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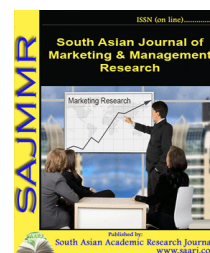
VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.



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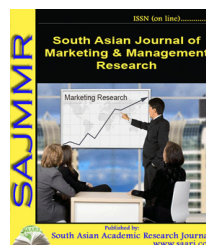


SR. NO.	PARTICULAR	PAGE NO	DOI NUMBER
1.	THE EFFECT OF CUSTOMER EXPERIENCE ON CUSTOMER ENGAGEMENT WITH THE MODERATING ROLE OF BRAND LOVE (CASE STUDY: CUSTOMERS OF HOTELS IN ISFAHAN CITY) Farzad Karimi, Mohammad Ali Ruhollahi	4-12	10.5958/2249-877X.2019.00041.9
2.	LANGUAGE METAFUNCTIONS IN PLANTING THE SEEDS OF METACOGNITION Dr. Avelina M. Aquino	13-30	10.5958/2249-877X.2019.00042.0
3.	THE EFFECT OF INNOVATION PERFORMANCE ON FINANCIAL PERFORMANCE ACCORDING TO THE MIDDLE VARIABLE OF MARKET PERFORMANCE Reza Abbas Zadeh, Ehsan Ahad Motlaghi	31-40	10.5958/2249-877X.2019.00043.2
4.	“STUDY OF CUSTOMER SATISFACTION ON ONLINE PRODUCTS IN NAGPUR CITY WITH REFERENCE TO FLIPKART” Dr. Subrato Kumar Dey	41-45	10.5958/2249-877X.2019.00044.4
5.	THE EFFECT OF CUSTOMER ENGAGEMENT INTO VALUE CREATION ON BRAND EQUITY AND CUSTOMER’S SATISFACTION (CASE STUDY: CUSTOMERS OF SNOW A COMPANY IN ISFAHAN CITY) Farzad Karimi, Eshagh Monjezi	46-55	10.5958/2249-877X.2019.00045.6
6.	TEACHER INCENTIVE AND STUDENTS’ ACADEMIC ACHIEVEMENT IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE- NIGERIA Levi Doe Kalagbor	56-66	10.5958/2249-877X.2019.00046.8



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THE EFFECT OF CUSTOMER EXPERIENCE ON CUSTOMER ENGAGEMENT WITH THE MODERATING ROLE OF BRAND LOVE (CASE STUDY: CUSTOMERS OF HOTELS IN ISFAHAN CITY)

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ABSTRACT

Considering the fact that customer engagement becomes an important issue these days, this study aims to investigate the effect of customer experience as well as brand love on customer engagement through analyzing five hypotheses according to the research model. This is applied research in terms of its purpose and descriptive-survey research with a correlational approach in terms of its methodology. The statistical population consists of 280 customers of hotels in Isfahan city. Data are collected through 30-item standard questionnaire (2019) including personal information and main questions relevant to the research hypotheses. The questionnaire's validity is confirmed by some university professors as well as some management experts, and its reliability is confirmed by calculating Cronbach alpha coefficient ($\alpha=0.94$). The collected data are analyzed using PLS software, through descriptive and inferential statistics. According to the results of path analysis, all hypotheses are accepted.

KEYWORDS: *Customer Engagement, Brand Love, Customer Experience, Hotels Of Isfahan City*

INTRODUCTION

Despite products, services are provided in the presence of customers resulted in simultaneous service production and consumption that makes it inevitable to concern the concept of engagement in service production, therefore, customers are considered important as the potential co-workers. However, the special conditions of a product manufacturing propose a type of engagement in selective production in which customers can be involved or not. On the other

hand, production engagement enables companies to adapt to today's dynamic and complicated environments by raising their ability to perceive customers' information and knowledge. Therefore, engagement in production should be considered seriously in customer relationship management to provide benefits of value co-creation for both service providers and customers.

Customer engagement behavior is extremely important for companies' profitability (Carlson et al., 2017). Therefore, many companies consider this behavior as a strategic necessity to achieve a sustainable competitive advantage. Customers who interact more with a company are less sensitive to the price changes than other customers and have an active role in developing its services and protecting it from its competitors (Roy et al., 2018). Customers demonstrate their active engagement with the organization through disseminating positive words and attributes and recommending it to their peers (Roy et al., 2014). These customers also show their engagement behavior through helping other customers online on platforms to share their experiences with the others and give their feedback to the companies which means more interactions with the company (Roy et al., 2018). According to what mentioned before, considering customers engagement behaviors as well as the factors affecting them lead to suitable profitability for the organization. Although many studies have been carried out on marketing and customer behavior issues, there are not any studies about customer experience, customer engagement, and the moderating role of brand love. Therefore, the current study can fill the literature gap between variables by proposing the main question of the study: "Do customer's experience and brand love affect their engagement behavior?"

Research conceptual framework

Customer engagement

Customer engagement and involvement in companies' activities (not only production) is the issue which has been attended by marketing researchers and experts since 1964. This issue has gradually developed through expanding the concepts of value, and value co-creation with companies partners, until 2004, subsequently introducing service-dominant logic in marketing and value co-creation by Vargo and Lusch (2008) leads to its evolution. Nowadays, engagement in production is considered as a subset of the concept of value co-creation by the company and its partners.

Managers are always trying to close their customers to their organizations to build a long-term and more profitable relationship with them. Recent research about customer engagement in production has focused on the benefits of customer engagement in the production and service process. Most of the time, the increasing opportunity for customer engagement in production has been emphasized as a tool for achieving competitive advantages (Parahalad & Ramaswamy, 2004).

Engagement in production means engagement in creating the main proposal (product) which is accomplished through co-design, co-innovation, and co-production of the relevant products (Vargo & Lusch, 2008).

Service marketing has recognized the importance of customers' role as partners in the service production process for a long time. Customers are not inactive observers anymore since they are actively cooperating with service providers in value creation to respond to their requests and meet their satisfaction (Vargo & Lusch, 2008). The most important advantage of customer engagement in service production is customizing services since their engagement in the service

production and delivery leads to service providers' awareness of their requirement which helps providers customize services to meet their needs that subsequently increases their satisfaction from service quality and makes them loyal to the company (Nordlund et al., 2018).

Brand love

Love is a familiar concept that everyone heard about in their life. Recently, some strong links have been formed concerning the products, brands and their perceived feeling which express the concept of love. Brand love was defined and determined by Shimp and Medans' theory in the late 1980s and early 1990s. However, a few studies have been carried out on brand love. The researchers, who have studied this issue, have defined love as a strong relationship between customers and products (brands) as interpersonal love (Unal & Aydon, 2013). Consumers use the term of brand love to describe their feeling toward a brand due to their emotional relationship with the brand. Fournier (1998) attended the importance of brand love which was defined through a long-term customer-brand relationship. Fournier and Mick (1999) claimed that consumers' satisfaction with a product and brand intensifies when it comes to love. Quinn (2005), who believed that brand love explains the strongest emotional relationship between consumers and brands, provided the detailed information about brand love in his book "Love marks" (Batra, et al., 2012). Consumers generally use some sentences such as "I love my car" or "I love shopping" to express their love for a brand or product. Although there are many brands and products in customers' lives, they love a limited number of them. It is predicted that when brand love raises, customers engagement in developing products will increase. However, consumers make a strong emotional relationship with just a few products and brands (Khayambashi & Nouromid, 2012).

Brand experience

In general speaking, the nature of brand experience has been studied since the early 1980s. However, this concept was proposed by Schmitt in 1977 for the first time. Brand experience originates from a set of interactions between customers and a brand, a company, or a part of an organization (Schmitt, 2009). Brand experience includes sensory, behavioral and cognitive reactions stimulated by brand-related factors like design, identity, packaging, communications and the environment in which a brand is provided. Many marketing experts believe that consumers' recognition and perception of a brand experience is critical for developing their products/services marketing strategies since brand experience can be used to predict consumers' behavior (Barkus et al., 2009). Brand experience can occur in two forms: the direct experience that comes from consumer's physical contact with a product; and the indirect experience that comes from marketing communications or advertisements. Moreover, brand experience can be short-term or long-term, positive or negative (Ha & Perks, 2018).

Most companies believe that brand experiences convey meaning to customers. Unfortunately, most of these experiences are not effective since they are neither strong enough nor compatible with touch points.

According to Gallup, an American analytics and advisory company based, customers who make emotional relationships with a brand are more loyal. We have all experienced a situation in which a staff's behavior made us think about why we chose that particular company. An organization's ability to convey a meaningful brand experience is so complicated due to its essential influence on the behavioral economy (psychological insight of human behavior in economic decision-making area) whose most important characteristic is brand love.

Brand experience dimensions

Brakus et al. (2017) defined brand experience as a four-dimensional construct including the following dimensions:

1. **Sensory dimension:** the sensory dimension of brand experience focuses on human senses including sight, hearing, smell, taste, and touch. The sensory dimension illustrates the extent to which a brand is interesting for consumers' senses and its effect on their senses.
2. **Emotional dimension:** The brand's emotional dimension illustrates consumers' internal emotions toward a brand.
3. **Cognitive dimension:** The brand's cognitive dimension includes consumers' creative thoughts. Indeed, the cognitive dimension illustrates the extent to which a brand stimulates consumers' curiosity, thought and problem-solving.
4. **Behavioral dimension:** the behavioral dimension of brand experience illustrates targeting physical experiences of consumers' life. This dimension indicates the brand's ability to engage customers in its physical activities.

Conceptual model and research hypotheses

According to the literature review, the following conceptual model is proposed:

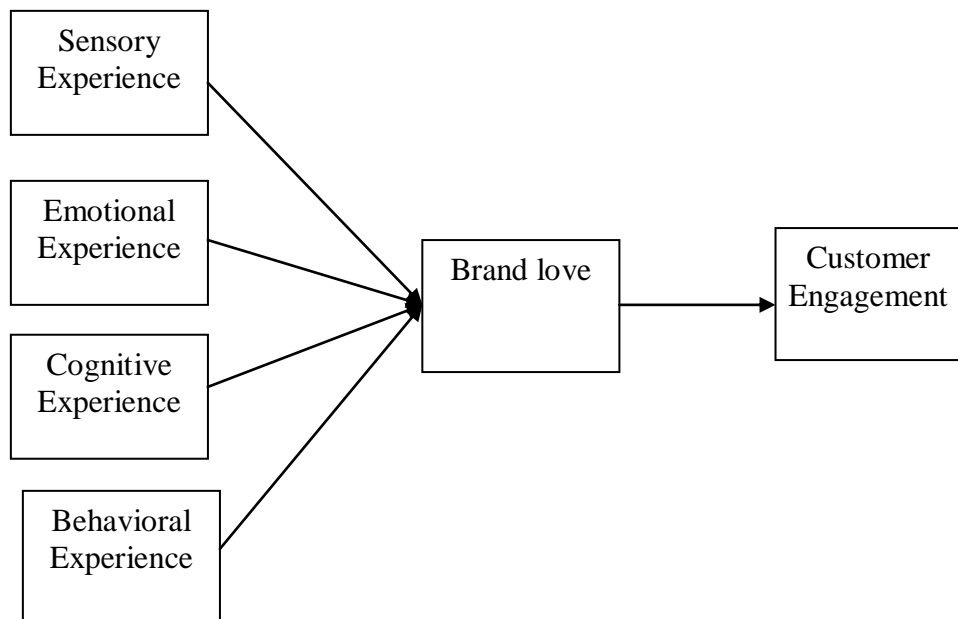


Fig 1. Research conceptual model

Research hypotheses

According to the proposed model, research hypotheses are presented:

Hypothesis 1: customer sensory experience has a significant effect on brand love.

Hypothesis 2: customer emotional experience has a significant effect on brand love.

Hypothesis 3: customer cognitive experience has a significant effect on brand love.

Hypothesis 4: customer behavioral experience has a significant effect on brand love.

Hypothesis 5: brand love has a significant effect on customer engagement.

RESEARCH METHODOLOGY

This is applied research in terms of its nature and purpose whose data are collected through a descriptive-survey method. The statistical population consists of customers of Isfahan hotels. To determine the sample size, an initial study including 30 questionnaires is carried out. Calculating standard deviation and using it in Cochran formula for *infinite* populations, the appropriate sample size is obtained (N=280). Therefore, a sample of 280 customers is selected through simple random sampling. Data are collected through standard questionnaire (2019) with a 5-point Likert scale, whose validity and reliability are confirmed by university professors and experts as well as Cronbach alpha coefficient ($\alpha=0.94$), respectively. The statistical population is not normal according to the Kolmogorov-Smirnov test.

Testing the fit of the measurement model by using structural equation modeling

There are two sub-models in PLS that should be tested. The first one is the inner model that is also known as a structural model, and the second one is the outer model that is also known as a measurement model among covariance-based models. Therefore, at the first step, the measurement model is examined through validity and reliability analysis. Then, at the second step, the structural model is tested through determining path coefficients and model fit indexes. Three factors are used to evaluate the fit of the measurement model including index reliability, convergent validity, and divergent validity. Moreover, the index reliability is measured through three factors: Cronbach alpha coefficient, composite reliability or Rho, and factor loading coefficients (Davari & Rezazadeh, 2013).

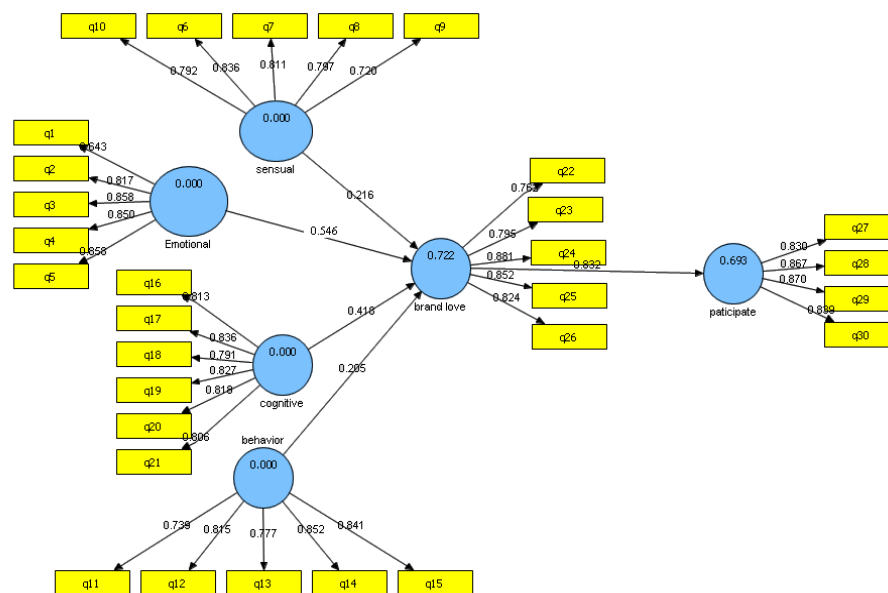


Fig 2. Research fitted model

The main question would be whether this is an appropriate model or not? The following indexes indicate the strong fit of the model.

