

The Determinants of Employee's Loyalty in the Higher Educational Institutions

Muhammad Riaz Khan¹ Irfanullah Khan¹ Dr. Sattar Khan¹ Farooq Jan¹ Dr. Naveed Saif²

1.Department of Public Administration, Gomal University, Dera Ismail Khan, Pakistan

2.Department of Business Administration, Gomal University, Dera Ismail Khan, Pakistan

Abstract

In the socio-economic development of every country, the education plays a significant role. In this regard, the higher education institutions (HEIs) are centers of academics where the people acquire skills in the various spheres of life. The HEIs are the main providers of educated and skilled personnel those who pursue their corresponding professions in the different sectors of economy. The nursery of these people must be nurtured by certain capable and highly experienced faculty which is the backbone of every higher education institution. In this regard, the teachers' loyalty is the only factor behind the success of these academic institutions. The experimental part of the study was anchored on the theoretical framework derived from the literature. About the role of independent variables (empowerment, participation, socialization & demographic attributes), the empirical/field study has come up with surprising results. The loyalty (dependent variable) is significantly associated with the independent variables (empowerment, participation and socialization). In the current study, the correlations are coming as empowerment (p-value=0.000, $r=0.481$), participation (p-value=0.003, $r=0.254$) and socialization (p-value=0.000, $r=0.416$). In the process of regression, only empowerment has appeared as significant with R^2 of 0.27 and p-value of 0.000. But, in process of stepwise regression, empowerment has been joined by socialization with significance of 0.031 and 0.000.

Keywords: Loyalty, Empowerment, Participation, Socialization, Academicians, HEIs

1. INTRODUCTION

Due to the scientific development, the globalization has completely changed the entire profile of every field of the human interest. Most importantly, the academic institutions have become very conspicuous about the Human Resource Development (HRD). In the same line, the HEIs occupy a fundamental role in nurturing the academic standing of the individuals which is the only way to social, cultural and economic development. In the existing situation, there are numerous public sector HEIs. Similarly, in the private sector, numerous academic institutions have been established hence making the circumstance more competitive concerning the employee's loyalty. The loyalty has become an issue which is being widely discussed and the social scientists, in the context of corporate culture, are concentrating to sort out the prerequisites for the same (Arif & Samina, 2014). In the present work, the loyalty is a dependent variable whereas the extent of empowerment, degree of participation and the phenomenon of socialization are the independent variables.

The teaching is an honorable profession and its nobility lies in the competence, commitment and loyalty of the teacher. The teacher helps the pupils/students in their social teaching and education; thus, to lead in the right direction, he/she is seen as an academic leader for their students and the intellectual of the society. So, in socio-economic development and sustainability of a nation, the teachers play an important role (Hussain and Mahmood 2010). The teachers, therefore, make-over his/her nation by emerging critical thinking, instilling innovative approach and promoting the art of wisdom and vision among the students and learners. The higher education, in developing countries, is realized as an important means for development and for creation of resources and for humanizing the peoples' life to which it has to serve (Rasool & Seyed, 2012). "Consequently, the evaluation of faculty performance in teaching activity is especially relevant for the academic institutions. It helps to define efficient plans to guarantee quality of teachers and the teaching learning process". There is increased consensus that highly qualified, competent and loyal teachers are necessary to improve the academic performance of the students and the academic standards of the institutions as well (Jothi, Parvathi, Srinivas & Althaf, 2014).

1.1 Problem Statement

In measuring and defining the loyalty in a specific way, there are certain technical complications. In this regard, the complication is that the loyalty depends upon the functioning of some factors, determinants and the personal attributes of the employees. This research aims to build a employees' loyalty model for public sector higher educational institutions of Khyber Pakhtunkhwa and to inspect the effect of different variables like empowerment, participation and the socialization on the loyalty of employees serving in public sector university (Gomal University) of Khyber Pakhtunkhwa. This is a local problem so needs native facts and figures to develop an actual image of the problem.

