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Journal writing is a voyage to the interior.
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Cultural Centers as Key Agents of Non-Formal Education

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Abstract

Cultural centres in Lithuania as in many other countries play an exceptional role trying to implement the lifelong learning strategy and involve as much people of different age in the non-formal learning process as possible. Thus, this paper aims to analyse role that cultural centres in Lithuania and Lithuanian cultural organisations abroad play in organizing non-formal education in the local communities. The following research question is discussed: whether consciously identified educational activities of cultural centres employees are also perceived as non-formal learning activities of local residents? The situation of non-formal education in Lithuania is discussed and the role of cultural centres and Lithuanian cultural organisations in border regions in Russia and Belarus are analysed from this perspective. The quantitative and qualitative assessments were conducted in cultural centres of 8 border regions – 4 cultural organisations in Lithuania, 2 in Belarus and 2 in Russia, in Kaliningrad region. The sample consisted of 1199 respondents from the 8 cultural communities and 55 informants, working or actively participating in management of these 8 cultural centres/ Lithuanian cultural organizations. The results allow to state that cultural centres in Lithuania remain the key agents promoting non-formal education in the local community. Estimating different activity circumstances of Lithuanian cultural centres and Lithuanian cultural organizations acting in Russian and Belarus frontier zones (Lithuanian cultural centres, Lithuanian communities and cultural houses) the comparative approach revealed basic similarities and differences in educational activities.

Keywords: non-formal education, cultural centres, local community.

I. Introduction

Intensive technological, economic and social change, a growing amount of information and constantly changing environment will determine the fact that the ability to learn new skills and adapt them to new conditions will become more and more significant in future. Great attention should be paid to the training of general abilities to learn throughout life at all educational levels. Cultural centres play an exceptional role trying to realise the lifelong learning strategy, involving as much children, youth, adults and elderly people in the non-formal learning process as possible. They not only increase the availability of learning spaces, but also help to reduce social isolation, offering a variety of educational services and developing social skills. Effective educational activities in cultural centres also help to strengthen the sense of national identity, develop the feelings of citizenship and responsibility. Cultural centres, in order to fully meet and develop public cultural needs, should not only know them but also to develop the cultural behaviour of potential clients. Thus, today the education in cultural centres and other cultural organisations, as well as in ethnic communities abroad, becomes very important and relevant, and it plays a significant role not only in creating opportunities for people to study, learn and grow, but also in mobilising local community.

Evaluating the unique role of cultural centres in society, it is relevant to reveal the role that cultural centres play as agents of non-formal and informal education creating learning environments in the local communities of Lithuania. It is also important to determine what educational factors are valuable and motivating for local residents since educational activities in cultural centres occupy a significant place. Thus, the **objective** of this article is to identify what role the cultural centres in Lithuania and Lithuanian cultural organisations abroad play in organizing non-formal and informal education in the local communities. In this article a scientific problem is raised: *if consciously, identified educational activities of cultural centres employees are also perceived as non-formal learning activities of local residents?*

Non-formal Education in Lithuania

Education can be described as an ongoing lifelong process, which leads to human development, vocational, spiritual and intellectual improvement that is based on newly acquired knowledge and practical skills in a particular social and physical environment. Often it is a motivated and conscious activity, aiming to achieve personal development and self-realisation, deepening knowledge or developing skills in a selected field (Jureniene, Urboniene, 2014:99). Likewise, education takes place in family and in various public places, or in professional environment, through organising activities oriented to personal development. According to Juceviciene, an individual can experience the educational impact in various environments and this can help him to effectively deal with the problems arising in his business and life (Juceviciene 2001). During the process of education, a man is as if leaving his domestic, everyday life and reaching a higher life of body and spirit. A man is a temporary creator and education allows him to create in the human world.

Everyone has an innate need to actively develop, to find ways to self-realisation and creative expression, and creating right conditions and appropriate educational environments can promote a productive society development, especially on the basis of culture. Culture is a priceless treasure and the potential for organising educational activities, encompassing the self-realisation opportunities for everyone, from the youngest to the oldest, according to everyone's needs and interests.

Education as a process includes three areas (Jovaisa, 1993:245; Lauzikas, 1993:210):

- Learning that encompasses developing knowledge, skills, broadening horizons and sharing experiences;

- Training that involves building competences and will;
- Education that is displayed on personal, professional, valuable and spiritual planes.

Constant educational processes have become a lifestyle in our rapidly changing societies, involving people in various learning networks and environments. Beside the formal training and education, non-formal and informal learning also takes an important place in personal development.

Non-formal adult education is defined as education, training or studies designed to meet the needs of an individual and society, on successful completion of which no state recognised document testifying to the acquisition of a certain level of education, stage thereof or a separate regulated module, or state regulated qualification, is issued (Law on Non-formal Adult Education, 1998). Meanwhile, informal learning defines individual learning activities based on experiential learning. This educational process is characterised by the acquisition and mastery of new knowledge, attitudes, values and skills, participating in daily life practices and experiencing the influence of family, friends, work environment, leisure activities and media. Thus, any activity involving the pursuit of understanding, knowledge or skill which occurs without the presence of externally imposed curricular criteria belong to the field of non-formal learning (Livingstone, 2001:4). It is noted that Lithuanian population is among the least learning compared to other EU countries and in particular a very small part of them uses non-formal learning (Butviliene, 2011:17). Although Lithuania has the legislative basis regulating non-formal education and adult education system is sufficiently developed in the private teaching sector, fierce competition is obvious as the supply of non-formal education activities has overcome the demand in the market. The following obstacles are impeding the development of non-formal adult education first of all (Butviliene, 2011:21):

1) The lack of financing and the lack of funds;
2) The increased unemployment rates and the lack of motivation;
3) The absence of a mechanism for recognising knowledge acquired in non-formal way;
4) The lack of inter-institutional cooperation;
5) The absence of unified teaching system within both public and private teaching sectors

The authors, investigating non-formal education, note obvious changes in non-formal education all around the world. The main tendencies are: the increase in the number and scale of non-formal education initiatives, the loss of the boundaries between formal and non-formal education, great attention for non-formal educational programming and socio-political localisation in a wide context of formal education (Ruskus et al, 2009). As Kvieskiene (2000:52) notes, during non-formal learning an individual saves knowledge, shapes his views, sets values and skills, based on the experience and influence of the surrounding environment. This form of education is unique because learning and education is happening even without specific targets for improvement, because an individual is simply affected by the entire socio-cultural environment, i. e. museums, cultural backgrounds and cultural events. Non-formal education also promotes the development of democracy, forms critical thinking and tolerance, enables both the individuals and the groups or communities to solve economic, social and political issues. It gives more opportunities to help people grow, change and act in our difficult and rapidly changing world.

Non-formal education of children, youth and adults aims not only to develop a conscious and creative personality, capable of responsible decision-making, but also to develop the abilities of people, to combine ideas with knowledge and skills and to realise them in constantly changing environment. It is non-formal education that enables individuals to become active members of society, solving their own and communal problems, as well as increasing the availability of complete education to the greatest number of people, using different methodologies and educational tools, adapted to various age groups.

Non-formal education provides greater flexibility and freedom for learners, compared with formal education (Eraut, 2004:247). It includes those activities which are often not intended as learning activities, e.g. everyday activities, leisure time or the time spent with family, media influence, etc. Still, it can sometimes be difficult to distinguish non-formal education from informal learning, such as the elders sharing wisdom that is based on traditions. Non-formal learning and education is a very important area of society development in the process of lifelong learning and it is often associated with leisure activities that develop some science or art interests, expand cultural horizons or help to acquire knowledge and skills that are necessary for the household or communication (Hodkinson et al, 2003:314). This activity gives the freedom of choice and together develops independence and responsibility, as well as enriches it with new experiences and meanings.

In modern society, the eight key competencies, related to the participation in lifelong learning, are distinguished (Otten & Ohana, 2009:12):

- Linguistic competences, i.e. communication in the mother tongue and foreign languages,
- Mathematical competences
- Digital competences
- Learning to learn competences
- Social competences,
- Civic competences
- Entrepreneurial competences
- Cultural competences.

Non-formal education provides excellent conditions for the development of these competences that open opportunities for personal development and self-realisation. As well as formal education, non-formal education takes place in learning environments that are characterised as qualitative and rich spaces that empower personal development (Juceviciene & Tautkeviciene, 2004:104). These are dynamic educational environments, provided with some information that contains various elements that have influence on learner, on educational information and the ways this information reaches a learner (Savicke & Juceviciene, 2012:80). Non-formal education can take place in various learning environments, both in formal (universities, schools) or non-formal (clubs, associations and societies), in traditional (libraries, jobcentres) or unconventional (shopping centre, café) (Stanisauskiene, 2007:15).

Non-formal education includes four levels (Non-formal Education in Lithuania, 2011):

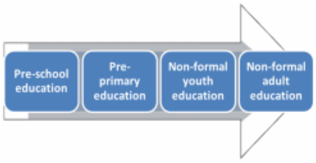

Figure 1. Levels of non-formal education

1) Pre-school education, which aims to facilitate satisfaction of the child's natural, cultural, as well as ethnic, social and cognitive needs;
2) Pre-primary education, which aims to help a child to prepare for a successful learning according to the primary education curriculum;
3) Non-formal education of children, which aims to meet a child's cognitive, educational and self-expression, needs to help him become active members of society;
4) Non-formal adult education, the purpose of which is to enable a person to learn all his life, to satisfy cognitive needs, to upgrade his qualification and to gain additional qualifications (Non-formal Education in Lithuania, 2011).

The following tasks are also raised for non-formal education:

- To teach critical thinking and develop such competencies and skills that would be useful in personal, public and professional activities;
- To enable every person to reveal his creative abilities, talents, self-realisation;
- To encourage the openness and initiative as well as awareness and self-sufficiency of people and local communities;
- To help people to understand the changing environment and to improve in it.

Non-formal education is a complex educational process; therefore it is based on certain principles, as well as education in general (the Association of Non-formal Education in Lithuania, 2014):

- Voluntary principle;
- Principle of specific environment;
- Principle of active participation;
- Holistic principle;
- Principle of learning through experience;
- Principle of open and non-formal communication;
- Principle of creating a non-competitive environment;
- Principle of group oriented learning.

In conclusion, it is worth noting that non-formal education covers a wide range of educational activities, helping both young and old to develop, express and realise themselves. At the same time it reduces the gap between the groups of social risk and develops the spaces for communication and sharing experience.

The personal development-oriented educational activities as a field of non-formal education are extremely popular at the moment in many countries of the world. These educational programs usually include a lot of learning practices, which are organised by the institutions that are oriented to leisure activities (Ruskus et al, 2009:12). Lately, a lot of discussions are taking place about the application of unconventional and creativity-raising methods both in formal and non-formal learning processes. These techniques have been based on the learner's feelings actualising the interaction between the states of mind and body and brain efficiency by combining logical, rational, artistic and creative elements. It was also found that combining learning process with physical activity, games and emotional experiences; it becomes not only more efficient but also improves the memorisation of information.

It is necessary to take into account the age groups and to choose an acceptable teaching (learning) method and tools for different age groups when organising the activities of non-formal education. The organisation of educational activities for young children should be based on the game, because children at this age hardly distinguish reality from fantasy and yet do not have complex thinking. The presentation of new information, the insight of world and people and various skills should be developed in a creative way, encouraging the child's desire to fantasise, imagine and pretend visionary characters (Zukauskiene, 2002:355).

Meanwhile, the socialisation of young people (13-24 years) is largely influenced by the assessment of the surrounding social environment, thus the non-formal education of this group should be related to young people's natural need to find them, to develop their identity, to discover and highlight the uniqueness of their personality. The purpose of non-formal children and youth education is to satisfy the learners' cognition, development and self-expression needs and to help them become active members of society (LRS, 2011).

In other words, the aim of non-formal education of children is not only to meet the youth's cognition and educational needs, but also to help them integrate and become active members of society, to develop citizenship, their initiatives, activeness, to promote their self-expression and creativity. Non-formal education activities aim at improving the employment of children and developing their self-expression, as those who participate in the activities of non-formal education develop a variety of skills and have the opportunity to realise their interests and hobbies. At the same time a creative and responsible citizen is fostered, social integration is facilitated and social isolation is reduced, in other words, the preconditions for a sustainable society are created.

So, by taking part in non-formal education activities children and young people have the opportunity to develop the competencies required for their socialisation and the ability to self-build their lives. In this way, non-formal education enriches the knowledge acquired during the process of formal education and provides new skills and abilities to apply this knowledge in practice.

Meanwhile, educational activities for adults should be organised according to their already existing experience and knowledge, as well as to the effectiveness of different teaching (learning) methods. The development of the ability to learn is particularly important in non-formal education conditions, enabling people to improve. An adult learner is also characterised by the motivation to learn, based on the respective needs and interests, thus the responsibility for learning process and results enhances the desire of adults to actively manage this process of personal development. At the same time, a broad field of satisfying personal needs with educational instruments is ensured, giving many and various options. At the same time a more united and tolerant society is created by reducing social isolation, integrating immigrants and ethnic minorities, creating attractive spaces for interaction and sharing experiences. Thus, the non-formal adult education activities are designed for a variety of social, professional and personal skills development, helping to remain active in the labour market and in society, as well as to realise themselves in their activities and to meet the needs of personal development. It should be noted that the learner, both young and older, participating in non-formal education process, decides himself how much these educational activities are useful and necessary, because voluntary participation is the basis for personal development.

The Peculiarities of Organising Educational Activities in Cultural Centres

Cultural centres in Lithuania are one of very few non-profit organisations, which are developed on national basis and have few analogues in other countries, thus are gaining particular significance in fostering country's culture (Matulis, 2007:199). It is an informal cultural organisation, which, in accordance with the Law of Cultural Centres of the Republic of Lithuania "with its activity fosters ethnical culture, art of amateurs, creates artistic programs, develops educational entertaining activities, satisfies cultural demands of society and organizes spread of professional art (LRS, 2004). Cultural centres are operating in Lithuania since the Soviet period, but in 1993 cultural centres were reformed and their network was optimised. According to the Ministry of Culture in 2013 there were 181 cultural centres, 152 branches and 279 their territorial subdivisions in Lithuania. Each municipality has a network of cultural centres.

The Law of the Cultural Centres of the Republic of Lithuania indicates that cultural centre *'fosters ethnical culture, art of amateurs, creates artistic programs, develops educational entertaining activities, satisfies cultural demands of society and organises spread of professional art*' (LRS 2004). Thus, successful cultural centres are appreciated for the increase of the overall creative potential, which affects the quality of the whole community development.

Multifunctional cultural centres in Lithuania provide a wide variety of cultural and educational activities for children, youth and adults. By involving different age groups in education, cultural centres organise meaningful leisure time activities, develop positive socialisation and integration into the community, and create cooperation and social partnership network.

Although those unique organisations with few analogues in other countries create, disseminate and promote ethnic, classical and popular culture, it also has an important educative function that is closely intertwined with the cultural, entertainment and recreational activities (Jureniene & Urboniene, 2014:98).

The educational activity is an important part of the activities provided by cultural centres, because they house different amateur art groups, various cultural events, exhibitions and projects, special training and informational activities, such as seminars, courses or conferences. Such activities deepen the self-understanding, educate the aesthetic taste of community members, and develop a broader attitude and artistic sense. When developing educational activities, it is essential to take into account not only the dominant needs and interests of community members, but also the available resources. Cultural centres in terms of education develop personal, social, cognitive, cultural, communication, teamwork and creative skills.

A distinct feature of education in cultural centres is the involvement of community in cultural centre activities; larger events become educational not only for the part of community, which is involved in the activities of amateur art collectives, but also for the rest of society. The relationship between the cultural centre and the public occurs through continuous and attractive educational processes. In order to provide the public with relevant information creatively, a culturally competent society is created with the help of cooperation, which passes its knowledge for the next generations and appreciates the country'' history and ethnic heritage.

The main guidelines for cultural centres is to foster and promote ethnic culture, to develop artistic activities of amateurs, to promote professional art, organise meaningful leisure, entertaining events, to take care of the vitality, continuity of most valuable local cultural traditions, the variety of cultural forms, meeting the cultural needs of the community. While the importance of cultural centre educational activities is not clearly emphasised, education becomes basic assumption for cultural activities development.

As pointed out by R. Matulis, *'today both small and big cultural centres organise various trainings, cycles of seminars, cognitive projects of various arts, camps, workshops, lectures, expeditions, and etc. Many cultural centres are especially active in issuing educational publications, organising regular traditional handicraft workshops, various musical instruments cognitive laboratories, national costume history exhibitions, courses, study-cognitive trips, expeditions and etc'*. Non-formal education for different age groups is notably active in art collectives, the number of which in cultural centres amounts to 4 thousands today, including more than 65 000 of their members (Jureniene et al, 2013).

Highlighting the role of cultural centres in the context of non-formal education, I. Saliukaite argued that '*cultural centres develop the consumer of culture - theatre, cinema, music, dance – in amateur art collectives, creative labs, circles, art, ceramics, traditional crafts and other studios, helping to keep the living ethnic culture traditions, ensuring their succession. Communities would carry out their mission, if they become the protectors of ethnic cultural traditions and successor. Educational activities are the priority in this area'* (Jureniene et al, 2013).

Many professionals and managers who work in cultural centres realise that education is a natural part of their cultural activities, covering all the aforementioned aspects of the concept of education, i.e. learning, expanding the attitude, the development of values, closely linked to self-realisation. An important part of cultural centres' educational activity is organising traditional events, ranging from state and calendar holidays, to the thematic or entertainment events.

II. Methodology

Research instrument was based on theoretical approaches on non-formal education and cultural issues two authorised questionnaires were developed: one for the quantitative survey for the community members and another one for the interviews with the managerial personnel of the chosen 8 cultural centres. The first standard questionnaire consisted of five blocks of questions. The educational block contained 6 mixed questions. The questionnaire also included 5 demographic questions on age, gender, nationality, education, and frequency of participation in the activities in a cultural centre. In the second questionnaire there were also 7 open questions concerning non-formal education activities provided in the chosen cultural centres.

This article introduces the features of educational activities in the cultural centres from the respondents' and informants' point of view.

III. Data analysis

444Two methods were applied for the analysis of investigation data. While analysing the answers of community members' statistics data analysis was applied, this was performed using software SPSS 15.0 for Windows. The correlations between variables were checked applying Spearmen correlation. The difference was estimated as statistically $p<0.05$ (or <0.01). Graphical research data were processed using Microsoft Excel 2007. Research data analysis was performed by applying the descriptive statistics, aiming to generalize data distribution of percentage frequencies is presented in research data analysis, excluding respondent groups depending on social-demographic characteristics.

Qualitative content analysis was applied for the interview data of cultural centres' employees (Miles & Huberman, 1994). Qualitative analysis of content was based on the systemic step performance: 1) identifying the manifest categories, while referring to the 'key' words; 2) dividing the content of categories into subcategories; 3) identifying intersecting elements in the category/subcategory contents; 4) interpreting the content data.

Data gathering.

The employed research method was data collection by performing a survey using a standard questionnaire with closed and open-ended questions for the community members (Urboniene & Jureniene, 2013:139). The quantitative questionnaire was conducted on August through November of 2012, spreading the questionnaires forms in cultural centres in Kybartai, Pagegiai, Svencionys, Lazdijai, Sovetsk and Gusev as well as in Lithuanian communities, Pelesa and Rimdziunai Lithuanian communities in Belarus and in the Lithuanian community in Minsk. The latter was included into investigation as regional Lithuanian community. 1600 questionnaires were shared out of which 1151 were filled correctly, whereas 100 were filled incorrectly and the rest of questionnaires were not returned. The investigation was more difficult as most Lithuanians in Kaliningrad region are denationalized and the questionnaire form had to be translated into Russian.

The qualitative research data were gathered in January-March 2013. For the staff of cultural centres interviews were used for data gathering.

Sample characteristics

In the quantitative questionnaire 10 cultural centres and Lithuanian communities took part:

- Cultural centres in Kybartai, Pagegiai, Svencionys and Lazdijai (894 respondents);
- Sovetsk and Gusev cultural centres and Lithuanian communities in Kaliningrad region (98 respondents);
- Pelesa and Rimdziunai Lithuanian communities as well as Minsk Lithuanian community in Belarus (159 respondents).

In all investigated cultural centres and Lithuanian cultural organisations of the three countries the majority are women, over 60 %. Comparing respondents according age groups, similar are Lithuanian and Kaliningrad cultural centres visitor groups, most distinguished Belarus Lithuanian "isles" Pelesa, Rimdziunai and Minsk Lithuanian communities' respondents, where 34.6% of respondents were of 24 years old. This may be explained since Lithuanian schools are established in Pelesa and Rimdziunai, where teachers, pupil and young Lithuanian families are gathered together. It also depends on the activities performed in cultural centres and communities.

Concerning the age of the respondents, among Lithuanians 25.5 % were under 24 years, 21.1 % - 25-39 years, 33 % - 40-54 years, 16.7 % - 55-69 and 3.7 % - over 70 years. Among respondents from Kaliningrad region 11,2 % were under 24 years, 31.6 % - 25-39 years, 36.7 % - 40-54 years, 19.4 % - 55-69 and 1,0 % - over 70 years. Among respondents from Belarus 34,6 % were under 24 years, 25.8 % - 25-39 years, 23.3 % - 40-54 years, 12.6 % - 55-69 and 3.8 % - over 70 years.

The level of education among Lithuanian respondents was relatively varying, with 8.9 % non-completed secondary education, 29.2 % having a secondary education, 27.9 % having a college education, and 34 % having a higher education. Among Belarusian respondents 9.4 % had not completed secondary education, 25.8 % had a secondary education, 37.1 % had a college education, and 27.7 % had a higher education. Respondents from Kaliningrad region had a following level of education: 3.1 % had non-completed secondary education, 9.3 % - a secondary education, 9.3 % - a college education, and 59.8 % - a higher education. According nationalities, major part of respondents in Lithuania was comprised of Lithuanians – 96.7%, in Belarus – 77.3% of Lithuanian, whereas in Kaliningrad region – only 8.2%.

Respondents of other nationalities who participated in the investigation in Lithuania were: Polish – 1%, Jewish – 0.6%, Russians – 0.9%, Tartars – 0.3%, Latvians – 0.1%, Belarusians – 0.3%. In Belarus national minorities who participated in the investigation: Belarusians – 18.2%, Polish – 1.3%, Russians – 2.6%, Tartars – 0.6%. In Kaliningrad region besides already mentioned Lithuanian national minority, which comprised 8.2%, 2.7% Belarusians were questioned as well. As it can be observed from the submitted research data, mostly denationalized are the Lithuanians living in Kaliningrad region, who were the minority during the research since it was possible to return only 98 questionnaire forms out of 300.

In the second sample there were 55 informants:

- 35 informants from Lithuanian culturalcentres;
- 11 informants from Lithuanian communities and cultural centres in Kaliningrad region (Russia);
- 9 from informants from Lithuanian communities in Belarus.

The scope with regards to professional experience was distributed in the following way: 22 informants out of them have had professional experience up to 10 years; 18 of them have had professional experience of 10-20 years and 15 of them have had professional experience of work in the field of culture of more than 20 years. Only 4 of all the informants do not perform work related to management of the cultural organization or do not have commitments of a managerial nature for the communities of Lithuanian immigrants.

IV. Results

Starting with quantitative research data some tendencies can be identified and analysed. Respondents were asked in what activities they participate in the local cultural centre or in the local Lithuanian cultural organization (Fig. 2).

Figure 2. Expression of participation in Cultural centre activities (N=1165)

It is evident that the Lithuanian respondents are mostly participating in cultural events and festivals that are organized by the local cultural centre. They are at least (7.3 %) involved in activities of cultural centres as volunteers, helping to organize events. The same tendency is obvious in Belarusian subsample: the biggest amount of respondents attends cultural events and festivals (76.3 %) but just a few are volunteers (9.4 %) and participants of clubs or artistic activities (8.8 %) in the local cultural centre or local Lithuanian cultural organization. In difference the respondents from Kaliningrad oblast in Russia indicated that even 60.2 % are members of artistic groups, actively participating in cultural activities.

Figure 3 presents the opinion of the respondents concerning the possibility to learn new things in local cultural centres or in Lithuanian cultural organizations in Belarus and in Russia, Kaliningrad oblast. The diagram shows that the largest part of the respondents of all the three subsamples (in Lithuania – 86.9%, in Belarus – 97.9%, in Russia, Kaliningrad oblast – 95.8%) agree that one can learn new things in cultural centres and Lithuanian cultural organizations abroad.

Figure 3. Opportunities to learn new things in cultural centres by subsamples (N=1068)

Generalizing the selection by the respondents (of Lithuania, Belarus and Kaliningrad region, Russia) about the possibility to learn new things at cultural centres and Lithuanian cultural organizations, and analyzing them from the perspectives of gender, age, education and social status, it was observed that more than 80% respondents think that such possibilities are provided.

In Figure 4 benefits of educational activities in the local cultural centre or Lithuanian culture organization are indicated from the members of the community point of view.

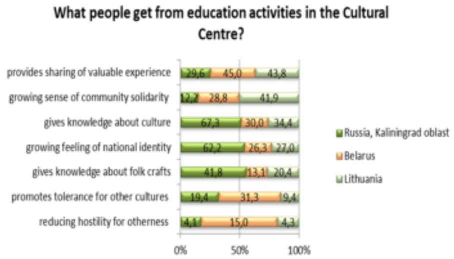

Figure 4. Benefits of participating in educational activities in cultural centres by subsamples (N= 1065)

Thus, the biggest benefit from participating in educational activities for Lithuanian (43.8%) and Belarus (45.0%) subsamples was sharing of valuable experience. The Lithuanian respondents also stressed the growing sense of community solidarity (41.9%) that is a very significant result of cultural centres' educational activities in Lithuania, actualizing the community mobilisation process. The acquired knowledge about culture (34.4%) and the growing feeling of national identity correspond directly with the aims of cultural centres in Lithuania and educational activities play a significant role in this process as well.

Differently from Lithuanian respondents, the respondents from Kaliningrad region in Russia indicated that they acquire more knowledge about culture (67.3%) and strengthen feeling of national identity (62.2%).

The smallest number of Lithuanian (4.3%) and Kaliningrad region (4.1%) respondents indicated that they reduced fear and hostility towards other races, nations, religions participating in educational activities, while for Belarus respondents (15.0%) this number was significantly higher.

Analyzing the educational activities provided in cultural centres/ Lithuanian cultural organizations, some tendencies have been revealed: respondents with university degree from Kaliningrad region (72.4%) and Belarus (59.1%) stressed the strengthening of the national identity feeling, while Lithuanian respondents with university degree (50.8%) indicated mostly the importance of increasing feeling of solidarity of the community. The second moment is that in spite of their education degree, the Lithuanian respondents more or less equally selected the sharing of valuable experience (Jureniene, Urboniene 2014:103).

The benefits of educational activities are reflected in the increasing knowledge of ethnic and high culture, although a slightly lower impact is made on other very important aspects of our society – on the strengthening of national identity, reducing manifestations of xenophobia or developing tolerance for other peoples and cultures. Cultural centres still play a small role in the communities that aim at the reduction of social exclusion and poverty. It is clear that the areas have received too little attention from cultural centre professionals yet. Figure 5 reports the results that were gathered answering the question about learning opportunities from communication with other local residents that also participate in the activities in cultural centres/ Lithuanian cultural organizations.

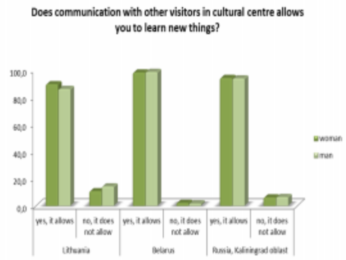

Figure 5. Learning from other visitors in cultural centres by subsamples (N= 1083)

Our findings reflect that the biggest amount of the respondents (from 88.1% in Lithuania to 98.0% in Belarus) agree that communication with other visitors of cultural centres allows to learn new things. It is closely correspond with the results that were presented in Figure 4, stating that sharing of experience was a very significant result of educational activities. It allows stating that educational environments that are created in cultural centres / Lithuanian culture organizations provide opportunities for people both for the non-formal and informal learning.

Educational activities in cultural centres are sufficiently developed and satisfying the needs of community members and their groups. Considering the benefit of educational activities of cultural centres for the members of the community, it should be noted that the sharing of valuable experience and the increase of the solidarity feeling among the members of the community is especially worth being emphasised (Jureniene, Urboniene 2014:102).

The above presented quantitative research results are complemented by qualitative investigation results. The interview material showed that cultural centres organize many events that have various educational elements as it were mentioned by leaders and managers from cultural centres/ Lithuanian cultural organisations. The data allows to claim that informants see the non-formal education as an organic part of various activities provided in cultural centres/ Lithuanian cultural organisations, which include training, gaining knowledge and skills, broadening horizons and developing values. Such view is of importance in order to stimulate increase of individual values and tolerance of local inhabitants. Differently from Lithuanian informants, for the Lithuanian cultural organisations in Russia and Belarus border regions personality perfection and Lithuanian nurturance aspects were of greater importance and weakly expressed importance of educational activities. As one informant from Belarus stated, the *organization allows Lithuanians living here (in Belarus) to grow in terms of nationality <...> because we practice national Lithuanian traditions. In that way we also strengthen the Lithuanian identity. For some members such involvement and participation in events strengthens the sense of being Lithuanian, the feeling of pride about national identity, especially for young people. People used to get close and find friends. The community is the opportunity for people from different social backgrounds to communicate across social, age and ethnic boundaries. It connects to a commonality – nationality*".

However, still a part of the informants both in Lithuanian cultural centres as well as in Lithuanian cultural organisations have rather limited education conception; thus, we could misunderstood role of the education in the activities of cultural employees and public volunteers.

When asked what events have the most educational elements informants mentioned national holidays and traditional events that are constantly organized by cultural centres: all national holidays, Easter, Advent, Autumn Festival, Honey festival, Summer Farewell festival, the evening of romances, modern dance festival, etc. Such a variety of events that attract many local residents by the nature may be both entertainment and spaces for non-formal and informal learning. The same aspect of learning from the experience of others as in the quantitative data was stressed even here by one manager of the cultural centre: "*we try to broaden knowledge, form skills, transfer experience and teach how to consume amateur high-level culture by educational activity".*

Educational elements are even more obviously expressed in other activities of cultural centres as participation in training, seminars, courses and conferences, in art amateur groups, cultural events, exhibitions and projects. Such activities are contributing to deepen self-understanding, developed aesthetic taste and a broader worldview of the community members. The development of educational activities is also depending on available resources, taking into account dominant needs and interests of local people.

Creating spaces for communication also has a huge benefit to the local community, as preconditions to communicate, share and grow. The data from the interviews revealed that the cultural centres/ Lithuanian cultural organizations help people to spend their free time, communicate more and have the opportunity to find like-minded people that empower people to grow and learn new things, to express themselves creatively, to get to know their land, culture and other people. For example, as one informant from Lithuanian subsample expressed herself: "*education takes place in the ensemble, for instance, before starting to learn a song or a dance, we always discuss its origin, how it is performed in other places, etc. People learn about their own country, get more knowledge, and broaden their outlook. Before Mardi Gras (Shove Tuesday), we make masks and learn about the origin of this festival. Before Easter, we lay the Easter table, talk about traditions, what dishes should be served, etc. We arrange a quiz on January 15 "Flowing by the Nemunas through the History of Lithuania Minor". Each year we organize a folklore festival when we say good-bye to storks. An ornithologist visits us and he tells about how storks live and people with children are very interested in it…"*

The heads and employees of cultural centres are also developing intercultural cooperation, although the benefit it provides is not always appreciated. Both the participants of artistic activities and the local population that are passively watching cultural programs take part in the intensive educational process when they participate in collective exchange, travel to foreign countries or receive guests in their events or implement projects together. As it was mentioned by one informant from Sovetsk (Russia, Kaliningrad region): "*People hear songs from other cultures, and it means they get to know them". They get to know national clothes. We want to broaden the knowledge of languages, as well".*

The benefits of the process of education are primarily expressed by the broadening of outlook, learning more about other cultures and foreigners, which also increases the notability of this cultural centre in Lithuania and other countries (Jureniene, Urboniene 2014:102). The development of this educational direction should help to improve tolerance and respect for otherness and to get rid of cultural stereotypes.