TABLE 1. CRONBACH ALPHA COEFFICIENT, COMPOSITE RELIABILITY AND CONVERGENT VALIDITY

Variable	Cronbach alpha coefficient	rho_A	composite reliability	convergent validity
sensory experience	0.804	0.828	0.860	0.513
Emotional experience	0.846	0.849	0.884	0.523
Cognitive experience	0.911	0.919	0.926	0.536
Behavioral experience	0.788	0.790	0.846	0.540
Brand love	0.376	0.554	0.732	0.476
Customer engagement	0.358	0.458	0.432	0.476

According to table 1, Cronbach alpha coefficient and composite reliability of all variables are higher than 0.7 which indicates the fit of measurement model.

R² index: is the index which connects the measurement part and the structural part of the structural equation modeling and indicates the effect of an exogenous variable on an endogenous variable.

In Fig 2, R² values are showed inside the circles.

TABLE 2. THE VALUES OF R² INDEX

Variable	R ²
Sensory experience	0.00
Emotional experience	0.00
Cognitive experience	0.00
Behavioral experience	0.00
Brand love	0.72
Customer engagement	0.69

According to table 2 as well as R² values, the model is fitted well.

Redundancy index

This index indicates the extent to which the indices of an endogenous construct can be changed, which is influenced by one or more exogenous constructs and obtained from multiplying communalities of an endogenous construct by its R² value. The higher Red mean indicates the better fit of the structural part of the research model (Daivari, 2014).

$$\text{Red} = \text{Communality} \times R^2$$

TABLE 3. RED INDEX VALUES

Variable	Red index	Mean
sensory experience	0.054	0.57
Emotional experience	0.65	
Cognitive experience	0.54	
Behavioral experience	0.78	
Brand love	0.63	
Customer engagement	0.87	

According to table 3, the model is fitted well.

Stone-Geisser Criterion (Q2)

This index that determines the model's predictive accuracy was introduced by Stone and Geisser (1975) who believed that a model with acceptable structural fit should be able to predict the indices relevant to the model's endogenous constructs. i.e. if the relationships between constructs are correctly defined, the constructs can have enough influence on the other indices through which hypotheses will be acceptable. Henseler et al. (2009) set three values of 0.02, 0.15, and 0.35 for the models endogenous constructs predictive accuracy. They believed that Q2 of an endogenous construct close to 0.02, represented weak predictive accuracy of the model for that construct (Davari and Rezazadeh, 2014).

TABLE 4 Q2 VALUES

Variable	SSO	SSE	Q2 (=1-SSE/SSO)
Sensory experience	864.000	589.940	0.317
Emotional experience	1,008.000	642.856	0.362
Cognitive experience	1,584.000	902.132	0.430
Behavioral experience	1,008.000	455.042	0.251
Brand love	484.000	602.132	0.330
Customer engagement	2008.000	455.042	0.251

According to table4, Q2 value of engagement variable is between 0.15 and 0.35 which indicates the model's good predictive accuracy for this construct.

General model

In spite of the covariance method, there are not any certain indexes for model general measurement in structural equation modeling through the PLS method. However, an index called Goodness of fit (GOF), that considers both measurement and structural modeling is used as an index for measuring the model's general function. GOF index is in the unit interval (0-1), while Wetzels considers the amounts of GOF=0.01, 0.25, 0.36 which describes weak, moderate and strong fit, respectively. This index is manually calculated as the geometric mean of the average of R^2 and the average of communalities as follow:

$$GOF = \sqrt{\text{Communalities} * R^2}$$

This index is the square root of the product of average of communalities and average of R^2 .

TABLE 5 GOF VALUES

Variable	R^2 index	communalities	GOF
sensory experience	0.00	0.71	0.33
Emotional experience	0.00	0.67	
Cognitive experience	0.00	0.33	
Behavioral experience	0.00	0.70	
Brand love	0.72	0.65	
Customer engagement	0.69	0.67	

According to table 5, GOF=0.33 indicates the strong fit of the model.

Relationships significance evaluation

T-statistics, which is used to test the significance of each parameter of the model, is obtained from the ratio of each parameter's coefficient to its standard deviation. If the statistic is higher than 2 (1.96) in the T-test (Z test), these evaluations are significant statistically. The output of PLS (fig 3) shows that the calculated t is higher than 2 for all relationships which confirms the paths.

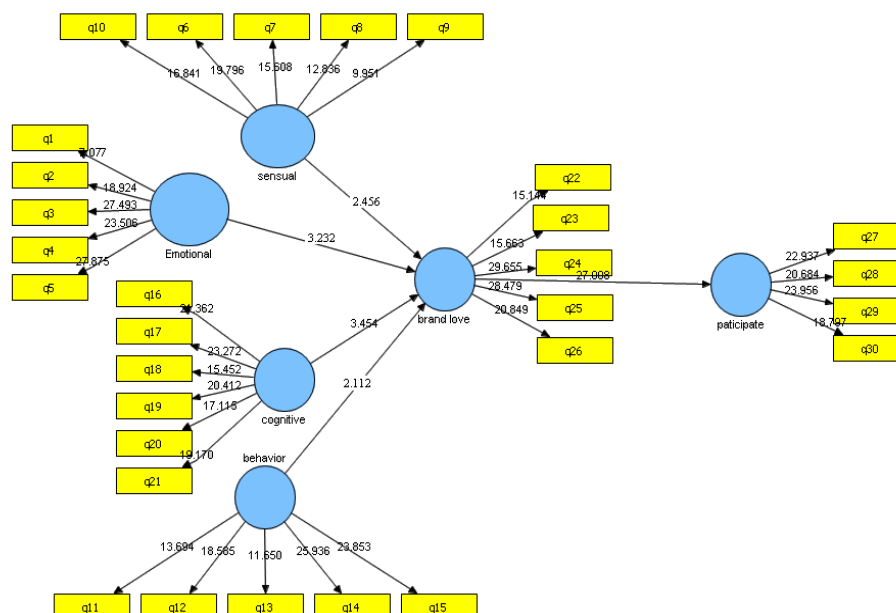


Fig 3. Research relationship significance

Table 6 presents the results of hypotheses test and model's fit briefly.

TABLE 6. THE RESULTS OF HYPOTHESES TEST

Hypotheses	Path coefficient	T-statistics	results
Sensory experience -> brand love	0.21	2.4	accepted
Emotional experience -> brand love	0.54	3.2	accepted
Cognitive experience -> brand love	0.41	3.4	accepted
Behavioral experience -> brand love	0.20	2.1	accepted
Brand love -> customer engagement	0.83	27	accepted

CONCLUSION AND DISCUSSION

Customer engagement refers to the customer's role in the product/service production process. The nature of services leads customers to be more intended to engage in producing and providing it in comparison with the other tangible products.

Customers are the complementary part of a service system or a tool that explains whether the service company achieves the desired results or not. Therefore, if customers do not play their engagement role in production effectively, companies will not achieve the desired results.

According to the results, among brand experience dimensions, emotional experience is the most effective variable on brand love (path coefficient=0.54), while brand love affects customer engagement strongly (path coefficient=0.83).

For future research, it is proposed to study the role of brand loyalty in the relationship between brand love and customer engagement. It is also recommended to study the effect of brand citizenship behavior on customer engagement.

The most important limitations of this study are:

- Since this study has been carried out on the customers of Isfahan hotels, extending the results for the other cities should be done conservatively.
- This study is done in summer, 2019, so using its results in the future should be done conservatively.
- The findings of the study may be different from the possible findings of the research done in other provinces.

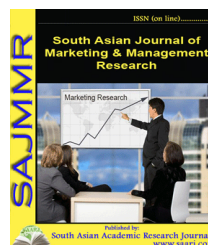
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LANGUAGE METAFUNCTIONS IN PLANTING THE SEEDS OF METACOGNITION

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ABSTRACT

This study is about the relationship between the students' metafunctions (with three broad components): ideational, interpersonal and textual and their metacognitive strategies (planning, monitoring and evaluating). The researcher used 71 4th year students from BEED 4-A and 4B who were enrolled during the second semester of SY 2018-2019, Bulacan State University-Pulilan Extension, Pulilan, Bulacan. The descriptive method of research was utilized with questionnaire as the main instrument for gathering data. Data were processed and treated using the SPSS. Results showed that students were strong in the ideational dimension while they were weak in planning and monitoring strategies. Findings further revealed that there is no significant relationship between students' language metafunctions and metacognitive strategies. Conclusions were drawn then recommendations were offered.

KEYWORDS: *Language Metafunction Metacognition Metacognitive Strategies*

INTRODUCTION

Students who succeed academically often rely on being able to think effectively and independently in order to take charge of their learning. These students have mastered fundamental but crucial skills such as keeping their workspace organized, completing tasks on schedule, planning for learning, monitoring their learning, and recognizing when it might be useful to change course of learning practice. Students do not need to rely on their teacher as much as others who depend on more guidance to initiate learning tasks and monitor their progress. Students who do not learn how to "manage" themselves well as they go through school experience more academic problems, become discouraged and disengaged from learning, and tend to have lower academic performance as observed by the researcher.

With this situation, teachers may enjoy teaching students how to wield one of the most powerful thinking tools: metacognition, or the ability to think about their thoughts with the aim of improving learning. A metaphor that resonates with many students is that learning cognitive and

metacognitive strategies offers them tools to “propel their minds.” The good news for teachers and their students is that metacognition can be learned when it is explicitly taught and practiced across content and social contexts (Jiang, Ma, &Gao, 2016).

Language Metafunctions

The word metafunction originates in systemic functional linguistics and is a property of all languages. As a functional linguistic theory, it claims that both the existence of grammar and the forms that grammars take should be explained “in terms of the functions or uses that language serves”. It is construed that while languages vary in how and what students do, and what they do with them in the contexts of classroom practice, all languages are shaped and organized in relation to three metafunctions. Michael Halliday, the founder of systemic functional linguistics, calls these three functions the *ideational*, *interpersonal*, and *textual* dimensions of language use (Roebers, 2017).

Metafunctions are systemic clusters which are grouped into semantic systems that make meanings of a related kind. In systemic-functional linguistics, functions of language are highly generalized categories of meaning which simultaneously underlie an utterance (Lovett, 2013). Halliday argues that the concept of metafunction is one of a small set of principles that are necessary to explain how language is used in various contexts; this concept of function in language is necessary to explain the organization of the semantic system of language. Function is a fundamental property of that language (Stanger-Hall, 2012). The *ideational* function is language concerned with building and maintaining a theory of experience (Halliday, 2013). Therefore, from the word ideas, it is about the natural context that includes consciousness, the experiential function and the logical function. It means that people create ideas prior to expressing them using words (language serves as a unifying system which deals with the relation between man and nature).

Students may think of ideas voluminously and infinitely but may find difficulty in putting them into words. However, students may lack the facility of expression due to poor vocabulary. Barner, Zapf and Lui (2012) said that lack of vocabulary can be the cause of poor reading skills and makes learning every subject challenging. *Interpersonal* function is about people who use language to interact with others, to establish and maintain relations with them, to please them, to anger them, and influence their behavior, to get their help or sympathy (language serves as a medium between individuals). In hindsight, they use language for various reasons in order to create relationships with others. It is about the social context where people talk with each other and establish relationships. In the same way, *textual* function happens when language as a system organizes messages in a unified manner so that chunks of messages fit logically with others around them and with the wider context in which the oral and written expression takes place (when language is in use, playing the above two functions, it naturally forms a text). In short, the textual function is about the verbal context where ideas are formed and adapted to certain contexts through words.

In the use of these three language metafunctions, metacognition is an important aspect. Often defined as thinking about thinking, it has been part of the lexicon of educational psychologists, and this concept surfaces in various literature for as long as humans have been able to reflect on their cognitive experiences (Roebers, 2017).

Metacognition

Metacognition plays a pivotal role in teachers' professional development (Yingjie Jiang, Lin Ma & Liang Gao, 2016). Deroy, Spence, and Noppeney (2016), said that metacognition is the ability to monitor students' own decisions and representations, their accuracy and uncertainty and is considered a hallmark of intelligent behavior. Metacognition is "cognition about cognition," "thinking about thinking", "knowing about knowing," becoming "aware of one's awareness" and higher-order thinking skills. The word metacognition is derived from the root word *meta*, which means "beyond". Metacognition can take many forms; it may involve knowledge about when and how to use strategies for learning or for problem-solving. There are generally two components of metacognition: knowledge about cognition and regulation of cognition (Roebers, 2017). In her study, she disclosed that executive function and metacognition are higher-order cognitive processes that undergo steady improvements throughout childhood. They are highly relevant to daily functioning in various domains, including academic achievement.

Knowledge about cognition is about students' own cognitive processes such as content knowledge (declarative knowledge) which refers to understanding their own capabilities; task knowledge (procedural knowledge) where students perceive the difficulty of a task (Lysaker & Dimaggio, 2011); and strategic knowledge (conditional knowledge) which refers to students' capability for using strategies to learn the information. Roebers (2017) disclosed that there are students who know their strengths and weaknesses and therefore believe that their success is based on their effort. On the other hand, the regulation of cognition and learning experiences involves a set of activities that help students control their learning (Lovett, 2013). In the same manner, regulation of cognition has three skills: *planning*, *monitoring* and *evaluating*. Planning involves the appropriate selection of strategies and the correct allocation of resources that affect activity performance, monitoring includes awareness of comprehension and activity performance and evaluating that refers to appraising the final product of an activity and the efficiency at which the activity was performed (Lovett, 2013). Planning is the process of thinking about the activities required to achieve a desired goal. It involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills. There are even a couple of tests to measure someone's capability of planning well. As such, planning is a fundamental property of intelligent behavior (Anderson, Albert & Fincham, 2005).