1.2 Objectives of the Study

1. To develop a research model from the literature about the association between the empowerment, participation, socialization and the loyalty of the employees in the universities and then utilize it as a ‘theoretical framework’ for the collection of primary facts and figures and analyze it to test the hypotheses.
2. To investigate the levels of loyalty among the faculty members in Gomal University, Dera Ismail Khan, KP, Pakistan.
3. To muster the numeric facts and figures about the individual roles of empowerment, participation and socialization in describing the loyalty of the faculty members at total sample, group and individual.
4. To obtain the firsthand experience, by working upon the ‘Literature and Field-work’ in the pursuit of a ‘Real World’ problem of the ‘Research Methodology’ in ‘Social Sciences’.

1.3 Significance

1. For any institution including the universities, the ‘employee’s loyalty’ is a critical success factor. In the HEIs, there is a dire need of developing the issues and dimensions of teaching and non-teaching staff.
2. Though the main factors of loyalty are universal however the personal and contextual diversities may change the whole scene. About the concerned issue, this research will surface some very suitable and innovative recommendations.
3. For the future researchers, for their research projects on the employee’s loyalty and the related issues, it offers a well-structured research model that can get practical guidelines about the collection of data and its analysis.
4. In this regard, the findings will make a significant contribution to the existing databases of knowledge about the issues of organizational behaviors, especially the loyalty in the higher education institutions.

1.4 Research Hypotheses

Table 1.1 Detail of the Hypotheses (Extracted from the Literature & Field Surveys)

Hypotheses	Tools for Analysis	Code
The empowerment, participation and the socialization is highly correlated with the employee’s loyalty.	Correlation	H ₁
The empowerment, participation and the socialization Explains the employee’s loyalty.	Regression	H ₂

2. THE LITERATURE REVIEW

2.1 The Teacher’s Empowerment

The teacher empowerment concept, in different school management strategies, has been discussed for educational reform. In order to improve and change the quality of their own lives, the empowerment includes how individuals and communities create and share knowledge. Individuals not only manage and adapt to change, by being empowered, but also contribute to change in their respective environments and lives. They consist of teacher professional growth, autonomy, self-efficacy, impact and shared decision making. The third measurement of teacher empowerment is continuous professional growth (Katzenmayer & Moller, 2001). The professional development permits teachers to become reflective professionals, skilled and inquiry oriented. The literature exposes the variables related to empowerment which includes; the job satisfaction, teacher-student relationships, positive institutional climate and the teacher attendance at higher levels. The teachers’ empowerment is improved by functioning as teams, feeling a sense of control and therefore enjoying discretion, greater job autonomy, information sharing and power and control (Jay, Alan, Henkin & Duemer, 2003). It needs teachers to contribute in a more dominant way in the determination of institutional goals and policies and to exercise their professional decision about the content of the instruction and curriculum.

2.2 The Teachers Participation

The restructuring movement has maintained a high profile among teachers for almost a decade. During this time, much of the literature has commented on aspects of restructuring, such as the professionalization of teaching. With the increasing involvement of the teaching staff in matters that were once reserved for the administrators alone, a number of interesting developments have occurred (Fletcher & Kaufer, 2003). One of the more intriguing innovations is that which provides for teacher participation in the selection of new personnel. A number of colleges and universities have followed some such plan for a considerable time and recently many institutions are giving attention to this practice. It appears a need for defining the limits of teacher participation in such matters as selection of new staff members and certainly the benefits and dis-advantages of this procedure need to be investigated (Harris, 2004). As seems to be the case with other administrative functions which have been opened to teacher participation, the justification for the faculty’s taking part in hiring of new staff members

appears to be based on the democratic features involved. It provides an opportunity for teaching personnel to feel themselves a part of the broader aspects of educational planning, it gives teachers an opportunity to pass judgment as to the acceptability of their future fellows, and it spreads the responsibility for selection of new personnel over a larger number of people (Spillane, 2005).