The informants were also asked about the plans for to develop or extend educational activities in their organization. The options of development of educational activities in cultural centres/ Lithuanian cultural organizations are expressed in the Figure 6:

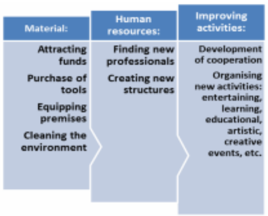

Figure 6. The guidelines for the development of educational activities in cultural centres
Source: Jureniene, Urboniene, 2014:105.

As it is presented the development contains three areas and the first one – to strengthen the material base is very depending on the financing of the organizations which is poor and limited. The situation is even worse in Lithuanian cultural organizations abroad, i.e. in border regions in Russia and Belarus. Human resource management issue is just partly depending on financing and depends mostly on demographic situation when young specialists in culture management are unwilling to live in little communities. The third guideline as improvement of activities depends on the managers and requires the reorganisation of resources and planning.
Another important part of the expression of educational activities is volunteering, which have also received too little attention from the cultural centre managers and employees yet. Although unregulated volunteering is usually found in cultural centres, which is very important in the shortage of human resources, a clear educational benefit of volunteering is also observed. Volunteering and assistance during the events, facilitate such needs as mutual aid and willingness to develop, as volunteers learn a lot and improve their communication, organisation, teamwork, time management and other skills, broaden their outlook, improve communication culture.

Nevertheless, it is noted that regulated volunteering seems to be difficult to validate for the heads of cultural centre, it is obvious that the public lacks information on this subject. Meanwhile, there is a lot of manifestations unregulated volunteering in cultural centres. Usually, these are the participants of art collectives, relatives and community members belonging to various age groups. It should also be emphasised that the development of volunteering in cultural centres is mostly impeded by the lack of volunteering traditions, consumer-oriented needs of the local residents or the ignorance of volunteering regulation procedures (Jureniene et al 2013). Still, a large part of cultural centres in Lithuania do not use volunteers as an option to resolve the issues related to human or financial resources. Thus, it is primarily due to the lack of education on the subject (Jureniene et al 2013).

In summary, the realisation of educational function is an important part of cultural centres activities in Lithuania but not in Lithuanian cultural organizations in border regions in Russia and Belarus, as cultural centres organise many events that have various educational elements related to teaching (learning), educational and development processes and are intended for people belonging to various groups of age. Nevertheless, it is clear that when organising educational activities, too little attention is paid to the development of community values, i.e. national identity, tolerance, respect for otherness, which are extremely important for the processes of social integration and community mobilisation.

V. Conclusion

Thus, cultural centres in Lithuania, regardless of their legal status and operational differences, remain the biggest and especially important cultural key agents of non-formal education in the regions. These unique organizations, conducting a broad range of cultural activities, facilitate the cultural self-expression of the community, the dissemination of professional art, cultural education, cultural self-expression of groups of social exclusion and etc.

The development of spaces for learning has enormous benefits for the local community, as it forms conditions to communicate, share and grow. It turned out that with the help of cultural centres, people have become more thoughtful of their free time, they communicate more and have the opportunity to find the like-minded fellows, as well as they can improve and learn new things, express themselves creatively, get to know their land, culture and community members.

The local residents that participate in cultural, recreational and educational activities provided of cultural centres/ Lithuanian cultural organisations perceive these activities as non-formal learning and can identify the benefits. Still the managers of cultural centres/ Lithuanian cultural organisations pay to little attention for to organise non-formal education more effectively and strategically.

In difference from cultural centres and Lithuanian cultural organisations in Belarus, cultural organisations in Russia direct their educational activities mostly for to raise knowledge about culture and strengthen the national identity. This last aspect is very important in nowadays globalised world and it has received too little attention from professionals of cultural centres in Lithuania yet. Another important area where non-formal education can be more developed is reduction of manifestations of xenophobia and developing tolerance for other races, nations, and religions.

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Elements of effective website with special reference to internet banking

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Abstract

Advancement in technology has played a vital role in the working of various functional areas of business. The increasing popularity of Internet has changed the face of banking industry. The banks have started distributing their products and services through a number of automated channels. Internet Banking is becoming popular due to convenience, flexibility and easy accessibility. It has attracted a considerable amount of interest. The literature available on Internet Banking focuses on various aspects like satisfaction, perception, adoption and security related to Internet Banking. For Internet Banking the banks need to design websites which are easy and attractive so that the customers can interact effectively with these in order to interact with the bank. The websites are today being used as a competitive tool to attract new customers , improve the service quality and hence improve the overall performance The current study is an attempt to carry out an in-depth analysis of various aspects of the websites of Indian banks in order to assess the Internet banking services provided by these websites. The focus of the study is also to find out the various elements of the websites which are important for internet banking. The websites' of these banks need to very attractive and user friendly in order to make it more convenient for the customers to go in for internet banking.

Keywords: Internet Banking, Website, Convenient, Banking, Elements

I. Introduction:

The Banking Industry is one of the most important sectors of the service industry. It is important to note that banking services cannot be stored while it makes direct contact to the customer. The success of any business depends on customer satisfaction, it is the driving force for survival and growth and ultimately to achieve the objective of maximization of profit of any company. Service accuracy, friendliness, quality of service and timely delivery vary from bank to bank and branch to branch in most area. Banking Industry has always tried to obtain the maximum advantage out of whatever new technological options are available at its disposal. The evolution of a new paradigm shift in banking which is known as e-banking could be traced back to early 1970s (Bose, 2007)

Banking involved adoption of new technologies to optimize and improve upon various banking operations. The advancement in technology has brought about changes in the working environment of the banks and it also saves a lot of time and effort (Shastri , 2001). (B. Revathy, 2012) suggested that due to gradual up gradation of technology and number of restructuring and re-engineering processes attempted by both foreign and private sector banks, public sector banks in India have started facing new challenges. The need to become highly customer focused has forced the slow-moving public sector banks to adopt a fast track approach.

Earlier the customers used to flock the branches of the Banks for any kind of transactions. But today with the improved technology, a segment of techno-savvy customers is emerging who prefer to bank at their convenience round the clock without actually venturing into a branch premises. This has led to the concept of "anytime anywhere", banking. Banks replaced their traditional delivery channels like branch banking with the latest e-delivery channels like ATMs, Phone banking, Internet banking and Mobile banking.

Banks started using these channels in order to cope up with the competition in the market, to attract new customers and also to retain their existing customers. Tremendous growth of Internet during in the mid nineties prompted banks to utilize Internet as a medium for offering banking services. Internet Banking actually uses the Internet as the delivery channel to conduct various banking activities like transferring funds, paying bills, viewing account balances, paying mortgages and purchasing financial instruments and certificates of deposit. For accessing Internet Banking, a customer needs a log in id and password provided to him/ her by the Bank.

Internet Banking

(Hertzum et. al., 2004) defined E-Banking as Web Based Banking. In other words E-Banking refers to banking operations done over the Web/Internet. As per the definition given by UNCTAD (United Nations Conference on Trade and Development) Internet banking refers to the deployment over the Internet of retail and wholesale banking services. It involves individual and corporate clients and includes bank transfers, payments and settlements, documentary collections and credits , corporate and household lending , card business and some others. (Karjaluoto , 2002) concluded that from the customer's point of view the Internet banking offers new value to him because it makes available a full range of services that are , many a time , not offered in branch offices. (Ravi et. al. , 2001) concluded that there are two types of Online Banking, namely e-banks and e-branches, an e-bank exists only on the Internet where paper record is not kept and it operates all over the world without any geographical boundaries and is available round the clock, while e-branch bank is a brick and mortar bank that provides internet banking to its customers because customers prefer more e-branch service than e-banking service.

(De Young , 2001) suggested that in Online Banking any type of transaction can be done except cash withdrawals with only mouse click at home or office. Banks that fail to respond to Internet Banking are likely to lose customers and the cost of offering Internet Banking services is often less than the cost of keeping branch banking (Tan and Teo , 2000). The Internet seems to be a new delivery channel in the Banking Sector which offers firms a new frontier of opportunities and challenges. The banks will be better able to manage consumer experiences with moving to Internet Banking if they understand that such experiences involve a process of adjustment and learning over time, and not merely the adoption of new technology (Singh Dharmendra, 2008). Internet Banking has made the life of many individuals easy because of its feature of anytime, anywhere.

I. Research Objectives

The main objective of the study is to find out the important elements of an internet bank website. Further the study has two subsequent objectives which are as follows:

1. To extract the various elements of an effective website.
2. To list out the various services provided by banks websites' to internet banking users.

Methodology

This paper relies on the literature review of the current relevant articles focusing on the various features of websites, services provided by internet banks etc. The sources include refereed research articles and also studies from other International Journals of good repute. In this analytical study, in order to achieve the above defined objectives, the websites of various banks were also surfed and after more than a period of about two months, various elements were identified which seemed to be important for secure, informative and user friendly sites. Moreover since not much research articles were available on this issue, we also referred to various websites for the related literature.

Important elements of websites

Before we think of designing a website it is more important to understand the objective of website design. The website should try to satisfy the needs of the customer and should ensure repeat visits from the customer on the website. An interactive and content full website creates added value and highly motivates customer repeated visits. A more usable website can attract and retain customers in the long run thereby increasing revenues, reducing customer support costs and increasing profits (Nielsen, J., Udo, G.J. and G.P. Marquis, 2001). The increasing popularity of the Internet has created great challenges for companies in various business sectors to promote and sell their products and services using this new distribution channel. One very responsive business sector to this change is the banking sector. As the number of banks providing online services is increasing day by day; therefore the banks need to focus more and more on the design of the websites.

In the network economy, the Web site is a firm's primary interface to the customer (Nielsen, J., 2000). Web design needs to cater to the general user that has limited experience with online activities. A website cannot be successful if it only targets the advanced web users. Website has to be such which caters to the needs of all the users. It should even be able to help a first time user. Design flaws and non-standard interaction sequences lead to lost customers and sales (Nielsen, J. and H. Loranger, 2006).

In order to gain a deep insight a table has been compiled which depicts various elements of an effective website as suggested by various experts dealing in website design.

Table 1 : Various Elements of an Effective Website

	J. Paul Rutter 2004	Selene M.Bowlby 2008	Patrick Mc Neil 2011	Jay Mac Donald 2011	Jessica Meher 2012	Amit Kumar Chatterjee 2013	Carrie Cousins 2013	Perk Diana 2014
1	Background	Good Visual Designs	Links	Secure sign in	Headline & sub headline	Content	Space	Business Description
2	Color Choices	Thoughtful User Interface	Forms	Online statements	Primary calls to action	Overall look	Simple Navigation on About Us	Well Optimized Web Address
3	Fonts	Navigation (Primary & Repeat)	Button Behaviour	Transfers	Features (products & services)	Speed	Contact Information	Easy Navigational site map
4	Compatibility	Contact Information	Form Validation	Bill pay	Benefits	Graphics and layout	Call To Action Or Sign Up	Customer Testimonials
5	Graphics	Search	Status Messages, Errors ' Warnings'	Ebill	Customer proofs	Text readability	Search Options	Business contact information
6	Sounds	Sign Up /Subscribe	Extending The background on Larger Screen	Paperless statements	Success indicators	Structure each page	Informational Footer	Quality Content
7	Contact Information	Site Map	Base HTML Elements	Person to person statement	Navigation	Fonts	Style For Buttons	
8	Links (CONTENT)	Separate Design From Content	Website E.Mails	Mobile	Supporting images	Navigation	Great Images	
9	Spelling & Grammar	Cross Browser Compatibility	Page Stretching	Online check imaging	Content offered	Privacy statement & testimonials	Web Fonts	
10	Content & Content Accuracy	Statistics / Tracking And Analytics	Animations, Pop Ups,	Remote deposit capture	Resources	Words		
11	Layout& Navigation		Tool Tips , Transitions Etc	Personal financial management	Secondary calls to action			
12	Navigation			Banking & Account alerts				

Source: Compiled with the help of various articles written by the above mentioned experts

Internet Banking Websites

Recently there has been a shift in the banking industry. The industry is rapidly moving towards a click and bricks strategy that emphasize on an online supplement to the conventional banking services (**Miranda , F.J . Cortes, R and Barriuso, C. , 2006) .** Internet Banking and Internet Banks there are basically two different strategies: First an existing bank with physical offices can establish a **website** and offer Internet Banking to its customer as an additional delivery channel. A second alternative is to establish an Internet only bank or virtual bank, almost without physical offices **(Miranda, F.J Cortes, R and Barriuso, C. , 2006).** For the banks to go in for internet banking, the websites play a very important role.

(Diniz,1998) reported that banks use the web to achieve main objectives like to market information, to deliver banking products and services and also as a tool in order to improve customer relationship. According to (**Donlan, 1999)**, although delivery is highly important in fulfilling customer needs, perceptions and expectations also need to be managed and the website plays a main role in this. The design of a good website should be based on a common ground between the site's goals and the customer's goals; this reveals ideal customer experience (**Good, 2000)**. According to (**Jayawardhena , 2004)** today's context of e-banking, is one whereby a customer uses the internet to connect to the bank's computer systems and there is no human contact element as found in traditional banking services. In this process a very large number of transactions between the bank and the customer are carried out by digital means. Banks web sites can contain various features including the product information, contact information to enable customer feedback, general company information etc. If 80% of the users are using 20 % of your information then that information should be most visible and easiest to access. (**Bormann and Solms, 1993)** were of the opinion that a website is unique in its hypermedia attributes. Hypermedia integrates multimedia content with hypertext connection. Multimedia content refers to information while hypertext connection appertains to navigation Basic required information should be available on the home page and related information should be easily traceable.**(Miranda, F.J. Cortes, R and Barriuso, C , 2006).**

In the past many banks were of the opinion that designing a website is a technical job and it can be handled best by the engineers and the architects. Recent research has proven that the design of the website is very important in attracting the customer and improving the overall sales. Now, important website decisions are more likely to be made in the boardroom than the cubicle (**Brown, 2003).** User satisfaction depends on website features (**Doll and Tozkzadeh , 1988)** and hence it is important to analyze web features of banking services delivered over the internet.(**Jayawardhena and Foley, 2002)** suggested that the website features that should be analysed are: speed of download, content, design, interactivity, navigation and security features. (**Cox and Dale, 2001)** examined factors that can contribute to delivering good service quality through a website are ease of use, customer confidence, online resources and Relationship services. According to (**Waite and Harrison, 2004)** the information provided on the banking website may help provide needed knowledge and thus help to motivate adoption of internet banking.

Good websites' are the need of today's banking environment. The purpose of the website should be to indicate what it is offering to the customer. It should be crystal clear as to whether the site is only providing information or is also providing a platform to perform various online transactions. The website should be designed in a fashion that it is easier for the customer to trace information without any effort. Moreover clear instructions should be available on the home page of the banks' websites in order to avoid any kind of confusion for the customers. If we talk about the websites of various banks today they even have links for demos which demonstrate to the user as to how he can perform internet banking or mobile banking. Effective communication is very critical for internet banking transactions. Today, if the users cannot understand the bank's homepage in about 15 seconds, they abandon the site and turn to other sites that are more usable (Nielsen**, J., R. Molich, C. Snyder, and S. Farrell, 2001)**.

In today's time the site of the bank has to play the same role which a physical bank was actually playing. In a physical bank if the customer has any problem he/ she can easily approach a person for any kind of help but in case of that website where the customer is not able to find a solution to his problem he / she will immediately switch over to some other website where he has an internet banking account.

Table 2: Important Website Elements for Internet Banking

Speed Of The Website	Content	Design	Navigation	Inter-Activity	Security	Easy Use Of The Site	Support To The User	Registration
Time required for downloading text and animation	Relevant Content	Appealing Website Design	Easy login	It should be easy for the customer to interact	Use of strong passwords	Easy to find the site	Availability of feedback forms	Easy registration process
Time required to complete a transaction	Sufficient Information.	User friendly layout of the website	Appealing homepage	Banking tools should be customized	Use of one time passwords also recommended	Easy to return to the main page	Availability of banks phone numbers and fax numbers	E.mail request for receiving offers
	Easy to read fonts with correct spellings.	Availability of language alternatives	All hyperlinks should work well	Availability of loan calculators	Automatic log user off after inactivity	Easy to use the search engine	Service availability 24x7	Easy exit
	Availability of printable versions of pages.	Consistent use of color, color combinations and backgrounds	Site map should be available	Availability of exchange rate convertors	Availability of bank site firewall		Help facility available	Easy modification of user's profile
	Easily understandable menus	Effective graphics	Search facility should be available					
	Availability of table of contents		No underconstruction pages					
	Availability of demos and Effective advertisements							
	Availability of privacy information							

Source: Compiled with the help of various research and conceptual papers

In order to determine how well a bank's website is performing, there are certain factors that need to be considered:

1. Number of visitors visiting the website.
2. Number of times a visitor visits one particular page.
3. Total time a particular visitor spends on the website.
4. Certain demonstrative videos on their websites in order to engage the customers.

Services Provided through bank websites

Internet Banking has started gaining recognition as people have started using various websites of the banks to avail the internet banking services. These services are just a click away. To collect information related to internet banking services of various banks covered under this study banks websites were surfed and after more than a period of about two months, various features were identified which seemed to be important for secure, informative and user friendly sites. The websites are very important for internet banking services. Certain characteristic features about these websites are

1. The websites are attractive and logically arranged. To some extent the websites of private and foreign sector banks are more appealing in comparison to public sector banks.
2. All the important services like internet banking, mobile banking is available on the home page itself.
3. The user can just click on the option and can login to his account after a maximum of two to three steps.
4. The demos of Internet banking, Fund transfer, and mobile banking is available online so these facilitate the user and help him in achieving his objectives.
5. Due consideration has been given to security issues by these website. Most of the banks have made the use of one time passwords mandatory.
6. A link known as 'Customer Care' is available for all sorts of customer enquiries.

The websites of these banks provide the following services to the users. These have been highlighted in the table below:

Table 3: Services provided to the users by various banks' websites

- Balance enquiry
- Funds transfer
- Third-party funds transfer
- Bills payment
- Account opening application
- Insurance
- Demat holdings
- Brokerage
- Investments
- Loan applications
- Receive alerts
- Monthly statement by e-mail
- Requests/standing orders/instructions
- Deposit applications
- Credit card operations/payments
- Interest rates updates
- Foreign exchange rates updates
- Trading online
- Online shopping
- Market watch
- Cheque status inquiry
- TDS enquiry
- One view account
- Charity online
- Online tax payment
- Online ticket booking
- Customer correspondence
- Change password and user profile
- Demonstration of I-banking
- Corporate Internet banking

Source: Compiled after studying various websites of various banks

The websites are a store of all the above mentioned services Thus the websites need to be user friendly so that it is convenient for the user to interact with the site and do internet banking. Thus internet banking has become a 'need to have ' rather than" a nice to have service.'

II. Conclusion

In the light of the above study it can be concluded that there are certain elements which play an important role in the effectiveness of any banks' website. These websites are a medium for a customer to interact with their bank. Various elements of an effective website as suggested by researchers include colour choices, background, graphics, sound, content, navigation and many others. Also the important elements for Internet Banking are speed of the website, content, design, navigation, interactivity, security, easy use of the site, support to the user and registration. It is also observed that for the consumers' the higher they perceived usable website design on the Internet banking, the higher their trust towards the website. This will eventually affect their attitudes towards their commitment for certain products or services provided to them online. In addition, their attitudes toward websites affect their future intentions to use the same Internet banking websites rather than using normal banks. Internet plays a pivotal role in managing relationships with customers. By establishing effective banking websites based on information about customers' online shopping behavior, Internet banking service providers could retain their customers by managing relationships with them and even attract new customers.

Moreover with the constant increase in the use of technology by the customers, banks are also learning that if they want to increase the number of customers using internet banking, they need to focus on the design of the banks' websites. The website should be able to project the image of the bank. The customer should be impressed upon by this image and should return back again and again to this website for his internet banking services.

Scope for further research

The above study is purely based on various conceptual and research papers related to websites. Further the study is limited to the reports and discussions available on various websites as mentioned in the references. The future research can go in for primary data survey where in certain issues can be addressed which are related to customer satisfaction with respect to these internets banking websites. On the basis of the data collected it can be analyzed as to what are the customer's criteria of using the website for internet banking services. How can one increase the number of visits per website and hence reduce the heavy rush in a physical bank

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Social Responsibility of a Comprehensive School: Theoretical Insights of its Modelling

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Abstract

A school is a formal organization; it is also a unique social system, which functions in the complicated and constantly changing social environment and directly or indirectly influences the society. The essential mission of educational organizations is to provide education services, to educate young generation; thus social responsibility of an educational organization is aimed not only for separate persons but also it is one of organization's duties to provide services for the society (Toremen, 2011). As social responsibility of an organization as well as school manifests in social responsibility of organization's members, it is possible to analyze it referring to the theory of planned behaviour (Ajzen, 1991, 2014), which states that people's intentions to perform certain behaviour is the best prognosis of their real behaviour. Thus this article formulates the following problematic question: what is the framework for implementation of social responsibility of a comprehensive school as education organization by referring to the theory of planned behaviour? The research object – is social responsibility of a comprehensive school. The research aim is to substantiate the model for implementation of comprehensive school social responsibility referring to the theory of planned behaviour. The applied research method is analysis of scientific literature content and conceptual modelling.

Key words: comprehensive school, social responsibility, theory of planned behaviour.

I. Introduction

A school as well as other organizations have organizational, administrative and educational aims and it is managed so that it would attain them (Sahenk, 2010). A school is a formal organization; it is also a unique social system, which functions in the complicated and constantly changing social environment (Sahenk, 2010) and directly or indirectly influences the society. As Kwizera, Iputo (2011) state, educational organizations are equal to service providing enterprises. The essential mission of educational organizations is to provide education services, to educate young generation; thus social responsibility of an educational organization is aimed not only for persons but also it is one of organization's duties to provide services for the society (Toremen, 2011). The ISO 26000 standard presents unified perception of social responsibility and its guidelines, which induce acceptance of social responsibility round the world. The assumption of social responsibility will contribute to the pursuit of sustainable development (Puneet, Ashish, 2012).

Social responsibility of business and public sector organizations is declared and analysed broadly and publicly. Different scientists analysed social responsibility of organizations, an individual as well as its benefit. In creating sustainable society, every organization must perceive not only maximization of its profit but also to implement its social responsibility, as well as it must meet individual needs of its employees (Guiling Wei, 2013). Researches confirmed the importance of social responsibility both in large and small as well as middle enterprises. In comparing large and middle enterprises, especially small and middle enterprises realized the real social responsibility and performed the great role in inducing the growth of economy, increasing employment, technological innovations and social harmony, stability (Česynienė, Neverkevič, 2009; Qi, Feng, Jin, 2012; Certo, Certo, 2012); the relation among communication, morality and ethics was identified. Ethics is used to manage organization's relations with internal stakeholders; social responsibility of organizations maintains ethics actions inside and acts through organization's relations with environment and society (Amine, Chakor, Alaoui, 2013).

Scientists point out the sense of individual social responsibility, which expands into an organization and beyond it (Macready, 2009; Lauermann, Karabenick, 2011; Luo et al., 2011; Toremen, 2011; Geryk, 2011). However, implementation of social responsibility causes a lot of doubts (Marcinskas, Seiliute, 2008) and not much information can be found about social responsibility of comprehensive schools as organizations. As social responsibility of an organization as well as school manifests in social responsibility of organization's members, it is possible to analyze it referring to the theory of planned behaviour (Ajzen, 1991, 2014), which states that people's intentions to perform certain behaviour is the best prognosis of their real behaviour (Ajzen, 1991). Though it is possible to find samples of social responsibility implementation (for example, integration of social responsibility is discussed in the movement of natural sciences (Ramsey, 1993)), standards of social responsibility development are created in the system of state schools of Canadian British Columbia *(Social responsibility: a framework*, 2001; *Diversity in BC Schools: A framework*, 2008); however, the researches on the conception of comprehensive school social responsibility were hard to be identified. Thus this article formulates the following **problematic question:** what is the framework for implementation of social responsibility of a comprehensive school as education organization by referring to the theory of planned behaviour? **The research object** is social responsibility of a comprehensive school. The research **aim** is to substantiate the model for implementation of comprehensive school social responsibility referring to the theory of planned behaviour. The applied research **methods** are analysis of scientific literature content and conceptual modelling.

The article consists of three parts; the first part analyzes the semantic field of the conception of organization's social responsibility; the second part discloses the specificity of a school as education institution and the definition of comprehensive school social responsibility is constructed; in the third part referring to the theory of planned behaviour the latter is adjusted in constructing the framework for implementation of comprehensive school social responsibility.

II. Review of Literature

Considering ethical viewpoint responsibility means more than only the primary function of roles; it is related to processes and results (Barret, 2004). The responsibility also means that an acting person becomes a moral agent of certain moral maturity and able to reason. Moral responsibility takes the power to make rational decisions, and this justifies that moral agents are responsible for their actions (Barrett, 2004). Haney (2004) states that moral community consists of two-type actors: responsible and accountable actors. Responsibility possesses greater autonomy as an actor is able to independently maintain, independently regulate and independently react to the changes with motivation in order to maintain strong link with appropriate principles of action morality. It is expected from responsibility agents that they will not depend on external or motivational pressure to be motivated to correct the harm and to decrease the risk of future harm without external pressure to do this (Haney, 2004). A responsible person is the one, who can choose according to his / her insights. He / she is not controlled by others. An accountable agent has less autonomy due to external monitoring, the mechanism of instructions and penalties, by means of which it is pursued to externally motivate to take responsibility in order to maintain the strong relation of moral principles and actions. The model of responsible and accountable agents involves the dichotomy, *in which responsible agents, due to their moral maturity, are able to independently self-motivate, react to outcomes of actions while accountable agents follow external constraint, accusations or rewards* (Watson, 1996).

This work follows the position that the nucleus of the conception of organization's social responsibility is the conception of responsibility based on the above-mentioned distinction of responsibility and accountability, which has revealed that responsibility, is the autonomous ethical moral action of a person without any external institutional constraint.

Most scientists consider the beginning for the development of social responsibility's conception the sixth decade of the 20th century; however, the first references to social responsibility are found in literature sources of the fourth and fifth decades of the 20th century. Considering the primary main theories, three dimensions of social responsibility performance have been distinguished (Puneet, Ashish, 2012): the first dimension explained categories of social responsibility, which involved ethics, discretion, legal responsibility and volunteering in solving organization's problems; the second dimension defined social matters, which involved discrimination, consumerism, professional security, founders, product safety and environment; the third dimension is aimed to the groups, which used to argue that social reaction was related to the philosophy of action and reaction.

As the perception of social responsibility changes and it is supplemented, the ISO 26000 standard of social responsibility, which suggests recommendations suitable for any organization, socially responsible behaviour and possible actions, was confirmed and enacted in 2010. The social responsibility of the ISO standard is defined as organization's responsibility for the impact of its decisions and performance upon society and environment through transparent and ethical behaviour, which agrees with sustainable development and welfare of society; considers expectations of founders; meets valid laws and international standards as well as behaviour; is integrated within the entire organization.

The conception of social responsibility is considered to be multidimensional, sometimes more ideological, more pragmatic, every period has its certain aspect. So the semantic field of organization's social responsibility becomes wider. Social responsibility involves ethical and legal norms, which must be followed; in addition, it is related to democratic values and justice (Mėlinytė and Ruževičius, 2008; Wray-Lake and Syvertsen, 2011). Social responsibility is the formation of own personal and social values as well as the ability to act following those values, formation of stronger moral responsiveness, the ability to understand and analyze moral dilemmas as well as to properly behave (Geryk, 2011; Boyd and Brackmann, 2012) as well as empathy, the important ability to emote into the position, emotional state of another person, to directly understand feelings of another person: according to Escarti (2010), empathy develops compassion, altruism and sympathy, it is the foundation for most moral decisions and actions. Social responsibility is personal investment (Honeyman, 2010), it is the responsibility to make appropriate decisions and actions for society welfare (Kwizera, Inputo, 2011; Puneet, Ashish, 2012, Certo, Certo, 2012), the assistance in solving social matters, volunteering (Toremen, 2011), constant collaboration with community by serving and strengthening it (Boyd and Brackmann, 2012). Also the conception of social responsibility emphasizes the knowledge about human rights and their respect, recognition and evaluation of other opinion (Grundey, 2008). Social responsibility also involves attention to ecology when it is cared not only of people but also of the nature, environment, in which we live and work (Mėlinytė, Ruževičius, 2008).

According to Certo, Certo (2012), social responsibility of organizations is the ability to take the actions, which protect and improve society welfare as well as organization's interests. The very conception of social responsibility of organizations implies that organizations must constantly care of the influence upon society and stakeholders. Social responsibility of organizations involves all main principles, for which society cares so that an organization would accept them and use in its activity, i.e. respect for human rights, fair behaviour with employees, suppliers, citizens, as well as environment protection (Silliman, Mosaedian, 2013) and care for employees (at work and during their free time), psychological climate at the work, equal possibilities, health of employees, work safety, ecology, community performance, economical inducement of the region, responsibility against others, transparent and ethical business (Mėlinytė, Ruževičius, 2008).

Carroll integrated ideas and theories of social responsibility to one theory and distinguished four interrelated types of social responsibility (Carroll, Buchholtz, 2011): economical responsibility – to make a profit; legal responsibility – to comply laws; ethical responsibility – to commit to do what it is legitimate, upright and genuine; philanthropic responsibility – to contribute to community's life, to improve life quality.
The term 'social responsibility' applied for an organization implies performance of duties for society (Woollard, Boelen, 2012). Thus social responsibility is understood as moral responsibility of an organization, the outcome of ethical and unethical decisions; this is the moral accountability of an organization, environment protection and performance that refers to recognized moral standards, justice and humanity principles (Mėlynytė, Ruževičius, 2008).

As Česynienė et al. (2011) state, social responsibility of organizations is treated as behaviour when social and environmental protection issues are voluntarily included, and principles of value respect are followed in relations with society, representatives of business and government. Considering the conception of sustainable development, social responsibility implies different social spheres: justice, welfare, decision freedom, responsibility for future generations.

According to Salimian and Mosaedian (2013), at present the structure of organizations has changed; responsibility against a human being is one of additional factors in organizations' life. As Lauermann, Karabenick (2011) state, social responsibility of an organization develops out of personal responsibility as person being able to overtake own responsibility can be responsible for others. According to De Hoogh, Den Hartog (2008), social responsibility manifests when a person shows his / her internal duty to do what it is right, feels responsibility for himself / herself and others, shows self-control, is independent and understands outcomes of own actions. Social responsibility reflects moral and legal standards of ethics, internal obligation, care for others, concern for outcomes and making of independent decisions. Social responsibility, as Hamilton and Flanagan (2008) state, is more than altruism; social responsibility is motivated by one's relation with others, creation of corporate welfare and mutual benefit, which emerges out of certain sequence of actions. Social responsibility reveals moral principles of care and justice, and is the sense of duty to contribute to greater welfare, as well as the personal value manifesting by beliefs and the way of living with others (Wray-Lake, Syvertsen, 2011).

