltd.
Psychological Safety	45	39	47	44	41	46
App. Of Differences	70	58	45	41	59	67
Openness Of Ideas	83	56	77	71	75	82
Time For Reflection	42	34	28	32	50	38
Experimentation	56	33	38	55	32	58
Information Collection	71	55	33	43	35	65
Analysis	73	52	45	60	47	62
Education And Training	55	28	35	37	28	51
Information transfer	62	35	42	34	35	58
Leadership	68	45	35	38	28	62
Valid N(list wise)						

Comparison of test scores with benchmark score

Interpretation of comparison's results

1. In Psychological Safety all are in Bottom Quartile.
2. In App. Of Differences Hoor Ghee and Ghousia Ghee are in Bottom Quartile , Muslim Ghee and Qadir Ghee are in 2nd Quartile while Hafeez Ghee and Habib Ghee are in 3rd Quartile.
3. In Openness Of Ideas Muslim Ghee , Hoor Ghee , Ghousia Ghee and, Qadir Ghee are in Bottom Quartile while Hafeez Ghee and Habib Ghee are in 2nd Quartile.
4. In Time For Reflection Muslim Ghee , Hoor Ghee and Ghousia Ghee are in Bottom Quartile , Hafeez Ghee and Habib Ghee are in 2nd Quartile while Qadir Ghee is in Average.
5. In Experimentation Muslim Ghee , Hoor Ghee and Qadir Ghee are in Bottom Quartile while Hafeez Ghee , Ghousia Ghee and Habib Ghee are in 2nd Quartile.
6. In Information Collection Muslim Ghee , Hoor Ghee , Ghousia Ghee , Qadir Ghee and Habib Ghee are in Bottom Quartile while only Hafeez Ghee is in 2nd Quartile.
7. In Analysis Muslim Ghee , Habib Ghee and Qadir Ghee are in Bottom Quartile , Ghousia Ghee and Habib Ghee are in 2nd Quartile and only Hafeez Ghee is in 3rd Quartile
8. In Education And Training all are in Bottom Quartile.
9. In Information transfer all are in Bottom Quartile except Hafeez Ghee because it is in 2nd Quartile.
10. In Leadership all are in Bottom Quartile except Hafeez Ghee because it is in 2nd Quartile

The table of descriptive statistics showing individual mean scores of each oil and ghee mills is given in the Appendix.

CONCLUSION

Concluding the whole study it is hard to say that this is final verdict about the firms because reasonability is limited and knowledge is created every day but this study concluded that Psychological Safety, Time For Reflection and Analysis are the main three variables that have major contribution in organization learning in Ghee and Oil Mills in Pakistan. If organizational learning level is assessed properly it can increase the competences of firms.

In this research influence of 10 independent variables on the organization learning level of six Ghee and Oil Mills of Pakistan is studied and results suggests that mostly all firms are in bottom Quartile and 2nd Quartile in organizational learning.

Although this study is a good effort to measure the organizational learning levels in Ghee and Oil Mills in Pakistan but it may not be applicable because the sample size is not sufficient to conclude rationally and there may be chance of error in the response data of respondents. Due to sample size, sample technique and responses of respondents this study has limitation to implement under certain circumstances.

REFERENCES

- Aksu, A., & Ozdemir, B. (2005). Individual learning and organization culture in learning organizations. *Managerial Auditing Journal* , 20 (4), 422-441.
- Argyris, C. a. (2005). "Double loop learning in organizations.". *Great Minds in Management: The Process of Theory Development*: .
- Armstrong, A., & Foley, P. (2003). Foundations for a learning organization: organization. *The Learning Organization: An International Journal* , 10 (2), 74-82.
- Bessant. (1999). Using Learning Networks To Help Improve manufactureing competitiveness . 19 (6): 373-381.
- Churchill, G. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research* , 16 , 64-73.
- Dee-Lucas, D. a. (1980). "Learner-generated organizational aids: Effects on learning from text.". *Journal of Educational Psychology* , 72(3): 304-311.