In a certain study, Veeman (2015) disclosed that students, however, substantially vary in the adequacy of their metacognitive skills. Among metacognitive-deficient students, both descriptive and operational components need to be explicitly taught to build up an organized repertoire of self-instructions. Conditions for effective training are also given emphasis.

Mohamed (2012) investigated the impact of self-efficacy, achievement goals (mastery goals and performance goals), and metacognition on academic motivation of university students in Jordan (AL-Baddareen, Ghaith, & Akour, 2015). It was found that self-efficacy failed to have a significant effect on academic motivation. However, metacognition was found to be correlated with academic motivation. Results demonstrated that students' exam predictions are associated with their desired grades (Saenz, Geraci, Miller, & Tirso, 2017).

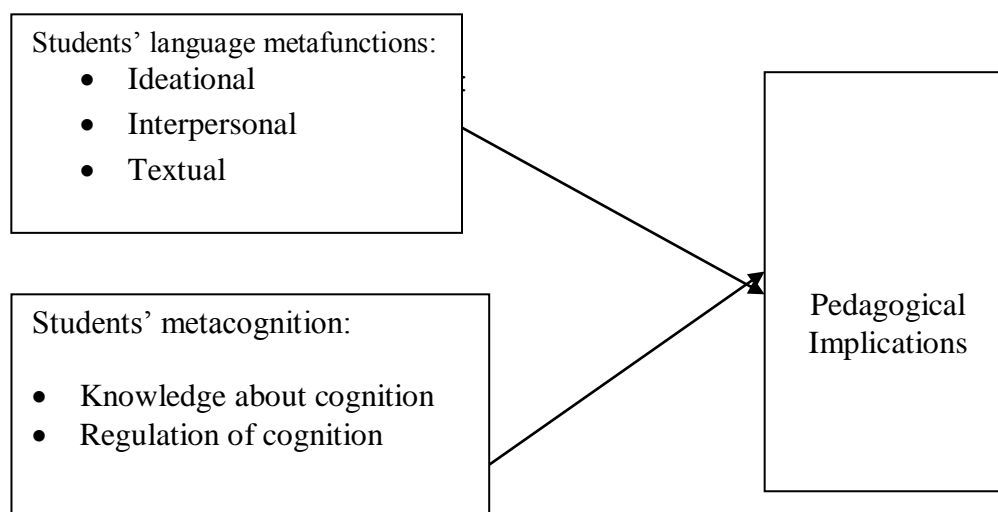


Figure 1: Conceptual Model of the Study

The conceptual model was utilized for the present study. In this study, the null hypothesis was tested.

H0= There is no significant relationship between students' language metafunctions and their metacognitive abilities.

Statement of the Problem

With this, the researcher aimed at identifying the role of language metafunctions in developing the metacognitive abilities of students. Specifically, she answered the following questions:

1. How may the student participants' language metafunctions be described in terms of:
 - 1.1 Ideational;
 - 1.2 Interpersonal; and
 - 1.3 Textual?
2. How may the student participants' metacognition be described based on:
 - 2.1 knowledge about cognition
 - 2.1.1 Content knowledge;
 - 2.1.2 Task knowledge; and
 - 2.1.3 Strategic knowledge?
 - 2.2 regulation of cognition
 - 2.2.1 Planning;
 - 2.2.2 Monitoring; and
 - 2.2.3 Evaluating?
3. Is there a significant relationship between the student participants' language metafunctions and their metacognitive strategies?
4. What pedagogical implications may be drawn from the findings of this study?

METHOD

Participants

The participants used in this study included 71 students from two different sections of 4BEED section A and B in the College of Education—Pulilan Extension of Bulacan State University during the 2nd semester of school year 2017-2018).

Instruments

The instruments for data collection were the researcher-made questionnaire and interview protocols. The questionnaire is composed of two parts: one for metafunctions, the other one is for metacognition. For the first part—students' language metafunctions, a total of 21 items were created for ideational, interpersonal and textual: 7 questions were slated for each item. The second part is for students' metacognition. For knowledge about cognition, there were a total of 21 items which were slated for content, task and strategic knowledge; another 21 items were created for regulation of cognition: planning, monitoring and evaluating. Additionally, an interview protocol was made to verify the responses expressed in the questionnaire.

Data Collection and Analysis

Items in the questionnaire were modified based on the experts' suggestions after the dry-run had been conducted. Then, the final draft was reproduced for the actual conduct of the study. Questionnaires were distributed to the target participants. The data were gathered, sorted, tallied, tabulated, and analyzed using frequency counts and means to describe the relationship between the students' language metafunctions and their metacognitive abilities.

The researcher used Pearson *r* (through SPSS) to determine the relationship between the students' language metafunctions and their metacognitive abilities. Also, the researcher used *z*-test for the significance.

To measure the level of relationship, a five-point Likert scale was used.

Mean Numerical Rating	Verbal interpretation	Descriptive Equivalent
4.50-5.00	Very Great Extent	High
3.50-4.49	Great Extent	Sufficient
2.50-3.49	Moderate Extent	Fair
1.50-2.49	Less Moderate Extent	Minimal
1.0-1.49	No Extent	Low

RESULTS AND DISCUSSION

This section of the paper provides the results and discussion.

Students' Language Metafunctions

About students' language metafunctions, particularly for the dimension on ideational metafunction, item 2 "I describe events around me by using language" received the highest mean score of 4.56 with a standard deviation of 0.60 and was interpreted as *Strongly Agree*. Item 4 "I use language that serves as a coding system which deals with the relation between man and nature" got the lowest mean score. However, it was interpreted as *Strongly Agree*. The overall

mean score for ideational metafunction is 4.47 with a standard deviation of 0.30 and was interpreted as *Strongly Agree*. Undoubtedly, findings showed that students use language to describe people, places and events so that they could relate well with others. As observed, ideas are usually construed by students as mental representational images of some object. Ideas can also be abstract concepts that do not present as mental images. Many students have considered ideas to be a fundamental ontological category of being. The capacity to create and understand the meaning of ideas is an essential and defining feature of human beings. They use language to talk about their experience of the world, including the inner world, to describe events and the entities involved in it. These findings were supported by Lovett (2013) when he said that students' language metafunctions are systemic clusters which are grouped into semantic systems that make meanings of a related kind. In systemic-functional linguistics, functions of language are highly generalized categories of meaning which simultaneously underlie an utterance. Table 1 shows the data.

**TABLE 1 MEAN AND STANDARD DEVIATION DISTRIBUTION OF PARTICIPANTS
'IDEATIONAL LANGUAGE METAFUNCTION**

Ideational	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I use language to express my thoughts and ideas.	4.48	0.71	Strongly Agree
2. I describe events around me by using language.	4.56	0.60	Strongly Agree
3. I state the activities in school or at home by using language.	4.52	0.67	Strongly Agree
4. I use language that serves as a coding system which deals with the relation between man and nature.	4.28	0.83	Strongly Agree
5. I define terminologies by using language.	4.41	0.85	Strongly Agree
6. I explain things by using language.	4.51	0.71	Strongly Agree
7. I express my ideas in writing, speaking, reading, and viewing by using language.	4.54	0.75	Strongly Agree
General	4.47	0.30	Strongly Agree

For students' interpersonal language metafunction, results showed that item 8 "I use language to interact with others" got the highest mean score of 4.27 with a standard deviation of 0.98 and was interpreted as *Strongly Agree*. This was followed by item 13 "I establish and maintain relationships with others" with a good mean of 4.23 and was interpreted as *Strongly Agree*. Undoubtedly, language is used effectively to communicate well with people to develop relationships. Language employs a combination of words to communicate ideas in a meaningful way.

The rest of the items received a verbal interpretation of *Agree*; the overall verbal interpretation was *Agree*. Table 2 displays the data.

TABLE 2 MEAN AND STANDARD DEVIATION DISTRIBUTION OF PARTICIPANTS' INTERPERSONAL LANGUAGE METAFUNCTION

Interpersonal	Weighted Mean	Standard Deviation	Verbal Interpretation
8. I use language to interact with others.	4.27	0.98	Strongly Agree
9. I use ways in which I seek to achieve things by using language.	4.11	1.04	Agree
10. I apologize when I commit a mistake.	4.14	1.00	Agree
11. I make a request when needed.	4.10	1.02	Agree
12. I request others to do something for me.	4.08	0.96	Agree
13. I establish and maintain relationships with others.	4.23	0.96	Strongly Agree
14. I do something to please others.	3.97	1.15	Agree
General	4.13	0.39	Agree

In terms of the third component of students' language metafunction, all the items of textual language metafunction obtained *Agree* as the verbal interpretation. It could be said that both experiential and interpersonal functions are intricately organized, "there is comparatively very little constraint". It means that "by and large, students can put any interactional 'spin' on any representational content". What allows meanings from these two modes to freely combine is the intercession of a third, distinct mode of meaning that Halliday refers to as the textual function. These findings were supported by Roebbers (2017) when he explained what Halliday argued that the textual function is distinct from both the experiential and interpersonal because its object is language itself. Through the textual function, language "creates a semiotic world of its own: a parallel universe, or 'virtual reality' in modern terminology.

Further, these findings indicated that students lacked the ability to do textual discourses. The term encompasses all the grammatical systems responsible for managing the flow of discourse. Students do not possess enough ability to develop these systems that "create coherent text – text that coheres within itself and with the context of situation." They are both structural (involving choices relating to the ordering of elements in the clause), and non-structural (involving choices that create cohesive ties between units that have no structural bond) as well as the systems of cohesion. Table 3 reveals the data.

TABLE 3 MEAN AND STANDARD DEVIATION DISTRIBUTION OF PARTICIPANTS' TEXTUAL LANGUAGE METAFUNCTION

Textual	Weighted Mean	Standard Deviation	Verbal Interpretation
15. I use language as a system that organizes messages in a unified manner.	4.15	1.01	Agree
16. I use chunks of messages that fit logically with others.	4.13	1.05	Agree
17. I know that both experiential and interpersonal functions are intricately organized.	4.18	0.98	Agree
18. When I think of words to say, I can create semantic systems of language.	4.20	0.99	Agree as the Agree

19. That is, when I think of words to say, I can create sentences to describe things.	3.92	1.18	Agree
20. When I think of words to say, I can compose sentences.	3.96	1.14	Agree
21. When I think of words to say, I can compose sentences into paragraphs.	3.70	1.18	Agree
General	4.03	0.41	Agree

Table 4 displays the summary of the participants' language metafunctions. Of the three components of language metafunctions, the ideational metafunction got the highest mean score of 4.47 with a standard deviation of 0.30 and was interpreted as *Strongly Agree*. It means that as a mental process, thinking is an important element. Students may think of ideas voluminously and infinitely but may find difficulty in putting them into words. This finding may be attributed to the lack of facility of expression due to poor vocabulary. This finding was supported by Barner, Zapf, and Lui (2012) when they said that lack of vocabulary can be the cause of poor reading skills and makes learning every subject challenging. Such phenomenon may also be due to lack of self-confidence. It could be said that students lack the facility to express what they think of. The other two components received the interpretation of *Agree*. However, the overall interpretation was *Strongly Agree*.

**TABLE 4 SUMMARY OF MEAN AND STANDARD DEVIATION DISTRIBUTION
TABLE OF PARTICIPANTS' LANGUAGE METAFUNCTIONS**

Participants' Language Metafunctions	Weighted Mean	Standard Deviation	Verbal Interpretation
Ideational	4.47	0.30	Strongly Agree
Interpersonal	4.13	0.39	Agree
Textual	4.03	0.41	Agree
General	4.21	0.37	Strongly Agree

Participants' Metacognition

In terms of students' metacognition, specifically regarding knowledge about cognition (content knowledge) item number 1 "I plan to become increasingly autonomous in my learning as I become aware of my strengths and weaknesses and understand that being successful depends on the effort I make and the strategies I implement" obtained the highest mean score of 4.10 with a standard deviation of 1.02 and was interpreted as *Agree*. It means that students understand their own capabilities, such as a student evaluating their own knowledge of a subject in a class.

Item number 6 "I set my learning goals before going to class" got the lowest mean score of 3.87 with a standard deviation of 1.07 and was interpreted as *Agree*.

This finding indicated that students lacked the motivation to set goals in class. It is easy to set an arbitrary goal for some point in the future; however, it is quite different to consciously choose a realistic goal to attain and develop an action plan to achieve it. Understanding how to set realistic goals and developing a plan to achieve these goals is essential among students to understand who they are as learners and provide them with the opportunity to reflect upon their journey, instead

of simply focusing on successes and failures. However, all the items in the content knowledge received *Agree* as the verbal interpretation. Table 5 reveals the data.

TABLE 5 MEAN AND STANDARD DEVIATION DISTRIBUTION TABLE OF PARTICIPANTS' METACOGNITION (KNOWLEDGE ABOUT COGNITION - CONTENT KNOWLEDGE)

Content Knowledge	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I plan to become increasingly autonomous in my learning as I become aware of my strengths and weaknesses and understand that being successful depends on the effort I make and the strategies I implement.	4.10	1.02	Agree
2. I plan to have the ability to be aware of my cognitive processes and self-image that increase accordingly.	4.01	1.06	Agree
3. I plan to use strategies that are sequential processes to control cognitive activities, and to ensure that a cognitive goal (e.g., understanding a text) has been met.	4.01	1.05	Agree
4. For example, after reading a paragraph in a text, I plan to question myself about the concepts discussed in the paragraph.	4.04	1.07	Agree
5. I plan to use different strategies for learning.	3.93	1.06	Agree
6. I set my learning goals before going to class.	3.87	1.07	Agree
7. I know how to strategize learning.	3.93	1.06	Agree
General	3.99	0.41	Agree

Table 6 shows the metacognition about task knowledge. The same table reveals that item number 10 "Setting goals for myself would be a good way to be aware of the tasks I have on hand" got the highest mean score of 3.90 with a standard deviation of 1.01 and was interpreted as *Agree*. This finding means that students perceive the difficulty of a task which is the content, length, and the type of assignment. They can evaluate the difficulty of a task related to their overall performance on the task. Item 14 "I know the procedures for learning a new material" received the lowest mean score of 3.45 with a standard deviation of 1.06 and was interpreted as *Agree*. However, the overall interpretation for task knowledge was *Agree*. Table 6 reveals the data.