We use the definition of corporate social responsibility (hereafter – CSR) as offered by Aguinis (2011: 855) and adopted by others (e.g., Rupp, 2011; Rupp, Williams, & Aguilera, 2010): 'context-specific organizational actions and policies that take into account stakeholders' expectations and the triple bottom line of economic, social, and environmental performance'. Although the definition of CSR refers to policies and actions by organizations, such policies and actions are influenced and implemented by actors at all levels of analysis (e.g., institutional, organizational, and individual).

In summary it is possible to state that social responsibility differs from accountability in the aspect of free will, i.e. voluntary taking of responsibility without external constraint as one is able to independently self-motivate. Organizations voluntarily take social responsibility, and its implementation will depend on organization's performance, people (employees) working for it and expectations of the stakeholders (customers, shareholders, government representatives and so on) functioning outside.

In scientific literature social responsibility of organizations is very broadly understood and defined by the following parameters: responsibility of organization's members against society and environment for outcomes of decisions and actions; perception and respect of human rights as social responsibility is based on ethical relations with others; moral and ethical behaviour, public spirit that manifests by performance of one's duties against own country, nation, people.

III. Research Methodology

The applied research methods are analysis of scientific literature content and conceptual modelling. The analysis of scientific literature content aims to reveal the conception of social responsibility at comprehensive schools and to create the definition of social responsibility of a comprehensive school. According to Machi and McEvoy (2009: 4), a literature review presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study. This case establishes a convincing thesis to answer the study's question.

Conceptual modelling is the activity of formally describing some aspects of the physical and social world around us for the purposes of understanding and communication (Mylopoulos, 1992: 49). At the end of article a theoretical model for implementation of comprehensive school social responsibility referring to the theory of planned behaviour is proposed.

IV. Results and Discussion

Conception of comprehensive school's social responsibility

This part of the article constructs the conception of comprehensive school's social responsibility by referring to the analysis of scientific literature in philosophy, management, ethics and educational studies.

Philosophers state that education is the point, in which people together decide whether they love the world enough in order to take responsibility for it and to protect it from inevitable change, except renewal, coming of newcomers: 'education is also the point where we decide whether we love our children enough that we would not expel them out of our world and would not leave them for their destiny will and would not knock the changes out of their hands to take something new, something what we did not foresee' (Arendt, 1977, cit. from Saevi, 2007).

Educational decisions about children relate to the questions about the depth of morality and character development: what personality do we want from every our child? How must and can we grow them in order to achieve this? (Althof and Berkowitz, 2006) and point out that this viewpoint shows constant need for moral people in society. In order that children would become moral adults, citizens caring for society well-being are necessary. People must understand that they 'share common humanity' and that respect must move from a particular person and develop towards society (Youniss, Yates, 1999, cit. from Althof, Berkowitz, 2006).

Person's position whether 'I am responsible for another person and cannot avoid this responsibility' is fundamental ethic feature (Biesta, 2006). This responsibility for another person's otherness is the world of differences and pluralism, the space in which education must take place. Biesta states that responsible and pedagogical way to respond to pupil's otherness is the educational questions for a pupil: 'Where are you?' or 'How will you respond?' and suggests asking not what subject is but when a human being becomes a unique individual; so the unique subjectivity of each pupil is responsibility of teachers and educators for the one to become the subject without determination in advance what the outcome should be (Biesta, 2006).

Biesta encourages educators move from learning instrumentality to responsibility for education, i.e. towards responsibility for democracy and humanity. Learning discourse, which Biesta generalizes as 'the unexpected result of different changes of performance', unfortunately, very well pertains with priorities and paradigms of neo-liberal economics where a teacher is a supplier of goods, and a pupil or 'learner' – a consumer. Philosophers (Biesta, 2006; Saevi, 2007) judge that in this system of viewpoints contemporary learning is converted into economical transaction when the relation of a teacher and pupil is not fundamentally human relation, but the transaction where both must account for their contribution and results. Existential and ethical questions about education content and aims, about humanity and responsibility of subjects require talking about people's possibilities and difficulties. Biesta states that pedagogical relationship must be sustained by confidence without transcendental constraint. If unilateral and extremely asymmetric dimension of pedagogical relationship is unrecognizable and unstressed, the relationship among adults and children loses its pedagogical character.

Still not many answers what education processes really should attain can be found; not many discussions what good education is are developed. On the one hand, the question of education aims can be assessed as too difficult or even insoluble. This particularly should be said when ideas about education aims are discussed by keeping the position that they are absolutely dependant on a person – this often implies that it is talked about subjective values and beliefs where no rational discussion is possible. This often lies behind opinions about dichotomy of education aims in comparing conservatism and progressiveness, or tradition and liberalism. According to Biesta (2009), only one question whether such position of values is really subjective and does not get into the rational discussion exists. The essence of democratic education, as Biesta (2006) states, is the help for children and young people to think over delicate conditions, under which all people can act and be the subjects, and this forms the difficult question what essence of being a person is and how to live human life. One school cannot educate a democratic subject; this is the responsibility of the entire society.

The most important social responsibility, as Toremen (2011) states, belongs to comprehensive schools as they are open, render services and perform duties for the broad society. 'A school function as system in the system. It is the part of education system as well as rather autonomous organization. The value of an school as separate organization is its uniqueness, ability to create own culture and then rhythm of own performance' ('What is a good school?', 2012).

A comprehensive school, as Sahenk (2010) states, is a unique social system, as well as a formal organization at the same time, which directly or indirectly influences the entire society; thus external pressure for a school to take more responsibility for society and environment is much more felt. Thus schools are encouraged to work under market conditions, inter-compete; on the other hand, comprehensive schools have common aim: to teach, educate, develop intellectual potential, and render cultural values. The influence a school makes has to be socially responsible (Geryk, 2011). The unique nature of education implies the highest justice, administrative transparency and accurate planning in a broad sense. Schools are expected, regarding their aims, to support pupils as coming generation in rendering common knowledge, public values and ideals by encouraging cognition and emotional development ('Schools as organizations', 2012). This social mission should be inherent vision of organization's development as rules of social responsibility are integrated into strategic aims (Geryk, 2011, p. 4).

The conception 'social responsibility of education organizations' implies the three-level principles of school social responsibility: finding of contemporary social needs and challenges, adaptation of school curriculum in order to meet them for satisfying and checking expected results for community (Boelen, Woollard, 2011), as well as an individual sense (Toremen (2011).

Comprehensive schools are suggested to develop five dimensions of personal and social responsibility: (1) to pursue for high quality in forming firm work ethics; (2) to develop personal and academic honesty; (3) to contribute to a larger community, to recognize and refer to own responsibility for education community, local community and general public as well as at national and world extent; (4) to accept perspective of others, to recognize and act under obligation; (5) to develop the competence of ethical and moral reasoning in creating own personal and social values, to express and responsibly act according to those values; to be able to identify and evaluate moral dilemmas and act properly (Boyd, Brackmann, 2012).

It is evident that internal culture is very important for a socially responsible comprehensive school because children and young people – when learning in socially responsible culture where all people are valued equally, where respect for others is everyday practice and social justice is priority for everyone – will take all this form of the school climate to society with themselves (Macready, 2009). Social responsibility for pupils who strive to be successful in their social life is moral position and respect for each other as well as empathy and social sensitivity, altruism, self-presentation to another person, behaviour standard to create common well-being (Escartí et al., 2010; 2012). In addition, social responsibility is positively related to different activity of a school, appropriate social skills of pupils and development of morality and, according to Maliki, Asain, Kebbi (2010), are strongly related to academic outcomes. Teaching of social responsibility is considered (Garcia-Rosel, 2012) to be particularly complicated due to abstractiveness, ambiguity and complexity of the topic. As researches show, young people face difficulties in understanding and applying social responsibility, unless they can relate the theory with the specific reality by active participation in the process related to environmental, social and ethical matters.

Thus it could be presumed that school curricula and related values must be projected so that they would stimulate, foster and strengthen socially responsible behaviour (Maliki et al., 2010). Behaviour often becomes the rule if it is constantly repeated. The youth can strongly influence one another's behaviour, not provoking danger and encouraging each other to make good decisions (Hamilton, Flanagan, 2008). The more young people see how others act socially responsibly (sorting, assistance for a human being, honest behaviour) and show empathy, the more probable they behave the same (Wray-Lake, Syvertsen, 2011), as well as social responsibility of pupils develops when pupils are supported, encouraged to think deeply about socially responsible behaviour, have the possibility to discuss ideas together; it is important to encourage pupils to discuss the impact of their actions upon others and to show their concern (Honeyman, 2010).

Responsibility is the individual sense; however, it becomes significant in social context (Toremen, 2011). Families, schools and communities can create possibilities to develop social responsibility of children and teenagers. One of the ways to develop social responsibility is programmes of communal services, which increase not only the sense of social responsibility but also independent efficiency (Luo et al., 2011). Pupils taking voluntary work as requirement of social responsibility can develop abilities to collaborate, share and help others who need this (Toremen, 2011), i.e. by invoking voluntary activity the sense of social responsibility develops, young people become more responsible, more public-spirited, and more self-confident. In addition, young people, when participating in voluntary activity, develop their personal and social competence, get acquainted with real social problems and contribute to their solution.

In order to develop social responsibility, personal investments are necessary to create well-being of others. Lauermann and Karabenick (2011) point out that the personal goals emerge from the care and help for others are the important personal goal; so social responsibility emerges from personal responsibility.

School-leavers of socially responsible schools possess well-balanced knowledge, good character, intelligence, think rationally, behave morally and ethically, as well as they are responsible, can successfully compete in international labour market (Aslanargun, 2012). Such people consider needs of other people and the inducement of social progress, influence society, ethical behaviour and practise social responsibility.

In summing up the analysis of scientific literature, it is possible to state that social responsibility of a comprehensive school is the responsibility voluntarily taken against society and environment for its performance and the impact of its decisions, the entirety of moral principles, democratic and sustainable development values, transparent and ethical behaviour manifesting in voluntary active participation, self-development of socially responsible behaviour and the obligation to consider needs of stakeholders, to comply laws and international standards. Social responsibility cannot be imposed; this is voluntarily taken responsibility of community members, which manifests through responsible decision-making and the actions, which influence environment and society. School community must follow moral principles, such as justice, equality, empathy; democratic values when all community members have equal rights to participate in school management when making decisions. A contemporary school, in order to implement sustainable development education, recognizes values of sustainable development, the pursuit to warrant proper quality of people life, society well-being and safety, and environmental protection. Also the conception of social responsibility of a comprehensive school implies the meaning of voluntary active participation when all community members together learn how to behave socially responsibly, particular attention is paid to the pupils, who learn socially responsible behaviour from their teachers, administration and their parents.

Model for Implementing Social Responsibility of Comprehensive School

The second part of the article has revealed the conception of social responsibility at comprehensive schools and the definition of comprehensive school's social responsibility has been created. This part presents the framework for the multilevel model for implementing social responsibility of a comprehensive school.

Referring to the definition of social responsibility of a comprehensive school and the theory of planned behaviour by Ajzen (1991; 2014), the model for implementing comprehensive school's social responsibility has been substantiated (see Fig. 1). The theory of planned behaviour pursues to explain strong-willed behaviour of a person and the behaviour, which does not depend on person's will. The theory pays attention to an important aspect of human behaviour – cognitive processes of self-regulation. The particular behaviour is influenced by general attitudes and other factors characteristic for the particular situation, particular action (Ajzen, 1991).

The first part of the model is 'School context, society and environment'; the next two parts are related to the latter, i.e. 'School managers and teachers', 'Pupils and their parents'. The three parts highlight the subjects, which act in social responsibility implementation at a comprehensive school in different education areas and activities (two-way arrows show this). The component 'Behavioural intention' is very important for implementation of social responsibility as, according to the theory of planned behaviour (Ajzen, 1991; 2011; 2014), the premise that intention directly influences behaviour is made: the stronger intention, the greater probability of behaviour is. The greater intention to take responsibility and act socially responsibly, the greater probability that one will behave so is. The model presents three factors influencing the intention to behave: the attitude towards behaviour, subjective norm and perceived control of behaviour. The construct 'The attitude towards behaviour' implies beliefs of people; it indicates in what degree a person assesses behaviour positively and negatively; moral principles, democratic and sustainable development values determine this. The construct 'Subjective norm' reflects perceived social influence and pressure to get involved into certain behaviour: voluntarily taken responsibility against society and environment for its performance and decisions; obligation to consider stakeholders' needs; compliance of laws and international standards. The construct 'Perceived behavioural control' reflects easiness or difficulty to perform behaviour where internal factors (skills, abilities, emotions) and external factors (possibilities to perform an action, collaboration with others) take place: transparent and ethical behaviour, voluntary and active participation as well as development of socially responsible behaviour of pupils and school staff.

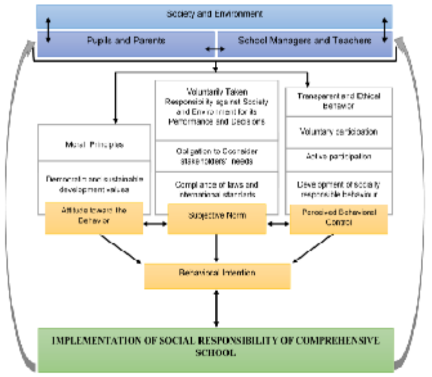

Fig. 1. Model for Implementing Social Responsibility of Comprehensive School

When explaining the interaction of society, environment, and school community, it is important to consider scientific arguments, i.e. in this context Murtaza, Khan, Khaleeq, Saed (2012) state that, if an education system is responsibly performed, then it plays the main role in pursuing for social and economic development of the nation: a school as institution is widely recognized due to its social role to form the primary human capital (Gajardo, Carmenado, 2012). According to Geryk (2011), two understandable meanings of social responsibility existed: responsibility of an education organization and development of socially responsible school-leavers. Having rated according to the importance, the support of gifted children goes first of all, afterwards respect for employees' rights and environmental protection.The research by Maliki (2010) also shows that a good means of social responsibility is the performance not only at school but also beyond its borders, which would determine the improvement of pupils' academic outcomes.

The purpose of education is to provide means and enlighten young minds so that they would become productive, able citizens of the society, state and world. 'Life quality and possibilities of every individual directly depend on how education is organized in the society and how properly education institute community performs their functions' (Trakšelys, 2011). However, in order to develop children, it is necessary that other members of an organization would also be socially responsible as only such people can properly develop children being the sample themselves. According to Valdez (2012), the main mission of a school – is to develop actual values of social responsibility of pupils, parents, employees, administration through communal projects, and organization of the activity in school territory and improvement of curricula. Proper conditions can help to implement social responsibility through socialization, as well as by indirectly inducing cognitive and socio-emotional competences. Thus an organization needs appropriate employees, who possess necessary qualifications and competences to perform proper work functions (Valdez, 2012).

In formulating the first factor 'Attitude toward the Behaviour' (see Fig. 1); we have in mind two parts of social responsibility, i.e. moral principles as well as democratic and sustainable development values. According to Lauermann, Karabenick (2011), personal and social responsibilities are very similar: personal responsibility is oriented to individual goals, social responsibility – to other people, environment. Thus, as the above-mentioned scientists state, social responsibility of an organization emerges out of personal responsibility as a person can be responsible for others only being able to take own responsibility. Social responsibility manifests when a person shows internal duty to do what is right, feels responsibility for oneself and others, shows self-control, is independent and understands outcomes of own actions (De Hoogh, Den Hartog, 2008). According to the scientists, social responsibility reflects moral and legal standards of behaviour, inner obligation, concern for others, concern for outcomes and independent decision-making. The following five elements – moral-legal standard of behaviour, internal obligation, concern for others, concern for outcomes and self-evaluation are the aspects composing social responsibility.

Comprehensive schools are value-based organizations, the aim of which is to teach pupils to be socially responsible citizens. Principals of comprehensive schools perform not only their direct work but also they are morally responsible for social expectations of society (Aslanargun, 2012). Principals must communicate with teachers and pupils by implementing their values. A principal makes most influence upon his / her employees – teachers; thus human resource management is very important as he / she influences children development, teachers' direct work with pupils. At the school social justice, in which the role of a school principal is very important (Turhan, 2010).

It has been identified that organizations can increase organizational obligation of their employees by involving into public activity, for example, to determine community needs and meet them, to work for better environment, to get involved into employees' well-being, to comply government's rules and regulations, to work according to law acts (Ali et al., 2010). According to Sahenk (2010), a school principal have to work both with internal resources of the school and with the outside – community, business. De Hoogh and Den Hartog (2008) state that a principal must be a leader, particularly in respect of ethics: careful, reliable, loyal, brave, responsible, patient and empathic. Moral development, responsibility for own power and standards of social responsibility are related to ethical leadership. Ethical leadership is very relevant at present when most countries emphasize the importance and quality of education due to its direct and indirect impact upon education outcomes (Gajardo, Carmenado, 2012). Social justice of education as 'conscious interference, which requires the use of moral power' is closely related to management of a school principal (Turhan, 2010).

Young people must learn how to acquire 'social capital' in order that it would be possible to act in the present social context. One of the main education objectives is to prepare young people to take part in society and teachers play the main role in analyzing individual and social responsibility.

Escartí (2010, 2012) states that responsible behaviour can be implemented into the aims of children education as moral position, i.e. respect to one another. Thus the education aim of the first level is to teach children by the ways of empathy, self-management, and conflict resolution. The aim of the second level is to form for children motivation and joy of work accomplishment. At the third level children are taught to manage their time, plan their learning and formulate aims. The fourth level teaches children to help each other and be sensitive, responsible. At the fifth level children are encouraged to apply the acquired knowledge in other fields. In that way the perception of pupils' social responsibility may expand into their environment, communities, society subject to their socialization and education level (Escarti, 2012). Teachers perform an important role by teaching pupils why and how to behave responsibly. Having studied the relationship of teachers' teaching and pupils' learning outcomes, it has been identified that this is the important factor of direct teaching (Murtaza, 2012). Teachers must possess strong sense of responsibility in order to effectively teach others responsibility and be samples of such behaviour. Agreements, appropriate and favourable learning environment maintain emotional interaction between a teacher and pupil as well as create the real relation with his / her pupils. Concern, safety, mutual respect and proper guidance to pupils in the classroom should be showed at the school and during their learning. The way, which teachers choose to guide the classroom, influences pupils' concentration, their viewpoint to lessons and teachers, as well as their developing public values (Lewis, Romi, Roache, 2012). As Jeder (2013) states, a teacher represents aspects of school environment, which are not measured quantitatively: values, rituals, traditions, rules, school ethos, psycho-social environment, interpersonal relations. A teacher has to understand proper decisions in specific situations, to properly behave, to follow moral values, and not only to declare them as this will reflect in pupils' personalities. Sihem (2013) states that the teacher's duty is to create the attractive environment for pupils' learning and as well to greatly influence them.

According to Wray-Lake and Syvertsen (2011), social responsibility forms through close relations and everyday life environment, which develops young people. When pupils are in the socially responsible environment, in which all people are valued equally, in which respect for others is practised day by day, and where at school social justice is the priority for everyone, pupils learn social responsibility unconsciously and they begin to act socially responsibly. The experimental research, which compare the youth at the service learning programmes with the ones not participating in them, performed by Wray-Lake and Syvertsen (2011) showed that the participation in such programmes positively influence social responsibility of young people and future civil obligations. Masini (2013) states that children's education for future enlarges their awareness; thus it is necessary to start as early as possible, this is the important task for schools.

Considering the above expressed statements it is possible to presume that social responsibility is developed if a teacher not only takes care of pupils but also understands and prepares them how to entrench in future community. A teacher's role is to form thinking of a young generation, formulate socially responsible questions, and encourage objective thinking of pupils. In order that child's intellect would also reveal his / her potential possibilities, it is necessary to help self-realization of a child. If child's needs are considered, he / she feels it and easier acquires experience of social solidarity; thus he / she learns to respect himself / herself and other people by recognizing their rights and needs (Čiuladienė, 2012).

It is recommended that the curriculum would be expanded in order to encourage socially responsible behaviour in the classroom and beyond its borders to guarantee responsible behaviour in society. Person's civic behaviour and social responsibility, according to Wray-Lake, Syvertsen (2011), depend on one another as social responsibility can provoke civil actions; as well as certain civic actions can strengthen social responsibility. Social responsibility is the sense of the duty or the duty to contribute to greater well-being, as well as it is personal value manifesting in beliefs and ways how we get along with others (Wray-Lake, Syvertsen, 2011). This reflects in the model's part called 'Subjective norms' (see Fig. 1). According to McKay (2011), the activity of the youth is defined as readiness of a young person for his / her civil role, rights and responsibilities through civic participation, education and experiences. Before acquiring this efficiency the youth has to experience the sense of mastery. The mastery is developed by participation and experience learning. This creates social norms and encourages pupils to critically evaluate the observance of the norms.

The third part of the construct 'Behavioral Intention', according to Ajzen (1991, 2011, 2014), is 'Perceived Behavioral Control'. McKay (2011) states that teacher participation and obligation to enlarge social consciousness is one of the most important factors inducing social responsibility of the youth. When the understanding that social standards / norms are socially constructed has been formed, the youth begins to actively experiment, to challenge unfair norms, which influence their life. Public work is the voluntary programme of schools aimed to communicate for local communities; their flexibility on socially responsible matters makes positive influence upon communities (Valdez, 2012). According to Renfu Luo et al. (2011), somewhere present traditions encouraging pupils to learn social responsibility by providing them possibilities to get involved into projects of community services and other activities expands the sense of social responsibility and pupils' academic advance.

Pupils' self-evaluation is the most important aspect developing social responsibility. As possible as it is possible pupils have to take part in observing and evaluating their self-development. At school pupils have a lot of possibilities to observe, model, discuss and demonstrate their socially responsible behaviour (*Social responsibility: a framework*, 2001). This means to develop the sense of social responsibility, its tolerance and respect for others' ideas and beliefs. The social responsibility of pupils defines the following abilities: to join community of a grade and school community; to take responsibility for own social and physical environment; to take part and contribute to the grade and small groups; to solve problems in peaceful ways: to properly manage a conflict, to respectfully present opinions and arguments, as well as consider the opinion of other people; to use effective actions and strategies of problem solution; to evaluate difference and protect human rights; to behave with others honestly and respectfully, to follow ethics; to recognize and protect human rights; to perform democratic rights and duties, responsibilities; to know and act according to rights and duties (in local, national, and world extent); to clearly express thoughts and work by pursuing for desired future for one's community, nation and the world – the sense of idealism (Diversity in BC Schools: A framework, 2008).

Social responsibility is developed and stimulated by observation, reading, discussions, communal services, social projects. Social interests of pupils are more oriented to the closest environment: family members and school friends (Social Education (in Lithuanian), 2013). Wilcox (2011) suggests involving pupils into the community not as observers but as active participants in pursuing for purposeful modelling trust and respectful relations, giving pupils the possibility to take responsible behaviour both at school and in community. According to Masini (2013), when developing pupils responsible for their future, it is important to teach them to be oriented to future and understand that present choices and actions will determine future.

Paradise, de Haan (2009), Ochs, Izquierdo (2009) point out that through socially appropriate knowledge children learn how to take part in a social group by acquiring not only practical skills but also socio-cultural knowledge; practical competence and social responsibility; this induces moral responsibility to react to needs of others and provides self-confidence.

There are not many studies how pupils' parents influence social responsibility of children, but Maliki (2010) showed that the pupils, whose parents were more educated, possessed higher social scores. Social responsibility was related to family size, parents' age and academic outcomes.

In summing up it is possible to state that the model, in which we see that social responsibility of a comprehensive school depends on school context (school administration, teachers, pupils and parents, society); school social responsibility is formed by the people functioning within it, their individual responsibilities, which develop into mutual social responsibility of the school. The model also presents three factors, which influence the intention to behave socially responsible: attitude towards the behaviour, subjective norm and perceived control of behaviour. The attitude towards the behaviour involves democratic and sustainable development values, moral principles; the subjective norm embraces compliance of laws and international standards, obligation to consider needs of stakeholders, voluntarily taken responsibility against society and environment for its performance and decisions; perceived control of behaviour includes socially responsible, transparent and ethical behaviour, voluntary and active participation. It is expedient that social responsibility will be implemented when the intention – internal motivation and perceived possibility to act – will occur.

When applying this model for further research and constructing the research instrument, it is important to consider the statement of Ajzen (1991) that the attitude and behaviour are related when the estimations, which are used to evaluate both phenomena, are not only reliable but also compatible. Compatibility principle requires that all constructs of the theory of planned behaviour would be defined by the same elements. Each case of behaviour has to outline four specific elements of the same commonness / precision level: an action: attitudes and behaviour have to be described by a precise action, the target has to be precisely indicated, the context, in which the behaviour will manifest, has to be indicated, and the time has to be precisely indicated. In order to analyze how implementation of social responsibility can be prognosticated, when creating the research instrument, it is necessary to attain compatibility among the statements expressing attitudes and the ones expressing behaviour. It is also necessary to consider that the theory of planned behaviour is limited due to concentration to conscious perceived decisions through cognitive processes, which are in fact static. However, the relation of primary components of the theory and behaviour can depend on whether person's behaviour and how it is based on emotions and / or cognitions (Biddle, Mutrie, 2001).

V. Conclusion

Social responsibility of a comprehensive school can be defined: social responsibility of a comprehensive school is the responsibility voluntarily taken by its community members against society and environment for its performance and the impact of its solutions; the entirety of moral principles, democratic and sustainable development values, transparent and ethical behaviour manifesting in voluntary active participation, self-education of socially responsible behaviour and the obligation to consider needs of stakeholders, to comply laws and international standards; the model for implementing social responsibility of a comprehensive school consists of three parts: school context, society and environment, with which school administration, teachers, pupils and their parents interact, the second part consists of three factors, which influence the intention to behave: the attitude towards behaviour (moral principles, democratic and sustainable development values); subjective standard (voluntarily taken responsibility against society and environment for its activity and solutions; the obligation to consider needs of stakeholders, the observance of laws and international standards); the perceived control of behaviour (transparent and ethical behaviour; voluntary and active participation and development of socially responsible behaviour), the third part is the intention – internal motivation and the perceived possibility to act, which allows believing that social responsibility will be implemented.

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Impact of work family conflict on job and life satisfaction

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Abstract

The role of women and men are expanding due to changes in their life style. This expansion in their role is expected to increase stress both in the home and the work setting due to their brief that job responsibilities of women more than those of men (Grandey et al., 2005). It seems presently employees experience work family conflict with her increasing participation in the labour force. However, work family conflict is a situation where the demands of the work role deplete resources such as time, energy emotions etc., required participating in the family role (Lappiere and Allen 2006), individuals with greater access to workplace social support garner additional job psychological resources (Bakker and Demorouti, 2007) that providing a stress buffer to manage strain. When individuals feel socially supported at work, they feel cared by others and feel that they have access to help. When the work role interferes with the performance of the family roles there should be a negative assessment of work, providing that the family role is relevant for the self. Carlson and Kacmar (2000) find that the work role conflict has a greater impact on job satisfaction in those workers who have a high centrality of the family role. The researchers conclude that stress in the work domain could reduce the level of the job satisfaction due to the fact that work is not assessed and considered to be anything other than an intrusion as the family role. This paper examines the relationship among work-family-conflict, social support and employees' satisfaction both in work and life. This study has been conducted in a public sector organisation in India and the methodology and findings are discussed in detail in the full paper.

Key words: Work life balance, work interference with family, family interference with work, Social support, job satisfaction and life satisfaction

I. Introduction

"Inter role conflict is the role pressure from the work and family domains are mutually incompatible in some respect" (Greenhaus and Beutell, 1985). A manifestation of stress due to competing role demands, conflict is considered a bi-directional construct, in that work can interfere with family (i.e., *work- family conflict*) and family can interfere with work (i.e., *family-work conflict*) (Frone, 2003; Hammer and Thompson, 2003). WFC and FWC serve as the latent antecedent variables for this study and both are a reflection of the three primary stressors (i.e., causes of conflict), which serve as manifest variables (Greenhaus and Beutell, 1985).

The personal factors affecting working life balance are age, marital status, time spent on family affairs, gender, education, experience and number of children and dependents. But, social support at work can be derived from superior and co-worker. Earlier studies have successfully demonstrated relationship between social support and work interference with family. According to Yildirim and Aycan (2008), supervisory support included both instrumental and emotional supports. Instrumental support implied providing assistance and advice whereas emotional support referred to supervisor's emphatic understanding and sensitivity to work-family issues.

Further, according to the role theory, the expected relationship between work-family conflict and job satisfaction is such that an increase in work-family conflict reduces the level of satisfaction (Frone et al., 1992; Kopelman et al., 1983). This hypothesised negative relationship has been found in most studies (e.g. Adams et al., 1996; Boles, 1996; Carlson et al., 2000; Netemeyer et al., 1996; Perrewe et al., 1999), although not in all (e.g. Aryee et al., 1999; Beutell and Wittg-Berman, 1999; Lyness and Thompson, 1997; O'Driscoll et al., 1992; Thompson and Blau, 1993). Kossek and Ozeki (1998), after revising the studies, have found an average correlation of -0.31, -0.27 and –0.18 between job satisfaction and (global) work-family conflict, WIF and FIW, respectively. Likewise, the study review carried out by Allen et al. (2000) on WIF indicates an average correlation of -0.24 with job satisfaction. However, the authors of both reviews point out that the nature and strength of the relationship varies greatly from study to study, revealing inconsistent results.

Pavot and Diener (2008) have shown that life satisfaction, a distinctly cognitive, judgment-based construct, is influenced by an individual's personality and affective disposition. Considered a stable, integrated judgment of an individual's life as a whole (Schimmack, et al., 2002; Schimmack and Oishi, 2005), the construct of life satisfaction (as opposed to subjective well-being as a whole) allows for respondents to individually determine not only the criteria, but also its importance, in determining their overall level of satisfaction (Diener, et al., 2003; Pavot and Diener, 2008).

II. Review of Literature

Nicholas (2007) examined self-employment in relation to work-family conflict, work-family synergy, autonomy, work pressure, mental health, physical health, and satisfaction indices. The analysis uses data from a national probability sample (n = 708 self-employed), the *2002 National Study of the Changing Workforce*. Significant relationships were found for all of the major variables while controlling for gender, age, and marital status. Mental health symptoms were the strongest predictor of work-family conflict overall while work pressure was the strongest predictor of work-interfering with family (WIF) conflict.

Work-family conflict was negatively and significantly related to satisfaction outcomes (i.e., job, family, and life) controlling for age, gender, and marital status, while work-family synergy was positively related to these satisfaction outcomes. A post hoc analysis comparing self-employed participants to wage and salary participants indicated better overall adjustment for the self-employee.

Beutell (2007) examined self-employment in relation to work-family conflict, work-family synergy, autonomy, work pressure, mental health, physical health, and satisfaction indices. The analysis uses data from a national probability sample (n = 708 self-employed), the *2002 National Study of the Changing Workforce*. Significant relationships were found for all of the major variables while controlling for gender, age, and marital status. Mental health symptoms were the strongest predictor of work-family conflict overall while work pressure was the strongest predictor of work-interfering with family (WIF) conflict. Work-family conflict was negatively and significantly related to satisfaction outcomes (i.e., job, family, and life) controlling for age, gender, and marital status, while work-family synergy was positively related to these satisfaction outcomes. A post hoc analysis comparing self-employed participants to wage and salary participants indicated better overall adjustment for the self-employed.