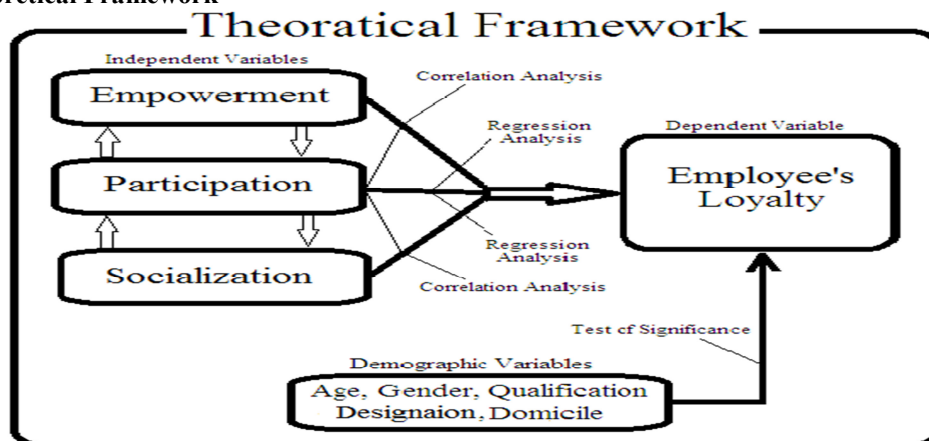
2.3 The Teacher's Socialization

The present study is concerned with the nature of the socialization process affecting the teachers. It focused on that socialization which occurs after teachers begin teaching like the concern was not with training institutions. Further, the role of professional colleagues and superiors was not at issue. Rather, the central problem was the part which pupils play in the occupational socialization of their teachers (Latham, 2001). Thus, while the process of education is usually seen as one in which a society utilizes teachers to influence the behavior of its students. Research into other occupations indicates that socialization processes are not confined to training periods, but that they are part of the work experience itself. If this is the case, it would seem fruitful to examine the teaching career for similar effects. A large number of the studies dealing with teacher socialization pertain to the effects of their college and university programs (Taormina, 2004). Stated in its most fundamental form, it is assumed that an essential task facing teachers is the transmission of information and attitudes to the students. The character of such material probably varies widely among practitioners.

2.4 The Teacher's Loyalty

In the past two decades, the concept and practice of teachers' loyalty have gained momentum. In the present competitive environment, for all profession, the need for attaining and developing standards or benchmarks has increased. For the best practice procedures, these standards create a professional environment. It allow the organizations to build the structures, procedures and policies, assure high operational quality and sustain autonomy from vested interest groups that leads to the best management performance (Albee & Piveral, 2003). The practice of teaching also needs standards that would include the guidelines and principles to be established worldwide, which appear to attract a little attention. Through the evolution of the student and the future of the society, the education profession serves complex services. A teacher should possess certain features and characteristics which clearly show that he/she is professional in his/her occupation (Jennifer & Karen, 2004). The personality of a teacher are the professional ethics, values and commitments that effect behavior to students, colleagues, families, communities and affect student development, motivation and learning along with the teacher's own professional development (Sungmin et al., 2005).

2.5 Theoretical Framework



3. RESEARCH DESIGN

3.1 Survey Approach

The methodologies in the social research recommend that survey, for managers, is the handy tool to collect primary facts and figures using interviews and questionnaire about the attitudes and perceptions of the individuals. It is noted somewhere that the approach of questionnaire is the "most frequently used mode of observation in the social sciences (Babbie, 2001:256-257)."

3.2 Population & Sample

The population is the whole collection of items in which the scholar/researcher is concerned and desires to plan to take a broad view (Boyd et al., 1977:302-303). "A population is a collection of all the elements we are

studying and about which we are trying to draw conclusions (Levin, 1984:9)". "The sampling is a common practice and everyone is used to drawing conclusions about a large group on the basis of a small portion or sample". "For instance, newspapers report the results of studies in which public opinion on some question is estimated by collecting opinions from a few selected individuals (Boyd et al., 1977:301)".

To test the instrument (questionnaire), a pilot study was conducted, by selecting the 30 respondents and for tabulating the sample size to finds the statistics using the standard formula. For the selection of sample size from finite population, the same formula was used; a sample of 154 was selected.

Table 3.1 The Sample Selection Process

Sample size formula = $((SD^2 / ((Z^2/E^2) + (SD^2/N)))$

Statistics		Value
Population	N	380
Sample	N	135
Level of Confidence	Z	1.96
Error	E	0.089
Standard Deviation	SD	0.78

3.3 Reliability of the Scale

Through Cronbach's alpha, the reliability analysis of the instrument was done. Against three variables, total 22 items were measured. .6 is minimum acceptable value in social sciences, however in our case, shown in the below table, the results of the alpha Cronbach's for 22 items was above the threshold value = .806. Therefore, to measure the variables of this study, it is safely concluded that the instrument administered for primary facts and figures collection was adequate.