- Di Milia, L. &. (2009). The Relationship Between Multiple Levels of Learning Practices and Objectives and Subjective Organizational Financial Performance. *Journal of Organizational Behaviour* .
- Garvin, D. A. (2008). "Is yours a learning organization?". *Harvard business review* , 86(3): 109.
- Garvin, D. A. (2008). Is yours a learning organization? *Harvard business review* , 86(3): 109.
- Garvin, D. A. (2008). Is yours a learning organization?". *Harvard business review* , 86(3): 109.
- Isaacs, W. N. (1994). "The dialogue project annual report 1993-94." . The Society for Organizational Learning.
- Kidd, J., & Teramoto, Y. (1995). The Learning Organization: The Case of the Japanese RHQs in Europe. *Management International Review* , 35, 39-56.
- Kim, D. H. (1998). "The link between individual and organizational learning." . *Sloan Management* .
- Kumar, N. (2005). Assessing the Learning Culture and Performance of Educational Institutions. *Performance Improvement* , 44 (9), 6.
- Maria, R. (2003). Innovation and Organizational Learning Culture in the Malaysian Public Sector. *Advances in Developing Human Resources* , 5 (2), 205.
- Marquardt, M. J. (1996). *Building the learning organization*. McGraw-Hill New York.
- Marsick, V. J. (2003). "Demonstrating the value of an organization's learning culture: the dimensions of the learning organization questionnaire." . *Advances in developing human resources* , 5(2): 132-151.
- Mayo, A., & Lank, E. (1997). *The power of learning: a guide to gaining competitive advantage*. Institute of Personnel and Development.
- Murphy, J. e. (2007). "Leadership for learning: a research-based model and taxonomy of behaviors 1." . *School Leadership and Management* , 27(2): 179-201.
- Nordin. (2011). The Influence Of Emotional Intelligence , Leadership behaviour and organizational commitment on organizational readiness for change in higher learning institutions . *Procedia-Social and Behavioral Science* , 29: 129-138.
- Noruzi, A. e. (2013). "Relations between transformational leadership, organizational learning, knowledge management, organizational innovation, and organizational performance: an empirical investigation of manufacturing firms." . *The International Journal of Advanced Manufacturing Technology* , 64(5-8): 1073-1085.
- Noubar, H. B. (2011). "Learning culture to organizational breakthroughs in Malaysian companies." . *Economics and Management* , 16: 852-858.
- Pham, N. T. (2006). "Facilitators of organizational learning in design." . *Learning Organization* , 13(2): 186-201.
- Pham, N. T. (2006). "Facilitators of organizational learning in design." . *Learning Organization* , 13(2): 186-201.
- Rose, R. C. (2011). "The effect of organizational learning on organizational commitment, job satisfaction and work performance." . *Journal of Applied Business Research (JABR)* , 25(6).
- Roussin, C. J. (2012). "Impact of Organizational Identification and Psychological Safety on Initial Perceptions of Coworker Trustworthiness. *Journal of Business and Psychology* , 27(3): 317-329.
- Senge. (1990). "The fifth discipline." . *Measuring Business Excellence* , 1 (3), 46-51.
- Sohaib, Ihsaan, Yousaf, & Majeed. (2013). Measuring the levels of organizational learning: A comparative study of Food sector in Pakistan. *International Journal of Organizational learning and Change* , 1 (1), 64-74.
- Sohaib, M., Ihsaan, M., Yousaf, J., & Majeed, A. (2014). Factors Affecting the Organizational Learning: A Study of Banking Sector of Pakistan. *International Journal of management and organizational Studies* , 2 (2), 16-22.

Tannenbaum, S. (1997). Enhancing Continuous Learning: Diagnostic findings From Multiple Companies. *Human Resource Management* , 36 (4), 437-452.

Zamin Abbas, R. e. (2012). "Measuring the Learning Organization's Construct in Pakistan: A Case of Public Sector Educational Institutes.". *European Journal of Social Sciences* .

APPENDIXES

Hafeez Ghee and General Mills Private Ltd.

	N	Range	Minimum	Maximum	Mean	Deviation	Variance	Kurtosis
Psychological Safety	15	1.30	1.00	2.30	1.7900	.36040	.130	1.769
App. Of Differences	15	2.40	1.30	3.70	3.0100	.77667	.603	1.491
Openness Of Ideas	15	1.70	1.30	3.00	2.0600	.63979	.409	-1.551
Time For Reflection	15	2.00	1.30	3.30	2.1900	.53841	.290	1.827
Experimentation	15	1.50	1.00	2.50	1.4300	.69450	.482	-1.118
Information Collection	15	2.00	1.30	3.30	2.1200	.62858	.395	-.114
Analysis	15	1.50	1.00	2.50	1.7900	.69354	.481	-2.197
Education And Training	15	1.70	2.30	4.00	2.8000	.52915	.280	2.135
Information transfer	15	1.70	1.30	3.00	2.0600	.63979	.409	-1.551
Leadership	15	1.70	1.40	3.10	2.3200	.52662	.277	.804
Valid N(list wise)	15							

Ghee Mill Ltd.

	N	Rang e	Minimu m	Maximu m	Mean	Deviation	Variance	Kurtosis
Psychological Safety	15	1.50	1.00	2.50	1.4300	.69450	.482	-1.118
App. Of Differences	15	2.00	1.30	3.30	2.1900	.53841	.290	1.827
Openness Of Ideas	15	2.00	1.30	3.30	2.1200	.62858	.395	-.114
Time For Reflection	15	2.40	1.30	3.70	3.0100	.77667	.603	1.491
Experimentation	15	1.70	1.40	3.10	2.3200	.52662	.277	.804
Information Collection	15	1.30	1.00	2.30	1.7900	.36040	.130	1.769
Analysis	15	1.50	1.00	2.50	1.7900	.69354	.481	-2.197
Education And Training	15	1.70	1.30	3.00	2.0600	.63979	.409	-1.551
Information transfer	15	2.00	1.30	3.30	2.1900	.53841	.290	1.827
Leadership	15	1.70	2.30	4.00	2.8000	.52915	.280	2.135
Valid N(list wise)	15							

Hoor Ghee and Oil Mills Ltd.