Timothy et al. (2006) investigated the effect of work-family conflict on the emotions of guilt and hostility, and the implications of work-family conflict and these emotions for job satisfaction and marital satisfaction. Using experience-sampling methodology, data were collected from a sample of 75 individuals over a period of 2 weeks (producing 625 data points). Results revealed that within individuals, family-to-wok conflict experienced at work, and work-to-family conflict experienced at home, were positively associated with guilt and hostility at work and at home, respectively. In addition, state hostility mediated the negative effect of work-to-family conflict at home on daily marital satisfaction. Finally, cross-level interaction effects were observed such that work-family conflict more strongly affected the emotions of those scoring high on trait guilt and trait hostility.

Judge *et al.* (2006) investigated the effect of work-family conflict on the emotions of guilt and hostility. The implications of the same on job and marital satisfaction were analysed by using experience-sampling methodology. Data were collected from a sample of 75 individuals over a period of two weeks. Results revealed that family-to-work conflict experienced at work and work-to family conflict experienced at home were positively associated with guilt and hostility at work and at home, respectively. In addition, hostility mediated the negative effect of work-to-family conflict at home on marital satisfaction.

Relationship between two dimensions of social integration (community participation and affective community resources) and job and marital quality was studied by Voydanoff (2005) data from the 1995 National Survey of Midlife Development in the US (n=1,816) indicate that the level of community participation was unrelated or negatively related to job and marital quality, whereas affective community resources how positive associations with job and marital quality. Relationships between community participation and affective community resources and job stress were partially mediated by work-to-family conflict facilitation. Family-to-work conflict facilitation partially mediate relationships between affective community resources and marital satisfaction our risk. The study takes a beginning step in establishing relationships and exploring process that make up the work-community family interface. The main objective of this paper is to study the work-family conflict, the impact of social support on work-life balance. Further to study the impact of work-family conflict on job and life satisfaction.

III. Conceptual Framework

In this study the definition of work-family conflict proposed by Kahn *et al.* (1964) has been used. This definition is consistent with that used by many other researchers (Halahan and Gilbert, 1979; Kopelman *et al.* 1983; Greenhaus and Beutell, 1985; Greenhaus *et al.*, 1987; Bedian and Mossholder,, 1989; Duxbury and Higgins, 1991). Kahn *et al.* (1964) defined work-family conflict as a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. Work-family conflict occurs when an individual has to perform multiple roles: Worker, spouse and in many cases, parent, and elderly parents care takers. Each of these roles imposes demands requiring time, energy and commitment. The cumulative demands of multiple roles can result in role strain of two types; overload and interference (Kelly and Voydanoff, 1985). Overload exists when the total demands on time and energy associated with the prescribed activities of multiple roles are too great for the roles to be performed adequately or comfortably. Interference occurs when conflicting demands make it difficult to fulfill the requirements of multiple roles.

The increased interest in understanding the work-family interference stems from the demonstrated outcomes of work-family conflict on role and life satisfaction. Life satisfaction was conceptualized as deriving from satisfaction through having a good job, and social support (Sekaran, 1983). Some prior evidence supports the relationship between work-family conflict, social support, job satisfaction and life satisfaction. Several studies have found negative relationships between interrole conflict and job satisfaction (Jones and Butler, 1980; Pleck *et al.*, 1989; Staines and O'Connor, 1980; Kopelman *et al.*, 1983; Sekaran, 1985; Greenhaus and Parasuraman, 1986; Parasuraman *et al.*, 1989; Mohamed Hashim, 1993). Work-family conflict was also found relationship to Social Support (Silver, 1993; Ahmed and Masood, 2011, Rani *et al.* (2009), Voydanoff (2004), Carmen and Margeret (2001) and Hofstede (1984).

Several earlier researchers have found a positive relationship between job satisfaction and life satisfaction (Bamundo and Kopelman, 1980; Rice *et al.*, 1980; Sekaran, 1985; Burke and McKeen, 1988; Rice *et al.,* 1992), and between family satisfaction and life satisfaction (Campbell *et al.*, 1976; Lee, 1978; Kopelman *et al.*, 1983; Rice *et al.*, 1992). The model of work-family conflict proposed by Kopelman *et al.* (1983); Kossek and Ozeki (1998) are followed as the theoretical base for this research. These models present a homological network among work conflict, family conflict, work-family conflict, social support, job satisfaction and life satisfaction. Based on the models, the researcher has devised different objectives and thereby to examine the relationship some of the hypotheses are framed in this study.

Sample Size

In the pilot study 46.00 per cent of the respondents have expressed average and above level of work family conflict. Justifiable sample size was determined by sampling proportion method using the formula

$$n = \frac{\left(z - \frac{\alpha}{2}\right)^2 (1-p)(p)}{\varepsilon^2}$$

Where $\left(z - \frac{\alpha}{2}\right)^2$ -

Table value for 95%

p is - 46%

ε^2 - precession level at 95%

in this case *n* - 382

Sampling Technique

The desired *n* level is 382. Expecting non-response of 30.00 per cent, the researcher has distributed about 500 questionnaires to the respondents and received only 487 of them. Finally, out of 487 filled-in questionnaires, 473 were taken for this study. The samples are selected for the study by using proportionate stratified random sampling. The samples are stratified according to strength of the departments. Questionnaire was used to collect the data for the final study.

Findings

The stated objectives are studied and the findings are stated below.

IV. Research Methodology

The study is descriptive in nature. Carlson et al tool on work life balance (2000); Caplan et al tool on social support (1980); Cook et al tool on Job satisfaction (1981) and Alam and Singh tool on life satisfaction (1972) were used for the study. Pilot study was performed by collecting data from 100 executives from BHEL, Trichy. The reliability ranged between 0.71 and 0.87.

Population

The population of the study is the executives working in various departments of the organization in Trichy. Hence, population of this study is 1575.

Table - 1 Correlation between Executives' Work-Family Conflict, Social Support, Job Satisfaction and Life Satisfaction

	Job Satisfaction	Life Satisfaction	Social Support	Work Interference with Family	Family Interference with Work	Work-Family Conflict
Job Satisfaction	1					
Life Satisfaction	0.398**	1				
Social Support	0.398**	0.406**	1			
Work Interference With Family	-0.150**	-0.220**	-0.308**	1		
Family Interference with Work	-0.086	-0.148**	-0.163**	0.703**	1	
Work- Family Conflict	-0.131**	-0.203**	-0.262**	0.936**	0.908**	1

**** -** Significant at 0.01 level

Hypothesis – There is no correlation between *Work Family Conflict (WIF and FIW), Social Support Job Satisfaction and Life satisfaction* of the Executives

Table - 1 represents the results of the correlation between Work Family Conflict (Work Interference with Family and Family Interference with Work), and Social Support, Job Satisfaction and Life Satisfaction by using, Pearson's Correlation Co-efficient test. Work Family Conflict is correlated significantly at 0.01 level with Job Satisfaction (r = 0.131), Life Satisfaction (r = 0.203) and Social Support (r = 0.262). Family Interference with Work is correlated Significantly at 0.01 level with Life Satisfaction (r = 0.148) and Social Support (r = 0.163), but Job Satisfaction is not correlated significantly. Work Interference with Family is correlated significantly at 0.01 level with Job Satisfaction (r = 0.150), Life Satisfaction (r = 0.220) and Social Support (r = 0.308). The variable Social Support is correlated significantly at 0.01 level with Job Satisfaction (r = 0.398) and Life Satisfaction (r = 0.406). Hence, the proposed null hypothesis is rejected. The results of the correlation analysis show that Work Family Conflict is correlated significantly with Social Support, Job Satisfaction and Life Satisfaction. This finding is similar in line with the findings of Kopelman *et al.* (1983).

Impact of Work Family Conflict on Job Satisfaction and Life Satisfaction

The impact of Executives Work Family Conflict (Work Interference with Family and Family Interference with Work) on Job Satisfaction and Life Satisfaction are presented in Table – 2

Table- 2 Work Family Conflict on Job Satisfaction and Life Satisfaction

Independent Variables	**Dependent Variable**	**B**	**t**	**R^2**	**F**
WIF	Job Satisfaction	-0.030	-3.296**	0.023	10.861**
WIF	Life Satisfaction	-0.211	-4.903**	0.049	24.037**
FIW	Job Satisfaction	-0.020	-1.870	0.007	3.496
FIW	Life Satisfaction	-0.169	-3.242**	0.022	10.508**

**** - Significance at 0.01 level; * - Significance at 0.05 level**

The above table presents the results of the Regression analysis for impact of Executives' Work Family Conflict (Work Interference with Family and Family Interference with Work) factors on the dependent variables namely, Job Satisfaction and Life Satisfaction. Considering the significance of individual regression coefficients using 't' statistics, the result reveals that Work Interference with Family (B = -0.030, t = -3.296) has influenced significantly at 0.01 level on Job Satisfaction and the 'R^2' value is found to be 0.023, which is significance, because the 'F' statistic (10.861) is significance at 0.01 level. Hence, it is concluded that 2.30 per cent of the total variation of 'Job Satisfaction' is accounted by the work interference with family. Work Interference with Family (B = -0.211, t = -4.903) has influenced significantly at 0.01 level on Life Satisfaction and the 'R^2' value is found to be 0.049, which is significance, because the 'F' statistic (24.037) is significance at 0.01 level. Hence, it is concluded that 4.90 per cent of the total variation in 'Life Satisfaction' is accounted by the work interference with family.

Table - 3 Work Interference with Family, Family Interference with Work, Social Support and Job Satisfaction on Life Satisfaction

Independent Variables	**Dependent Variable**	**B**	**T**	**R^2**	**F**
Work Interference with Family	Life Satisfaction	-0.075	-1.331	0.240	36.985**
Family Interference with Work		0.129	-2.441**		
Social Support		0.571	5.846**		
Job Satisfaction		1.344	6.313**		

Source: Computed.** - Significant at the 0.01 level

Considering the significance of individual regression coefficients using 't' statistics, the result reveals that the factor Family Interference with Work (B = -0.020, t = -1.870) has not influenced significance on Job Satisfaction and the 'R^2' value is found to be 0.007, which is insignificance, because the 'F' statistic (3.496) is not significance. Family Interference with Work (B = -0.169, t = -3.242) has influenced significantly at 0.01 level on Life Satisfaction and the 'R^2' value is found to be 0.022, which is significance, because the 'F' statistic (10.508) is significance at 0.001 level. Hence, it is concluded that 2.20 per cent of the total variation in 'Life Satisfaction' is accounted by the family interference with work.

Influence of Work Interference with Family and Family Interference with Work, Social Support and Job Satisfaction on Life Satisfaction

The above Table presents the results of the Multiple Regression analysis for influence of work interference family, family interference work factors of the respondents, social support and job satisfaction on the dependent variable life

satisfaction. Considering the significant difference of individual regression coefficients, using 't' statistics, the result reveals that the independent variables namely, work interference with family (B = -0.075, t = -1.331), family interference with work (B = 0.129, 't' = -2.441), Social support (B = 0.571, t = 5.846) and job satisfaction (B = 1.344, t = 6.313) are influenced at the 0.01 level on life satisfaction. Also, it is clear that 'R^2' value is found to be 0.240, which is significance, because the 'F' statistics (36.985) is significance at the 0.01 level. Hence, it is concluded that 24.00 per cent of the total variation is accounted by the explanatory variables. According to Cohen and Cohen (1983) a path analysis has been performed in which each variable is regressed on all other variables postulated to precede it. The result of the test is presented in Figure 1 All the variables are showing significance relationship.

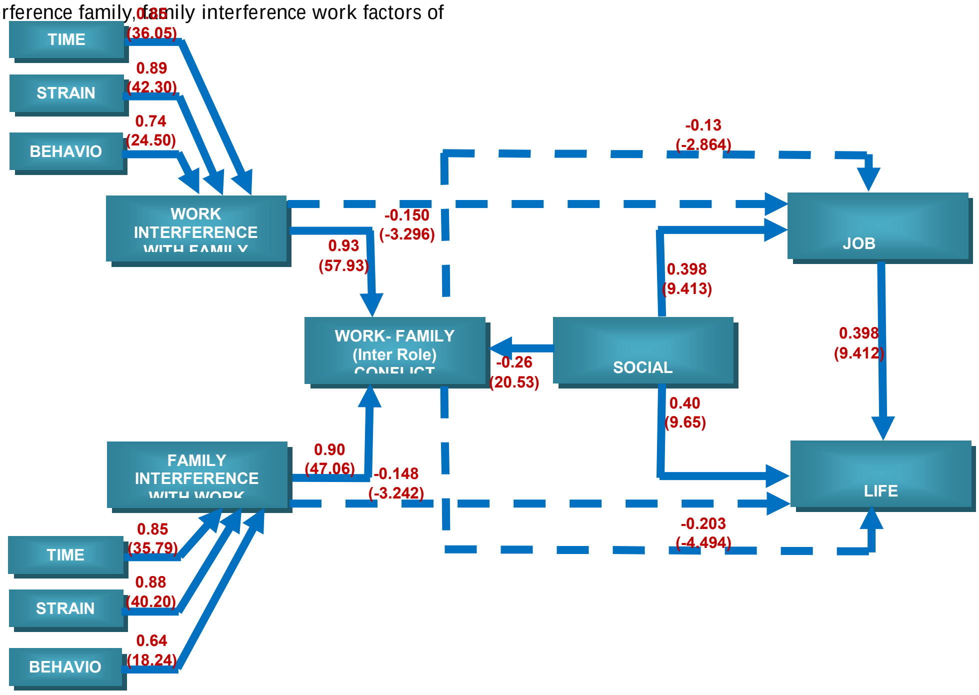

Figure 1. Significant path co-efficients

The Table 4. presents the results of regression path analysis predicting social support, job satisfaction and life satisfaction. Work-Family Conflict explained 6.00 per cent of the variance in social support, 1.00 per cent of the variance in Job Satisfaction and 3.00 per cent of the variance in Life Satisfaction. Social Support is explained by 15.00 per cent of the variance in Job Satisfaction and 16.00 per cent in Life Satisfaction. Job Satisfaction is explained 15.00 per cent of the variance in Life Satisfaction. Social Support and Job Satisfaction are as antecedents of life satisfaction. Since, examination of path coefficients, the supports for this study come from the linkages between work-family conflict, social support and job satisfaction with life satisfaction. The significance path between work-family conflict, social support, job satisfaction and life satisfaction supports a study of 354 married professional women in Singapore by Aryee (1992) who found that work-family conflict has explained the variance in social support, job satisfaction and life satisfaction although the contribution was only 11.80 per cent, 9.00 per cent and 15.00 per cent respectively.

The study conducted by Parasuraman *et al.* (1989) also found that work-family conflict had negative effect on job satisfaction, social support and life satisfaction as found in the present study. The significance relationship between job satisfaction and life satisfaction substantiates earlier studies by Pleck *et al.* (1980), Sekaran (1985), Rice *et al.* (1992) and that between social support and life satisfaction is line with the findings of Rice *et al.* (1992).

Although work-family conflict leads to lower social support, job satisfaction as well as life satisfaction. However, social support and life satisfaction is an important concern for individuals and organizational alike, because such conflict, as a source of stress, has been correlated with negative consequences, including reduced social support and thereby job satisfaction, which can lead to reduced life satisfaction. The inter-relationship between social support and job satisfaction with life satisfaction indicates that the conditions at work can affect the quality of work life and family life as well as the overall well-beings of the employees in the study organization.

Table –4. Parameters estimates and standardized path co-efficients of the proposed model.

Criterion Variable	**Predictor Variable**	β	**t**	**Adj R^2**	**F**
Time based WIF	Work Interference with Family	0.85	36.05	0.73	1300.23**
Strain based WIF	Work Interference with Family	0.89	42.30	0.79	1789.31**
Behaviour based WIF	Work Interference with Family	0.74	24.50	0.55	600.32**
Time based FIW	Family Interference with Family	0.85	35.79	0.73	1280.94**
Strain based FIW	Family Interference with Family	0.88	40.20	0.77	1616.58**
Behaviour based FIW	Family Interference with Family	0.64	18.24	0.41	332.73**
Work Interference with Family	Work-Family Conflict	0.93	57.93	0.87	3356.51**
Family Interference with Work	Work-Family Conflict	0.90	47.06	0.82	2215.02**
Work Interference with Family	Job Satisfaction	-0.15	-3.29	0.02	10.861**
Family Interference with Work	Life Satisfaction	-0.14	-3.24	0.02	10.508**
Work-Family Conflict	Social Support	-0.262	20.532	0.067	34.690**
Job Satisfaction	Work-Family Conflict	-0.131	-2.864	0.015	8.202**
Job Satisfaction	Social Support	0.398	9.413	0.157	88.604**
Life Satisfaction	Work-Family Conflict	-0.203	-4.494	0.039	20.192**
Life Satisfaction	Social Support	0.406	9.652	0.163	93.170**
Life Satisfaction	Job Satisfaction	0.398	9.412	0.157	88.591**

Source: Computed value ** - Significance at the 0.01 level

VI. Conclusion

Social Support and Job Satisfaction are as antecedents of life satisfaction. Although work-family conflict leads to lower social support, job satisfaction as well as life satisfaction. However, social support and life satisfaction is an important concern for individuals and organizational alike, because such conflict, as a source of stress, has been correlated with negative consequences, including reduced social support and thereby job satisfaction, which can lead to reduced life satisfaction. The inter-relationship between social support and job satisfaction with life satisfaction indicates that the conditions at work can affect the quality of work life and family life as well as the overall well-beings of the employees in the study organization. Thus, based on the identified problems, the researcher has given suitable suggestions in this study.

Suggestions

- Different policies and strategies are needed for the people at different type jobs and at different stages of their career. Turnover of any employee may heavily damage the organization because by recruit new employee not only waste of time but also the firm is going to invest handsome amount for the training and development of that employee. So if the organization design such a supportive policy which include the measures how to reduce work family conflict such as introduction of flexible working hours supportive vocation policy, appraisals and reporting etc. may reduce the employee job dissatisfaction.
- The organization should focus on psychological aspects of managers involving needs, desires and intrinsic motivation and other variables to maintain reduced work family conflict and increased job satisfaction.
- Management should be encouraged to try various interventions such as, family friendly policies, programmes and flexible working hours so as to minimize
- work family conflict and to provide intrinsic and extrinsic rewards to maximize job satisfaction in order to enhance an individual's passionate desire to develop through management development opportunities. Individual employees shall maintain a fairly consistent schedule that allows specific blocks of family and work that in turn would facilitate setting high expectations towards development through management development opportunities.
- In order to minimize the negative effects of role conflict, management can provide training to help employees develop strategies for dealing with the conflict.
- Employers should look into the possibility of designing training programmes to assist employees in taking more control of events in their work situations
- Employers can make attempts to set the work environment up in such a way as to reduce work-related consequences, while the employee and his/ her family can take steps to address the nonwork and stress related consequences. Collectively, they can control/ subdue the consequences of work family conflict. It must be noted that while the ideal solution would be to prevent work-family conflict from occurring altogether, the domains of work and family are both so demanding that successfully achieving equilibrium between the two may be difficult.

Future Areas of Research

During this research, a number of areas were found untouched from the research point of view. In order to examine and to generate knowledge in other focus, some of the areas are being identified as the future areas of research as follow:

- Studies can be done including the work factors of the respondents such as, Tenure, Role Autonomy, Role Ambiguity, Role, Conflict, Work overload etc.
- Social Support is antecedent of work-family conflict, which can be divided into family support and organizational support in the future research.
- Study can be undertaken to know the work-family conflict and its impact for the employees including executives to compare them.
- Work-family conflict can be compared with the employees of private and public sector.

Managerial Implications

In this organization, it is observed that strain and time are the major determinants of work family conflict. These study findings help the management to fix up training for time management of the executives so that they better manage the time. Psychological training helps them to cope with strain. The management and focus on mental preparedness to face the strain. The organization implements these trainings after ascertaining their job objectives by management by objective method. These help the organization to build strong culture so that they extend social support to their peers, subordinates and superiors. This study identified the major thrust areas for job and life satisfaction of its employees.

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Marketing Paradise: A Step to Achieve the Social Justice in the Field of Humanities

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Abstract

We are living in a world that its dominant indicator is machines, firms, assembly lines as well as expert information systems in huge bureaucratic organization. Each of us are studying or working in schools, universities and bureaucratic industries; the key terms of our current age are planning, organizing, motivation, control, stability, compatibility, predictability and legislation; while ambiguity, complexity and chaotic as well as the concepts related to post modernism are threatening our defined world. Teodor Levitt (1983) defined globalization as homogenizing people and nations which beside development of communication and information technology, global financial systems and trade improvement, results in decline in cultural values and economical systems as well as increase in inequality and terrorism, more specifically after September 11th of 2001. In such a bureaucratic, industrial and market orientation society, marketing as a profession is considered as a tool to maintain survival and the key to competitiveness; while the marketers' knowledge of their social responsibility is very low and unclear. In 1999, Neil Ascherson described marketers or market forces as sightless psychopath criminals who became largely sovereign; he believed that unfortunately all possible possibilities and expectations have been observed and as a result such a power is worshiped now. He ascribed that marketers' sin is actually their continuous attacks toward customers and considering them as objects to gain revenue and not human beings with grand divine values. This article is to determine the answer to the question that whether we are professional marketers or sightless psychopaths in the role of market forces. Moreover, how social responsibility of this profession can lead to marketing paradise both retrospectively and by looking at future.

Key words: social trustee, social responsibility, the future of marketing, marketing paradise

I. Introduction

Before the 1950s, traditional approaches dominated marketing science, and marketing rules were defined and determined by views from the inside of organizations out; at that time, the prevalent idea was the idea of production and sale; the responsibility of sales marketing department was whatever the company could produce, and business units thought of increasing their sales and making profit for the company by using monopoly of information and mass production policy and by resorting to market dominance. In his description of marketing science at that time, Webster states that organizational decision-makers consider short time horizons, and the ability of company's sales force and advertisement attracted the most attention of the marketing department (Harrison-walker, 2001:140). It took many years for organizations to find that in order for them to grow and develop; they need to have an outside-in perspective on the company's needs and think of being market- and consumer-oriented rather than product-oriented. In this regard, by introducing a new paradigm in the then marketing science, Mc Kitterick laid the ground for outstanding advancements and opened a new perspective to organizations and their decision-makers. He believed that achievement of the organization's goals is subject to identifying the target market's needs and demands and obtaining as much customer satisfaction as possible compared with competitors, and called this new philosophy of management "Marketing Concept".

Marketing concept meant that the operation of every business unit starts when its customers and their needs are identified, not when the operation license is received, raw materials are purchased or required skills in selling are acquired. Thus, every organization is responsible for maintaining customer satisfaction, not just producing and selling its products or services, and only as long as it can successfully meet its customers' needs and demands, there is a possibility for its survival (Mowen& Minor, 2001:3).

During the last quarter century, markets and the technologies supporting these markets have drastically changed; technological advancements, the internet, new ways of communications, automation and globalization along with many other consequences of information revolution have presented companies and their customers with deep challenges. On the one hand, we can see the increasing capabilities of companies in production and mass customization, enjoyment of more optimal information systems and application of Customer Relationship Management (CRM), replacement of Interruption marketing with Permission marketing, and generally the increase of competitiveness and dynamic sustainability in business environment. On the other hand, in the transition from the Industrial Age to the Information Age, the customers of these companies have become equipped with new capabilities such as the considerable rise of their purchasing power along with the increased variety of products and services, increased volume of information about everything including information on the consumption experiences and purchase conditions of other consumers, virtual purchases through the internet, choice of distribution channel in order to receive the purchased items and even choice of the type, place, and time of receiving advertisements from companies and institutions, in a way that in today's markets, we can point to Prosumers and as Ward Hanson says, to Democracy of Goods. According to "Philip Kotler", nowadays markets are changing faster than our marketing science; therefore, classic marketing models must adapt to the present conditions, and researchers and marketers must redefine and restructure marketing based on the characteristics of the global information age that has raised the level of competition in markets logarithmically.

Currently, knowledge-based companies seem to be much more successful than physical-based companies, and the idea of marketing based on the interaction between company's central capabilities, customers' needs, and inter-organizational cooperation networks has replaced the idea of sales orientation which concentrates on making profit only by focusing on product and resorting to techniques of increasing the sales, development and promotion. Nowadays, the philosophy of production and sales has been replaced by the philosophy of understanding the situation well and giving appropriate responses to all market factors including customers, suppliers, competitors, sociocultural trends, rules and regulations, and economic factors in the macro environment(Kotler et al., 2002:5).Successful companies in the world of competition have shifted from mass marketing to segment marketing, from centralized marketing to niche marketing and then to one-to-one marketing; they have recognized the importance of service development and improved their skills in creating and developing trademarks and managing their commercial properties; they are thinking of better applications for web marketing; they are developing new indices to assess the expenses and profits or the effects of marketing activities (Kotler, 2005:28). However, in spite of all changes happening in the competition world which have led to the evolution of marketing at the present age, a question has always challenged the minds of lawmakers and sociologists and that is whether these efforts have resulted in the development of prominent human values or they have only resulted in the decline of moral values in their search for gaining material interests? Marketing's course of evolution and the movement towards enlightened and conscious marketing In the management of their marketing activities, organizations have gone through five evolutionary yet different approaches; **production approach**, which is one of the oldest concepts in economic activities and is somehow regarded as the first approach in marketing, is based on the fact that consumers are in favor of goods that are low in sale price and available everywhere, and these assumptions apply to at least two situations; the first situation is when demand for a particular product overtakes its supply, and the second is when costs of producing particular goods are high. Managers of production-oriented organizations make a lot of efforts to achieve production efficiency and wide distribution, but quality is neglected by them.

Product approach was raised in order to fix the shortcomings of the previous approach and is based on the fact that consumers are in favor of goods that have the best quality, efficiency or maybe new features. Thus, managers who adhere to this approach seek after producing goods with high quality and endeavor to improve their products over time; these managers are often so fond of their products that forget about realities, often design their products with no or minimum information about the customer, and in terms of design or product improvement, they only trust their engineers, not their customers' opinions or even their competitors. Thus, it is said that sometimes this concept leads to marketing myopia.

Selling approach considers consumers as people who usually show weakness or resistance while purchasing and companies should resort to different types of marketing and advertisement tools in order to encourage them to purchase. Managers who adhere to this approach mostly aim to sell what they have produced and not produce what market demands; thus, they would suffer from many risks including the disadvantages of negative words of mouth by customers who did not like the product and felt cheated after buying it.

Marketing approach questions the previous three concepts and considers the identification and provision of the target market's needs and demands in a better and more effective way than competitors as the way to achieve organizational goals. This concept is based on four principles: choice of target market and giving an accurate definition for it in order to provide an effective marketing plan for that part; identification of customer's needs and demands; integrated marketing and coordination of marketing department with other departments; and profitability which is the ultimate goal of marketing approach. Drop in sales, slow growth, change in purchase patterns, increase of competition, and increase of marketing expenses usually direct companies towards applying this approach, but the following three factors create difficulties for this approach to be put into practice: organizational resistance by departments that consider the reinforcement of marketing department's scope as a threat to their position; marketing education which is very slow, and the fast pace of forgetting principles of marketing. In recent years, marketing approach has been questioned, because this concept ignores the potential contradictions between consumer's demands, his interests, and long-term social well-being.

In social criticisms of marketing, some of its consequences are deemed harmful and detrimental for individual consumers, the society in general, and other economic institutions. Analyses usually show that consumers do not approve of marketing trends and bring up the following criticisms:

- High sale prices which they believe are because of excessive distribution costs, relatively high advertisement and promotion costs, and the excessive profit marketers expect to earn;
- Deceitful trends such as deceitful pricing or false advertising;
- Excessive pressure for selling goods to people that have never thought about purchasing it;
- Cheap or unreliable goods in whose production quality principles are not observed, are of no or little use and sometimes safety rules are ignored;
- Pre-planned de-popularizations which especially apply to fashionable clothing;
- Inadequate services for deprived classes.

The negative influence of marketing on the whole society is also notable in the following ways:

- Creating pseudo demands and excessive materialism which is caused by the prevalence of the belief that people are judged based on what they have, not based on what they are;
- Inadequacy of social goods such as highways, police services, and parking lots and on the contrary, the increasing abundance of such private goods as car ownership;
- Cultural pollution of advertisements, billboards, and promotional teasers that frequently pollute people's minds with materialistic, sexual messages implying power and containing social honor and position;
- Advertisers' excessive political power on the mass media which limits these media for producing independent and realistic reports;

Since some people consider economic activities as the cause of many economic and social disorders, they have initiated movements from time to time in order to put these activities in order. Among these movements, Consumer Movement and Environmental Protection Movement can be mentioned; Consumer Movement is an organized movement consisting of citizens and the government whose goal is to increase the rights and powers of buyers against sellers. Environmental Protection Movement is also an organized movement involving citizens and state centers which deals with protection and improvement of people's environment.

Enlightened and Conscious Marketing approach states that a company's marketing should support the best long-run performance of the marketing system; therefore, this approach sets the following five principles as its basis:

Consumer-oriented marketing; that is, company must know a specific group of customers, provide service for them and supply their needs. In other words, company must look at its activities from the consumer's point of view;

Innovative marketing requires that a company must frequently seek after product improvement and real marketing;

Value marketing seeks to create long term customer loyalty by adding significant value to the consumer offer;

Sense-of-mission marketing suggests that a company must define its mission in such a way that it has a broader social context rather than being merely product-oriented. As a result, employees would feel better about their work and see a brighter path for themselves. According to this approach in marketing, the organization's task is to determine the needs, wants, and interests of a target market and to deliver the desired satisfactions more effectively and efficiently than competitors in a way that preserves or enhances the consumer's and the society's well-being. This concept invites marketers to have social and moral considerations in mind in their marketing trends. Managers of organizations that have conscious marketing orientation should make a balance between the four factors of target customers' wants, target customers' long-term interests, society's long-term interests, and the revenue of company's long-term investment.

II. Socially Responsible Marketing

Milton Friedman, a prominent economist, says that "there is one and only one responsibility of business – to use its resources and engage in activities designed to increase its profits", but this ignores the social responsibility of organizations, while conscious and enlightened marketing approach, which is mostly referred to as societal marketing, includes a set of activities that lead to a change in social behaviors and norms in order to realize a desired society. Sometimes socially responsible marketing has replaced legal actions to solve social issues, and sometimes it is regarded as a way to improve the quality of life. According to socially responsible marketing, each company should consider two points: professional ethics and company's social responsibility. Professional ethics focuses on employee behavior, and social responsibility refers to the role company plays in valuable social works.

III. Professional Ethics in Marketing

We are at the core of what Francis Fukuyama called Great Disruption (Fukuyama, 1999:1). The phenomenon of globalization has been made possible by the means of technology, world-wide systems of monetary exchange, business and marketing. Survival in this turbulent age is subject to enjoyment of unique strategies that are applicable in all areas of business activities. Among these strategies is marketing which has attracted more attention than others due to its significant role in the success of businesses (Kotler&Caslione, 2009:8). In this regard, the notable point is that in this world of hyper competition, marketing profession has been mostly employed by investors and business managers as a means of gaining profit, and the previous criticisms of the actions conducted under the cover of marketing have intensified more than ever.