TABLE 6 MEAN AND STANDARD DEVIATION DISTRIBUTION TABLE OF PARTICIPANTS' METACOGNITION (KNOWLEDGE ABOUT COGNITION - TASK KNOWLEDGE)

Task Knowledge	Weighted Mean	Standard Deviation	Verbal Interpretation
8. I define my own learning goals.	3.92	1.04	Agree
9. I consider my motivation level.	3.87	1.01	Agree
10. Setting goals for myself would be a good way to be aware of the tasks I have on hand.	3.90	1.00	Agree
11. I know how to connect my prior schema to the current knowledge I have.	3.75	1.07	Agree
12. I consider personal resources (e.g. textbooks, access to the library, access to a computer work station or a quiet study area).	3.73	1.06	Agree
13. I also determine the level of my anxiety.	3.73	1.06	Agree
14. I know the procedures for learning a new material.	3.45	1.22	Agree
General	3.76	0.42	Agree

In terms of strategic knowledge, items 17 “I am attentive about what learning strategy I should use and how to use it” and 19 “I know the specific strategy for specific learning task” obtained the same mean score of 3.89 with a standard deviation of 1.07 and 1.05 respectively. Both items were interpreted as *Agree*. It could be said that students have their own capability for using strategies to learn the information. This finding is supported by Lovett, (2013) when he said that young children are not particularly good at this; it is not until students are in upper elementary school that they begin to develop an understanding of effective strategies. However, the overall mean score for this dimension was 3.79 with a standard deviation of 0.38 and was interpreted as *Agree*. The results are shown in Table 7.

TABLE 7 MEAN AND STANDARD DEVIATION DISTRIBUTION TABLE OF PARTICIPANTS' METACOGNITION (KNOWLEDGE ABOUT COGNITION - STRATEGIC KNOWLEDGE)

Strategic Knowledge	Weighted Mean	Standard Deviation	Verbal Interpretation
15. I determine how my performance will be evaluated.	3.28	1.16	Agree
16. I know different learning styles.	3.82	1.11	Agree
17. I am attentive about what learning strategy I should use and how to use it.	3.89	1.07	Agree
18. I know the content to be evaluated.	3.87	1.07	Agree
19. I know the specific strategy for specific learning task.	3.89	1.05	Agree
20. I know how some strategies are used for some learning content.	3.87	1.05	Agree
21. I know how to strategize thinking.	3.94	1.11	Agree
General	3.79	0.38	Agree

In terms of the participants' metacognition, (knowledge about cognition) it was found that they are high in "content knowledge" and low in "strategic and task knowledge". This finding was supported by Lysaker and Dimaggio(2011) when they said that as observed, students were pregnant with ideas but lacked the facility to express them or put them into words. Maybe, students perceived that the task was difficult to accomplish. However, the overall interpretation is *Agree*. Results could be gleaned on Table 8.

**TABLE 8 SUMMARY OF MEAN AND STANDARD DEVIATION DISTRIBUTION
TABLE OF PARTICIPANTS' METACOGNITION (KNOWLEDGE ABOUT
COGNITION)**

Knowledge About Cognition	Weighted Mean	Standard Deviation	Verbal Interpretation
Content Knowledge	3.99	0.41	Agree
Task Knowledge	3.76	0.42	Agree
Strategic Knowledge	3.79	0.38	Agree
General	3.85	0.40	Agree

Regarding the mean and standard deviation of the participants' metacognition (Regulation of Cognition) in terms of planning, item number1 "I plan to become increasingly autonomous in my learning as I become aware of my strengths and weaknesses and understand that being successful depends on the effort I make and the strategies I implement" got the highest mean score of 3.80 with a standard deviation of 1.02 and was interpreted as *Agree*. This finding was affirmed by Roebbers (2017)when she revealed that as students know their strong and weak points, they know how to strategize thinking; students may believe that their success is attributed to the effort they have exerted on certain tasks. Table 9 shows the data.

**TABLE 9 MEAN AND STANDARD DEVIATION DISTRIBUTION TABLE OF
PARTICIPANTS' METACOGNITION (REGULATION OF COGNITION – PLANNING)**

Planning	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I plan to become increasingly autonomous in my learning as I become aware of my strengths and weaknesses and understand that being successful depends on the effort I make and the strategies I implement.	3.80	1.02	Agree
2. I plan to have the ability to be aware of my cognitive processes and self-image that increase accordingly.	3.65	1.14	Agree
3. I plan to use strategies that are sequential processes in order to control cognitive activities, and to ensure that a cognitive goal (e.g., understanding a text) has been met.	3.59	1.17	Agree
4. For example, after reading a paragraph in a text, I plan to question myself about the concepts discussed in the paragraph.	3.72	1.08	Agree
5. I plan to use different strategies for learning.	3.66	1.12	Agree

6. I set my learning goals before going to class.	3.73	1.09	Agree
7. I know how to strategize learning.	3.65	1.03	Agree
General	3.69	0.96	Agree

About monitoring as a component of regulation of cognition, item number 9 “I want to regulate and oversee learning, as it consists of planning and monitoring cognitive activities, as well as checking the outcomes of those activities” received the highest mean score of 4.06 with a standard deviation of 1.03 and was interpreted as *Agree*. Item number 13 “Actions can include changes in my cognition, emotion, motivation, behavior, personality attributes and physical environment” got the lowest mean score

TABLE 10 MEAN AND STANDARD DEVIATION DISTRIBUTION TABLE OF PARTICIPANTS’ METACOGNITION (REGULATION OF COGNITION – MONITORING)

Monitoring	Weighted Mean	Standard Deviation	Verbal Interpretation
8. I know how to monitor comprehension strategy.	3.93	0.96	Agree
9. I want to regulate and oversee learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities.	4.06	1.03	Agree
10. I know how my brain processes that control my learning.	3.93	1.03	Agree
11. I show the way of how regulation is conducted. For instance, the action of motivation can be directly affected by how and when learners can complete their learning tasks. The action of behavior from me will also impact on each individual learning ability and goal achievement.	3.76	0.99	Agree
12. Both object and action are the major components of my self-regulated action. To better explain this, the object is the learning goal that learners set up at early stage of their learning and the action is how the learning goal has achieved by learners.	3.94	1.08	Agree
13. Actions can include changes in my cognition, emotion, motivation, behavior, personality attributes and physical environment.	3.75	1.13	Agree
14. I may decide to go back and re-read the paragraph with the goal of being able to answer the questions I had generated.	3.87	1.13	Agree
General	3.89	0.39	Agree

With regard to evaluation as a component of regulation, the overall mean was 3.92 with a standard deviation of 0.38 and was interpreted as *Agree*. Item numbers 15 “I use attention to

modulate my decisions” and 19 “I keep track of my thinking” got the highest mean score of 3.94 with a standard deviation of 1.09 and 0.98 respectively. Both items were interpreted as *Agree*. It only shows that students have the cognitive process for arousal and behavioral thinking of selectively concentrating on a discrete aspect of information, whether deemed subjective or objective, while ignoring other perceivable bits of information around them. It is the taking possession by the mind in clear and vivid form of one out of what seem obvious by several simultaneous objects or lines of thought (Sternberg, 2012). This finding is parallel with item number 19 indicating that there instances in which students keep track of their thinking because they focus. And so when they have focus, they have attention on certain tasks. Table 11 displays the data.

TABLE 11 MEAN AND STANDARD DEVIATION DISTRIBUTION TABLE OF PARTICIPANTS’ METACOGNITION (REGULATION OF COGNITION – EVALUATING)

Evaluating	Weighted Mean	Standard Deviation	Verbal Interpretation
15. I use attention to modulate my decisions.	3.94	1.09	Agree
16. I use language to modulate my decisions and behaviors.	3.90	1.08	Agree
17. After the activity, I ask myself if I learn or not.	3.89	1.06	Agree
18. I keep a record of scores for my quizzes, activities and exams.	3.89	1.01	Agree
19. I keep track of my thinking.	3.94	0.98	Agree
20. I use questioning strategy to evaluate my thoughts.	3.92	1.11	Agree
21. I use a self-questioning strategy while reading as a means of obtaining knowledge.	3.93	1.10	Agree
General	3.92	0.38	Agree

Of the three components or dimensions of regulation of cognition (planning, monitoring and evaluating), evaluating ranked the highest obtaining a mean score of 3.92 with a standard deviation of 0.38; next in rank was monitoring with a mean score of 3.89 and a standard deviation of 0.39; and last in rank was planning with a mean score of 3.69 and a standard deviation of 0.37. These findings showed that students’ weakness is placed on planning. It has been said that planning is the process of thinking about the activities required to achieve a desired goal.

This finding is supported by Anderson, Albert and Fincham(2005) who disclosed that planning involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills. As such, planning is a fundamental property of intelligent behavior. It means that students can evaluate their thoughts and actions easily compared to making plans about their thoughts. In hindsight, students would have evaluated and monitored their thoughts and actions but would lack the ability to plan. They might know that planning is important but they might as well lack certain planning strategy. Planning sets the direction and establishes priorities for thoughts and actions. Many be students were afraid to fail that is why they did not want to take risks required to achieve goals. Table 12 reveals the data.

**TABLE 12 SUMMARY OF MEAN AND STANDARD DEVIATION DISTRIBUTION
TABLE OF PARTICIPANTS' METACOGNITION (REGULATION OF COGNITION)**

	Weighted Mean	Standard Deviation	Verbal Interpretation
Planning	3.69	0.37	Agree
Monitoring	3.89	0.39	Agree
Evaluating	3.92	0.38	Agree
General	3.83	0.38	Agree

With regard to the test of significance between students' language metafunctions and knowledge about cognition, the overall test for significance between **Ideational and Knowledge about Cognition** showed 0.005 and registered a *Not Significant* result. It means that students' ideational aspect of language metafunction is not related to their knowledge about cognition. However, the ideational aspect language metafunction is significantly related to regulation of cognition. The test for significance registered 0.005. Table 13 displays the data.

TABLE 13 TEST FOR SIGNIFICANCE BETWEEN THE PARTICIPANTS' LANGUAGE META-FUNCTIONS (IDEATIONAL) AND THEIR META-COGNITION

	Test for Significance	Verbal Interpretation
Ideational - Knowledge About Cognition (content knowledge)	0.919	Not Significant
Ideational - Knowledge About Cognition (Task Knowledge)	0.767	Not Significant
Ideational - Knowledge About Cognition (Strategic Knowledge)	0.583	Not Significant
Ideational - Knowledge About Cognition	0.960	Not Significant
Ideational - Regulation of Cognition (Planning)	0.099	Not Significant
Ideational - Regulation Of Cognition (Monitoring)	0.030	Significant
Ideational - Regulation Of Cognition (Evaluating)	0.041	Significant
Ideational - Regulation of Cognition	0.005	Significant

In terms of the test for significance between interpersonal aspect of language metafunction and knowledge about cognition, the 0.052 result showed the *Not Significant* interpretation. On the other hand, the test for significance between students' language interpersonal aspect of metafunction and metacognition registered the computation of 0.360 which revealed the *Not Significant* result. Table 14 shows the data.

TABLE 14 TEST FOR SIGNIFICANCE BETWEEN THE PARTICIPANTS' LANGUAGE META-FUNCTIONS (INTERPERSONAL) AND THEIR META-COGNITION

	Test for Significance	Verbal Interpretation
Interpersonal - Knowledge About Cognition (content knowledge)	0.043	Significant
Interpersonal - Knowledge About Cognition (Task Knowledge)	0.037	Significant
Interpersonal - Knowledge About Cognition (Strategic Knowledge)	0.571	Not Significant
Interpersonal - Knowledge About Cognition	0.052	Not Significant
Interpersonal - Regulation Of Cognition (Planning)	0.920	Not Significant
Interpersonal - Regulation Of Cognition (Monitoring)	0.463	Not Significant
Interpersonal - Regulation Of Cognition (Evaluating)	0.213	Not Significant
Interpersonal - Regulation of Cognition	0.360	Not Significant

With regard to the test for significance between the participants' language meta-functions (Textual) and participants' meta-cognition, data showed that all the aspects registered a *Not Significant* result. Table 15 reveals the data.

TABLE 15 TEST FOR SIGNIFICANCE BETWEEN THE PARTICIPANTS' LANGUAGE META-FUNCTIONS (TEXTUAL) AND THEIR META-COGNITION

	Test for Significance	Verbal Interpretation
Textual - Knowledge About Cognition (content knowledge)	0.415	Not Significant
Textual - Knowledge About Cognition (Task Knowledge)	0.551	Not Significant
Textual - Knowledge About Cognition (Strategic Knowledge)	0.098	Not Significant
Textual - Knowledge About Cognition	0.116	Not Significant
Textual - Regulation Of Cognition (Planning)	0.512	Not Significant
Textual - Regulation Of Cognition (Monitoring)	0.792	Not Significant
Textual - Regulation Of Cognition (Evaluating)	0.269	Not Significant
Textual - Regulation of Cognition	0.337	Not Significant

About the test for significance between the participants' overall language meta-functions and meta-cognition, the 0.608 result registered a *Not Significant* interpretation. Table 16 has the data.

TABLE 16 TEST FOR SIGNIFICANCE BETWEEN THE PARTICIPANTS' OVERALL LANGUAGE META-FUNCTIONS AND META-COGNITION

	Test for Significance	Verbal Interpretation
Participants' Language Meta-functions and Participants' Meta-cognition	0.608	Not Significant

With these results, the researcher accepted the null hypothesis.