Reliability Statistics	
Cronbach's Alpha	N of Items
.806	22

3.3 Data Collection Methods

Secondary Sources: All research inevitably involves the use of the book, pamphlet, periodical, and documentary materials in libraries. Obviously, without this preliminary orientation, no research project can be undertaken.

Primary Sources: From the extensive literature survey, by first extracting variables and their related attributes, a structured questionnaire was prepared. The questionnaire included the demographic and the research variables. There were five (5) demographic variables while the research variables are the empowerment, participation, socialization and the loyalty. A 5-point Likert scale will be used to record the responses.

3.4 Tools for Data Analysis

To the entire empirical world, science is a method of approach. "It is a mode of analysis enabling the researcher to state the propositions in the form of 'if-then'". About the analysis, two types of questions may be raised. "One relates to the techniques of representing the data and the other to the methodology of logically ordering them so that questions can be raised and answered (Goode & Hatt, 1952:343)".

Descriptive Tools: The examples of descriptive statistics are the charts, tables and graphs that display facts and figures so that they are easier to understand (Levin, 1984:4) "therefore the researcher has used different tables and charts to represent descriptive data about the respondents as well as the variables used to analyze the attitude of the employees".

Testing of Hypotheses: The researcher has also used inferential tools To test the hypotheses. To test the hypothesis, the relationships between the research variables, the demographic attributes of the respondents, multiple tools have been applied. Following tools have been applied:

- Correlation analysis
- Regression analysis (Multiple Regression & Stepwise-Regression)

4 FINDINGS OF THE STUDY

In this section, the researcher presented the empirical results computed from the field study. The main sections are the descriptive results and the testing of hypotheses.

4.1 Descriptive Results

Table 4.1 Cross-tabulation on Gender & Designation

		Gender		Total
		Male	Female	
	Lecturer	36	22	58
	Assistant Professor	31	15	46
	Associate Professor	9	8	17
	professor	9	5	14
Total		85	50	135

Table 4.2 Cross-tabulation on Gender & Qualification

		Gender		Total
		Male	Female	
Qualification	Master	32	18	50
	M. Phil	28	17	45
	Ph. D	25	15	40
Total		85	50	135

Table 4.3 Cross-tabulation on Gender & Domicile

		Gender		Total
		Male	Female	
Domicile	Local	44	31	75
	Non Local	41	19	60
Total		85	50	135

Table 4.4 Descriptive Statistics on the Research Variables

	N	Min	Max	Mean	Std. D
Empowerment	135	2.20	7.00	5.9193	1.02594
Participation	135	1.80	7.00	4.6241	1.01487
Socialization	135	1.60	7.00	5.325	1.12735
Loyalty	135	1.86	6.71	4.7623	1.05145
Age	135	23	59	40.89	11.313
Valid N (list wise)	135				

4.2 Testing of Hypotheses

4.2.1 Relationship of the Predictors and Criterion Variables

Hypothesis # 1 The predictors are highly correlated with the criterion variable

Table 4.5 Table of Correlations

		Empowerment	Participation	Socialization
Participation	R	.275**		
	P	.001		
	N	135	135	
Socialization	R	.578**	.345**	
	P	.000	.000	
	N	135	135	135
Loyalty	R	.437**	.245**	.427**
	P	.000	.003	.000
	N	135	135	135

** . Correlation is significant at the 0.01 level (2-tailed).

Analysis

In the correlation analysis, the above table gives the data to test the existence of relationship, direction of the association and its strength. The table shows that between the predictors (empowerment, participation and socialization) and the criterion variable (loyalty), there is significant correlation. The results also express that loyalty is highly correlated with the two predictors (empowerment and socialization) whereas the relationship with participation is weak. These results suggest that loyalty is more dependent and related on the features of empowerment and socialization. The participation is not a big element in creating the loyalty. The hypothesis # 1

is therefore accepted as true and verified.