World has turned to a slave of market capitalism and according to Ascherson, marketers have all turned to sightless psychopaths who obey market forces (Ascherson, 1999:2). Individuals, places, governments, and phenomena are all potentially linked and dependent to each other, thus consumer choice, which is under the influence of cultural values and lifestyle and is propagandistically considered equal to human freedom in the world of business dealings, is questioned. This raises three questions that are worth discussing and answering:

1. Is freedom of consumer choice a milestone of marketing philosophy emphasized by authorities, or is this concept a deceptive initiative by marketers and a means used merely to justify and clear their manipulations?
2. Is freedom in line with well-being?
3. Who does have the right of choice?

Probably less than a third of the world's population enjoys real income. Pareto principle states that 20% of the world's population controls 80% of the world's income; then how can we consider the concept of consumer's right of choice in the real world, and can we consider the this concept in line with human well-being or in fact, survival? The effects of globalization, which cover such areas as economy (industrialization, international institutions like World Trade Organization and World Bank), politics (dictatorship, domination, intellectualism, and development of democratic structures), culture (ability of local cultures and religious/racial customs to survive as well as the increase of authenticity in meanings and lifestyles due to globalization), and social institutions and organizations (emergence of global village and prevalence of individualism), have influenced all businesses and in fact all human beings. Nowadays, marketers can no longer rely on their past knowledge, skill and experience and even trust in the previous attitudes towards consumers, customers, clients, and all factors existing in the market (Thomas, 2000:325).

I. A comparison between Mechanical, market driven professionalism, and Social trustee, civic professionalism:

	Mechanical, market driven professionalism	**Social trustee, civic professionalism**
Main Goal	Unilateral human growth and development	Multilateral development of human virtues
Identity-orientation	Gap: job, which is carried out by its specialists, is separate from personal life.	Integration: Life and occupation in the form of job are integrated as a habit
Knowledge-orientation	Logical individualism and determining the procedure	Social functions and determining a common language
Power-orientation	Upside-down: people occupying the jobs have more knowledge	Divided: All people have knowledge and skill
Names of people who are served	Client, consumer, customer, student	Citizen, child, youngster, family expert (specialist)
Attitude towards the people who are served	Needs, problems, shortcomings	Desires, needs, wants
Attribution framework	Personal problems: needs, problems, personal problems caused by attitudes and performances; characteristics originated from personal failures; individuals and families are exposed to danger	Social issues including poverty, family stress, racism, sexual discrimination, nepotism, class differences, fear of fellow man, and repressed desires
Work organization	Bureaucracy	Learning organizations
Criteria for good work	Provided services units, loyalty to the rules and norms determined by observers and the organization	Progress in joint learning, developmental goals, social trust, and quality of performance (prudence)
Focus and primary beneficiary of the work organization	Clients, consumers, students	Jobs and the individuals who are served, because their well-being is inter-related
Organizational orientations	Executive and managerial: providing an appropriate trend for jobs to be carried out in the right way	Leadership: assurance of achieving the desired outcomes, because jobs are carried out in the right time and for logical reasons
Specialty-orientation	Individualism: Mobility and credit are among individual achievements	Group and individual: mutual responsibility to supervise each other and the people who are served
System	Specific, exclusive language about intervention, adaptation, adherence, reinforcement, control, and regulations considering descriptive-explanatory mechanisms	Language of democracy which is expressed and presented through power-oriented community education: social trust, mutual help and assistance, mutual norms, identity development, meaning-creation, social responsibility with reference to citizenship and a just

		society
Culture-orientation	Assimilation with regard to social capital theory; cultural diversity causes some problems and needs control	Mutual adaptation with regard to cultural-social capital theory; cultural diversity is a capital
Knowledge production dynamics	Knowledge originated from scientists trained in controlled labs or similar conditions	Knowledge originated from intellectual and reflective functions of jobs, professions, and individuals who are served
Theory-practice frame	Theory is composed of facts and issues collected by experimental observations; theory is of no value; performance is in fact the regulated behavior of individual	Theory begins with value references with regard to goodness, justice, and stable societies; experimental observations help to create maps and control these ways in order to understand these views; practical function in social structure is proposed following these views (actions)
Orientation toward civil society	Indifferent, maybe ignorant; focus on market	Conducted supervision and role development, freedom
Ethical-moral grounding	Ethical codes and demands for services are actually managerial means designed to support occupational options	Ethical codes and norms of ethical-social performance are emphasized in preparatory programs and evaluated in practice
Professional relations	Often inconsistent and detached: is a derivation of the common mission and understanding	Consistent and coexisting: work requirements that socially include responsibility and the comprehensive accountability standard and its structures are preferred and honorable
Relations with other helping grounds	Competitive: individuals, groups, and all spheres claim the realm of power and compete for markets, cultural power and competence; children, adults, and families are in between and may be affected	Cooperation: inter-professional training and educational programs that are supported by the association's partners and prepares individuals from different jobs to work together and be accountable together in order to achieve joint results

Source: Thomas,2000,326-327

Globalization or in other words creating a kind of integration between individuals and nations of the world, according to Theodore Levitt, has spread local and national markets throughout the world and customers have turned to a humane society for marketers. Michael Thomas argues that the entire marketing profession, especially its education segment, suffers from epistemopathology; this disease is actually a bad knowledge that is mechanistically applied to contemporary global market systems, in self-serving ways, to identify and solve immediate problems, problems which are not well understood, and without any consideration of the ripple effects on society as a whole. This concept has been introduced by other researchers under such titles as Impairment by Lind bloom in 1990 and Organizational Learning Disability by Senge in 1994 (Kitchen,2003:82). In order to realize his utopia or marketing paradise that was first introduced by him in 2000, Michael Thomas put forward two types of professionalism; Mechanical, market driven professionalism, and Social trustee, civic professionalism. By explaining about the most important differences between these two, he tried to propose a practical solution to realize the ideal world of marketing.

Taking a deeper look at the past and reviewing all criticisms of marketers' activities expressed by different authorities over all these years, including questioning different types of advertisements, packaging, promotions, and encouraging people to consumerism, political manipulations, destruction of environment, undeniable mental influences on people's minds and not only customers, and even the struggles of groups supporting children's rights in order to immune them against marketing tricks; and by looking at the future world of competition, which will not be limited to one city, country, region or a group of people any more, will include a global set, and will lead to the increase of marketers' role in businesses; the necessity for redefining this profession becomes clear more than ever.

Marketing profession has to be redefined, but this time with regard to the role of its social trust, and this is a necessity for this profession to survive, because marketers' current awareness of their social responsibility is very weak and unclear. The biggest challenge of the 21st century for researchers and students of market is paying attention to the destructive components of market-oriented capitalism and trying to build a bridge between civil

In the age of globalization of professionalism, social and civil responsibility must become the rule of game. Personal interests should no more be used in the description of marketing profession. Professional marketers should also help other people's needs and wants be met and supplied. They should not pretend that, as in the past, they still think of consumers' needs and wants as means of reaching their business goals, because in today's world, the needs and wants of a group of customers cannot be deemed equal with the society's needs and wants.

For a marketer in today's world, the dream paradise is a society that is globally interwoven and interconnected and moves in the course of improving social well-being along with the presence of socially responsible marketing experts who secure fair, coherent, and sustainable economic and social development. Professionalism develops the social, civil responsibility of democracy and ensures the existence of social responsibility. In other words, instead of paying attention merely to individual interests and putting limited focus on the customer and the person who pays the money and creates income for the company, this type of marketing considers social trust as the first priority in order to realize social justice, and with a clear and comprehensive insight about prosperity and just society and its position in global order, it abandons claims about value neutrality and objectivism, which is a legacy of the philosophy of science, and focuses on social, ethical, and moral responsibility, because it encounters customers from all nations of the world.

A marketer with social and civil responsibility not only should master the required skills to utilize technology-based information, but also, besides improving his marketing skills, he must pay attention to planning, strategy development, creativity, and innovation based on a comprehensive understanding of the global market, market forces, and the need for providing a superior value and thus, secure the future success and survival of the business. As professional individuals, marketers of the contemporary world should take advantage of the opportunity they have and strictly show that their profession thinks about the survival of both the organizations they serve and the society in general. Marketing as a high culture in a mission-oriented society means that professionals of marketing play a vital and critical role in defending the customers' rights as well as the value system that puts customer in the first position, but they do not define customer as the only ultimate buyer, but from the viewpoint of marketing's internal and external definition, customer is any person who is somehow related to our business, and this means all the people of the world who, as Ward Hanson says, have formed the global village. professionalism in which human values are of the most importance and mechanical professionalism in which only profitability and organizational goals are addressed. The forgotten moral principles must be put into use in marketing again and consistency should be established between short-term view (which leads to lack of loyalty to moral values) and long-term view; otherwise the body of this system will explode from inside.

Marketing relations become more and more complex every day and mutual dependencies, continuity and strategic alliance and network organizations need an appropriate insight, an insight beyond what has been traditionally known as the function of marketing under such titles as management of promotion and distribution, management of sales force, and management of pricing policies and product development. In global economy, when encountered with active competitive forces, those businesses and countries can survive, thrive, and grow that release a superior value in the market. If marketers keep obeying market forces blindly and stay under the dominance of capitalism, they will be gradually marginalized and become unreliable and unstable. A marketer who is able to describe his capability in creating values for all people as global customers and in doing his social and civil responsibility can lead his profession towards the paradise of marketing.

II. Conclusion

Entering the third millennium, we are faced with not only big changes, but with an increase in their pace. Nowadays, the pace of these changes is so high that the ability of progressing with the same speed and adapting oneself with the new situation has turned to a competitive advantage and strength. In order to continue their victories, companies can no longer rely on their past experiences and findings and need new solutions in their business. Nowadays, in order to achieve success in the shade of premiere quality, better service, lower price, having more market share, continuous optimization of product, innovation, entering high-growth markets, appropriation and consistency with customer's demands and even going beyond customer's expectations and making him happy, companies need to have a strong and stable strategy in globalized markets that is considerably distinct from that of their competitors. In the age of global competition, such strategy can definitely be regarded as the level of each company's awareness, capabilities, and commitments that can play the role of its greatest competitive advantage in a world that has become a slave of capitalism, only if all micro and macro activities of the organization are originated from professional conscience. Every company and marketing manager should seek for finding a philosophy based on social responsibility and loyalty to moral principles. Market managers should have an insight that is beyond obeying what deemed legal and permissible; an insight which is based on standards focusing on personal honor, organizational conscience, and providing long-term well-being for the consumer in particular and the society in general observing moral principles and social responsibility needs the commitment of all levels in a company.

In other words, these principles should become a part of the company's cultural entirety, and the role of marketing organizational unit, which is in close and direct contact with customers, consumers, and the people of the society, appears to be more significant than other organizational units in this course. Marketing with such an attitude and commitment paves the way for a society that is ready to accept prominent human values and in other words, for the paradise of marketing.

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Job Satisfaction: A Study on Interpersonal Relationship and Faculty Workload

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Abstract

The study is conducted to understand the influence of interpersonal relationship and faculty workload on job satisfaction among faculty members of engineering colleges in Nellore Dist, Andhra Pradesh. The data is collected from 120 faculty members from six engineering colleges; convenience sampling is followed as sample design. The data is collected through self-administered structured questionnaire. The data collected is put for analysis by employing descriptive analysis and correlation. It is found from the analysis that there is positive relationship between Interrelationship and Job satisfaction. Further, workload has negative correlation with Job Satisfaction. The organization's now days are looking to implant organizational citizenship in employees, need to consider the above variables.

Keywords: Job satisfaction, interpersonal relationship, workload.

I. Introduction

Job satisfaction is a significant factor related to employee physical and mental well-being. Job Satisfaction is indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism and turnover. The understanding of the above factors related to job satisfaction is significant to enhance the happiness of workers (Okpara, Squillace & Erondu, 2005). Furthermore, Job Satisfaction among faculty members is important in contributing to quality of teaching, high job commitment help in producing high quality students. Understanding academicians' job satisfaction will help the institutions to find mechanism in order to retain academic talents, lower absenteeism and turnover rate.

Research in the area of job satisfaction on faculty members was ignored as subject of study. However, in recent years, there is increase in number of studies related to job satisfaction among academicians. The faculty member's job satisfaction is center to perform job effectively, further this contributes to give quality education and enhance employability skills in students. Further, the industry is voicing that decline in quality of education in engineering colleges leading to lack of employability skills of student's, this could be the reason in increase of studies on faculty members job satisfaction.

II. Literature Review

Around the globe it is an established fact that a person with a high level of job satisfaction has a positive attitude towards the job, while a person who is dissatisfied with the job has a negative attitude. When people speak of employee attitude, they usually are referring to job satisfaction (Stephen P. Robbins, Mary Coulter, 2004). Job satisfaction has been defined by Locke (1976), as ". . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. An early form of job satisfaction theory held that all elements of one's work environment contributed in additive fashion to the total job satisfaction which one realized. Job satisfaction has been considered as a component of

organizational commitment.

Interpersonal Relationship

Relationship with the supervisor and peers is also an important factor influencing the employees Job Satisfaction. According to Herzberg et al. (1952), it is a hygiene factor that may lead to job dissatisfaction. Employees in organizations are often attracting their supervisors for different reasons. These relationships are called functional and entity relationships (Locke, 1976). Functional relationships between supervisor and subordinate are based on which services can be provided for each other. An employee may be attracted to his or her supervisor to a degree that he or she views the supervisor or helping to attain salient job values (Locke, 1970). These values are normally related, or are related to the rewards the employee can accrue for task performance. Again, welfare (wellness) programs including benefits, bonus, overtime, transport allowance, medical allowance, etc., have positive relationships with job satisfaction of employees (Bonner 1997).

Workload

Recent calls for faculty performance accountability and productivity have placed increasing demands on faculty work. Academics are expected to teach, conduct research, and be involved in service and administrative functions of their institutions and professions (e.g., Blackburn & Lawrence, 1995; Boyer, 1990; Gappa, Austin, & Trice, 2007; Jacobs & Winslow, 2004; Schuster & Finkelstein, 2006). There is a significant variation in faculty work across institutions and disciplines, but regardless of the environment, there are always too many responsibilities that are competing for faculty members' time (e.g., Fairweather, 2002, 2005; Schuster & Finkelstein, 2006). The research on faculty productivity reveals that today's academics face growing demands that make it harder for them to achieve the balance among various functions of their work (e.g., Bellas & Toutkoushian, 1999; Fairweather, 1993, 2002; 2005; Fairweather & Beach, 2002; Fox, 1992; Hattie & Marsh, 1996; Houston, Meyer, & Paewai, 2006; Porter & Umbach, 2001). Faculty work long hours, but despite these long hours, they find it difficult to balance the increasing expectations of their work that are becoming "more demanding in terms of effort as well as time" (Jacobs & Winslow, 2004, p. 106).

III. Research Methodology

The objective of this study is to understand the relationship of Interpersonal Relationship of employees and Workload assigned with Job Satisfaction. This study is conducted among the faculty members of engineering colleges in Nellore Dist of Andhra Pradesh. The study collected data through self administered questionnaire. Convenience sampling was used to collect data. The study has collected opinions from 120 faculty members from various Engineering Colleges. The respondents were asked to rate on 5-point Likert scale from "strongly agree" to "strongly disagree". The questionnaire consists of two sections, in the first section the questions were asked to measure demographic factors like Age Group, Gender, Year of Experience, and Qualification, Designation. In the second section, the questions related to Interpersonal Relationship, Workload and Job Satisfaction were presented.

IV. Analysis

Hypothesis

H1 Interpersonal Relationships have positive relationship with Job Satisfaction.
H2 Workload of employees has negative relationship with Job Satisfaction.

The Table 1 explains the statistic details of demographic factors like Age Group, Gender, Year of Experience, Qualification and Designation. It is observed from the data, there are 54 (45%) of respondents are in the age groups of 25-30 years, 39(32.5%) of 31-40 Years, 15(12.5%), 8(6.6%) and 4(3.3%) of years. The sample comprised 74(61.6%) male and 46 (38.3%) female faculty. Around 63(52.5%) faculty members have 0-5 Years of Experience, 30(25%) faculty have 6-10 Years, 17(14%) faculty have 11-15 Years, 7(5.8%) faculty have 15-20 Years and 3(2.5%) faculty have 20 and above years of experience.

Table 1: Descriptive Statistics of Demographic factors of Faculty

S L. N o	Demographic Factors		Number of Respondents	Percentage
1	Age Group	25-30 Years	54	45
		31-40 Years	39	32.5
		41-50 Years	15	12.5
		51-60 Years	8	6.6
		60 and Above Years	4	3.3
2	Gender	Male	74	61.6
		Female	46	38.3
3	Year of Experience	0-5 Years	63	52.5
		6-10 Years	30	25
		11-15 Years	17	14
		15-20 Years	7	5.8
		20 and above Years	3	2.5
4	Qualification	Graduation	16	13.3
		Post Graduation	62	51.6
		NET/SLET(CSIR)	25	20.8
		M. Phil	10	8.33
		Ph. D	7	5.8
5	Designation	Assistant Professor	76	63.3
		Associate Professor	19	15.8
		Professor	15	12.5
		Others	10	8.33

Around 16 (13.3%) faculty have graduation degree, 62(51.6%) have Post Graduation, 25(20.8%) faculty have NET/SLET. 10 (8.33%) have M. Phil and 7(5.8%) faculty have PhD degree. 76(63.3%) faculty are Assistant Professor, 19(15.8%) faculty are Associate Professor, 15(12.5%) faculty are Professor and 10(8.3%) faculty have other designation like visiting and guest faculty.

Correlation analysis was employed to analyze the direction of relationship between the antecedents and Job Satisfaction variables. Regression analysis is employed to understand the magnitude of variance explained by the antecedents on Job Satisfaction.

In Table 2 weighted means and Cronbach's alpha of variables are been detailed. It can be observed that Interpersonal Relationship has weighted mean of 2.8. It reveals the faculty doesn't have quality relationships with their superiors and peers. The weighted means of workload variable is observed at 1.8, can be understood that faculty perceive the workload too high. Job Satisfaction of faculty members is observed to be 2.8, can be interpreted as marginally satisfied. Cronbach's alpha is concerned with the degree of interrelatedness among the set of items designed to measure a single construct. Table 2 depicts the reliability alphas for various constructs. As can be seen, the coefficient alphas for all variables are above 0.60 which is an acceptable limit according to the research standards.

Table 2: Cronbach's Alpha and Weighted Means

S. No	Variables	No of items	Cronbach's Alpha	Weighted Means
1	Interpersonal Relationship	4	0.601	2.8
2	Workload	5	0.772	1.8
3	Job Satisfaction	6	0.819	2.8

Table 3 represents correlation and regression analysis. To understand the direction and significance of relationship between the antecedents and Customer Loyalty, Correlation analysis is performed. To understand the magnitude of variance explained by antecedents on Customer loyalty, regression analysis is employed.

Table 3: Correlation and Regression Analysis of Job Satisfaction

Relationship	Correlation Coefficient r	Sig	Regression Coefficient R^2	Sig	Hypothesis (Supported/ Not Supported)
IR → JS	.48	.003	.22	.006	H1 Supported
WL → JS	-.67	.000	.43	.000	H2 supported

IR = Interpersonal Relationship, WL = Work Load and JS = Job Satisfaction

H1: Interpersonal Relationships have positive relationship with Job Satisfaction. Correlation analysis reveals that Interpersonal Relationship has positive relationship with Job Satisfaction ($r = 0.48$, $p < .000$). Interpersonal Relationship is able to explain 22% of variance in Job Satisfaction ($r^2 = 0.22$, $p < .000$). It can be understood that Interpersonal Relationship is a good predictor of Job satisfaction. Hence H1 is accepted.

H2: Workload of employees has negative relationship with Job Satisfaction. Correlation analysis reveals that workload has negative relationship with Job Satisfaction ($r = -0.67$, $p < .000$). Workload is able to explain 43 % of variance in Job Satisfaction ($r^2 = 0.43$, $p < .000$). It can be understood that workload is a good predictor of Job satisfaction. Hence H2 is accepted

V. Conclusion

Interpersonal Relationship and workload assignment of faculty are understood to be good predictors influencing Job Satisfaction of faculty members. It is understood that faculty have very weak interpersonal relationship and high workload contributing to marginal job satisfaction of faculty. Hence, the management of engineering colleges need to look to improve interpersonal relationships of faculty members by organizing informal meetings like annual day meets, get together and outside tours. Further, Managements need to direct the faculty with reasonable workload in purview of UGC guidelines. The administrative work need to be assigned on team basis, so as to decrease the burden on individual. However, there is need to do more studies in engineering college context to understand other variables influencing Job Satisfaction.

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Kaunas - Technological Innovative Creative City

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Abstract

Seeking to evaluate the cities of Kaunas, Klaipėda and Vilnius according to the index of creative cities, qualitative research was conducted. The nature of the qualitative research was determined by the fact that the research methods and data measurement means were formed by the authors Hartley, Potts et al. (2012) in the course of the study "CCI-CCI Creative City Index". To determine the creative city index the authors use the analysis of statistical data. Kaunas city was chosen for the research into the increase of competitiveness solutions of creative cities. During the qualitative research, the representatives of Culture and Tourism Division as well as Strategic and Development Division of Kaunas City Municipal Administration, and Kaunas Region Development Agency were interviewed. The results are provided in line with creative city dimensions. The interview focused on the weak points of Kaunas city and such dimensions as the scope of creative industries, scale and employment, attractions and economy of attention, public support, human capital and research as well as global integration.

Search results shows that The vision of Kaunas city and the prioritized spheres of activity of the city have clear allusions to technologically innovative creative cities.

Keywords: Technological-innovative, creative cities, creativity, economic growth, creative industries.

I. Introduction

At the end of the 20th century a new attitude towards the economy also gave rise to the idea of creative cities that is based on the principles of the creative economy. Creativity, knowledge and access to information are understood as a strong and powerful source encouraging the growth of the economy. The works of Landry (1995, 2000, 2012), Hospers (2003), Levickaitė and Reimeris (2011), Černevičiūtė (2011), Makselis (2010), Landry and Wood (2007), Pratt (2008) and others underline that creativity is integrated in creative cities in different ways. The SWOT analysis conducted under the guidelines of order No ĮV-217 as of 2007 issued by the Minister of Culture of the Republic of Lithuania "Regarding the Enhancement of Creative Industries and Confirmation of the Development Strategy" established that there is a productive and developing sector of creative industries in Lithuania, and the political context of the EU is favourable for the development of creative industries with the aim of implementing the Lisbon strategy. This means that there are many cities in Lithuania that by using the creative potential they already have, could become competitive not only at the national level, but also on the global scale.

Typology of Creative Cities

As discussed before, creative cities are analyzed from several different aspects, and the cities themselves make use of their creativity in different ways. Following this classification, Hospers (2003) points out four main types of creative cities:

1. Technological-innovative cities that bear the names of Technopoles (for example, Detroit, San Francisco);
2. Cultural-intellectual cities that have the strongest culture and that attract talented people (Athens, Florescence in the Renaissance epoch, Heidelberg, etc.);
3. Cultural-technological cities that have strong creative industries (Hollywood with the motion table industry, Paris the fashion industry, etc);
4. Technological-organizational cities that are known for creatively solving urban problems (in London and Paris their underground metros were started in the 19th century, sky-scrapers were built in New-York City, etc.).

Solutions for the Increase of Competitiveness of Creative Cities

According to Мазилкина, Паничкина (2009), the first and the simplest definition of competitiveness can be related to the understanding of conflict competition seeking to create the best conditions for work and development. However the competition of local organizations is not the same as the competitiveness of cities, as cities compete seeking to become attractive for investments, tourism, events, human resources, high technologies, etc. (Piliutytė, 2007). Sinkienė (2008, p. 72) defines the competitiveness of cities as the relations of the activities of two or more cities as "the ability to maintain the competitive positions in the specific competitive field/market among other cities of a similar type (in size, geopolitical status, dominating economic field), seeking for similar aims, saving resources and increasing the wellbeing of the member of the city due to the administration of local resources and the factors of external environment".

Vanolo (2008) distinguishes the following characteristics of creative cities:

- important places for meeting and concentration of people (variety and attention towards different ethnic cultures and tolerance are obligatory);
- remarkable local scenic art – elite and pop art;
- active night-life – restaurants, clubs, attracting young and modern people;
- established public spaces – parks, open spaces with outdoor sports equipment;
- the opportunity of higher education both for young people and professionals (who contribut to the city's competitiveness);

- various events are organized, especially mega events – big events, sport festivals, concerts, city festivals, art exhibitions. Such events have the power to attract a great number of city guests from all over the world. There is a strong means of communication that can be used to spread the city's ideas both to city guests and local citizens.

The characteristics of the creative city distinguished by the author underline once more that there should be conditions provided for the needs and communication of creative and young people in creative cities.

The most important elements of an increase of the competitiveness of creative cities, according to Suciu (2009), are as follows:

- Creativity should be developed and expressed by all citizens (not only artists, craftspeople, scientists). Therefore, the city policy must encourage the creation of cultural merits and services as well as improve the environment of offices and factories.
- Institutions carrying out the creative activity in the art and science fields (universities, technological schools, research institutes, theatres, libraries and other cultural organizations) in the city should function as the supportive creative infrastructure.
- Environmental policy is especially important for the successful functioning of creative cities. They must retain their historical heritage and city environment, in this way forming a better living environment. Such an environment encourages the creativity of people and reduces indifference.
- Cities must have a balanced economic basis, which also helps to maintain and encourage creativity.

In the opinion of the scholar, creative cities must have a city policy where creativity is integrated, as well as a united policy of culture, industry and environment, based on democratic administration (Suciu, 2009, p. 90).

Weiping (2005) also stresses the importance of the totality: creative cities must unite the creative bureaucracy, individuals and organizations, such as, schools and universities. Creativity and its application in both the public and private spheres of community life must be encouraged. In such a way that a bank of ideas is created that facilitates the search for solutions to cities' problems.

- **Interrelationship of Exclusive Universities' Research and Business** – most creative communities are established next to universities where education and business classes are included into the local culture. Universities become a place where specialized research is conducted, knowledge is patented, and where scientists and business subjects co-operate. Such places may serve as incubators for newly launched companies.
- **Risk Capital Opportunity.** An important factor for the growth of the creative sector is investments into the production and development of innovations, especially in the field of research (for instance, bio-technologies). The risk capital is understood here as a regional investment fund from which research is financed, and support is granted to start up entrepreneurs. Such investors often supervise those businesses where they invest and help them to solve emerging problems. The equivalent of such a practice in Lithuania could be Business Angels.
- **Large and Medium Companies.** This aspect is more related to the development of creative clusters. The basis of a creative cluster is one or two initiating/nuclear companies and other supporting (smaller) companies that carry out their activities together. For example, the Microsoft Company helped to develop the computer software cluster in Seattle. The existence of initiative companies/organizations is important for the development of creative clusters as well as the development of creative cities.
- **Possession of Basic Knowledge and Skills.** Almost all creative cities are characterized by a high concentration of educated people. As previously mentioned, the role of knowledge and skills is of special importance in the creative economy, (the idea of creative cities is based on it).
- **Target Policy.** Although political actions usually do not have any influence upon the formation and development of clusters, some examples of creative cities show that a decisive role can be played by city policy. For example, the development of the software cluster in Bangalore city was largely influenced by the actions of the government which prompted the technology sector. Moreover, the policy of the city/region may contribute to the development of new businesses – for instance, establishing an association of entrepreneurs, etc., where young business people could receive consultations and draw on the experience of others.
- **The Quality of Services and Infrastructure.** A city that copes well with its simplest functions (planning, public utilities) will be more attractive to creative companies. The location of an airport reduces travel costs; therefore making the city is more attractive to travellers. Infrastructure's importance to companies can include specialized laboratories and libraries.
- **The Variety and Quality of Vicinities.** The natural and urban environment is a significant aspect for the existence of creative cities, the diversity of citizens and an active "street life". Such places must provide various alternatives. Educated people need more diverse entertainment: going out for dinner in the city, taking a walk, active night-life, rock climbing, cycle routes and similar (Weiping, 2005).

Most of the solutions distinguished by the author are closely related to the development of creative clusters.

II. The Nature of the Research.

Seeking to evaluate the cities of Kaunas, Klaipeda and Vilnius according to the index of creative cities, qualitative research was conducted. The nature of the qualitative research was determined by the fact that the research methods and data measurement means were formed by the authors Hartley, Potts et al. (2012) in the course of the study "CCI-CCI Creative Cities Index". To determine the creative city index the authors use the analysis of statistical data. Comparing and evaluating the three Lithuanian cities – Vilnius, Kaunas and Klaipeda – it became evident that Vilnius city has the biggest creative index (92), Kaunas has one and a half times smaller index (58.6) and Klaipeda's creative index is twice as smaller (50.3).

In Kaunas city, the strongest dimensions are participation and expenditure, as well as micro-productivity. In the course of the empirical research it was established that Kaunas city has the potential of technologically innovative creative city.

The objects under research and their selection

Kaunas city was chosen for the research into the increase of competitiveness solutions of creative cities. The city was chosen because of its convenience. In order to evaluate the creativity of Kaunas city using the CCI Index, the cities of Vilnius and Klaipeda also were selected for comparison.

The selection of the objects for research was carried out in two stages:

1. Lithuanian cities were chosen during the first stage, following these criteria:

- The cities of Kaunas, Vilnius and Klaipėda are the largest cities of Lithuania; therefore it can be assumed that there must be a strong social and cultural infrastructure in them and a relatively high concentration of creative employees. The aforementioned factors are important features of creative cities.
- The status of capital gives Vilnius city the opportunity to receive more public support for cultural activities and commits the city to be competitive not only to other cities of the country, but also to the capitals of foreign countries.
- Kaunas is characterized by a high concentration of higher education institutions, and in the study that was carried out in 2011 (S. Čiplytė „Galerijos „Meno parkas" kūrybos klasteris"), it was revealed that there is a creative cluster of galleries in Kaunas city.
- Klaipėda city calls itself as a creative city, and in 2008 it joined the new network of European creative cities-partners – .

2. During the second stage, after having evaluated the creativity of cities and having established the type of creative city. Kaunas respondents were selected and semi-structured interviews were conducted with them. The target selection of typical samples were applied, when respondents were selected on the basis of certain criteria – with regards to the problems of Kaunas city that were detected in the course of a quantitative research.

- In order to gain useful information on the issues of creative industries, the problems of the cultural situation in Kaunas City, and the problems related to attractions and economy of attention, a representative of the Division of Culture and Tourism of Kaunas City Administration was chosen as a respondent.
- A representative of Kaunas Region Development Agency was also interviewed on the topic of the creative industries of Kaunas City, taking into account the fact that in 2010-2011 the agency carried out the project "Action Plan of Creative Industries Development of Kaunas Region", therefore it was well aware of the present situation of Kaunas City and the position of the authorities.
- A representative of the Division of Strategy and Development of Kaunas City Administration was interviewed on the questions regarding Kaunas City strategy, development problems, global integration, human capital, research and public support.

III. The results of research

During the qualitative research, the representatives of Culture and Tourism Division as well as Strategic and Development Division of Kaunas City Municipal Administration, and Kaunas Region Development Agency were interviewed. The results are provided in line with creative city dimensions. The interview focused on the weak points of Kaunas city and such dimensions as the scope of creative industries, scale and employment, attractions and economy of attention, public support, human capital and research as well as global integration.