Pedagogical Implications to Teaching

Metacognition is a general term encompassing the study of memory-monitoring and self-regulation, meta-reasoning and self-awareness. In the classroom, for example, these capacities are used to regulate students' own cognition, to maximize their potential to think, learn and evaluate their thoughts. Such can also lead to a reduction in response time for a given question or situation because of heightened awareness of their thoughts then, potentially reduce the time to complete problems or tasks. Metacognition refers to a level of thinking that involves active control over the process of thinking that is used in learning situations. Planning the way to approach a learning activity, monitoring comprehension, and evaluating the progress towards the completion of an activity: these are skills that are metacognitive in nature.

When the teachers assign activities for students to perform, the former must allow the latter to form new connections to be linked with existing knowledge. For example, the lesson is on the elements of a short story, the teachers may develop associations between the past and present lessons. Therefore, the teachers' first job is to activate students' prior schema. Then, they can help students to be aware of their thinking. They can ask some questions such as:

1. What do you know about a short story?
2. How does a short story start and end?
3. Have you ever read a story that interests you most? What do you feel while reading it? What lessons or values that you take out of it?

In this way, students may have the chance to think of the previous lesson and connect it to the present one. In hindsight, they may have the opportunity to follow explicit instructions to complete a task and recall the importance of knowing the elements of a short story.

With *Cognitive Information Processing*, new information is taken into the brain and placed into the short-term memory. With the proper techniques (i.e. rehearsal, encoding, and chunking), this information can be stored in the long-term memory for later retrieval. This is important with the classroom discussion because the process is the same regardless of the lesson. Activating prior knowledge not only helps students make connections between what they know already and what they are about to learn; it helps students become mentally engaged in upcoming learning. What strategies can be used to activate the prior knowledge of students on a lesson discussion? There are many ways to do this. Some of the strategies include *think-pair share*, *two-minute talk*, *talking drawings* and others.

CONCLUSIONS AND FUTURE RESEARCH DIRECTIONS

In the light of the findings of this study, the following conclusions are drawn:

1. The ideational aspect is on top of all the metafunctions. As thinking becomes an important element for life, students are construed to use their thoughts in all the aspects of a lesson.

However, students may find difficulty in putting them into words such as in oral in written expression.

2. Of the three components or dimensions of regulation of cognition (planning, monitoring and evaluating), students are high in evaluation but poor in planning and monitoring.
3. The test for Significance between the Participants' Overall Language Meta-functions and Meta-cognition showed no significance. Therefore, the null hypothesis was accepted.
4. Developing a "classroom culture grounded in metacognition" is possible.

Recommendations

Based on the conclusions, the following are hereby recommended:

1. The College of Education, through the area chairs, devise a program in which classroom activities are geared toward developing language metafunctions especially the interpersonal and textual dimensions.
2. These activities that form part of the syllabi may be anchored on planning, monitoring and evaluating as metacognitive strategies. Develop questions for students to ask themselves as they plan, monitor, and evaluate their thinking within four learning contexts—in class, assignments, quizzes/exams, and the course as a whole. Prompts for integrating metacognition into discussions of pairs during clicker activities, assignments, and quiz or exam preparation may also be considered.
3. Albeit the participants' overall language meta-functions and meta-cognition showed no relationship with each other, their vocabularies may also be developed through the different classroom activities. Language is created by people. It does not exist in isolation or outside the minds of students. As they use language, they attach meaning to words as they need to and modify these meanings according to changing needs.
4. Other researchers may conduct similar studies and use other variables such as motivation, self-confidence, or self-efficacy in developing students' language metafunctions.

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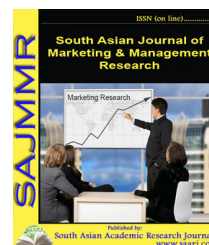
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THE EFFECT OF INNOVATION PERFORMANCE ON FINANCIAL PERFORMANCE ACCORDING TO THE MIDDLE VARIABLE OF MARKET PERFORMANCE

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ABSTRACT

The purpose of this study is investigating the effect of Innovation performance on Financial Performance according to the middle variable of Market performance. For data collection by library and field method has been used. This study is quantitative research and this study in terms of purpose is applied research and in terms of method is descriptive – regression study. The results of confirmatory factor analysis indicate the construct validity of the questionnaire. The statistical population of this study is consisted all representatives of Iran Khodro that they are 800 representatives in Iran. For evaluation of sample size according to the Morgan table, sample size is 260 representatives. In current research, the sampling method was used by the simple randomly sampling and in order to determine reliability of the variables, Alpha Cronbach method has been used which its value is 0.821 and has reliability. Estimation of the model and test of hypotheses show that there is positive and significant effect between market performance and financial performance also there is positive and significant effect between Innovation performance and financial performance, the results show that all hypotheses are confirmed.

KEYWORDS: *Innovation Performance, Financial Performance, Market Performance*

INTRODUCTION

In changing environment based on knowledge, innovative organizations can maintain their identity and respond the customer' needs. In fact, one can say that innovative organizations can respond environmental challenge rapidly and better. Innovation can be defined as new, conservative and success changes in market. Innovation is a window from new opportunities, for

this reason, organizations prepare innovative activities and identify the resources and limitations and restore resources and limitations (Chopani, 2011).

Today, reliability in working place replaced with instability and in confidence and traditional and old industries substituted with new and advanced ones, there is an opportunity to use old skills and in fact, the future shall be formed as a relation and used threats and opportunities, because each invention makes changes which can cause an opportunity for persons who react immediately. Manufacturing organizations and institutes shall recognize it as if offer new services and commodities or restore them. Innovation emphasizes upon unknown and as with risk which cannot satisfactory results. Thus, failure on investment cause special conditions which is resulted to organization failure. The resistance means following because forever the rivals are to invest in innovation better and warrant better opportunities. For example, Schumpeter as one of the pioneers of innovation theory cited it for successful of commercial institutes and society. From economic point of view, Schumpeter is the first writer who considers innovation as main factor for imbalance in health economy. It discriminated him from other traditional economists as for balance theory (Khodada Hosseini, 2011).

Research Problem

Today, organizations confront with environment where its specifications are complexity, globalization and dynamism, thus, organizations need more attention to development and enhance skills and internal abilities in order to exit from new challenges which are done by organizational knowledge and mental capital and organizations apply it in order to obtain better performance in business world. Mental knowledge and capital is recognized as reliable strategy to obtain and maintain competitive advantage (Pahlavanian, 2012).

Also, current organizations shall consider innovation as necessary strategy in order to stay in new competition sphere and identify environmental changes and variations, shall respond the challenges suitable. In environment changes knowledge, because of change of organizational competition, by rapid changes, innovation shall be considered more. For this reason, from the problems which the managers confront with it, are the actions for development of innovation in organization because in current decades, by dominancy of competition culture in economic, political, social and organizational sphere, innovation is inseparable section of society into micro levels of organization. Thus, the companies and organizations which want to maintain competitive advantage, shall be flexible and changeable. In same period, innovation is regarded as main aisle of organizations (Zarin sib, 2011). Organizations maintain innovation in order to maintain new products and promote interest and competitive situation. A good innovative system shall estimate organizational innovative performance by good management. Organizational innovation is one of the vital capabilities of an organization. Under global pressure, life cycle of the products shall be shorter gradually and necessities and requirements of quality and speed are increased. There are many factors which influence on organizational innovation which are resource of management, research and development, methods for doing, behaviors and ideas. Currently, majority of organizations estimate their innovation in terms of financial and quantitative indicators and mental judgments of managers. Generally, effective factors and mental judgment of the managers shall be considered in estimation of innovation. Under the situations, evaluation of innovative performance is under lacking confidence (Chen C., 2007).

Creativity and innovation is ability for creation of new ideas and discover new methods to view problems, opportunities and innovative ideas to solve conflicts in the form of idea which is out of good constrain and more conflict, creative result (Meloche et al., 2009).

Research Objectives

Research Main Objective:

To investigate the effect of Innovation performance on financial performance.

Research Minor Objectives

To investigate the effect of Innovation performance on market performance

To investigate the effect of market performance on financial performance

Research Hypotheses

Research Main Hypothesis:

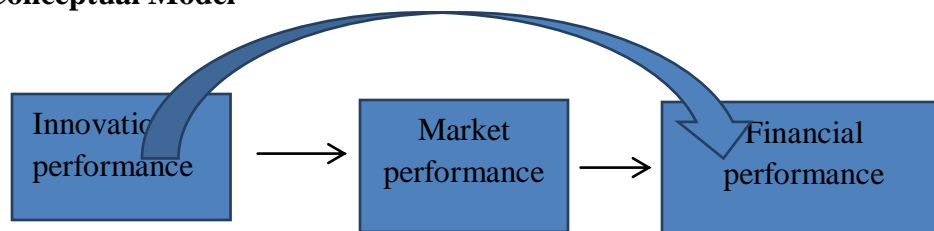
There is positive and significant effect of Innovation performance on financial performance

Research Minor Hypotheses

There is positive and significant effect between Innovation Performance on market performance

There is positive and significant effect between Market Performance on financial performance

Research Conceptual Model



Statistical Population sample size and sample Method

The statistical population of this study is consisted all representatives of Iran Khodro that they are 800 representatives in Iran. For evaluation of sample size according to the Morgan table, sample size is 260 representatives. In current research, the sampling method was used by the simple random sampling.

Research Methodology:

This study in terms of purpose is applied research and in terms of method is descriptive – regression study.

Data collection Method:

For data collection by library and field method has been used.

RESEARCH FINDINGS**TABLE 1:RELIABILITY (ALPHA CRONBACH VALUE) OF RESEARCH VARIABLES:**

Alpha Cronbach value	Variable
0.868	Innovation performance
0.708	Market performance
0.754	Financial performance
0.821	Total Cronbach alpha

Descriptive analysis of the variables**TABLE 2: DESCRIPTIVE ANALYSIS OF THE VARIABLES**

More	minimiz e	Domain changes	variance	deviance	mode	median	average	number	
5.00	1.67	3.33	407	.84224	4.00	3.666	3.5250	260	Innovation performance
5.00	1.50	3.52	400	.63238	3.50	3.500	3.5609	260	Market performance
5.00	1.00	3.72	415	.64251	3.00	3.000	3.7535	260	Financial performance

Analysis of hypothesizes**Research Main Hypothesis:**

There is positive and significant effect of Innovation performance on financial performance.

TABLE 3: CORRELATION COEFFICIENT OF RESEARCH MAIN HYPOTHESIS

R ² modified	R ²	Correlation coefficient	model
.470	.492	.610	

TABLE 4: ANOVA OF MAIN HYPOTHESIS

Model	Sum of squares	Df	Mean square	F	Sig
Regression	97.4721	1	95.390	394.191	.000
Residual	87.258	382	.235		
Total	180.769	383			

TABLE 5: TABLE OF LINEAR REGRESSION ANALYSES FOR RESEARCH MAIN HYPOTHESIS

Sig value	T statistics	Standardized coefficients	Non standardized coefficients		Model
		Beta	Standard error	B	
000	7.912	.692	.128	1.219	Width from destination
000	19.178		.35	.790	Innovation performance

According to ANOVA table, significant level equals to zero which is smaller than 0.05, thus, H₀ is rejected and according to H₁, innovation performance influences on financial performance.

According to the table of T statistics and based on B₁ and B₀ which are opposite of zero, it concludes that innovation performance plays modifier role in linear regression and since correlation coefficient for identifying the effect of innovation performance on financial performance is $R=0.692$ and determination coefficient is $R^2=0.473$, it shows that by innovation performance, 47% of financial performance shall be predicated.

Regression equation is as follows:

$$Y=1.219+0.790X_1$$

Research Minor Hypotheses:

First Minor Hypothesis:

There is positive and significant effect of Innovation performance on market performance.

TABLE 6: CORRELATION COEFFICIENT OF RESEARCH THE FIRST MINOR HYPOTHESIS

R ² modified	R ²	Correlation coefficient	Model
.231	.239	.478	

TABLE 7: ANOVA FOR THE FIRST MINOR HYPOTHESIS

Model	Sum of squares	Df	Mean square	F	Sig
Regression	32.482	1	32.482	121.560	000
Residual	115.250	259	.305		
Total	147.732	260			

TABLE 8: TABLE OF LINEAR REGRESSION ANALYSES FOR RESEARCH THE FIRST MINOR HYPOTHESIS

Sig value	T statistics	Standardized coefficients	Non standardized coefficients		Model
		Beta	Standard error	B	
.000	13.551	.478	.152	1.422	Width from destination
.000	10.115		.46	.506	Innovation performance

According to ANOVA table, significant level equals to zero which is smaller than 0.05, thus, H₀ is rejected and according to H₁, innovation performance influences on market performance. According to T statistics and in terms of B₁, B₀ which are opposite zero, one concludes that innovation performance plays modifier role in linear regression and since correlation coefficient is R=0.478 and determination coefficient R²=0.239, it shows that by innovation performance, 24% of market performance shall be predicated.

Regression equation is as follows:

$$Y=1.422+0.506X_1$$

Second Minor Hypothesis:

There is positive and significant effect of market performance on financial performance.

TABLE 9: CORRELATION COEFFICIENT OF RESEARCH THE SECOND MINOR HYPOTHESIS

R ² modified	R ²	Correlation coefficient	Model
.312	.316	.568	

TABLE 10: ANOVA FOR SECOND MINOR HYPOTHESIS

Model	Sum of squares	Df	Mean square	F	Sig
Regression	47.504	1	47.504	128.312	.000
Residual	125.621	259	.368		
Total	172.725	260			

TABLE 11: TABLE OF LINEAR REGRESSION ANALYSES FOR RESEARCH THE SECOND MINOR HYPOTHESIS

Sig value	T statistics	Standardized coefficients	Non standardized coefficients		Model
		Beta	Standard error	B	
.000	14.541	.568	.142	1.621	Width from destination
.000	10.746		.040	.476	Innovation performance

According to ANOVA table, significant level equals to zero which is smaller than 0.05, thus, H_0 is rejected and according to H_1 , Market performance influences on financial performance. According to the table of T statistics and based on B_1 and B_0 which are opposite of zero, it concludes that Market performance plays modifier role in linear regression and since correlation coefficient for identifying the effect of Market performance on financial performance is $R=0.568$ and determination coefficient is $R^2=0.316$, it shows that by Market performance, 31% of financial performance shall be predicated.