4.2.2 Cause-n-Effect Relationships

A. Prediction of the Academicians' Loyalty (Multiple Regressions)

Hypothesis # 2 The predictors determines the Loyalty

Table 4.6 Model Summary (H₂)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.517a	.266	.257	.90268	15.753	.000a

Table 4.6a Coefficients of Regression (H₂)

Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.458	.525		2.705	.006
	Empowerment	.348	.094	.348	3.740	.000
	Participation	.097	.082	.095	1.180	.236
	Socialization	.165	.086	.179	1.898	.061

Analysis

In the prediction of the loyalty by using all the three independent variables, the procedure of multiple regressions was run. The above table provides the regression model summary where R² is 0.266 which means that 27% of variation in loyalty is due to the independent variables. Conversely, in analyzing the single role of each of three predictors, only 'empowerment' appears with a p-value of 0.000, as significant. Rest of the factors (participation, socialization) has p-values far more than the critical threshold of 0.05 (0.236 & 0.061).

The findings from correlation analysis is also supported these results, where the correlation of the empowerment with loyalty is highest (r=0.481) whereas other two variables have smaller correlation values (0.416 and 0.254). From regression analysis, given the results, it is indicated that hypothesis # 2 is partially accepted as true because R² of 0.266 gives a prediction of 27% in loyalty due to the role of all predictors especially the empowerment.

B. Prediction of the Academicians' Loyalty (Stepwise Regression)

Table 4.7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.482a	.242	.235	.91467	39.884	.000a
2	.507b	.257	.257	.90290	22.967	.000b

Table 4.7a Coefficients of Regression

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.989	.457		4.324	.000
	Empowerment	.484	.077	.481	6.335	.000
2	(Constant)	1.721	.468		3.657	.000
	Empowerment	.364	.094	.361	3.889	.000
	Socialization	.185	.086	.203	2.178	.031

Table 4.7b Excluded Variables

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Participation	.127a	1.623	.110	.139	.927
	Socialization	.203a	2.187	.031	.187	.645
2	Participation	.095b	1.189	.236	.103	.866

Analysis

On the prediction of Loyalty, through the predictors, the application of stepwise regression was run, which shows that in the regression process, the participation has been completely excluded from the analysis as insignificant. Both participation and socialization, in the preceding regression, appeared as insignificant though; the stepwise regression has more simplified the issue by representing that both empowerment and socialization are the best predictors of loyalty.

Similarly, the hypothesis was also strongly supported by the Beta scores. For the empowerment, the Beta score is 0.481 which means that a change of one unit in the predictor (empowerment) brings a change

of .481 units in the criterion. The participative features have no role whatever in defining the loyalty. These results shows that teachers have no participation problems in reducing their loyalty towards the university rather it is the empowerment and socialization features which for their undesirable attitude of loyalty. Therefore, with the procedure of stepwise regression, the hypothesis # 2 is further substantiated.

4.3 Summary of the Empirical Results

Table 4.8 Summary Table (Prediction of Loyalty)

Predictors			Procedure	R2	Significant Predictors
Empowerment, Socialization	Participation	and	Multiple Regression	0.266 (27%)	Empowerment (p-value = 0.000)
Empowerment, Socialization	Participation	and	Stepwise Regression (2 Models)	0.258 (26%)	Empowerment and Socialization (p-values = 0.000 & 0.031)

Analysis

To test the prediction of loyalty with the independent variables, the above table shows the summary statistics of different regression procedures. In multiple regressions, the results clearly show that only ‘empowerment’ appeared as the significant variable with p-value of 0.000 thus showing the 27% of change in the dependent variable. The results from stepwise regression are a show that in changing loyalty, two and not one of the predictors is significant. Both empowerment and socialization with p-values have significant role that are far less than the critical value of 0.05. It is though, surprising that in this procedure two predictors are significant but R² has reduced from 27 to 26%.

5. CONCLUSION

For reducing the poverty and increasing the social-economic development, only the education provides the basis for the same. A poor quality of the educational system is the only cause that why poor countries do not develop. The quality of education, in Pakistan, has a declining trend and the reason behind is the acute shortage of competent, dedicated and loyal teachers. In Pakistan, in accordance with our ideological aspiration, efforts are needed to mould the cultural values, moral and curriculum according to the national desires in the fields of education, medicine, technology, science agriculture and engineering. The problem faces by the educational profession is more aggravated that to join the teaching profession fewer people are willing. “The new generation of students is more rebellious and quite a number of them are trouble-makers. They do not only do poorly in their academic work but they also have behavioral problems”. The teaching profession demands additional loyalty and commitment from the teachers to face such kin of students. There is shortage of qualified, dedicated and competent faculty members, interested students in their academics, outdated laboratory and libraries. The applicability with the needs of the society, financial crisis, research facilities, ineffective governance, weaknesses of the examination system and poor academic results are not at par with international standards.