The majority of problems as emphasized by the respondents were found in the dimensions of creative industries, attractions and economy of attention as well as global integration. The lowest number of the city's advantages was were considered to be in the dimensions of attractions and economy of attention as well as global integration, therefore we can state that in Kaunas city these two fields have the biggest problems. Moreover, speaking about global integration and its important factor – Kaunas airport – the respondents indicated that the city can have least influence upon it, therefore, all the problems emerging there cannot be solved in a very simple way. The human capital and research were considered to be the strongest dimension during the interviews. Only one problem was mentioned in this dimension, i.e. a small contribution from the municipality, but there were many advantages emphasized, such as the encouragement of small and medium businesses for innovation and creativity, the abundance of students and technologically oriented university graduates. In the public support dimension there were three advantages highlighted, namely the financing by the EU of creative industries during the period 2014-2020, cultural scholarships, art awards as well as the participation of the municipal government in the activity of communities. However, at the same time such problems as the understanding of politicians and the absence of a strategic plan for 2014-2020 were also mentioned, which largely influence further actions of the municipal government with regards to the city.

Creative Industries' Scale, Scope and Employment in Kaunas City

The interview allowed identifying the main problems and advantages of Kaunas that are related to creative industries and the cultural situation in the city (see *Table 1*).

Table 1
Problems and advantages of creative industries' scope, scale and employment in Kaunas city

Problems	Advantages
• Absence of cultural strategy ; • Absence of Strategic plan; • Stagnation of cultural institutions; • Legal base of cultural institutions; • Lack of entrepreneurial skills of artists	• Examples of good practices • Contribution of the municipal government to the encouragement of cultural/creative action • Abundance and variety of associations of artists • Cluster of the Old Town creative industries • Advertising, visual art and computer games as well as IT creative industries

Source: compiled by the author

As we see in the given table, this dimension highlights five problems related both to the work of the municipal government – the absence of a cultural strategy and a strategic plan, and to the activity of cultural institutions – their stagnation, legal base as well as the lack of entrepreneurial skills of artists themselves. Also, the respondents identified such advantages as the examples of good practices, the encouragement of others' initiatives, the contribution of the municipal government to the encouragement of cultural/creative actions, the large number and variety of artistic associations, the existing cluster of creative industries of the old town, as well as a strong commercial environment, visual art, computer games and creative IT industries.

According to the opinion of Respondent R1, the most urgent problem in Kaunas city, as well as in the whole of Lithuania and other cities, is the absence of a strategy of culture on the national and local scale.

"... we do not have a Lithuanian cultural strategy, so what can we say about the city's strategy? <... therefore our biggest task now is to prepare the cultural strategy for at least 6 years, for the period 2014-2020, that could designate such trivial things as the fact that culture is a prioritized field, that culture gains a certain part of the budget. ... It should be noted that the pearl, peculiarity and uniqueness of the city are dance, motion, festivals, small chamber spaces and similar things."

The first step necessary for the creation of the cultural strategy has already been taken, i.e. the feasibility study of Kaunas city culture has been carried out, but its results have not been published publicly. However, the recommendations and the collected information were used for the preparation of the strategy.

Respondent R2 also speaks about the need for a cultural strategy for the city:

"... sometimes it seems that the urban cultural activity is being developed without any specific plan, out of inertia, or depending upon the mood of the government on the day when the plans are formed."

The respondent also underlines that the present Strategic Activity plan of Kaunas City for the period 2013-2015 is not good, as it was prepared hurriedly.

"...These are just pompous words. In principle, that document [the strategic activity plan] was remade without much discussion with the then Cultural Division, and it was prepared in an urgent way. And after the specification of the strategic plan, we carried out the feasibility study, and quite different measures could have been taken and other proposals could have been given out of it...."

The stagnation of cultural institutions, "old-fashioned thinking", inactivity and the legal base are indicated to be a huge problem of Kaunas city.

"The main problem of our culture is that our cultural institutions are still living in the past. The imperfect legal base related to the activity of those institutions gives rise to many problems – from the issue of labour payment to that of employees. If the institutions functioning on the national level have a limited term of office of the leading manager, then in municipal administration there is no such regulation. There are absolutely no means how to make the leader work differently, change the situation or change himself/herself."

And its consequences are such problems as the non-effective work time of cultural institutions (for example, some museums are closed on Sundays, during events on national holidays, etc.), the institutions have no advertising sign; there is insufficient competence of cultural employees, inability to use modern technologies, problems of publicizing of events and an absence of entrepreneurship of institutions.

The respondents stressed not only the lack of entrepreneurship of cultural institutions of the city, but also the lack of entrepreneurship of artists themselves. According to Respondent R2, artists of Kaunas do not have an entrepreneurial nature.

"...often our artists create art for the sake of art, without trying and even understanding that art can bring huge profit. Of course, the primary aim of an artist is to create a piece of art, but in such a case artists should hire people with management education to sell their pieces of art. I think then there would not be so many oppressed and undercover artists, there would be more art galleries, and the creative industries of Kaunas city would become stronger."

But the respondents also noted that during the recent years, thanks to a few enthusiastic people in Kaunas, the Old Town and Laisvės alėja have been revived and enlivened. According to the respondents, examples of good practice spread very quickly, therefore they hope there will be more such good examples in the city in the not too distant future.

"*It is not a secret that it all started with the initiative of one person – Mrs. Šmidtienė, and I do believe that she was the example that 'contaminated' all the rest, as all the cafes in the Old Town are certain galleries, all of them are very peculiar. After some time, another active person appeared – Mr. Palevaitis who consolidated Vilnius gatvė, began an argument and sowed discord, and then a dialogue among the community as well as the city government started." (R1)*

And although in the opinion of the respondents, it all starts "from the bottom", i.e. from individual enthusiastic people, their encouragement to be initiative is also an important factor of competitiveness. Kaunas City Municipal Administration prepared the *Programme of Encouragement of Cultural Action in the Pedestrian Zone (Old Town, Laivės* alėja*)* that provides for the support of the aforementioned areas by the means of the municipal budget. The programme was started this year. Young artists are also encouraged in line with the *Young Artists Encouragement Programme* that states, *" ... that the projects of young artists make up at least 80 per cent of all financed projects. These activities are encouraged, having in mind the fact that young people often do not have an enterprise, a legal entity, but they want to do something." (R1)*

According to Respondent R2, the situation of creative industries in Kaunas city as established during the preparation of the action plan of creative industries' development in Kaunas region was regarded as sufficiently good. An important and remarkable creative cluster was established here – and it is the Old Town of Kaunas City. In this zone, there is cooperation among businessmen, artists, community members and universities. Advertising, visual art and computer games as well as IT creative industries were considered to be the strong creative industries of Kaunas city.

Attraction and Economy of Attention

The table below reflects the problems and advantages of attraction and economy of attention of Kaunas city (see *Table 2*).

Table 2. Problems and advantages of attractions and economy of attention of Kaunas city

Problems	Advantages
Lack of publicity of events Lack of employees with competences in marketing field Lack of inter-communication of cultural institutions	High standards raised by consumers of events

Source: compiled by the author

The main problems of the dimension of attractions and economy of attention that were indicated by the respondents in the interview, are the lack of publicity of events, the lack of employees competitive in marketing as well as the absence of mutual communication among cultural institutions. The insistence for a high standard by consumers of events, however, was indicated to be a merit.

Speaking about various events organized by institutions subordinate to the municipal administration, Respondent R1 said that the institutions often do not know how to properly advertise events, do not put enough efforts to attract as many visitors as possible. Such a situation is often conditioned by the lack of employees with competences in the marketing field.

"*In this time of austerity, many employees were dismissed. Any employee, the necessity or employability of who raised any doubts, was sacked. Therefore, many institutions were left without employees who could be specifically responsible for making events public. We have an aim to create an internet site where all institutions could publish information about the events they organize, but we need a person for that ... We need a person who could take care of and administer, and right now it is very difficult to find such a person".*

Respondent R1 also says that it is often a case that employees of institutions do not have the skills to use the opportunities provided by social networks or to use the internet and other new technologies.

"*One of our aims is to achieve that all the cultural institutions, carrying out any activity, would be able to use the internet – social networks, exchange information with one another, publish information in the websites, etc. But there should be an attitude change, and sometimes a change in personnel and leadership is also necessary."*

The lack of communication among cultural institutions gives such awkward results, such as the organization of events of the same genre on the same evening in nearby institutions as well as the lack of visitors.

"...institutions themselves do not know what their neighbours are doing, if they organize events of the same genre on the same day. Moreover, the employees of these institutions are the main visitors to cultural events, so the institutions should share their information, send invitations to events, etc." (R2)

However, Respondent R1 noted that there is a demand for high quality, and that criticism from Kaunas city residents is very beneficial for both companies organizing events, as well as the quality of their services. A demanding consumer always makes institutions seek higher results and look for ways to get audiences interested. It is one of criteria that, in the opinion of the Respondent, should encourage little by little cultural institutions "to brace themselves".

Public Support

The main problems and advantages of the dimension of public support of Kaunas City as identified during the interview are provided in Table 3.

Table 3 Problems and advantages of public support of Kaunas City

Problems	Advantages
Understanding of politicians Absence of strategy for the period 2014-2020	Creative industries' financing by the EU for 2014-2020 Scholarships, art awards Participation of municipalities in the activity of communities

Source: compiled by the author

During the interviews the respondents indicated the two main problems that have the biggest influence upon the public support of Kaunas City – these are the understanding of politicians and the absence a strategic plan for the period 2014-2020. However the respondents mentioned merits such as creative industries' companies have been financed by European Union funds since the beginning of 2014, scholarships and art awards granted by the municipal government and as well as the participation of the municipal government in the activity of communities.

According to the respondents, all the public support given and foreseen priorities depend first of all upon the understanding of the elected politicians. Therefore, speaking about creative industries and creative clusters, they often encounter a lack of understanding and comprehension.

"We do see the potential of creative industries in Kaunas City, but each programme is approved by politicians. They allot finances. And the funds depend upon their education, understanding of what culture is, what a cluster is, a general understanding about industries, etc. Today we are explaining very trivial things to them; therefore I really cannot imagine how to explain to them what a cluster is ..." (R1)

But the respondents also indicated that from 2014 until 2020, all companies of creative industries that want to start an activity or are thinking of expansion of their activities, have the right to prepare projects and obtain finances from the European Union. Under this programme the companies of creative industries of Kaunas City should expand their activities and improve the present situation of the creative industries of Kaunas city, thus becoming more competitive with regards to Vilnius city.

"In the course of this project, the municipal government, as an institution, is eliminated in order to get rid of all unnecessary mediators. Therefore, the lack of understanding from politicians will not be able to influence any results. It is a perfect chance for the creative companies of our city to get stronger and improve the present situation. We only have to hope that they will make use of this opportunity." (R2)

Respondent R3 indicates the absence of a strategic plan for 2014-2020 as one of the existing problems of Kaunas city.

"I have the biggest headache now that we have to start with new strategic activity next year, and up till now we have not had the rudiments of a strategic plan for 2014-2020. What is planned in the strategic plan for 2013-2015 is from a very short-termed perspective. The plan is a little renewed, modified, but in reality we have to think about the plans for the upcoming six years."

Speaking about the part of the municipal budget allotted for the Division of Culture and Tourism, Respondent R1 said that the present situation meets their needs. And citizens, when evaluating and comparing the means allotted by the municipality, should analyze more what is calculated in and included by the municipal government.

"We have such a situation that Vilnius does not have any theatre and museums of its own, they have state institutions that satisfy their needs. Therefore, their financing is direct, and not from the municipal government. The municipality partially finances one theatre under the competition rules, and it has a right to be called a city theatre. Then there are announcements for bids of cultural programmes. They spend about 1.5 million Litas per year. Where else does the city municipality make an input into culture? ... Here [in the municipal budget] state, national and other theatres are summed up, and the municipal government in reality does not have any financial responsibility for them. And that is where we have impressive sums."

This factor that was brought to light during the interview was not ascribed to either the problems or merits of Kaunas city, as, according to the respondents, the former municipal budget does not raise any additional problems, because the municipal government makes use of the allotted funds and does not feel a need for more financing. Also, the respondents stressed that, in their opinion, a bigger budget would not improve the present cultural situation of Kaunas city, as the attitude of employees and citizens has to be changed first of all.

Human Capital and Research

The merits and problems of the human capital and research dimension that were discovered during the interview are provided in Table 4.

Table 4
Problems and merits of public support of Kaunas city

Problems	Advantages
Small contribution from municipality	Abundance of innovative companies Encouragement of small and medium business innovations and creativity Large number of students Technologically oriented graduates

Source: compiled by the author

In the opinion of the respondents, the dimension of human capital and research has the lowest number of problems and has quite a large number of advantages. The only problem that they identified was a small input from the municipality, but this is balanced by the contribution of innovative companies themselves. The merits of human capital and research became clear during the interviews. These include the abundance of innovative companies, the encouragement of small and medium businesses for innovation and creativity and the large number of students as well as technologically-oriented graduates.

Although there is a sustainable development programme for Kaunas City for 2013-2015 with the aim of encouraging business development, activity of technological parks and business incubators as well as planned means to finance companies functioning in the fields of applied scientific research, information technology and precision engineering, the contribution of the municipal government to this field is relatively very small according to the respondents.

"Most of the means belong not to the municipal government, but companies themselves that are part of the umbrella of technological parks or that are related to the creation of innovations and are based in Kaunas city. It is in our interest to have as many such companies as possible. We contribute a little financially via activities of individual companies that work in the field of innovation and technologies in line with their nature and activity field. But the contribution of the municipal government in budgetary means is relatively very small." (R3)

The abundance of innovative companies in Kaunas city is one of the advantages of the dimension of human capital and research of Kaunas city that were emphasized by the respondents.

"It is not a secret that Kaunas is one of the leading cities in the development and consolidation of innovative companies. Recently we implemented a project, and during it a catalogue of innovative companies was developed. So this catalogue has 120 innovative companies that are based in Kaunas city." (R3)

All the respondents mentioned students as a huge advantage of Kaunas city. During the interview the respondents said that students contribute to the wellbeing of the city by their own initiatives, projects, and activities.

"I think no one has any doubts that students bring a lot of benefit to the city. First of all, one can notice their enthusiasm – various events they organize and visit. Secondly, the most talented youths from all over Lithuania come here to study – therefore, our companies and employers have a better choice. And in summer time, when students have their holidays, the city looks very empty." (R2)

A very strong university in Kaunas that is oriented towards technology, in the opinion of Respondent R3, also contributes to the development of innovations in Kaunas city.

"It should also be noted that Kaunas universities graduate a really large number of technologically-oriented students. And they are strong graduates. Therefore, it is no wonder that we do have strong innovative companies. Because we have all it takes – young, enthusiastic minds, strong universities and companies that are interested in the development of innovations." (R3)

In the opinion of the respondents, Kaunas should remain a creative city in the future due to the aforementioned abundance of innovative companies, technologically-oriented graduates and strong universities.

Global Integration

The main problems and merits of the dimension of global integration of Kaunas city, as specified during the interview, are shown in Table 5.

Table 5 Problems and advantages of public support of Kaunas city

Problems	Advantages
• Absence of brand • TIC activity abroad • Status of Kaunas airport • Political decisions • Migration of people	• Quality of social services

Source: compiled by the author

In the dimension of global integration, the respondents referred to five important issues that are found in Kaunas city – the absence of a brand and logo, the lack of activity of tourist information centers abroad, the political decision making and status of Kaunas airport, and migration of people. The quality of social services was seen as an advantage.

First of all, speaking about the problems of Kaunas city, Respondent R1 said that Kaunas city has not had a proper brand or logo up till now. Right now there is group formed to develop such a brand, but in his opinion, it is quite difficult to reach a decision because of sentimental thinking.

"We still do not have a brand, a logo or a motto for the city, we do not know how to position our city on the national and the Baltic region scale. We must form a city vision – as we want to see ourselves through the tourist and cultural aspect, what piece of news we want to transfer. For ourselves, we portray ourselves as a city on the confluence of two rivers, a city of students, the greenest city, etc. Are there no other cities of students in

the world or in Europe? And they are even more genuine students' cities, such as Cambridge, etc. Are we the only ones to have access to a confluence? How many more cities are there in Lithuania that are located on the confluence of two river?"

Respondent R1 also underlines that at present they are trying to jettison all stereotypes and look for a new and modern vision.

"...and we start thinking of quite a different city, and a city as a logistics centre, the city crossroad, heart, and nod. A city of new technologies, modernity, information. Because nothing else matters."

Secondly, global integration is also influenced by the advertising of the city and the country abroad. Therefore, the present situation of tourist information centers in foreign countries, in the opinion of Respondent R3, negatively affects the number of city tourists.

"There used to be information centres in foreign countries, for example, in London, in Berlin, etc. But right now such services have been transferred to state agencies. Just imagine, we buy a service from a certain English company in London so that they would provide information about Lithuania. Are they really interested in attracting more tourists to Lithuania? ... What can a Spaniard say in Barcelona? They could only give a standard description that probably will not arouse interest in anyone."

Thirdly, during the interviews the respondents indicated that, on the one hand, Kaunas airport gives a huge benefit to the city, but on the other hand, the city municipal government cannot have any influence upon any changes in the airport's activity, as Kaunas airport is a stock company subordinate to the Ministry of Transport. Two problems arise from this – the status of the airport and the decisions of national politicians which cannot be affected by the municipal government.

"We, as a municipal government, contributed quite a lot to convince Ryanair to come to Kaunas city and choose it as a base in the Baltics. The municipal government finances Kaunas city airport commercials in publications, announcements and various advertisements. ... But all our actions cannot not make or overrule decisions that are taken by the Ministry of Transport, for example, to subsidize Vilnius airport for 2 years, and then Ryanair sees that the landing price in Vilnius is much more beneficial to it than in Kaunas." (R3)

Finally, negative migration from Kaunas city has been noticed by the respondents. As stated by Respondent R3, such a tendency is the same in the whole of Lithuania, and not only because of citizens going to live abroad, but also because of internal migration.

"Citizens of Kaunas city move to live in Kaunas region. This is a natural process, as young families build houses, and the city cannot provide with plots of land suitable for housing. This has been observed all over Lithuania, all around the largest cities."

However, Respondent R3 highlighted the quality of social services as an advantage that is used by the citizens who moved to live in the region.

"All social services are still provided in Kaunas. Only they now live in the region and pay all the property related taxes there. They receive educational, health care and cultural services in Kaunas. In order to improve their quality even more, we plan to carry out a survey of residents about (dis)satisfaction by the services administered by our municipal administration. But now we have information that the situation is not that bad."

Also Respondent R3 said that the number of students who graduated from Kaunas universities remaining in Kaunas is lower than that in Vilnius city. This is affected by the capital city status of Vilnius that assures more cultural events, more employment opportunities and more international companies.

IV. Decisions of Competitiveness Increase of Creative Cities in the case of Kaunas City

Having evaluates the problems of Kaunas city that were pointed out in the qualitative research as well as the fact that Kaunas city is regarded as a technological-innovative city, the following solutions for an increase of competitiveness are recommended:

- **Interrelations of Exceptional University Research and Business.** This factor for an increase of competitiveness must be among the most important ones for Kaunas city because of the type of a technological- innovative creative city established. As revealed by the studies, Kaunas city is characterized by an abundance of innovative companies, the desire of small and medium businesses to improve in the field of creativity and innovation, and the largest amount of research and development per capita. The activity of business incubators, the development of scientific and technological clusters should be enhanced further in order to strengthen competitiveness. It is also important to include education and business undertakings into local culture, and companies should use the large potential of students.
- **Risk Capital Opportunity.** In order to attract more new companies and encourage their development as well as the creation of innovations, the city should form an investment fund of Kaunas city that would finance the attempts of companies to innovate and provide support for new business people. Now, for the third year in a row, Kaunas city has been carrying out its *Entrepreneurship Programme* where companies or people having licenses for business are encouraged to submit applications for product development ideas. The company may submit an idea for the development of a product of public use or the development of a product for the needs of the company. However, this programme does not quite meet the requirements for the solutions of the increase of creative cities' competitiveness, as projects meant for public use gain more evaluation points. The municipal government co-operating together with business people should form

an investment fund where, if it is necessary, the companies could borrow means for the creation of a new products and innovations, under the condition that the money is returned in the case of success. It is foreseen that the maintenance of such a fund and the consultancy of companies must be carried out by competitive business entities, for example, companies functioning at the science and technology park “Technopolis“ – joint-stock companies UAB “Aedilis”, UAB “Agmis”, UAB “Aksonas”, UAB “Conmack Consultancy Baltic LT”, UAB “Frineta”, etc.

- **Possession of Basic Knowledge and Skills.** As established in the course of the research, there are a large number of educated people residing in Kaunas. However, it is important to plan the measures that should be taken in order to encourage students who graduate from universities in Kaunas to stay in the city later. Such factors as the supply of well paid job places, the standard of living in the city, and cultural entertainment have the biggest influence upon the number of graduates who live in the city after graduation. In order to solve the problems of unemployment of university graduates, universities should be encouraged to co-operate with business enterprises, prepare internship programmes for students who, after gaining work experience, would remain working for the company. It is also recommended to conduct research that would reveal the reasons why students of Kaunas city do (not) remain in Kaunas. The improvement of the urban infrastructure and attraction of investments into the city are also significant factors in keeping educated persons in the town. During the interview the respondents mentioned that there is a plan to develop an investment attraction strategy, the implementation of which should contribute to attempts to make students stay in the city.
- **Quality of Services and Infrastructure.** As revealed in course of the research, the contribution of the airport upon the wellbeing of Kaunas city is absolutely evident. However, taking into account the fact that Kaunas city municipal government cannot in any way affect the activity of the airport, there are proposals to improve the quality of other services and infrastructure. The implementation/renewal of cycle routes, the renovation of housing, road repairs, improvement of health care services, and the assurance of safety should be the priorities of the municipal government. There are plans to carry out a poll in 2014 regarding the services provided by the municipal government, and the results of the poll will be the basis for taking actions to confront the problems established. A city that is able to manage its public services, planning and guarantee the necessary infrastructure will be more attractive both for creative companies and the creative class.

- **Creative Clusters.** The encouragement of creative clusters and their maintenance in the city should be one of the priorities for planning by Kaunas city municipal government. There are suggestions for the establishment of an information centre of creative clusters, the main activity of which would be the consultancy of creative companies, entrepreneurial education, the search for co-operative opportunities, and the dissemination of information about creative industries in the city. The fact that only one creative cluster is identified in Kaunas city may also indicate an improper environmental policy of the city.
- **Environmental policy.** The research also showed an emerging problem that is an obstacle to changing the present situation – it is the lack of understanding from politicians. Therefore, the education of and provision of information to politicians is recommended in order to create beneficial conditions for the development of creative clusters in Kaunas city. To achieve a higher understanding of politicians, there are proposals for the co-operation of universities and politicians, the participation of politicians in seminars and conferences.

Having implemented the recommended decisions, Kaunas city would strengthen its own potential as a technologically innovative creative city.

V. Conclusion

In the course of the empirical research it was established that Kaunas city has the potential of a technological-innovative creative city. Such a potential was revealed by all the research results. The data obtained during the interviews showed that Kaunas city is characterized by a strong dimension of human capital and research, which is very important for technological-innovative creative cities.

The vision formed of Kaunas city as well as prioritized activity fields as indicated in the strategic plan of 2013-2015 also have clear allusions to the technological-innovative creative city. Therefore, by forming favorable conditions for the creation of technologies, innovations, and the attraction of the creative class, Kaunas city may become a technological-innovative creative city and increase its creative city index. The main strength of this city is the possession of direction and vision that coincide with the present real situation.

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A study on tourist satisfaction and their preference to act as responsible tourist for sustainable tourism

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Abstract

Cultural heritage tourism is widely emerging as a niche market for Indian tourism industry. This market is stimulated by growing number of both domestic and international tourists, and by the expanding infrastructure facilities. One of the famous cultural heritage sites in Tamil Nadu is Mahabalipuram which is tagged as a World Cultural Heritage site by UNESCO, gets all the deserved attention and accolades. Presence of various beach resorts and diverse tourism attractions in and around Mahabalipuram with natural attractive sites helps the tourists to rejuvenate their body and mind. In order to attract and retain their tourists back, this study tries to assess the satisfaction of tourists with the different service quality attributes of Mahabalipuram and ensure their interest towards Sustainable Tourism Development (STD) in the destination.

Keywords: Cultural tourism, Heritage tourism, Sustainable tourism, Tourist Satisfaction, Responsible Tourist

I. Introduction

Tourism is one of the largest service industries in the world. With the de-regulation of the airline industry, coupled with technological advancement, emergence of e-commerce and demographic changes, Travel and Tourism will continue to generate direct and indirect jobs which in turn increase the GDP across the world economy (Hui et al, 2007). India is well known for its rich heritage of temples, palaces, monuments and forts started exhibiting its potential to other parts of the world. Various promotional strategies have brought innumerous amount of tourists both domestic and foreign to the heritage tourism destinations. Tamil Nadu is one of the Southern states of India, is well known for its cultural heritage potentials. Its importance and prosperity are proved by the acceptance of cultural heritage destinations like Airavateswara Temple near Kumbakonam, Brihadeeswarar Temple (Big Temple) at Thanjavur, Group of Monuments at Mahabalipuram and Gangaikonda Cholapuram Temple at Jayakondam in the World Heritage list of UNESCO. However, the Sea Shore Temple of Mahabalipuram and Five Rathas attain the maximum number of tourist every year. The improvements in tourism industry not only benefits itself but also provided various opportunities for its allied sectors such as retail, construction and transportation. The increasing curiosity of people to travel with more amount of disposable income in the hands of tourists created a greater demand for service qualities (Farsani et al 2012). Supplying superior service and ascertaining tourist satisfaction are largely considered as vital factors showing the way to attain successful tourism destination (Stevens, Knutson, & Patton, 1995).

The consumer satisfaction/dissatisfaction is determined by the overall feelings, or attitude, a person has about a product after it has been purchased (Solomon, 2002). In order to ever attract and retain their tourists back, travel and tourism destination are intensively becoming competitive with one another for satisfying their customers. Therefore, this study focuses primarily on tourists visiting Mahabalipuram, to evaluate whether the destination attributes ascertain their overall satisfaction and are they preferable for Sustainable Tourism Development (STD) in the destination.

Mahabalipuram is renowned for its monuments and stone carvings are located in the Coromandel Coast about 60 km south of Chennai, Tamil Nadu. Mahabalipuram also called as Mamallapuram which is assumed to have been given after the Great Pallava King Narasimhavarman I, who was a Maha-malla (great wrestler). It has a variety of historical monuments built largely between the 7th and the 9th century AD which represents the Dravidian architecture with the visibility of Buddhist design. The temple town of Mahabalipuram approximately contains forty monuments which include Arjuna's Penance the largest open air-bas relief in the world and Tiger cave. The spot is called "The Seven Pagodas" because of the high point of seven of its temples, six of which were said to be flooded by the sea. Being tagged as a World Cultural Heritage site by UNESCO, it gets all the deserved attention and accolades. Every monument in Mahabalipuram is completely different from the other and is a marvel in itself. Mahabalipuram Shore temple is indisputably one of the most wonderful tourist places of Tamil Nadu which draws numerous tourists annually, with its gorgeous beaches dotted with palm groves and with numerous attractions of the town. Presence of various beach resorts and diverse tourism attractions in and around Mahabalipuram with natural attractive sites facilitates the tourists to have a peaceful and impressive trip.

II. Literature Review

Cultural/Heritage tourism is rapidly growing globally. Prentice (1993) defined "heritage" as not only landscapes, buildings, artifacts, natural history, cultural traditions and the like that are literally or metaphorically passed on from one generation to the other, but those among these which can be promoted as tourism products. Hall and Zeppel (1990) defined "Cultural tourism as an experiential tourism based on being involved in and stimulated by the performing arts, visual arts, and festivals; Heritage tourism is the form of visiting preferred landscapes, historic sites, buildings or monuments, is also experiential tourism in the sense of seeking an encounter with nature or feeling part of the history of the place". As tourist are showing interest to recapture the events and traditions of past, cultural heritage sites are being visited by numerous tourists. Peterson (1994) identified three key rationales for touring historical sites such as "to experience a different place, to discover to enjoy a cerebral experience and to share the history of the site with others". The revenue gained from tourist arrivals benefits to protect monuments, natural and cultural resources in the destination which motivates government and hosts to safeguard their resources. The creation of new opportunities in the destination encourages local entrepreneurs to establish restaurants, travel agencies etc. which ultimately aims to satisfy the needs of their customer, the tourists. Indeed (Sirakaya et al, 2004) described that measuring and managing customer satisfaction in tourism destination is crucial for the survival, development and success. Kozak & Rimmington (2000) expressed that tourist satisfaction is vital for marketing the tourism destination successfully because it persuades the selection of attraction, the using up of the services in the destination, and their intent to return. Studies from the tourism literature proved that overall satisfaction of tourists and their intention to revisit are partially determined by their assessment of various aspects of the tourism product (Alegra and Garau, 2010). Tourism development which lacks environmental management always is doubtful to remain feasible for long run (Pigram, 1990) and heritage tourism sector has received relatively little attention from the concept of sustainable tourism (Garrod and Fyall, 2000). According to Butler (1993), sustainable tourism is "a form of tourism that is able to maintain its viability in an area for an indefinite period of time" and WTO defined tourism carrying capacity as "the maximum number of people that may visit a tourist destination at the same time, without causing destruction of the physical, economic, socio-cultural environment and an unacceptable decrease in the quality of visitors' satisfaction". Sustainable indicator is an integrated element which is used to measure the destinations sustainability (Twining-Ward & Butler, 2002). Hence this study tries to assess the satisfaction of tourist with the different service quality attributes of Mahabalipuram and their interest towards STD in the destination using sustainable tourism indicators.

Hypothesis of the Study

H0: There is no significant difference between tourist overall satisfaction and destination amenities (accommodation facilities, quality of food, availability of transport, adequate shopping, friendliness of residents)

H0: There is no significant difference between tourist preference to act as responsible tourist and sustainable tourism indicators (eco-friendly accommodation, public mode of transport, switching over to alternate tourism site to maintain carrying capacity, locally produced product)

H0: There is no significant difference between tourist preference to act as responsible tourist and sustainable tourism development in Mahabalipuram

III. Research Methods

Primary and secondary data were used for this study. The secondary data of both the domestic and foreign tourists' arrivals of Mahabalipuram were collected from the Tamil Nadu Tourism Development Corporation Office, Chennai. The primary data for this study was collected using the structured questionnaire from the tourists visiting Mahabalipuram. The questionnaire is divided into three phases. First phase contains the demographic profile of the tourists, second phase contains questions related to the tourist travel behaviour and third phase contains two questions of interval scale from 1 to 5, where 1 denotes strongly disagree and 5 denotes strongly agree for the variables which determine overall satisfaction score of tourists in the destination and their preference to act as responsible tourists in the destination; The other questions related to destination amenities and sustainable tourism indicators were of ordinal scale. This study was conducted during February 2012. Convenience sampling method was used to select the sample tourist respondents. A total of 124 tourists from Europe, America, Australia and Asia were approached, and 100 of them agreed to respond the survey. This is equivalent to a response rate of 81%. Six of the 100 filled in questionnaire were omitted due to missing data and inconsistencies. Therefore sample size of this study is 94. The data collected were analyzed using SPSS 16 version software. The demographic profile and travel behaviour of the tourists' respondents were analyzed using simple percentage. The hypotheses of the study were tested using One-way and Two-way ANOVA.