Regression equation is as follows:

$$Y=1.621+0.476X_1$$

TABLE 12: THE TABLE OF HYPOTHESES CONFIRMATION

Hypotheses Results	The results of testing
Main Hypothesis	confirmed
The first Minor Hypothesis	confirmed
The second Minor Hypothesis	confirmed

CONCLUSION

The results of obtained research

The results of the main hypothesis

According to ANOVA table, significant level equals to zero which is smaller than 0.05, thus, H_0 is rejected and according to H_1 , innovation performance influences on financial performance. According to the table of T statistics and based on B_1 and B_0 which are opposite of zero, it concludes that innovation performance plays modifier role in linear regression and since correlation coefficient for identifying the effect of innovation performance on financial performance is $R=0.692$ and determination coefficient is $R^2=0.473$, it shows that by innovation performance, 47% of financial performance shall be predicated.

The results of the first minor hypothesis

According to ANOVA table, significant level equals to zero which is smaller than 0.05, thus, H_0 is rejected and according to H_1 , innovation performance influences on market performance. According to the table of T statistics and based on B_1 and B_0 which are opposite of zero, it concludes that innovation performance plays modifier role in linear regression and since correlation coefficient for identifying the effect of innovation performance on market performance is $R=0.239$ and determination coefficient is $R^2=0.478$, it shows that by innovation performance, 24% of market performance shall be predicated.

The results of the second minor hypothesis

According to ANOVA table, significant level equals to zero which is smaller than 0.05, thus, H_0 is rejected and according to H_1 , Market performance influences on financial performance. According to the table of T statistics and based on B_1 and B_0 which are opposite of zero, it concludes that Market performance plays modifier role in linear regression and since correlation coefficient for identifying the effect of Market performance on financial performance is $R=0.568$ and determination coefficient is $R^2=0.316$, it shows that by Market performance, 31% of financial performances shall be predicated.

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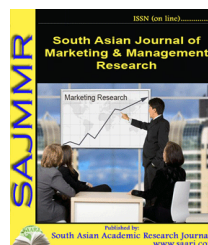
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“STUDY OF CUSTOMER SATISFACTION ON ONLINE PRODUCTS IN NAGPUR CITY WITH REFERENCE TO FLIPKART”

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ABSTRACT

Flipkart is an e-commerce company founded in 2007 by Sachin Bansal and Binny Bansal. The company is registered in Singapore, but has its headquarters in Bangalore, Karnataka. Flipkart has launched its own product range under the name "DigiFlip" with products including tablets, USBs, and laptop bags. Things are easier said than done! To realize our dreams and that also in such a grand manner is really a tough task. The founders of Flipkart have probably conquered their dreams with the amazing success of Flipkart. Flipkart is something which has really opened up the Indian e-commerce market and that also in a big way. Today the company works with more than 500 suppliers. As on date more than 80% orders of Flipkart are handled via warehouses which help in quick and efficient service. A humble beginning from books, Flipkart now has a gamut of products ranging from: Cell phones, laptops, computers, cameras, games, music, audio players, TV's, healthcare products, washing machines etc. etc. Still, Flipkart derives around 50% of its revenue from selling books online. Flipkart is the Indian market leader in selling books both offline and online, it enjoys an online share of around 80%. The electronic items have a large number of players like Naaptol, Letsbuy, Indiaplaza, Tradus, Infibeam, Yebhi etc. The electronic market share is distributed among them in different unknown proportions. Nearly 293 million active internet users reside in urban India, while there are 200 million active users in rural India.

KEYWORDS: *Flipkart, Customer satisfaction, Marketing, Products, Quality.*

INTRODUCTION

Online shopping is the process whereby consumers directly buy goods Online shopping is the process of buying goods and services from merchants who sell on the Internet. Since the emergence of the World Wide Web, merchants have sought to sell their products to people who surf the Internet. Shoppers can visit web stores from the comfort of their homes and shop as they sit in front of the computer. Consumers buy a variety of items from online stores. Customer satisfaction is the degree to which customer expectations of a product or service are met or exceeded. It is seen as a key performance indicator within business. In a competitive marketplace where businesses compete for customers, customer satisfaction is seen as a key differentiator and increasingly has become a key element of business strategy. Nowadays, online shopping is a fast growing phenomenon. Growing numbers of consumers shop online to purchase goods and services, gather product information or even browse for Enjoyment. Online shopping environment are therefore playing an increasing role in the overall relationship between markets and their consumers. That is, consumer-purchases are mainly based on the cyberspace appearance such as pictures, image, quality information, and video clips of the product, not on the actual experience. As the internet has now become a truly global phenomenon, the number of internet users worldwide is expected to reach 564.5 million by 2020 according to the survey of clicks stats, this growing and diverse internet population means the people having diverse taste and purposes are now going to web for information and to buy products and services.

1. Importance and Significance of the Study

The importance of this study is to examine the customer satisfaction towards Flipkart.com users in Nagpur city.

Also tried to find out various attributes of Flipkart users of Nagpur city towards the online shopping. For this study survey was conducted.

The data will be collected from respondents through scheduled containing questions.

The study result concluded that future of e-retailers in India especially in cities looking very bright. Flipkart.com offering best prices, good products and completely easy shopping experience for our customers. The success of any e-retailer company in India is depending upon its popularity, its branding image, its unique & fair policies, and its customer relations etc.

2. Scope

The topic chosen for this particular study is to analyze the customer satisfaction towards online shopping on Flipkart.com.

To know about various aspects of Flipkart in market, the improvements needed in case of features and process, and the effect of factors on the buying behavior of online customers.

The geographical area that this study covers is Nagpur (India).

Conveniences positively influence online customer satisfaction.

3. Objectives:

To know the consumer awareness about online shopping.

To know the various feature which motivate a consumer towards online shopping.

To know the kind of goods they purchase online.

To know the problems they face during online shopping

To know the customer satisfaction level towards Flipkart.com online shopping website

II. Indentations And Equations

1. Research Methodology

Research is the application of human intelligence in systematic manner to a problem. It may minimize the total uncertainty by intelligence use of the most reliable data available in the organization.

Data collection

Both the primary and secondary method of data collection are used for the present study. Under the primary data collection method, Questionnaire, observation ,interview methods are used for data collection. The secondary data for the present data includes the online research papers, websites, journal ,articles etc.

Sampling Framework

i. Population Definition:

The population for the research includes customers of Nagpur city.

ii. Sample Size:

Keeping into consideration the limitation of time , the researcher has taken sample size as 100 of Nagpur city.

iii. Sampling technique:

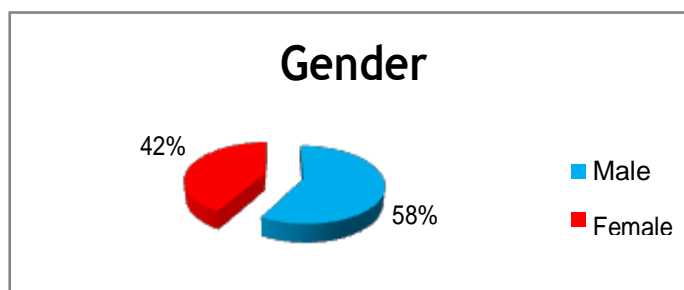
By keeping in view the limitations of time, resources, population , researcher has decided to apply convenience sampling technique for the purpose of collecting experimental material. Face to face interview also conduct with consumers.

III. Figures and Tables

1.1. Data Analysis and Interpretation: Que1:- Gender wise Respondents:

TABLE 1: GENDER WISE RESPONDENTS

	Male	Female	Total
Responses	58	42	100
Percentage	58	42	100

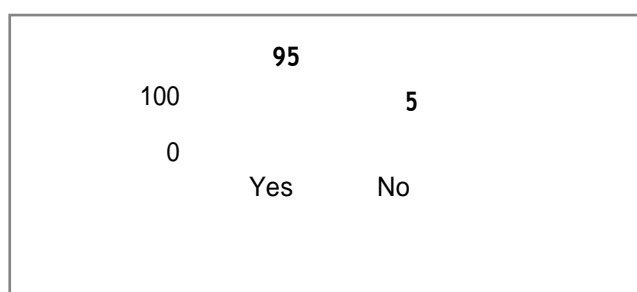


Interpretation:

According to demography profile, in this study 70 % male and 30% female respondents are part of my target population and they help me to fulfill my questionnaire from different area of Nagpur city. From these groups total respondents are 100. So, according to the survey result, the male respondents are more and can be told that they interested to shop online than female, even though both of them shop online

Que2:- Recommending this website to others:**TABLE 2: RECOMMENDING FLIPKART TO OTHERS**

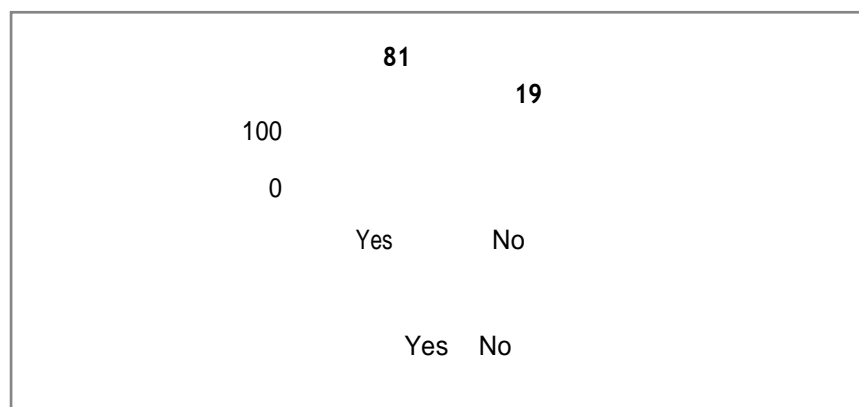
	Yes	No	Total
No: of Responses	95	5	100
Percentage	95	5	100

**Interpretation:**

In this survey, most of them (95%) are happy to recommend Flipkart to others like friends and family. And this shows word of mouth publicity is successfully running and this is one of the great advantages for Flipkart

Que3:- Satisfaction of customers while Flipkart services are used:**TABLE 16: SATISFACTION ON SERVICES OF FLIPKART**

	Yes	No	Total
No: of Responses	81	19	100
Percentage	81	19	100



Interpretation:

81% of the population is satisfied with the service of Flipkart. This helps Flipkart to retain the customers and also shows that the branding and marketing techniques of Flipkart also got succeed.

IV. CONCLUSIONS:

The thorough study is based on the Customer Satisfaction about Online Product analysis which serves a great idea regarding Customer Satisfaction when they go for online shopping. In order to satisfy themselves consumer perceive many things before buying products and they will be satisfied if the company meet their expectation.

Be very focused on consumers and build amazing experiences for the customers.

Online shopping is a new technology that has been created along with the development of the Internet.

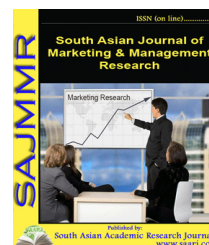
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THE EFFECT OF CUSTOMER ENGAGEMENT INTO VALUE CREATION ON BRAND EQUITY AND CUSTOMER'S SATISFACTION (CASE STUDY: CUSTOMERS OF SNOW A COMPANY IN ISFAHAN CITY)

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ABSTRACT

This study aims to investigate the effect of customer engagement into value creation on brand equity as well as satisfaction of customers of Snow a appliance manufacturer in Isfahan city. The proposed model is based on the literature of the study. A sample of 200 customers of Snow a company in Isfahan have been selected and the 30-item questionnaires have been distributed among them whose reliability for the initial sample is $\alpha = 0.85$. This is an applicable study in terms of its purpose and a descriptive-survey study from a field branch in terms of its methodology. The proposed model is tested through PLS software whose results indicates a positive relationship between customer engagement into value creation, brand equity and customer satisfaction.

KEYWORDS: *Customer Engagement, Brand Equity, Perceived Value, Customer Satisfaction, Snow A Company*

INTRODUCTION

Identifying the effective factors on customers purchase satisfaction is so important for many companies as well as many organizations since it provides an opportunity for cost reduction and consequently profit increase which affect several functional areas of the organizations. In the competitive era, searching for purchase intention becomes more important, so the direct/indirect results of this decision-making become more serious for the organizations which are due to an increase in the number of these types of organizations which need to identify the effective factors

on customer purchase intention to be able to absorb more customers who use their products and services. Therefore, it is vital to investigate the effective variables on customers behavioral responses which leads the study to investigate the effect of customer engagement on brand equity and customers satisfaction. Brand equity, introduced in the 1980s for the first time, is one of the most popular or perhaps the most important marketing concepts. Aaker (1991) introduced the concept of brand equity as “a set of brand assets and liabilities linked to a brand, its name or symbol (trademark) that increases or decreases the value of a product/service” whose main asset dimensions include brand awareness, perceived quality, and brand associations. Brand equity is built when customers tend to pay more cost for a brand with the same level of quality, since they are interested in the name of a brand and feel dependent to that brand (Parasuraman et al.; 2015). Brand equity brings lots of advantages for the companies and manufacturers; e.g. if a brand has a higher equity, the target customers have a positive attitude to that brand which makes them pay more for the product, repeat their purchase, and do word-of-mouth advertisement (Kim & Hyun, 2010).

Marketing activity for customer engagement into value creation is one of the important factors for building and strengthening brand equity. There are two new approaches which have been approved as the most effective factors on satisfaction in theory or practice; i.e. customer engagement into value creation as well as brand equity; whose various benefits for the organizations lead to an unprecedented tendency toward these approaches (Izgordu & Ceylan; 2005).

The current study provides a quantitative analysis in which customer engagement into value creation and brand equity are examined as the key factors affecting satisfaction by the help of a structural model provided to investigate the relationship between these factors. The model illustrates the limitations of previous studies in which researchers have attempted to investigate the relationship between these constructs.

The conceptual framework

Customer satisfaction

Nowadays, all quality theorists and quality models tend to be customer oriented, so all of organizational units' activities are directed toward customers and their satisfactions which shows the acceptance and perception of the necessity for satisfying customers from a philosophical point of view. Reviewing customer satisfaction literature reveals that social science researchers as well as psychologist have provided many definitions of customer satisfaction over the past 30 years.