6. RECOMMENDATIONS

- Generally, the researchers are reporting over and again that the main factor behind the loyalty is the satisfaction of employees from their job thus enhancing their commitment. Moreover, it is the loyalty which yields a professional stability to the employees to work for a longer period. Likewise, the same phenomenon of loyalty among the academicians is the prime factor that needs to be adequately understood, analyzed and manipulated by the management of the higher educational institutions.
- Actually, the loyalty is the psychologically confusing issue, so it is suggested that appropriate and consistent research activities should be practiced by the higher educational institutions through regularly monitoring of the variables which are functioning in the background. This will help in achieving the knowledge about the issue to recognize the instant solution.
- The empirical results show that the role of empowerment is much significant and broader in Gomal University, D. I. Khan. It is thus suggested that the faculty members should be empowered to manage them.
- It is recommended that some determined efforts should be launched in the Gomal University to manage the main contents of the academicians regarding their emotions.
- A critical recommendation will be summarized, on the personality development, with the package of the teachers’ training. The training must emphasize upon the loyalty through group discussions, workshops and lectures on the nature and implications of emotions in the grooming of the organizational behavior including the loyalty.

References

1. Albee, J.J. and Piveral, J.A. (2003), "Management process for defining and monitoring teacher dispositions", *International Journal of Educational Management*, Vol. 17 No. 7, pp. 346-56.
2. Arif, M. K., Nadeem, I., Faiza, S. U., & Farzana, B. (2012). Employee Involvement and Participation at Work. *International Journal of Academic Research in Business and Social Sciences*, 2 (6), p- 469-476.
3. Babbie, Earl. (1993). The practice of social research. 7th ed. *Wordsworth Publishing Co.* 256- 257.
4. Boyd, H. W., Westfall, R., & Stasch, S. F. (1977). Marketing research: Text and cases. 4th ed. *Richard D. Irwin, Inc.*
5. Fletcher, J.K. and Kaufer, K. (2003), "Shared leadership: paradox and possibility", in Pierce, C.L. and Conger, J.A. (Eds), *Shared Leadership: Reframing the Hows and Whys of Leadership*, Sage, Thousand Oaks, CA, pp. 21-47.
6. Goode & Hatt. (1952-103). *Methods in social research*, *McGraw- Hill Kogakusha*.
7. Harris, A. (2004), "Distributed leadership and school improvement: leading or misleading?" *Educational Management Administration & Leadership*, Vol. 32 No. 4, pp. 11-24.
8. Hussein, V., & Shirin, K. (2014). The effect of the organizational socialization on organizational commitment and turnover intention with regard to moderate effect of career aspirations intention. *Management Science Letters* 4, p- 277-286.
9. Jay R. Dee Alan B. Henkin Lee Duemer, (2003),"Structural antecedents and psychological correlates of teacher empowerment", *Journal of Educational Administration*, Vol. 41 Iss 3 pp. 257 – 277.
10. Jennifer, Y. B., & Karen, D. (2004). What Do We Know about Teacher Leadership? *J Review of Educational Research*, 74 (3), p- 255-316.
11. Katzenmayer, M. and Moller, G. (2001), *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*, 2nd ed., Corwin Press, Thousand Oaks, CA.
12. Latham, G. P. (2001). "The reciprocal transfer of learning from journals to practice", *Applied Psychology: An International Review*, 50 (2), p. 201-11.
13. Levin, R. I. (1984). *Statistics for management*. 3rd ed. *Prentice-Hall*.
14. Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, 30(3), 23-28.
15. Spillane, J.P. (2005), "Distributed leadership", *The Educational Forum*, Vol. 69 No. 2, pp. 143-50.
16. Sungmin Park Alan B. Henkin Robert Egley, (2005),"Teacher team commitment, teamwork and trust: exploring associations", *Journal of Educational Administration*, Vol. 43 Iss 5 pp. 462 – 479. Qualifications, experience, gender, age.
17. Taormina, R. J. (2004). "Convergent validation of two measures of organizational socialization". *International Journal of Human Resource Management*, 15 (1), p. 76-94.

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