IV. Results & Discussion

Tourism industry is widely promoted as a means of economic development, both government of India and state government of Tamil Nadu have taken several initiatives to exploit their potential tourism sites. As a result of various promotional campaigns such as Incredible India, Mahabalipuram Dance Festival etc, played a major role in receiving tourist arrivals to Mahabalipuram. The tourist demographic characteristics are shown in Table 1.

Table 1: Demographic Characteristics of the Tourists

S.No.	Variable	Frequency	Percent
1	**Gender**		
	Male	49	52.1
	Female	45	47.9
2	**Age**		
	18 – 35	43	45.7
	36-54	33	35.1
	55 and Above	18	19.1
3	**Nationality**		
	European	51	54.3
	American	15	16
	Australian	11	11.7
	Asian	17	18.1
4	**Educational Qualification**		
	School	5	5.3
	Diploma	23	24.5
	Graduate	27	28.7
	Post Graduate	29	30.9
	Above PG	10	10.6

The gender distribution of the respondents was quite even, with 52.1% male respondents and 47.9% female respondents. The major age group of the tourists was 18 to 35 years (45.7.5%), followed by 36 to 54 years (35.1%) and 55 years and older (19.1%). Most of the tourists (54.3%) reported that they live in European countries and 18.1% of the tourists responded that they live in the Asian countries like Japan and India. 16 % of the respondents are Americans, whereas 11.7% of the respondents are Australian tourists. In terms of level of education, almost 31% of the tourists were Post Graduates, 28.7% of the tourists were Graduate, 24.5% of tourists respondents had a Diploma Education, almost 11% of the tourists respondents were above the Post graduate level and 5.3% of the respondents had a Higher secondary school education. No tourist in this study was at the primary level or below. With regard to tourists' annual household income, the largest group included those with an annual household income of Rs 5 lakhs and above (56.4%), followed by Rs 1 lakh – 5 lakhs (43.6%) and none of the tourists' respondents visiting Mahabalipuram earning less than Rs 1 lakh per annum.

Tourists Behaviour

The travel behaviour characteristics of the respondents are shown in Table 2. In the category of length of stay of the tourists, around 36% of the respondents stayed for 2 to 3 days, about 29% of the tourists staying more than 15 days, about 22% of tourists staying for 8 to 15 days and the rest (13.8%) of the respondents staying 3 days to 7 days. This result proved that the destination has the capacity to entertain both short duration and long stay tourists. With regard to the type of travel, 83% of the respondents travel by self tour and only 17% of the tourists travel by package tour. In the category of type of accommodation maximum number of the tourists respondents stayed in the guest house (22%), while the least number of tourists stayed in government hotels. These statistics proves that majority of tourist prefers cost effective tour rather than well planned travel with most luxurious cost consuming hotels or resorts for accommodation. While studying the group size of the tourists, on the whole around 52% of the tourists traveled with friends and members of the family, followed by 29.8 % of the respondents travelled along with their partner and 18.1% of the respondents travelled alone.

Table 2: Travel Behaviour Characteristics of the Tourists

S.No.	Variable	Frequency	Percent
1	**Duration of Tour**		
	2 days to 3 days	34	36.2
	3 days to 7 days	13	13.8
	8 days to 15 days	20	21.3
	More than 15 days	27	28.7
2	**Type of Travel**		
	Self	78	83.0
	Package Tour	16	17.0
3	**Type of Accommodation**		
	Guest House	21	22.3
	Budget Category	18	19.1
	Star Category	18	19.1
	Economy Hotel	16	17.0
	Beach Resort	12	12.8
	Friends & Relatives House	7	7.4
	Govt. Hotels	2	2.1
4	**Travel Companion**		
	Friends	29	30.9
	Family	20	21.3
	Partner	28	29.8
	Alone	17	18.1

Results of Destination Attributes with Overall Satisfaction Score

Table 3 shows the test results of One-Way ANOVA for identifying the first hypothesis, there is no significant difference exists between tourists overall satisfaction and destination amenities such as accommodation facilities, quality of food, and availability of transport vehicles, adequate shopping items and friendliness of residents. The test results of the attributes of destination amenities with respect to overall satisfaction score (dependent variable) are as follows.

Table 3: Statistical Significance of the Variables (F-test)

Destination Attributes (Independent Variable)	Sum of Squares	df	Mean Square	F	Sig.	Eta Square
Accommodation Facilities	5.972	4	1.493	4.320	0.003	0.162574
Quality of Food	5.451	3	1.817	5.228	0.002	0.148391
Availability of Road Transport	10.662	4	2.666	9.099	0.000	0.290249
Adequate Shopping Items	11.635	4	2.909	10.314	0.000	0.316737
Friendliness of Residents	9.523	4	2.381	7.787	0.000	0.259242

While examining whether accommodation facilities have a significant difference in overall satisfaction, the calculated value of F (4.320) for accommodation facilities is larger than the critical value, we conclude that there is significance difference between overall satisfaction and accommodation facilities. The probability value for quality of food is 0.002 ($p < 0.005$), as a result of which it is concluded that quality of food plays the vital role in overall satisfaction of the tourists. Since the probability value of availability of transport vehicles is 0.000 ($p < 0.005$), hence it is concluded that there is a significant difference between overall satisfaction and availability of road transport, $F(4, 89) = 9.099$, $p < 0.005$. The calculated value of $F(4, 89) = 10.314$ for adequate shopping items is greater than the critical value, it is concluded that adequate shopping items played a significant role in overall satisfaction of the tourists in Mahabalipuram. Finally for examine whether friendliness of residents have a significant difference in overall satisfaction, it's computed probability value is 0.000 ($p < 0.005$), hence it is concluded that the friendliness of the residents posses a significant impact in the overall satisfaction of the tourists. Since the probability value of all the destination amenities attributes is $p < 0.005$, null hypothesis H0 is rejected and it is concluded that there is a significant difference between overall satisfaction and destination amenities.

Acts of Responsible Tourist and Practices of Sustainable Tourism Indicators

Table 4 shows the test results of One-Way ANOVA for identifying the second hypothesis, there is no significant difference exists between tourists' preference to act as responsible tourists and practices of sustainable tourism indicators such as eco-friendly accommodation, public mode of transport, willingness to switch over to alternate tourism site to maintain carrying capacity and locally produced product. The test results of the attributes of sustainable tourism indicators with respect to the preference score of tourists to act as responsible tourist (dependent variable) are as follows.

Table 4: Statistical Significance of the Variables (F-test)

Sustainable Tourism Indicators (Independent Variable)	Sum of Squares	df	Mean Square	F	Sig.	Eta Square
Eco-friendly accommodation	3.615	3	1.205	1.986	.122	0.0621
Public mode of transport	6.887	2	3.443	6.105	.003	0.118307
Alternate tourism Site	17.530	4	4.383	9.587	.000	0.301135
Locally produced product	6.842	2	3.421	6.061	.003	0.117534

While examining whether or not staying in Eco-friendly accommodation have a significant difference in preference to act as responsible tourist, the calculated value of F (1.986) for accommodation facilities is smaller than the critical value, we conclude that there is no significant difference between preference to act as responsible tourist and staying in Eco-friendly accommodation. This shows that the tourists are aware of hotels using it as a business tagline and they are not satisfied with its claim. The probability value for travelling with public mode of transport is 0.003 ($p < 0.005$), therefore it is concluded that public mode of transport plays the significant role in the act of responsible tourist. Since the probability value of moving on to alternate tourism spot in order to maintain the carrying capacity of congested tourism spot is 0.000 ($p < 0.005$), hence it is concluded that there is a significant difference between preference to act as a responsible tourist and willingness to switch over to alternate tourism site, $F (4, 89) = 9.587$, $p < 0.005$. Finally the calculated value of $F (2, 91) = 6.061$ for locally produced product is greater than the critical value, it is concluded that purchase of goods produced local people played a significant role in the preference to act as responsible tourists in Mahabalipuram. Since the probability value of sustainable tourism indicators is significant except eco-friendly accommodation, null hypothesis H0 is rejected and hence it is concluded that there is a significant difference between preference to act as responsible tourists and practices of sustainable tourism indicators.

Practices of Responsible Tourist and Sustainable Tourism Development in Mahabalipuram

Table 5 shows the test results of Two-Way ANOVA for testing the third hypothesis that there is no significant difference between tourist preference to act as responsible tourist and sustainable tourism development in Mahabalipuram. The test results of the sustainable tourism attributes such as tourism sites to be enjoyed forever for many tourists generations to come and tourists preference to stay in the destination which uses reduce, reuse, recycle techniques to optimal usage of water and other resources, with respect to the tourist preference to act as responsible tourist (dependent variable) are given with the tables Between-Subjects Factors and Tests of Between-Subjects Effects which obtained at the output of Two-way ANOVA.

Table 5: Statistical Significance of the Variables (Two-way ANOVA)

Between-Subjects Factors			
		Value Label	N
Tourism Sites to be enjoyed forever for many tourists generations to come	1	Strongly Disagree	2
	2	Disagree	2
	3	Neutral	10
	4	Agree	20
	5	Strongly Agree	60

I prefer to stay in the destination which uses reduce, reuse, recycle techniques to optimal usage of water & other resources	3	Neutral	19
	4	Agree	35
	5	Strongly Agree	40

Tests of Between-Subjects Effects

Dependent Variable: Prefer to act as a responsible tourist					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23.932[a]	10	2.393	5.794	.000
Intercept	510.894	1	510.894	1236.967	.000
Destination sustainability	11.716	4	2.929	7.092	.000
Optimal usage	1.373	2	.686	1.662	.196
Destination sustainability * optimal usage	7.354	4	1.838	4.451	.003
Error	34.281	83	.413		
Total	1864.000	94			
Corrected Total	58.213	93			

a. R Squared=.411 (Adjusted R Squared= .340)

The F-statistic corresponding to the tourists' perception towards destination sustainability is 7.092 which is significant at $p < 0.005$. F- Statistic for preference to stay in the destination practicing optimal usage of resources is 1.662, which is insignificant as p= 0.196. The relationship between destination sustainability and optimal usages of resources is significant at $p < 0.005$ ($F (4, 83) = 4.451$). Hence null hypothesis is partially supported and leads to the conclusion that the tourists' preference to act as a responsible tourist has a significant impact on the destination sustainability where as preference to stay in the destination performing optimal usage of resources does not.

Conclusion

Mahabalipuram being selected as UNESCO's World Heritage Site, its potential was well exposed to the world with several promotional campaigns and publicity. The numerous number of tourists visiting this destination for various purposes such as culture, heritage, leisure, education, business etc., by various means of sources of information such as words of mouth, Internet, travel magazine like Lonely Planet, Television and newspaper. The presence of large categories of accommodation sectors such as star category hotels, economy hotels, budget hotels and guest houses in and around Mahabalipuram satisfies the requirement of various kinds of tourists based on their affordability. Various kinds of cuisine in the restaurants, hotels, resorts etc., also fulfill the choice and interest of tourists for different types of food. The great support from the residents of Mahabalipuram to the tourism industry makes the visits of tourists memorable and enjoyable at the destination. Though the condition of road is good with quite enough parking spaces with reasonable parking charges and with frequent number of local buses in the ECR, major tourists of Mahabalipuram are satisfied with the means of transportation. But the backpackers and some of the budget tourists preferred to have some more tourists buses to the Mahabalipuram Bus stand or the frequency of local buses to Mahabalipuram bus stand should be increased rather than having a stopping only at the Mahabalipuram entrance. Therefore increasing the number of public transport may also reduce the number of personal car/vehicle users. The tourists' survey conducted in this study well proved that the tourists are satisfied with the accommodation facilities, quality as well as variety of food in the hotels/resorts and restaurants, friendliness of residents and adequate shopping items.

While studying about the tourists' interest towards STD in Mahabalipuram, the greater part of the tourists visiting Mahabalipuram wish to contribute towards STD which can be adjudged by their preference to switch over to nearby alternative tourism spot in order to maintain the carrying capacity of the existing jam-packed tourist destination. In addition to that their desire to purchase locally produced goods to ensure the benefits of tourism to be enjoyed by a local people will enhance inclusive growth in and around Mahabalipuram. As majority of tourists' respondents (56.4%) travel by means of public mode of transport rather than personal car also substantiates their interest to act as responsible tourists by curtailing their carbon emissions which will pave the way for STD in Mahabalipuram. This study further validates the perception of tourists towards destination sustainability and optimal usage of resources in the tourism industry, will assist the destination manager for promoting STD in Mahabalipuram. Indeed, Mahabalipuram being the world renowned destination attracts large number of tourist to Tamilnadu throughout the year and also highlights the need to ensure the practices of tourist in a responsible way for promoting sustainable tourism in India. This study further validates the perception of tourists towards destination sustainability and optimal usage of resources in tourism industry, will assist the destination manager for promoting sustainable tourism development in the country as well.

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E- Resource Management at part-time students of Management Higher Schools: Effective use of downloaded information for research purposes

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Abstract

E-resources are available in any device that can connect to Internet and the amount of information we can get in a subject depends of the search abilities of the researcher. This e-resources are difficult manage if we do not use the management functions like planning, organizing, monitoring, controlling. The information we get from Internet must pass a process of quality validation from one side and the use we do of this information depends of the objectives of the searcher. This paper presents a study done in 2014 to a group of week-end students of Management in the Silesia region, that have a work experience and used Internet tools to search information in their work places, in formal and non-formal education activities, with the objective to analyze how they use this e-resources and if this has a real influence in the final marks in their formal studies.

Keywords: Higher Education, Information technology, Internet, Management, Resource Management

I. Introduction

Web technologies (intranets, extranets, and the Internet) have change the world because information is available anytime, anywhere and it is easy to search, not only through computers, laptops but also through mobile devices like tablets and smart phones. This fact has make that Internet has become a low-cost, rapidly deployable platform for disseminating information across vertically and horizontally integrated educational organizations, businesses, and daily life. The feature of the Internet is the dynamics resulting from the changing surroundings and new technologies. Therefore, we should expect new tools for improving communication in various areas of formal, informal and non-formal education.

Internet technologies have changed the work and educational place, giving the possibility to take advantages of online tools that does not need any software installed on the devices. There is no business or University that does not use Internet for communication, management, search of information and so on. Students have the possibility to combine study and work thanks the generosity of Internet. Most educational institution and business has educational websites, and properly working systems that manage the relations between students – lecturers (coachers) - business. These have surely integrated data and information deriving from a lot of systems and simplify educational procedures.

The Internet allows, without any major problems, adopting numerous traditional tools of electronic communication. Because of its incredible dynamics it constantly offers new possibilities demanding from experts, internet equipment for educational purposes, requiring constant development and monitoring tendencies in the Internet as far as their potential usage is concerned. More and more people currently use the Internet tools available to them when preparing for their daily work, studies, and at the pace these tools are being developed, they has become fundamental part in the formal, non –formal and informal education, especially for managers, employees that do not have the time to attend lessons daily. In this paper we will concentrate our research in the use of Internet by students of Management at Higher Schools in the Silesia region – Poland that use online tools as a source of information and as a working tool.

There is a tendency in Poland that students of Management at Higher Education start to create their own business (formal or informal) during their studies and generally are online businesses or online based business. This has been possible because there are more and more hotspots available without payment and now, Higher Schools offers to student's free Internet access because it is an important tool in Education and not a luxury as was treated before.

The benefit of Internet for developing home based businesses is not a theme of discussion. Students start their first experience in the entrepreneurial world using the school dormitories or homes as their first office. They experience the possibility to conduct business anytime, anywhere and inclusive during the lessons[i]. This means students can work when they have available time and internet connection. The most popular business start by students is creating a website where they are able to advertise their products and provide all the information that is relevant to consumers. The first step is to always draw people and let them know they are selling; and this is possible because there are many marketing strategies online.[ii]

Because our research takes into account formal and non-formal education, it is important to clarify the terminology we are using. In field of education policy it is often distinguished three learning or education categories: formal, non-formal and informal. The difference between these categories, especially between the last two (informal and non-formal), is not always clear and sometimes can be confusing, but if we go back to the origin of the distinction is possible to understand better.

Education in the formal system includes teaching in the school system. This type of education is associated with the regular form of learning and shall be in accordance with approved programs of teaching. Education leads towards a qualification validated certificate, certificate of graduation, certificate or diploma.

Participation in education outside the formal system covers all organized educational activities that do not meet the definition of school education, most of the time; they are not provided through formal educational institutions. It applies to all types of further education and training outside the school system in which the person participated after leaving the formal education system. The non-formal education, unlike in the case of formal education, does not changes in the level of education. Such instruction is carried out usually in the form of courses, training, tutorials (could be done in the workplace or outside it), seminars, conferences or lectures, to which the respondent volunteered and attended.

In the non – formal education, classes can be taken out of the education center or in an educational center but the course – seminar – workshop… is only for improvement or training qualifications and may lead to skills needed in society (eg, self-defense course) or for personal benefits, their own intellectual development or hobbies like: cooking course, lectures the history of art, modeling course but not part of the curricula. Informal education is the independent learning in order to obtain knowledge or training skills. Self-study in contrast to the formal and non-formal education should take place without the participation of the teacher or trainer. Informal learning is less organized and may include, for example, events related to education or activities that occur within the family and workplace.

II. Research methodology

Contextual reference to the origin and concept of e-resource management was necessary for our research and that is why a literature search of the issues to be addressed in research was performed, prior to addressing the main topic of our research, in the use of e-resources in formal and non-formal education. This research aims essentially to investigate the use and impact of Internet in students of Business Administration in Higher School and Universities in the region of Silesia- Poland. This analysis will allow us to learn more about the reality of these institutions of higher education, in order to deepen their possibilities and identify those aspects that could be improved. Based on input and purpose of collecting and analyzing the data necessary to determine the situation to investigate, we chose to use a quantitative methodology[iii]. The application of this methodology aims to know the reality of the university community, their experiences and expectations regarding the use of Internet as a research tool. As a main research tool was chosen a survey via the Internet, using encuestafacil. The decision to use this e-tool is an increasingly widespread practice among researchers around the world. Using the Internet for information of this group is not only a viable alternative, but with clear advantages over traditional tools. However, there are limitations that should be taken into account when accessing these groups through Internet, to avoid errors or sampling coverage in the investigation conducted. The total amount of students of Business Administration in the Silesia region in the academic year 2014/2015 is not exact and therefore we decided to make an approximation. According to the Polish Central Statistical Office, in the career of Business Administration (30.11.2013) in the first year, part-time programs - study 10 662 students in Poland. Comparing the academic year 2011/2012 and 2012/2013 we find that the number of graduates has decreased. For the academic year 2011/2012 we have that the number of graduates is 6201 and in the next academic year is the 5357. For our research we decided to use the academic year 2012/2013.

SPECIFICATION	Schools	Academic teachers[a]	Students	Graduates[b]
TOTAL 2005/06	43	9275	197260	40596
2010/11	45	9287	172084	48809
2012/13	45	8994	150414	42593
2013/14	**41**	**8703**	**136010**	.
Universities	1	1808	26908	6952
Technical universities	4	3020	45776	12334
Academics of economics	13	1168	29612	12273
Teacher education schools	2	451	6717	2353
Medical universities	1	1234	9209	1940
Physical academies	1	228	4432	1501
Fine arts academies	2	250	1505	452
Other tertiary education institutions	17	544	11851	4780

a Teachers employed full-time in more than one institution have been shown in all workplaces

b According to type of school – from the 2012/13 academic year.

Graphic 1. Tertiary education institutions in Poland. [source: data of the Ministry of National Education in Poland table 25 (151)] available at: http://katowice.stat.gov.pl/wyszukiwarka/szukaj.html

The validation was performed following the rule that the minimum sample size must be sufficient to ensure the required accuracy (estimation accuracy) with a certain level of reliability (probability). For the interval estimate of the population in a known population, it is necessary to locate a sample size for a given confidence level (1-α) confidence interval means the maximum estimation error that does not exceed to a predetermined value.

$$n = \frac{u_\alpha^2 \cdot \frac{m}{n} \cdot \left(1 - \frac{m}{n}\right)}{d^2}$$

Structure parameter

a.The confidence interval (also called margin of error) 3% (d = 3%)
b. Confidence level1-α = 0.95

For our research on use of e-resources by weekend students at higher schools and university students in the region of Silesia, and more specifically the students of Business Administration, we found that:

a. Students of Business Administration from the region of Silesia
b. The total population of 2,770 is obtained in the pilot studym/n=15%; 1-α=0, 95, therefore, α=0, 05, uα=1, 96

$$n = \frac{1{,}96^2 \cdot 0{,}15 \cdot (1 - 0{,}15)}{0{,}03^2}$$

n=540

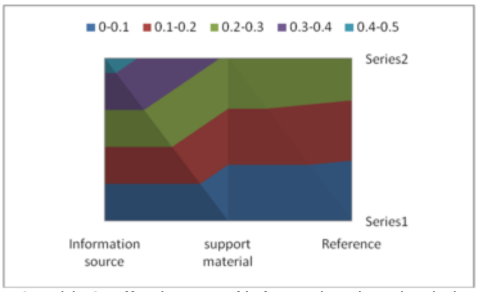
In conclusion we can say that540students is adequate and representative sample.

Effective use of information downloaded from the Internet

Internet is one of the most useful academically, because it allows access to too much information in one click. Through the Internet one can access the largest libraries in the world and you have catalogs or even complete books. Students can also access materials and resources previously reserved for the privileged few. But this ease of access to information is a double-edged sword, because students are not limited to consult for research required by their teachers, but often directly copied what they find on the Internet regardless of whether the documents they are using are relevant or not for their work and regardless of whether they are committing plagiarism or not.

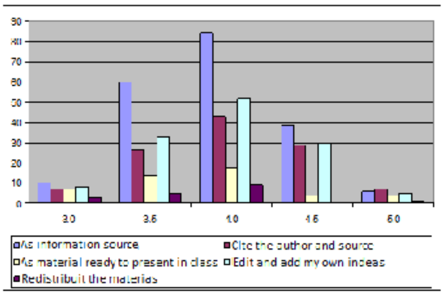
Sometimes we find situations that a homework was directly copied by another student and only was changed the name of the author and was present ad it were their own work and also there are situations that it is possible to search on the web students or ex-students that prepare homework's for money (online business). As mentioned above, there are Web sites where you can download work already done on the most diverse and there are students who put their work for sale on the Internet. This is plagiarism and as already mentioned has very serious consequences, which may even finish in the expulsion from the Educational institution.

What students should keep in mind is that the Internet is a vehicle of information, where they can draw ideas for academic tasks, but not literally copy what you get on the Net and when they are sure the source consulted is reliable and is to be used literally, it must always be cited the source from which it was obtained. To cite this source, it is possible to use the citation machine (an online tool) that automatically generates citations in Modern Language Association [MLA], American Psychological Association [APA], Chicago, and Turabian, which gives a series of recommendations to follow when citing different types of reference sources. As Internet has become the first place where students see for information, nobody can deny using online sources for their daily work, the difference is only how these sources are used and if they give or not the authorship to the first researcher or uses the information as if were their own reflection. As 44% of the researched students say that the data collected on the Internet is used only as an information source, 29% students uses as support material for their papers, and 27% as reference (see graphic 1).



Graphic 2: Effective use of information downloaded from the Internet

Students affirming that the data collected on the Internet is used only as an information source are those with the highest grades in the final marks[iv](between 4 and 5 grade average).68% who answered this question said that they edit information from the Internet and add their own ideas to avoid plagiarism. Only 13% of them redistribute the information they get online and present as their own (see graphic 2)



Graphic 3: Relation between information downloaded from Internet and final marks

It appears that students who score high, between good and excellent, are the same as using the information obtained on the internet as support for their academic work and citing sources where they get this information.Internet gives us access to a wealth of information, both public and private. Sources of information available on the Internet are the institutions, libraries and bibliographies. Public institutions, companies and universities have more servers used by those seeking information on the Internet. Each server provides access to different information: institutions report on their services and allow procedures, universities provide information on curricula, allow online enrollment, reporting on grants and scholarships or exchange programs, etc. Libraries enable a review of their catalogs and in some cases full text.But not only accessing the servers mentioned information is obtained on the Internet. You can use a browser like Google or Mozilla Firefox, that by introducing the desired information, numerous returns pages that contain information about the words that had been introduced. Delving into the subject has multiple Internet search tools and the most important information to find what you're looking for is to use the right tool.

These tools are:

- Directories: The information is organized by categories containing links to the documents relating to a particular topic. Yahoo[v] is an example of a directory.
- Browsers: databases that track information and allow consultation with key words. Examples of search engines are Google[vi] or Mozilla Firefox.
- Meta search: allows you to query several search engines simultaneously. Surfwax and Ob search are examples of meta search engines.

However, not all Internet information is reliable. So you have to analyze it and ensure that such information is quality before use. Internet is a useful tool for finding information and the most widely used today by students from around the world because it is fast, because with a simple mouse click you can access millions of pages varied, as can be find information on virtually any topic, and comfortable, it can be used from anywhere in the world and at any time. However, students must be very careful when using information from the Internet and choose very well the documents that we use, as not all are reliable. Anyone can write a document and post it online, but the fact that it appears on the Web does not mean you have no rigor or that the information provided is of quality.

The following aspects must be taken into account when using any information from the Internet[vii]:

- Accuracy of the source: is the accessed page part of an official website? What is the domain type of page (org, com, edu, etc.), does it belong to an organization? It is important to analyze whether the information is commercial, informative, educational and if relevant for our research purposes.
- Authorship: try to collect the maximum possible data about the author of any document that we will use, since the fact of having published a document on the Internet does not give reliability to the document, since anyone with access to a computer can publish on the net.
- Citing sources: It is important to cite the sources of the information obtained and to ensure quality and reliability of information.
- Date of publication, relevance of information and type of material.

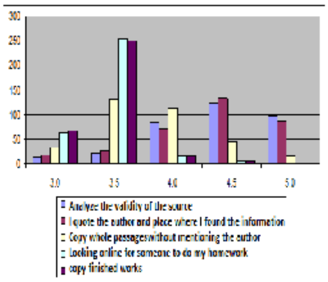
Another important aspect to be taken into account when using information obtained on the Web is that such information is a reference material, that can be used as an information source, but not copied it directly without mentioning the author. Many students search the Internet for information related to the work to be done and what are copied directly, which can be considered plagiarism. Always mention the sources from which it has obtained the information that is being used.

Through Internet you can also find people doing the work in exchange for money. That is, you can pay someone to do the work that should the student himself, or you can even buy a work already done. These are the negative aspects of the Internet, but in general we can say that is a very useful tool applied to education, because it gives access to a wealth of educational resources are well used to a lot of support for students.

As the students make use of information obtained on the Internet, those with good qualifications meet always check the validity of the source of the information obtained (89% versus 11% who do not), and always cite the author and the source of the information obtained (87% versus 13% who do not).

As to whether copied whole passages from Internet without mentioning the author, only

27% students in grades 4 to 5 say it in front of 73% students who do regularly get marks between 3 and 4 students with final marks between the state and good enough to hire someone over the Internet to make them work. We found that most of the people (85% of researched students), that received a good mark (3.5) has search on the net for someone to do their homework or final work. Very similar is the results of people that recognize they found a work already completed and copied the pose as their own. The answers collected show that students with good grades are what make good use of information obtained on the Internet, while those who make a bad use of it, are what get the lowest scores.



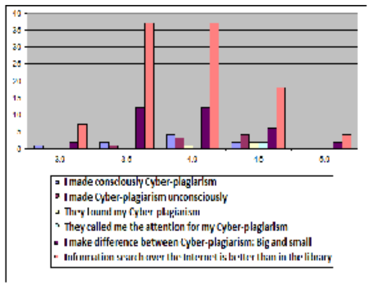
Graph 4. Use of information obtained on the Internet

Internet misuse in the work presented in class and their influence on the ratings of end of semester.

According to Gipps, plagiarism is "The use of ideas, concepts, words, or structures without appropriately acknowledging the source to benefit in a setting where originality is expected"[viii]. Due to the large amount of information available on the Internet, plagiarism is widespread today, especially among secondary school pupils and university students, who use the information to perform their jobs. Internet provides thousands of documents related to the information we are looking for in seconds, making it much easier to approach a library and have to consult different books until you find what you're looking for.

The causes of plagiarism are many and range from the ignorance of students about the obligation to cite the sources, through laziness and poor organization, to the ease of copying and pasting entire paragraphs from the Internet. Plagiarism is a crime that carries consequences. In the case of students, each institution has its own rules and between the sanctions available are the cancellation of registration, public or private reprimand or even expulsion from the institution where they are conducting their studies. But there may be legal repercussions, as each time you plagiarize a paper are infringing copyright, which is punishable by law even imprisonment.

Very few students admit to having done consciously plagiarized (18%) or unconsciously (16%). Only 6% have been discovered confess committing plagiarism and 4% had to face consequences for having done so. As to whether plagiarism are differences between performing in a job or career to a job class, 40% students (those with ratings between remarkable and honors), see no difference from 28% that they see. Again it is the students with better grades they consider that the Internet is better than the books to find information.



Graph 5. Ciber-plagiarism

III. Conclusion

Nobody can deny that Internet is one of the first sources of information for most of us and this information downloaded from Internet has an huge impact in our formal and not-formal education habits. In our opinion, teachers in all level of education should emphasis the role of e-resources, how should be used and how to difference a research – scientific information of a junk information.

In our research we found that Students think that if a material is published on the Internet, it should have the same academic value as a hard copy book. Even though they are aware that anyone with access to a computer can publish on the Web, when using this information for homework's, they use it as it is found.

Many students do consciously and give reasons as not having enough time to conduct the research required by their teachers that the teacher does not care where they obtained the information provided when submitting the work within the prescribed period, which plagiarism is an activity accepted by the society, etc.. Others simply ignore that must cite the sources from which any information obtained will be used and all quotations must be enclosed in quotes.

There are different types of plagiarism: when using documents without citing sources, either by copying the entire document or paragraphs without changing even a comma, or slightly altering the original document, or paraphrasing. Another form of plagiarism we found is when student cite the sources from which information has been obtained but not properly, so they are impossible to locate, or copied without writing whole passages in quotation marks.

It also commits plagiarism when taking ideas from several different sources and combines them all to create a document. The student plagiarizes itself when use ideas or copy of his other works above. Plagiarism is a widespread activity in the academic world, that there are even Web sites where students can download schoolwork on various subjects. This has raised the need for programs like Copy catch or Educated that teachers use to detect plagiarism in the work of their students. Many institutions have rules about plagiarism and students may face harsh penalties if caught committing plagiarism.

But not everything is wrong; nobody can deny the positive influence of Internet in education and workplace and one of the positive aspects is that students are using Internet for their first business experience and serious research.

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Theoretical revelation on Cybercrime & its impact on the society

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Abstract

In the current era of online processing, maximum of the information is online and hence prone to cyber threats. There is a huge number of cyber threats and their behaviour is difficult to early understanding and hence difficult to restrict in the early phases of the cyber-attacks. Cyber-attacks may have some motivation behind them as they may be processed unknowingly. The attacks that are processed knowingly can be considered as cybercrime and they have serious impacts on the society in the form of economical disrupt, psychological disorder, threat to National defence etc. Restriction of cybercrimes is dependent on proper analysis of their behaviour and understanding of their impacts over various levels of society. Therefore, the current manuscript provides an understanding of cybercrimes and their impacts on society and the future trends of cybercrimes.

Keywords: Cybercrime, Cyber Attacks, Types of Cybercrime, Effects of Cybercrime.