Reviewing researchers' view about satisfaction definitions, it is concluded that there are three key factors in all definitions which can provide a comprehensive definition of satisfaction; these factors include (Vukmir, 2018) :

1. Customer satisfaction is an emotional reaction or a state of mutual or cognitive perception.
2. Customer satisfaction is a response to the special focus on the expectations of production and the experience of using products/services.
3. Customer satisfaction is a reaction that occurs over a period of time, e.g. after the first choice or according to accumulated and repeated experiences, etc.

In recent years, most of researchers have considered satisfaction as an emotional concept (Koji et al.; 2016). Nowadays, value creation for customers is extremely important due to its influence on customers' behavior. In today's business, customers satisfaction is the main goal of companies. An appropriate behavior with customers is one of the most important factors affecting customers satisfaction in service companies (Luciano et al.; 2013). Service companies should attend two principles for satisfying their customers which include selection and training. Investment in training is the key for success in services which helps companies teach their staff how to deal with customers and their requests. Training the staffs should be continuous in a way that enables them to respond changes in technology, customers and job requirements. Customer service advocates believe that staffs' training is as important as the other organizational activities, since an organization's customer is one of the most important environmental factors. Management experts have considered customer satisfaction as the most important task and priority of companies' management while attending that the consistent and permanent commitment of the managers in satisfying customers is the precondition for success (Loureiro et al.; 2008).

Engagement into value creation

Phillip Carter, in his simple marketing statement, introduces marketing as “customer engagement into value creation for company and managing the profitable relationship with them”, in other words, he defines marketing as a process through which companies creates value for their customers while building a strong relationship with them to gain value from them. In transactional marketing era, the value gained from customers was limited to the amount of their purchase at the moment of the transaction, while the emergence of relational marketing that considered company profitability in building and maintaining a long-term relationship with customers as well as making them loyal to the company through building trust and commitment, resulted in considering not only the current purchase of a customer but also their future purchases which could be clearly seen in the efforts to estimate the value of customer's life. The rise of the internet and the emergence of social networks in cyberspace (e.g. Facebook, Twitter, Instagram, Telegram, etc.) as well as businesses using these networks have transformed the relationship between customers and companies which results in creating a new concept of customer engagement which can have a significant profitability and financial return for the companies according to researchers. Therefore, customer engagement can bring new forms of customer value to companies that can affect perceived value and brand equity (Taheri et al.; 2017).

Brand equity

The concept of brand equity, developed in the 1980s for the first time, is one of the most popular and perhaps the most important concepts of today's marketing. This concept has been initially considered as the most important research area in consumer markets. From marketing point of view, or in other words, from customer-oriented view, the most important and valuable definitions and frameworks which have been used in brand literature more than any other definitions have been proposed by Keller and Aaker. of a brand's assets and liabilities linked to a brand, its name (or symbol) that increases (or decreases) the value of a product/service for a company or its consumers.” Therefore, in Aaker's model, brand equity is consisted of five dimensions including: brand awareness, perceived quality, brand imagination, brand preference, and other brand assets like patents, trademarks, and relationship channels. Yoo et al. (2000) extended Aaker's model. Brand equity is consumer's prioritization of choosing a brand in comparison to the other brands of the same product. Gil et al. (2015) considered brand equity as

the value that is added to a product by the brand. Generally, it can be said that brand equity is the consumer's perception of all advantages and preferences that are accompanied by a brand in comparison with the other brand's competitors. One of the advantages of brand equity is its ability to reduce company's cost and increase its profitability through raising prices as well as affecting marketing communication. Furthermore, brand equity has probably a positive influence on developing the brand to the other levels of products while reducing advertising and sale costs. In other words, a higher brand equity leads to a larger distinction, a higher brand knowledge, a better reaction of the consumers and finally customers satisfaction (Ebrahimi et al.; 2008).

Customer perceived value

Marketing activities are mainly based on customer value. Therefore, perceived value in marketing has been defined as customer's evaluation of the costs and benefits of a product or service. The results of previous studies have indicated that perceived value can increase customers satisfaction as well as their possible future purchases. Moreover, perceived value is the second most important factor after perceived quality which can be considered as a precondition variable for the value (Ranjbarian et al.; 2012).

There are lots of studies which have attended the importance of perceived value over recent years. Since providing the best possible value for the customers becomes an important issue for service companies of today's competitive market, companies which can provide valuable services from customers' perspective will achieve significant competitive advantages. Therefore, how customers evaluate and emphasize a service should be important for both managers and researchers. Ridel (2017) believed that customers perceived value is an essential issue for the organizations which has become the focus of marketing strategies in recent years.

Altigan (2016) claimed that the findings of research about perceived value can explain marketing strategies, promotional strategies and market segmentation, since consumers perception is an appropriate source for service development which leads to customer's satisfaction.

Conceptual model and research hypotheses

According to the literature review, research conceptual model is proposed;

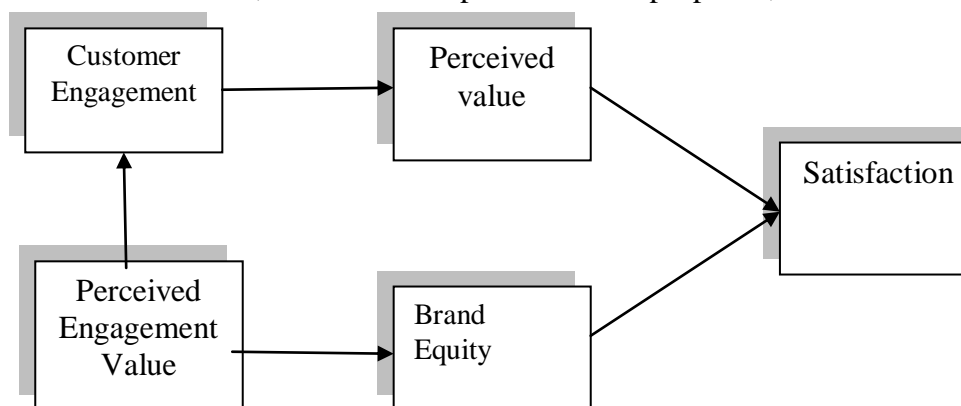


Fig 1. Research conceptual framework

Research hypotheses

The research hypotheses are proposed according to the proposed model;

Hypothesis 1: perceived engagement value has a significant effect on customer engagement into value creation.

Hypothesis 2: customer engagement into value creation has a significant effect on perceived value.

Hypothesis 3: perceived engagement value has a significant effect on brand equity.

Hypothesis 4: brand equity has a significant effect on customer satisfaction.

Hypothesis 5: perceived value has a significant effect on customer satisfaction.

RESEARCH METHODOLOGY

This is an applicable study in terms of its nature and purpose as well as a descriptive-survey study in terms of the methodology for collecting data. Since the study investigates customers' perspectives as well as their opinions about customer perception of engagement into value creation, brand equity and satisfaction, it can be considered as a descriptive study. On the other hand, this is a correlational study since it examines the relationship between variables through a correlational analysis. Form 200 questionnaires distributed among the customers of snow appliance manufacturer, 190 questionnaires have been returned.

The statistical population is not normal according to Kolmogrov-Sminnov test. It should be mentioned that the validity of the questionnaire is confirmed by the help of some university professors as well as some experts, while its reliability is calculated through Cronbach alpha coefficient ($\alpha=0.85$).

Research conceptual model and hypotheses test

Since there are some independent variables in the study whose effects on the dependent variables should be studied, it is necessary to use structural equation modeling.

Variables homogeneity and multicollinearitytest

To analyze data through structural equation modeling, variables' variances should be homogenous which is tested by Levene's test. If the resulting p-value of Levene's test is higher than some significance level (typically 0.05), groups' variances are homogeneous. The null hypothesis of the test is that two groups' variances are homogeneous. Table 1 indicates that the significance level of all variables is higher than 0.05, which approves the null hypothesis and rejects the other one.

TABLE 1.THE RESULTS OF LEVENE'S TEST FOR VARIABLES HOMOGENEITY

Variables	Levene's test	Significance level
Perceived engagement value	0.865	0.182
Customer engagement	0.654	0.271
Perceived value	0.876	0.324
Brand equity	0.644	0.271
Satisfaction	0.655	0.200

The PLS software has been used to evaluate the proposed model. the proposed model accompanied by the relationship between variables and their coefficients are presented according to the output of the LISREL software.

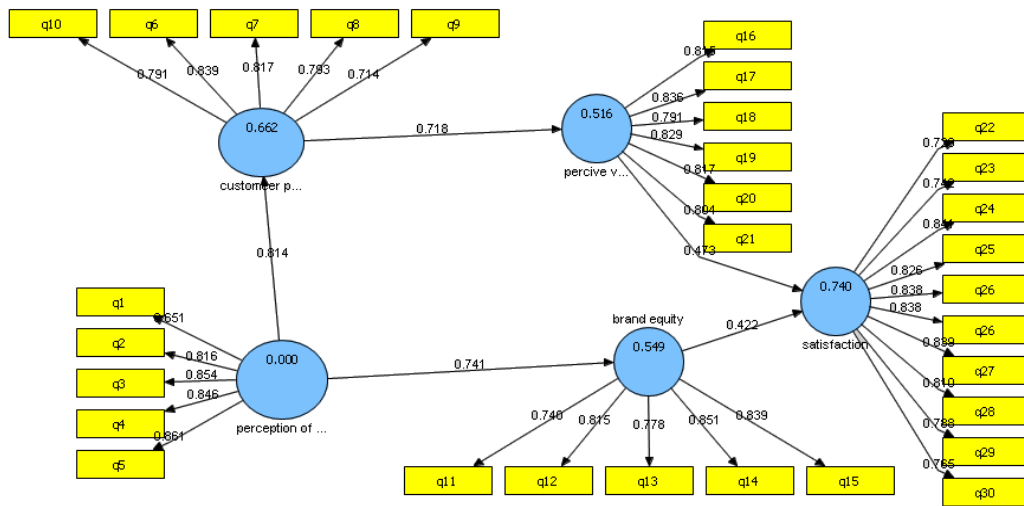


Fig 2. Research fitted model

The key question of the study would be whether this is an appropriate model or not? The following indexes indicate the strong fitness of the model.

TABLE 2. CRONBACH ALPHA COEFFICIENT, COMPOSITE RELIABILITY AND CONVERGENT VALIDITY

Variable	Cronbach alpha coefficient	Composite reliability	convergent validity
Perceived engagement value	0.918392	0.932131	0.580854
Customer engagement	0.962923	0.966436	0.616664
Perceived value	0.960000	0.963571	0.582403
Brand equity	0.918392	0.932131	0.580854
Satisfaction	0.962923	0.966436	0.616664

According to table 2, Cronbach alpha coefficient and Composite reliability of all variables are higher than 0.7 which indicates the fitness of measurement model.

R² index: is the index which connects measurement part and structural part of structural equation modeling and indicates the effect of an exogenous variable on an endogenous variable.

In Fig 2, R² values are showed inside the circles.

TABLE 3. THE VALUES OF R² INDEX

Variable	R ² index
Perceived engagement value	0.00
Customer engagement	0.66
Perceived value	0.51
Brand equity	0.54
Satisfaction	0.74

According to table 3 as well as R^2 values, the model is fitted well.

Redundancy index

This index indicates the extent to which the indices of an endogenous construct can be changed, which is influenced by one or more exogenous constructs and obtained from multiplying communalities of an endogenous construct by its R^2 value. The higher Red mean indicates the better fitness of the structural part of the research model (Daivari, 2014).

$$\text{Red} = \text{Communality} \times R^2$$

TABLE 4. RED INDEX VALUES

Variable	Red index	Mean
Perceived engagement value	0.00	0.43
Customer engagement	0.54	
Perceived value	0.54	
Brand equity	0.77	
Satisfaction	0.63	

According to table 4, the model is fitted well.

General model

In spite of covariance method, there are not any certain indexes for model general measurement in structural equation modeling through PLS method. However, an index called Goodness of fit (GOF), proposed by Stenhouse (2005), that considers both measurement and structural modeling is used as an index for measuring model's general function. GOF index is in the unit interval (0-1), while Wetzel considers the amounts of GOF=0.01, 0.25, 0.36 which describes weak, moderate and strong fitness, respectively. This index is manually calculated as the geometric mean of the average of R^2 and the average of communalities as follow:

$$GOF = \sqrt{\text{Communalities} * R^2}$$

This index is the square root of the product of average of communalities and average of R^2 .

TABLE 5. GOF VALUES

Variable	R^2 index	communalities	GOF
Perceived engagement value	0.00	0.71	0.31
Customer engagement	0.66	0.67	
Perceived value	0.51	0.33	
Brand equity	0.54	0.70	
Satisfaction	0.74	0.65	

According to table 5, GOF=0.31 indicates the strong fitness of the model.

Relationships significance evaluation

T-statistics, which is used to test the significance of each parameter of the model, is obtained from the ratio of each parameter's coefficient to its standard deviation. If the statistic is higher than 2 (1.96) in T-test (Z test), these evaluations are significant statistically. The output of PLS (fig 3) shows that the calculated t is higher than 2 for all relationships which confirms the paths.

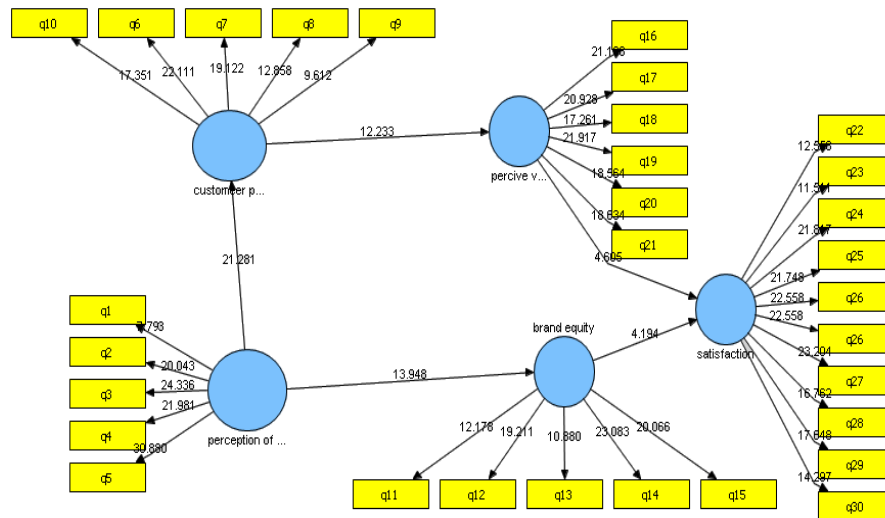


Fig 3. Research relationship significance

Table 6 presents the results of hypotheses test and model fitness briefly.