	N	Rang e	Minimu m	Maximu m	Mea n	Deviation	Varian ce	Kurtos is
Psychological Safety	1 5	3.00	1.40	3.40	2.390 0	.55388	.307	2.417
App. Of Differences	1 5	2.00	1.30	3.30	2.480 0	.60268	.363	1.513
Openness Of Ideas	1 5	1.30	1.40	2.70	1.930 0	.49497	.245	1.174
Time For Reflection	1 5	2.00	1.60	3.60	2.850 0	.79162	.627	1.115
Experimentati on	1 5	2.30	1.30	3.60	3.580 0	.84169	.708	2.095
Information Collection	1 5	1.40	1.30	2.70	2.480 0	.64944	.422	-.613
Analysis	1 5	1.10	2.00	3.10	2.600 0	.71492	.511	1.163
Education And Training	1 5	2.00	1.00	3.00	1.800 0	.28983	.084	1.990
Information transfer	1 5	2.00	1.30	3.30	2.480 0	.60268	.363	1.513
Leadership	1 5	1.70	2.00	3.70	2.620 0	.58271	.340	-.460
Valid N(list wise)	1 5							

Ghousia Ghee Industries Private Ltd.

	N	Rang e	Minimu m	Maximu m	Mea n	Deviatio n	Varian ce	Kurtosi s
Psychological Safety	15	1.70	1.30	3.00	2.060 0	.63979	.409	-1.551
App. Of Differences	15	1.50	1.00	2.50	1.430 0	.69450	.482	-1.118
Openness Of Ideas	15	2.40	1.30	3.70	3.010 0	.77667	.603	1.491
Time For Reflection	15	2.00	1.30	3.30	2.190 0	.53841	.290	1.827
Experimentatio n	15	1.70	1.40	3.10	2.320 0	.52662	.277	.804
Information Collection	15	2.00	1.30	3.30	2.120 0	.62858	.395	-.114
Analysis	15	1.30	1.00	2.30	1.790 0	.36040	.130	1.769
Education And Training	15	1.70	2.30	4.00	2.800 0	.52915	.280	2.135
Information transfer	15	2.00	1.30	3.30	2.190 0	.53841	.290	1.827
Leadership	15	1.50	1.00	2.50	1.790 0	.69354	.481	-2.197
Valid N(list wise)	15							

Qadir Ghee Mills Ltd

	N	Rang e	Minimu m	Maximu m	Mean	Deviatio n	Varianc e	Kurtosi s
Psychological Safety	1 5	2.70	2.00	4.70	3.370 0	.94522	.893	-.939
App. Of Differences	1 5	1.00	1.30	2.30	1.770 0	.40291	.162	-1.706
Openness Of Ideas	1 5	.70	2.30	3.00	2.720 0	.19322	.037	2.459
Time For Reflection	1 5	2.40	1.30	3.70	2.790 0	.77381	.599	.100
Experimentati on	1 5	.80	2.70	3.50	3.200 0	.23094	.053	1.369
Information Collection	1 5	.70	2.00	2.70	2.250 0	.21213	.045	1.347
Analysis	1 5	1.80	2.70	4.50	3.040 0	.52536	.276	8.755
Education And Training	1 5	.50	2.60	3.10	2.960 0	.17127	.029	.645
Information transfer	1 5	3.00	2.00	5.00	3.500 0	1.14407	.30	-2.181
Leadership	1 5	2.30	2.70	5.00	4.110 0	.64023	.410	2.181
Valid N(list wise)	1 5							

Habib Oil Mills Ltd.

	N	Rang e	Minimu m	Maximu m	Mea n	Deviati on	Varian ce	Kurtos is
Psychologic al Safety	15	2.30	2.70	5.00	4.110 0	.64023	.410	2.181
App. Of Differences	15	2.40	1.30	3.70	2.790 0	.77381	.599	.100
Openness Of Ideas	15	.70	2.30	3.00	2.720 0	.19322	.037	2.459
Time For Reflection	15	2.70	2.00	4.70	3.370 0	.94522	.893	-.939
Experiment ation	15	.80	2.70	3.50	3.200 0	.23094	.053	1.369
Information Collection	15	.70	2.00	2.70	2.250 0	.21213	.045	1.347
Analysis	15	3.00	2.00	5.00	3.500 0	1.14407	.30	-2.181
Education And Training	15	1.00	1.30	2.30	1.770 0	.40291	.162	-1.706
Information transfer	15	2.70	2.00	4.70	3.370 0	.94522	.893	-.939
Leadership	15	1.80	2.70	4.50	3.040 0	.52536	.276	8.755
Valid N(list wise)	15							

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