I. Introduction

Current era is too fast to utilize the time factor to improve the performance factor. It is possible only through the use of the Internet. The term Internet can be defined as the collection of millions of computers that provide a network of electronic connections between the computers. There are millions of computers connected to the Internet. Everyone appreciates the use of the Internet; but there is another side of the coin is cybercrime by the use of Internet. The term cybercrime can be defined as an act committed or omitted in violation of a law forbidding or commanding it and for which punishment is imposed upon conviction. Cybercrime is a criminal activity directly related to the use of computers, specifically illegal trespass into the computer system or database of another, manipulation or theft of stored or on-line data, or sabotage of equipment and data. The Internet space or cyber space is growing very fast and as a result there is a rapid growth of cybercrimes (Descriptive inferences).

What is Cyber-Crime?

While there is no one generally accepted definition of cyber-crime, for the purposes of this paper, the term 'cyber-crime' is used to refer to "any crime that is facilitated or committed using a computer, network or hardware device". Information and communication technologies such as networked computers provide cheap, fast, secure, anonymous communication with multimedia capacity. They may be used as a means of communication and organisation to support existing criminal activities, to provide new ways of conducting criminal activities, to extend the geographic reach of criminal activities or to create new types of criminal activity.

History of Cyber Crime

Cyber Crime Criminals have been using computers to facilitate their criminal activities since the advent of the digital age. Computers are a tool that criminals use much like a lock picking tool or a counterfeiting machine. Criminals have learned that computers provide an anonymity that has previously been unattainable in society.

Classification of Cyber crime

1. Computer as Target
2. Computer as an instrumentality
3. Computer as an incidental of other crime
4. Crime associated with the prevalence of computers.

The above categories are not isolated compartments. Crime may often spill over from one category to the other.

1. Computer as a target of a crime

i. Physical damage
ii. Theft or destruction of information (data)
iii. The spread of viruses, worms
iv. Software piracy, hacking etc.
v. A computer virus is a self- replicating computer program written to alter the way a computer operates, without the permission or knowledge of the user.

2. Computer as an instrumentality

This category includes such crimes where either computers or their contents are used in furtherance of crime or those offences which are committed by manipulating contents of computer systems. They could include sending e-mails, ransom notes or manipulating computer contents for credit card frauds, telecommunication frauds or theft.

3. Computer as incidental of other crime

This category includes conventional crimes, and with the advent of computer the criminals have started using technology as an aid for its perpetuation. They include use of computers in committing conventional crimes like forgery, extortion, kidnapping etc. These crimes are being committed with the help of computers.

4. Crime associated with the prevalence of computers.

- Copyright violation
- Software piracy
- Component theft etc.

Why Learn About Cyber Crime?

Everyone is using Computers from white collar criminals to terrorist organizations and from Teenagers to Adults. Conventional crimes like Forgery, extortion, kidnapping etc. are being committed with the help of computers.

i. New generation is growing up with computers.
ii. Most Important - Monetary transactions are moving on to the Internet.

Types of Cyber Crime

1. Hacking

Hacking in simple terms means illegal intrusion into a computer system without the permission of the computer owner/user.

2. Denial of service attack

This is an act by the criminal, who floods the bandwidth of the victim's network or fills his e-mail box with spam mail depriving him of the services he is entitled to access or provide.

3. Virus Dissemination

Malicious software that attaches itself to other software (virus, worms, Trojan Horse, Time bomb, Logic Bomb, Rabbit and Bacterium are the malicious software).

4. Software piracy

This crime is theft of software through illegal copying of genuine programs or the counterfeiting and distribution of products intended to pass for the original. Retail revenue losses worldwide is ever increasing and like this crime can be done in various ways like End user copying, Hard disk loading, Counterfeiting, Illegal downloads from the internet etc.

5. Pornography

Pornography is the first consistently successful e-commerce product. By Deceptive marketing tactics and mouse trapping technologies, Pornography encourages customers to access their websites. Anybody including children can log on to the internet and access websites with pornographic contents with a click of the mouse. Publishing, transmitting any material in electronic form which is lascivious or appeals to the prurient interest is an offence under the provisions of section 67 of I.T. Act - 2000.

6. IRC Crime

Internet Relay Chat (IRC) servers have chat rooms in which people from any part of the world can come together and chat with each other. Criminals use it for meeting co-conspirators. Hackers use it for discussing their exploits and sharing the techniques. Paedophiles use chat rooms to allure small children. In Cyber Stalking, in order to harass a woman, her telephone number is given to others as if she wants to befriend a male.

7. Credit card fraud

You simply have to type the credit card number into www page of the vendor for online transaction and if electronic transactions are not the hackers who can misuse this card by impersonating the credit card owner.

Common types of credit card fraud

- **Counterfeit:** duplicating legitimate credit cards which are then used for fraudulent activities
- **Card Not Present:** unauthorized usage of credit card information for fraudulent activities over the internet, phone or mail
- **Lost/Stolen:** unauthorized usage of a credit card as a result of it being lost or stolen
- **Identity Theft:** obtaining personal or financial information of another person for the purpose of assuming that person's name to engage in fraudulent activities

8. Net extortion

Copying the company's confidential data in order to extort for a huge amount of money.

9. Phishing

It is technique of pulling out confidential information from the bank/financial institution's account holders by deceptive means

A sample of Phishing Email:

From: *****Bank [mail to: support@ **** Bank.com]Sent: 08 June 2004 03:25To: India Subject: Official information from ***** Bank .

Dear valued ***** Bank Customer! For security purposes your account has been randomly chosen for verification. To verify your account information we are asking you to provide us with all the data we are requesting. Otherwise we will not be able to verify your identity and access to your account will be denied. Please click on the link below to get to the bank secure Page and verify your account details. Thank you. https://infinity.*****bank.co.in/Verify.jsp****** Bank Limited

10. Spoofing

Getting one computer on a network to pretend to have the identity of another computer, usually one with special access privileges, so as to obtain access to the other computers on the network.

11. Cyber stalking

The Criminal follows the victim by secured the credit card numbers can be stolen by sending emails, entering the chat rooms frequently.

12. Cyber defamation

The criminal sends emails containing defamatory matters to all concerning the victim or posts the defamatory matters on a website.

13. Threatening

The criminal sends threatening emails or comes in contact in chat rooms with the victim.(Any one disgruntled may do this against his/her boss, friend or official)

14. Salami attack

In such crimes the criminal makes insignificant changes in such a manner that such changes would get unnoticed. The criminal makes such a program that deducts a small amount like per month from the account of all the customers of the Bank and deposits the same in his account. In this case, no account holder will approach the bank for such a small amount but the criminal gains a huge amount of money.

Sale of narcotics

Sale & Purchase of narcotics can be done through the Internet. There are web sites which offer sale and Shipment of contrabands drugs. They may use the techniques of stenography for hiding the messages.

Email related crime

1. Email spoofing
2. Sending malicious codes through email
3. Email bombing
4. Sending threatening emails
5. Defamatory emails
6. Email frauds

Hacker Profile

"Hackers" is a term that is currently used to identify individuals who break into computers. Hackers can be of any age, creed or nationality. Hackers have gained a negative image due to their exploits in the past few years. Hackers may commit their criminal activity for excitement, the challenge or monetary reasons. Hackers tend to be young males who have extremely high intelligence and curiosity. There has been an increase in the number of females who have acquired the skills to break into computer systems. Hackers may organize themselves into hacking groups, who will in some cases, compete against other hacker groups in order to see who can exploit the most computers in a set time frame.

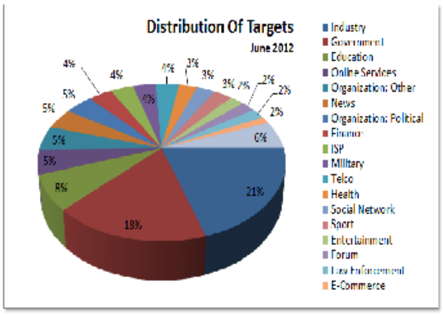
Cyber Criminals

The advent of the Internet allows cyber criminals to conduct an illegal activity from a computer far away from where the crime is actually taking place. A criminal can break into a computer network, a continent away and steal a credit card and banking information without having to be physically present at the scene. Criminals are using computers to conduct narcotics trafficking, child pornography, bank fraud, etc. using a computer and the Internet as a vehicle for illegal activity. Law enforcement officials need to be aware of the many methods that criminals use and how to respond to this new and emerging crime scene. Criminals also form into cyber gangs that may be dispersed across the continent. They utilize the specific skills of individuals who may be proficient at breaking into 55 data bases. These cyber criminals typically use "handles" or "NIC's" to identify themselves to the group.

Cybercrime Overview

Cyber criminals typically follow a methodology when they are conducting their illegal activity. The process is based on their experience acquired through attempting to break into a computer, and subsequently breaking into computer systems. This provides a scope to the law enforcers a Modus Operandi (MO) with patterns (Under Information Technology Act 2000) that prosecutors and police can use to build their case. Law enforcement officials should establish databases on the MO of cyber criminals in their sectors. Cyber criminals will typically need to use a computer network that is difficult if not impossible to identify. This is done to make it difficult for law enforcement officials to identify the perpetrator of the cybercrime. Cyber criminals will "hack" into a victim computer or will use cyber cafes to commit their illegal activity.

Distribution of Targets



Source : https:// legaleagleslawblog.wordpress. com/2013/08/10/cyber-crimes-are-real/

1,791 Cybercrime cases registered in India in 2011

There are many crimes committed using computers and they can be detected only through our dependence of technology. Criminals have been arrested for tampering with computer source documents, hacking with computer systems, obscene publications and transmission in electronic forms and other crimes committed by using computers. The table given below presents detailed information about the kind of Cybercrimes committed in India, the cases registered and the number of persons arrested under I.T Act during the year 2008-2011.

Cybercrime/Cases Registered and Person Arrested Under IT Act during 2008 – 2011

Sl. No	Crime Heads	Cases Registered				% Variation in 2011 over 2010	Person Arrested				% Variation in 2011 over 2010
		2008	2009	2010	2011		2008	2009	2010	2011	
1.	Tampering Computer source documents	26	21	64	94	**46.9**	26	6	79	66	**-16.5**
2.	Hacking with Computer system 1.Loss/damage to Computer resource utility	58	115	346	826	**138.7**	41	63	233	487	**109.0**
	2. Hacking	82	118	164	157	**-4.3**	15	44	61	65	**6.6**
3.	Obscene publication/transmission in electronic form	105	139	328	496	**51.2**	90	141	361	443	**22.7**
4.	Failure 1.Of compliance/orders of certifying authority	1	3	2	6	**200**	1	2	6	4	**-33.3**
	2. To assist in decrypting the information intercepted the Govt. Agency	0	0	0	3	**-**	0	0	0	0	**@**
5.	Unauthorized access/ attempt access to protected computer system	3	7	3	5	**66.7**	0	1	16	15	**-6.3**
6.	Obtaining licence or Digital Signature certificate by mispresentaions/ suppression of fact	0	1	9	6	**33.3**	11	0	1	0	**-100**
7.	Publishing fake Digital Signature Certificate	0	1	2	3	**50.0**	0	0	0	1	**-**
8.	Fraud Digital Signature Certificate	3	4	4	12	**300.0**	3	0	6	8	**33.3**
9.	Breach of Confidentiality	8	10	15	26	**73.3**	3	3	5	27	**440.0**
10.	Others	4	1	30	157	**423.3**	0	0	0	68	**-**
	Total	**288**	**420**	**966**	**1791**	**85.4**	**154**	**178**	**288**	**1184**	**311.1**

Source:http://ncrb.nic.in

Effects of Cybercrime:

While discussing the effects of computer crime on our world, due to computer crimes, there is a loss of billions of dollar annually. Computer crime is increasing every day and it is creating big losses at the company level and at individual level stock losses. If we talk about computer crimes, it may be 15 U.S dollars at individual level; but it is very large at corporate level, i.e. 225 billion U.S dollars. So loss due to computer crimes can vary between15 U.S dollars to 225 billion U.S dollars.

The United States is leading in cyber-attacks with about 35 % in total of the world, followed by South Korea with about 12 %. Hackers and cyber criminals reside or flourish in countries having few computer crimes laws. From these countries, they can easily attack rich countries. Due to increasing Computer crimes throughout the world, insurance companies are providing insurance against computer crimes. After an attack on a firm, the firm losses its price in the stock market by 1 % - 5 % and therefore the companies suffer the loss at company level, but the stock holders also bear the price due to decrease in the stock price.

A company suffers losses due to computer crime, when a hacker steals confidential information and future plans of the company. The hacker simply sells the information to a competitor company and they use the information to get benefits.

Wastage of time is another problem because many IT personnel instead of spending for development have to spend a lot of time in handling harmful incidents, which may be caused due to computer crimes, and much time would be needed to recover from the loss.

When a hacker enters into an organization and steals confidential information from the company, the people who entrust with the company, lose their confidence due to leakage of confidential information like credit cards of customers; and will move to someone else who could protect their confidential information.

Computer crime reduces the productivity of a company as a company will take measures to protect from cybercrime, and there will be more password entering or other acts.

Computer crimes will increase the cost, as companies must buy a strong security software to reduce the chances of attacks by viruses and malware. In some cases, the victim of the cybercrime may not even know that he has been attacked, and the culprits are so clever that they do not leave even a small clue.

When you use credit card at a store, the transitions are encrypted and sent to the internet and the internet is available globally. Hackers are smart and they decrypt the information in a few minutes.

There are a few solutions and safety measures like antivirus and antispyware tools, firewalls, Cryptography.

Cyber ethics and laws have been formulated to stop cybercrimes. The internet service providers have to take adequate efforts provide secured internet connections to keep the users safe from the cyber-attacks.

It may be concluded that computer crime is a serious criminal act and should be punished severely and there should be strict laws against cyber criminals.

Conclusion

No one could deny that the Internet has changed our lives, our culture, and our society in countless ways over the past twenty years. The entire phenomenon is still so new, in fact, that we are yet to discover exactly how we are impacted by it, and in what new ways it will continue to impact us in the future. We cannot say for certain, what new advances the internet will give us, what new art forms, social classes, or subcultures it will engender. So also we cannot predict all the dangers which it introduces. Cyber-crime is also necessarily very new. As soon as there was an internet, there were criminals operating to exploit it, with all new technology. We must do our best to keep one step ahead of cyber-crime, in order to protect ourselves. At the very least, we cannot afford to fall too far behind.

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Organizational citizenship Behavior and Organizational Justice among faculty in Engineering Colleges

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Abstract

The study is intended to understand the effect of three types of organizational justice – Distributive, procedural and Interactional justice on two dimensions of organizational citizenship behavior- Individual (OCBI) and Organizational (OCBO). A survey was conducted upon 120 academic staffs of working in Engineering Colleges at Nellore District, Andhra Pradesh. Pearson correlation coefficients, multiple linear regression and hierarchical regression have been used to measure the data. No significant relationship found between distributive justice and OCBI and OCBO. However, it is found that as the education worker's perception of procedural and interactional justice in the workplace increase, they are more willing to practice positive behaviors toward their organization in term of OCBI and OCBO.

Keywords: Organizational Citizenship Behavior, Organizational Justice, Higher Education Institution.

I.Introduction

In the present scenario of competitive world organizations need to put efforts to attain organizational effectiveness to face the competition. Hence, achieving organizational effectiveness is the responsibility of each individual in the organization. Organizational effectiveness can be achieved through organizational citizenship behavior (OCB), hence OCB is a crucial factor (Farh, et al. 1997). Bateman and Organ (1983) were the first in using this term "organizational citizenship" in order to define the worker behavior which was not prescribed but occurred freely to help others in achieving the different task and mission.

Greenberg (1990b) advised research on organizational justice have a potential to explain many organizational outcomes. Organizational justice is perception of employees about the fair treatment in their jobs and its influence on other work related variables (Moorman, 1991). It implies that when subordinates are treated fairly throughout the organization, they are likely to feel the need for a reciprocal social exchange relation with the organization (Giap et al., 2005). However, little works have focused on the relation between organizational justice and extra role behavior (OCB). Hence the main objective of this study is to investigate the effect of organizational justice upon the organizational citizenship behavior in the Engineering Colleges context; more specifically, to examine the effect of three types of organizational justice (distributive, procedural, and interactional justice) upon two dimensions of organizational citizenship behaviors (OCB), i.e., OCBI and OCBO.

2. Literature Review

2.1 Organizational Citizenship Behavior (OCB)

According to Organ (1990), organizational citizenship behaviors are work–related behaviors that are discretionary, not related to the formal organizational reward system, and in the aggregate promote the effective functioning of the organization. This definition includes three main features of OCB. First, the behavior must be voluntary. Second the behavior benefit from the organization perspective. Third, organizational citizenship behavior have multidimensional nature (Bogler and Somech, 2005). Moreover, organizations citizenship behavior (OCB) is behavior that extends beyond that required by an organization in a formal job description and refer to actions performed by employee, which surpass the minimum role requirement expected by organization and promote the welfare of co-workers, work groups, or the organization (Lovell, 1999).

Williams and Anderson (1991) identified two broad dimensions of OCB as: (i) OCBO or general compliance behaviors that is directed toward the organization benefit in general (e.g., adhere to organization informal rules), and (ii) OCBI or altruistic behaviors that immediately benefit specific individuals within the organization and indirectly through this means contribute to the organization effectiveness (e.g., help other who have been absent).

2.2 Organizational Justice

The description and explanation of fairness in the workplace is known as organizational justice (Coetzee, 2004). Rawls (1971) stated that justice is the primary virtue of social organization. Colquitt et al., (2001) defined organizational justice as the focus on antecedents and consequences of two types of subjective perceptions, namely the fairness of outcome distribution and allocation and the fairness of the procedures used to determine outcome distributions and allocations. Several studies have examined organizational justice (Greenberg, 1987, 1990a, b; Moorman, 1991; Tyler, 1989). These studies resulted in the emergence of several approaches to just. In general there are three dimensions of OJ, namely: distributive justice, procedural justice, and interactional justice (Bies and Moag, 1986; Tyler and Bies, 1990).

2.3 Organizational Justice and OCB

Research constantly shows that individual behavior in workplace is affected by perception of organizational justice (Colquitt et al., 2001). For example, researchers have found that employees perform organizational citizenship behaviors to their supervisor and organization, and demonstrate higher levels of commitment to their organization and supervisor in exchange for fair treatment, procedures, and outcomes (Bobocel and Holmvall, 1999, 2001; Byrne and Cropanzano, 2000). Employees perceive the outcomes of their evaluations to be fair or perceive the process by which outcome allocation decisions are made to be fair, they will be likely to reciprocate by performing behaviors to benefit their organization that go beyond the in-role performance of their jobs (Niehoff and Moorman, 1993). Furthermore, Williams et al. (2002) indicated that the likelihood of organizational citizenship behaviors increased when employee perceptions of fair treatment by supervisors became more positive.

3.Hypothesis

H1a: *Distributive justice will be significantly positively related to OCBI in engineering colleges*
H1b: *Distributive justice will be significantly positively related to OCBO in engineering colleges*
H2a: *Procedural justice will have a significant positive effect on employee OCBI in engineering colleges*
H2b: *Procedural justice will have significant positive effect on employee OCBO in engineering colleges*
H3a: *The interactional justice will have significant positive effect on OCBI in engineering colleges*
H3b: *The interactional justice will have significant positive effect on OCBO in engineering colleges*

4. Research Methodology

This study is conducted to understand the effect of three types of organizational justice – Distributive, procedural and Interactional justice on two dimensions of organizational citizenship behavior- Individual (OCBI) and Organizational (OCBO). This study is conducted among the faculty members of engineering colleges in Nellore Dist of Andhra Pradesh.

Self administered questionnaire has been employed for completing the research objectives. The questionnaire was consisted of three parts: (i) demographic characteristics of the respondents, (ii) measuring the OCBO and OCBI, and (iii) measuring the distributive justice, procedural justice, and interactional justice. The respondents were asked to rate on 5-point Likert scale from "strongly agree" to "strongly disagree". The study has collected opinions from 120 faculty members from various Engineering Colleges.

Correlation analysis was employed to analyze the direction of relationship between the dimensions of Organizational Justice and Organizational Citizenship Behavior variables. Regression analysis is employed to understand the magnitude of variance explained by the Organizational Justice on Organizational Citizenship Behavior.

5.Finding and Discussion

The following Table 1 explains the statistic details of demographic factors like Age Group, Gender, Year of Experience, Qualification and Designation. It is observed from the data, there are 54 (45%) of respondents are in the age groups of 25-30 years, 39(32.5%) of 31-40 Years, 15(12.5%), 8(6.6%) and 4(3.3%) of years. The sample comprised 74(61.6%) male and 46 (38.3%) female faculty. Around 63(52.5%) faculty members have 0-5 Years of Experience, 30(25%) faculty have 6-10 Years, 17(14%) faculty have 11-15 Years, 7(5.8%) faculty have 15-20 Years and 3(2.5%) faculty have 20 and above years of experience.

Table 1: Descriptive Statistics of Demographic factors of Faculty

S.no	Demographic Factors		Respondents	%
1	Age Group	25-30 Years	54	45
		31-40 Years	39	32.5
		41-50 Years	15	12.5
		51-60 Years	8	6.6
		60 and Above Years	4	3.3
2	Gender	Male	74	61.6
		Female	46	38.3
3	Year of Experience	0-5 Years	63	52.5
		6-10 Years	30	25
		11-15 Years	17	14
		15-20 Years	7	5.8
		20 and above Years	3	2.5
4	Qualification	Graduation	16	13.3
		Post Graduation	62	51.6
		NET/SLET(CSIR)	25	20.8
		M. Phil	10	8.33
		Ph. D	7	5.8
5	Designation	Assistant Professor	76	63.3
		Associate Professor	19	15.8
		Professor	15	12.5
		Others	10	8.33

Around 16 (13.3%) faculty have graduation degree, 62(51.6%) have Post Graduation, 25(20.8%) faculty have NET/SLET. 10 (8.33%) have M. Phil and 7(5.8%) faculty have PhD degree. 76(63.3%) faculty are Assistant Professor, 19(15.8%) faculty are Associate Professor, 15(12.5%) faculty are Professor and 10(8.3%) faculty have other designation like visiting and guest faculty.

In table 2 faculty tends to perform Organizational Citizenship Behavior toward their coworkers and supervisor with a weighted mean of 4.1 and towards organization with a weighted mean of 3.2 that are beyond their job requirement. Furthermore, it can be seen that the employee perception of procedural justice (Weighted Mean Score= 1.9) is lower than the distributive (Weighted Mean Score= 2.3) and interactional justice (Weighted Mean Score= 2.1). Therefore it can be said that the employee perception of organizational justice (Weighted Mean Score= 2.21) was low, which implies that the employees have negative perception regarding the fairness within their workplace.

Table 2: Cronbach's Alpha and Weighted Means

S. No	Variables	No of items	Cronbach's Alpha	Weighted Means
1	Organizational Justice-Interactional	4	0.601	2.1
2	Organizational Justice-Procedural	4	0.651	1.9
3	Organizational Justice-Distributive	5	0.721	2.3
4	Organizational Citizenship Behaviour-Individual (OCBI)	5	0.772	4.1
5	Organizational Citizenship Behaviour-Organizational(OCBO)	5	0.741	3.2
6	Organizational Justice	13	0.68	2.21
7	Organizational Citizenship Behaviour	10	0.75	3.65

Source :Computed Data

Correlation Analysis

The correlation analysis was done between three dimensions of organizational justice variables (Independent Variables) and two dimensions of organizational citizenship behavior variables (Dependent Variable). Testing the research hypotheses was made based on the significance of the Pearson Correlation Coefficients calculated for pairs of variables. The test for correlation was done for every independent variable with dependent variables. Table-3 shows the SPSS output of the Pearson correlation and regression analysis tests of all the variables identified as organizational justice variables and employee behaviors identified as OCB.

Table 3: Correlation and Regression Analysis of Job Satisfaction

OJI = Organizational Justice-Interactional, OJD = Organizational Justice-Distributive, OJP = Organizational Justice-Procedural, OCBI= Organizational citizenship Behavior-Individual, OCBO= Organizational citizenship Behavior-Organizational, OCB = Organizational Citizenship Behavior, OJ = Organizational Justice.

Relationship	Correlation Coefficient r	Sig	Regression Coefficient R^2	Sig	Hypothesis (Supported/Not Supported)
OJD → OCBI	0.42**	.001	.17	.000	H1a supported
OJD → OCBO	0.38*	.034	.14	.064	H1a supported
OJP → OCBI	0.31**	.008	.09	.016	H2a supported
OJP → OCBO	0.48*	.015	.23	.030	H2a supported
OJI → OCBI	0.56*	.023	.31	.046	H3a Supported
OJI → OCBO	0.62*	.012	.38	.024	H3b Supported
OJ → OCB	0.44*	.013	.19	.026	

** Correlation is significant at the 0.01 level (2-tailed); * Correlation is significant at the 0.05 level (2-tailed).

Distributive Justice

H1a: Distributive justice will be significantly positively related to OCBI in engineering colleges. It is understood from the above table 3, Distributive Justice is having positive and significant relationship with Organizational Citizenship Behavior- Individual (OCBI) ($r=0.42$, $p < 0.00$). The independent variable Distributive Justice is able to explain 17% of variance in OCBI ($r^2 = 0.17$, $p < 0.00$). Hence H1a is accepted

H1b: Distributive justice will be significantly positively related to OCBO in engineering colleges. From the above table it can viewed that distributive justice is having positive correlation with Organizational Citizenship Behavior-Organizational (OCBO) ($r= 0.38$, $p<0.05$). It is evident from the above data Distributive Justice is able to explain 14% of variance in OCBO, but however it is insignificant. Since, we are looking the relationship between the variables, H1b can be accepted.

H2a: Procedural justice will have a significant positive effect on employee OCBI in engineering colleges. It is evident from the above table that Procedural justice is having significant relationship with Organizational Citizenship Behavior- Individual (OCBI) ($r=0.42$, $p < 0.00$). Further, Procedural Justice is able to explain 9% of variance in Organizational Citizenship Behavior-Individual (OCBI) ($r^2 =0.09$, $p < 0.05$).

H2b: Procedural justice will have significant positive effect on employee OCBO in engineering colleges. Analysis revealed that Procedural Justice is having relationship with Organizational Citizenship Behavior- Organizational (OCBO) ($r=0.48$, $p < 0.05$). It is evident from the above table that Procedural Justice is able to explain 23% of variance in Organizational Citizenship Behavior- Organizational (OCBO) ($r^2 =0.23$, $p < 0.05$).

H3a: The interactional justice will have significant positive effect on OCBI in engineering colleges. From the above table 3 it can be interpreted that interactional justice is having significant relationship with Organizational Citizenship Behavior- Individual (OCBI) ($r =0.56$, $p < 0.05$). Further it is evident that interactional justice is able to explain 31% of variance in Organizational Citizenship Behavior- Individual (OCBI) ($r^2 =0.31$, $p < 0.05$).

H3b: The interactional justice will have significant positive effect on OCBO in engineering colleges. It is evident from the above table that interactional justice has significant positive effect on Organizational Citizenship Behavior- Organizational (OCBO) ($r=0.62$, $p < 0.05$). Further, interactional justice is able to explain 38% of variance in Organizational Citizenship Behavior- Organizational (OCBO) ($r^2 =0.38$, $p < 0.05$).

6. Conclusion

The findings from this study indicate that the overall organizational justice positively and significantly was associated with OCB ($r= .44$, $p < 0.05$). Possible explanation for this result is that when people believe that they have been treated fairly by their organization they are more willing to behave altruistically toward their organization (Greenberg, 1993). Hence this study result is in consistent with Organ and Moorman (1993) that indicate for the positive effect of workplace fairness on workers attitudes and behaviors.

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Immersive learning through theatre

Imagine engaging multiple senses within a learning environment. Class room subjects come alive and students can experience their lessons than just read their textbooks and watch videos. Immersive learning is about experiencing and interacting with classroom subjects through theatre based learning tools. From my experience in using theatre for learning, students are able to understand and appreciate the nuances and the format helps them remember what they experience. Here are five ways in which theatre impacts students and their learning process.

Firstly, **theatre opens an individual's imagination**, making the impossible possible. A room filled up with chairs and tables ends up becoming the Amazon Rain forest. A room of bookshelves becomes a cricket stadium. You become a rock star. Theatre enables you to be anything you imagine yourself to be. All this sounds awesome right?, but here's what it actually does. While one is thinking of a cricket stadium, they are thinking of the kind of the people in there, the atmosphere, the colours, the sounds and cheers of the environment, the teams at play, the popcorn, the scoreboard and much more. When one is thinking about the scoreboard, one is imagining the size of it, it's colour, the font in which the letters are written, where it's located, how it's changing.. so on and so forth. Apart from enabling imagination, theatre actually facilitates detailed discoveries. In a really short span of time, the mind is trained to process images of such fine detail. This, over time shapes the individual's ability of visualisation, which in turn shapes the way you end up defining and talking about things you see and things you imagine. You also end up looking at the finer details of things in reality, which means theatre trains you to be a better observer. Through theatre training all this ends up being fed into the subconscious, that you end up doing this naturally :-) So, theatre trained individuals develop a very visual way of thinking and this helps them conceptualise quicker and in finer detail. When students develop this skill early on, they turn out to be far more creative and detailed in things they do and they also find news ways to express themselves.

Second, theatre gives you the **possibility of playing with the rules**. This means concepts of space, time, distance, gravity and the laws of nature can be pulled, pushed and stretched. This is when the scoreboard is suspended in mid air or is bouncing around the stadium or when it decides to do a quick jig when the ball is hit for a 6 ! Theatre training enables the individual to think differently and when one begins to play with the rules, concepts of real are pushed to create new things and new ways of doing things. This is how creative thought occurs and theatre definitely helps channelise that. This is not to say that those who do not do theatre are not creative. It's just that when one combines this ability with their innate skills, they figure out new ways of doing things.

Thirdly**, putting yourself out there**. Put simply, this helps you develop the guts and confidence. When you play out our imagination, using your body, you figure out what you can do and how it is being received. You get more comfortable with your body, how it moves, how it reacts to stimuli and how it responds to different situations. You are able to come in contact with your own body at different energy levels, from a high action state to a state of sloppy behaviour. So, it gives you a "Been there done that" feeling, which automatically steps up your confidence levels about the things you take on. This builds their confidence levels immensely and one will notice students actively participating and seeking more.

Four, **working togethe**r. Theatre training sessions expose you to how silly you can be and how the most creative things come out of being silly. The training exposes you to how people think about the same things in a really different way, because their definition of detail is different from yours and the way they choose to play with rules is again very different from what you chose to do. So, you are able to acknowledge that there is no one way and at the same time appreciate the differences and look at how those can be worked on together, to create another outcome altogether.

Five, **Risk**. Theatre prepares you for the unexpected. From actors forgetting a cue, to a prop not being available, to the lights just switching off suddenly, anything can happen, but we play on, taking these occurrences in our stride and using them to our advantage. This helps build spontaneity, which again is because your mind has built the ability to process really quick and coupled with confidence, you are just ready to take on more. Theatre training increases your risk appetite. You become more willing to try out new things and take on new roles. In this process, you end up making newer discoveries.

It's an amazing feeling to discover something new about yourself, and the more often that happens, the nicer it is. The other advantage of theatre training is that it also helps you to make discoveries about other people, in a way that they never knew existed - A sense of shared discovery, through shared doing. Wonderful, is it not? Let's keep discovering through theatre.

- Aruna Ganesh Ram, Artistic Director, Visual Respiration (www.visualrespiration.com)