TABLE 6.THE RESULTS OF HYPOTHESES TEST

Hypotheses	Path coefficient	T-Statistics	results
Perceived engagement value -> customer engagement	0.81	21.2	accepted
Customer engagement -> perceived value	0.71	12.2	accepted
Perceived value -> brand equity	0.74	13.9	accepted
Brand equity -> satisfaction	0.42	4.1	accepted
Perceived value -> satisfaction	0.47	4.6	Accepted

CONCLUSION AND DISCUSSION

Over the time, when relational marketing tools have been wildly used among businesses, it has been revealed that achieving customers' trust, commitment and satisfaction has not necessarily led to customers' loyalty as well as their profitability. However, companies which engage their customers through all possible ways to make them excited and motivated can achieve a consistent competitive advantage and guarantee their customers' profitability. The concept of new services definition by co-creation value uses customers' opinions in defining and developing new products or services. According to the research, using this method in creating new services leads to an increase in service quality, a decrease in the possibility of new services failure, and creating a trustful competitive advantage for the companies. The extent of customer engagement depends on company policies on customer contact, contact continuity, and the number of new customers engaged in defining new services. However, there are many companies which cannot become close to customers and maintain their relationship with them, since a high percentage of them do not have enough tools, or the ability to choose the correct tools for defining services by using customers opinions.

According to what mentioned before, the purpose of this study is to investigate the relationship between customer engagement, perceived value, brand equity, and customer satisfaction. However, the focus of the present study is also on customer engagement and satisfaction.

According to the results, the coefficient of the effect of perceived engagement value on customer engagement is 0.81, the effect of customer engagement on perceived value is 0.71, the effect of brand equity and perceived value on customer satisfaction are 0.42 and 0.47, respectively.

The first limitation of the study concerns the variables which are used. The next limitation including the spatial dimension is that the focus of this study is on Isfahan city, which limits the generalizability of the results due to the specific cultural and social conditions of this city.

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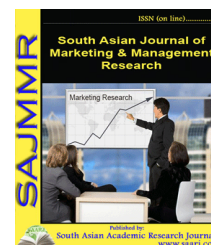
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TEACHER INCENTIVE AND STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE- NIGERIA

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ABSTRACT

This study examined teachers' teaching incentives and their influence on public Junior secondary schools students' academic achievement in Rivers State. Three research questions and three hypotheses addressed the study. An instrument titled "Teacher Incentives and Students' Academic Achievement Questionnaire" (TISAAQ) was utilized to gather data for analyses. A sample of 213 teachers was simple randomly selected from a target population of 5,320 teachers in 5 out of 23 local government areas in public junior secondary schools in Rivers State. Tables were constructed, means and standard deviation were computed to provide answers to the three research questions while the Pearson Product Moment Correlation Co-efficient was used to test the three hypotheses at 0.05 level of significance. The results revealed amongst others that teacher' emoluments and educational resources as teacher incentives variables do to a low extent enhance students' academic achievement; due to ineffective practices of the teacher's employees on these variables; and that there is significant relationship between teachers' participation in schools based decision making as teacher incentive and students' academic achievement. The study concluded that teachers' employers should always see the need to stimulate or encourage teachers through various incentives as very expedient. The study therefore recommended principally that greater attention be given to teachers' work conditions to enhance students' academic achievement in public junior secondary schools in Rivers State, Nigeria.

KEYWORDS: Academic Achievement, Decision Making, Emolument, Teacher, Teaching Incentive.

1 INTRODUCTION:

People tend to belong to a system in order to meet individual or group needs. Thus, an organization such as the school is expected to provide the required services to its members, especially the teachers to achieve results. The need for the school to facilitate relevant teaching services to the teacher obviously represent the incentives (driving force) behind the resolve for the teachers to perform optimally to enhance students' academic achievement.

An incentive is something that motivates an individual to perform an action. Incentives aim to provide value for money and contribute to organizational success; hence, incentive system is a key management activity. Armstrong (2015), specifically perceive incentive as the means of achieving some of the needs of the teachers. These means connote monetary and/or nonmonetary driving force that could enhance teachers' productivity, and in turn may facilitate students' academic achievement in school. This emphasizes that the administrative and academic actions of the teachers are often inspired by a desire to gain external reinforcement from their employers. However, if teachers in the public junior secondary schools in Rivers State are satisfied with their job, informed by the available teaching incentives it is obvious that this satisfaction will automatically translate to high rate of academic achievement.

Consequently, there are moments when teachers are disenchanted with their job. This disenchantment may translate into boredom, high teacher attrition, absenteeism and unattractiveness of the teaching job. Within the context of this study, the researcher opined that these variables of disenchantments could be informed by the teachers' employer's insensitivity to teaching staff reward regime. This could be observed by sharp drop in teachers' performance leading to poor students' academic achievement.

However, researches have shown that several environmental variables do influence, either positively or negatively teachers' motivation, job satisfaction and students' academic achievement. Notable among these include, the influence of working and living conditions (salaries and fringe benefits, etc) on teachers morale. Thus, the key determinants of teachers' duty performance could be those specific teaching incentives that motivate the teachers to carryout effectively their statutory assignment with a view to creating room to enhance students' academic achievement in school.

The FRN (2014) had specified that no education system will rise above the quality of its teachers. The implication here is that if high rate of academic successes is to be achieved in teaching-learning process, the need to raise the morale of teachers through monetary and non-monetary incentives is very imperative. In other words, identifying the means to make teachers become satisfied and effective in performing their statutory duties is the best way of getting the best out of the teachers (Ada; Maduewesi & Ihebereme, 2009).

The incentive theory of motivation of 1948, cited in Kalagbor (2010) is invariably the guiding theory for this study. The Incentive theory proposed that human behaviour is motivated by the "Pull" of external goals, such as rewards in form of money and/or recognition. Thus, it is easy to think of money situation in which a particular goal can serve as an external incentive that helps activate behavior (Hochenbury & Hockenbury, 2013). People were pulled towards positive behaviours due to positive incentives, and are in turn pushed away from behaviours associated with negative incentives (Bernstein, 2005). This is an implication for this study

Consequently, this theory therefore has also conceptualized that various variables, which are external in nature, do influence the teacher behaviour and performance in the school system. Some of these factors (incentives), include: provision of financial rewards, promotion and its prospects, fringe benefits, salary increment, recognition of teachers' status and efforts, respect for the teaching profession adequate provision of quality instructional resources; and opportunity for career advancements. These monetary and non-monetary incentive variables represent some of the issues responsible for the degree of teachers' commitment to work and the attendant students' academic achievements.

Based on the above backdrops, the incentive theory and its conceptualization could be applied to present teachers to engage in certain teaching actions or inactions. Therefore, in the Public Junior Secondary Schools, particularly in Rivers State, Nigeria, teacher incentives could become remarkable if the individual teacher places importance on the incentive in order for the teacher to improve teaching performance for the purpose of students achieving successes in academic endeavours. Teachers' incentives therefore, may likely form the bases for their teaching efforts and significant academic achievement among students in the junior level of secondary education in Rivers State.

2 Statement of the Problem

The teaching profession, especially in the junior secondary schools has been plagued by a myriad of challenges ranging from low wages of its members when compared with members of other professions in the society. Promotion of teachers without implementation, lack of career advancement opportunities, high pupil-teacher ratio, poor work environment, inadequate fringe benefits and irregular payments of teachers' salaries are some of the challenges of the teachers. Several literatures on this subject matter reveal that these variables are responsible for low teacher morale, but same did not emphasize its implications on students' academic achievement, particularly in public junior secondary schools in Rivers State.

In addition, some scholars have also identified some leadership and management problems among principals in internal school administration. Nwankwo (1982) noted that high proportions of school managers (principals) are autocratic in their dealings with teachers, particularly, as the teachers are not in most cases consulted about decisions regarding their work. Principals do also conduct some unfair administrative and supervisory practices that tend to undermine teachers' morale, which invariably influences students' academic achievement.

Specifically, the researcher had also observed that the incentive system in terms of teachers' salaries, fringe benefits, teachers' promotion and educational resources are not properly structured, and this may have also affected the improvement of students' on their academic achievements in public junior secondary schools in Rivers State. Hence, the need for the researcher to examine teacher incentives and students' academic achievement, particularly, in the Public Junior Secondary Schools in Rivers State.

3 Purpose of the Study:

The purpose of the study is to assess the teachers' incentives and students' academic achievement in public junior secondary schools in Rivers State. The study therefore, intends to achieve the following specific objectives:

1. To examine the extent teachers' emolument as a teaching incentive enhances students' academic achievement in Public Junior Secondary Schools in Rivers State.

2. To evaluate the extent the availability of educational resources as a teaching incentive enhances students' academic achievement in Public Junior Secondary Schools in Rivers State.
3. To identify the extent teachers' participation in school-based decision making as a teaching incentive enhances students' academic achievement in Public Junior Secondary Schools in Rivers State.

4 Research Questions:

The following research questions guided the study:

1. To what extent do teachers' emolument as a teaching incentive enhances students' academic achievement in Public Junior Secondary Schools in Rivers State?
2. To what extent do the availability of educational resources as a teaching incentive enhances students' academic achievement in Public Junior Secondary Schools in River State.
3. To what extent do teachers' participation in school-based decision-making as a teaching incentive enhances students' academic achievement in Public Junior Secondary Schools in Rivers State?

5 Hypotheses:

The following null hypotheses were postulated for the study:

Ho₁: There is no significant relationship between teachers' emolument as a teacher incentive and students' academic achievement in the Public Junior Secondary Schools in Rivers State.

Ho₂: There is no significant relationship between the availability of educational resources as a teacher incentive and students' academic achievement in Public Junior Secondary Schools in Rivers State.

Ho₃: There is no significant relationship between the teachers' participation in school-based decision making as a teacher incentive and students' academic achievement in Public Junior Secondary Schools in Rivers State.

6 METHODOLOGIES:

The researcher adopted the correlational research survey design. The population of the study comprised all the 5, 320 teachers in the 267 public junior secondary schools in the 23 Local Government Area of Rivers State, Nigeria. The simple random sampling technique was used to select 20 percent (in two-folds) from the entire population. Hence, the selection gave 213 teachers in 53 schools as sample of the study.

In this study, an instrument for data collection, titled "Teacher Incentives and Students' Academic Achievement Questionnaire (TISAAQ) was developed for the respondents. The instrument contained 15 items designed to elicit information to address the three research questions: items 1 to 5 provided data on research question one, items 6-10 sought information on research question two while items 11-15 dealt on research question three respectively. The response rating scale of the instrument was structured in line with the modified Likert 4 – Points of Very High Extent (VHE) = 4 points; High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point.

However, the instrument was further subjected to a close examination by experts in the field of educational management on the subject matters of face and content validity. The reliability of

the instrument was established by the use of test – retest method. Correlation co-efficient of the two sets of scores collated from the test – retest method was analyzed using the Pearson Product Moment Correlation Co-efficient (r). The calculated (r) for “Teachers’ Incentives and Students’ Academic Achievement Questionnaire (TISAAQ) was 0.80.

Out of 213 copies of the questionnaire administered, 130 copies representing 61 percent of the total sample were retrieved. This percentage return was therefore considered moderately adequate for the study. Consequently, data were collated, hand scored and entered on a raw data sheet for the purposes of simple descriptive analyses; using the Mean (\bar{x}) and standard deviation (SD) with a criterion mean (\bar{x}) of 2.50 and above for High Extent (HE); 2.49 and below for Low Extent (LE) to provide answers to the three research questions. In respect of the null hypotheses, the Pearson Product Moment Correlation Co-efficient/t-transformation was used to test and interpret the three hypotheses at 0.05 level of confidence/significance as the basis for acceptance or rejection.

7 Results:

Research Question One: To what extent do teachers’ emoluments as a teacher incentive enhance students’ academic achievement in Public Junior Secondary Schools in Rivers State?

TABLE 1: THE MEAN AND STANDARD DEVIATION OF RESPONDENTS’ RESPONSES ON THE EXTENT TEACHERS EMOLUMENT ENHANCE STUDENTS’ ACADEMIC ACHIEVEMENT (CRITERION \bar{x} = 2.50).

S/N	ITEMS	N	\bar{X}	SD	DECISION
1	Teachers are promptly promoted and their entitlement thereof are duly paid to enhance students’ academic achievement	130	1.38	1.31	L.E
2	My monthly salary as a teacher is promptly paid and it facilitate students’ academic achievement.	130	3.05	1.58	H.E
3	Teachers’ annual incremental allowance are promptly implemented to motivate teachers for an improve students’ academic achievement.	130	1.38	1.48	L.E
4	Teachers do enjoy their monthly and annual emoluments without having issues with their employers and this aid students’ academic achievement.	130	1.62	1.38	L.E
5	Government policies on the payment of the Teachers’ emoluments particularly through the bank facilitate students’ academic achievement.	130	2.31	1.38	L.E
<i>C</i>	<i>Aggregate \bar{X} and SD</i>	<i>130</i>	<i>1.95</i>	<i>1.48</i>	<i>L.E</i>

Source: Researchers’ field survey April 2018.

Data in table 1 above shows that teachers’ emoluments to a low extent enhance students’ academic achievement. This is because, although teachers are promptly paid and through the bank (items 2 and 5), teachers are not promptly promoted and their entitlements are not duly paid. Also, teachers’ annual incremental allowances are not promptly implemented to motivate teachers for an improved students’ academic achievement. In addition, teachers do not enjoy their monthly and annual emoluments (items 1, 3 and 4 respectively). However, the grand mean score (1.95) is less than the criterion mean (2.50) and the standard deviation (1.48) reveals the

extent of the agreement among the teachers on how teachers' emoluments enhance students' academic achievement.

Research Question Two: To what extent does the availability of educational resources as a teacher incentive enhance students' academic achievement in Public Junior Secondary Schools in Rivers State?

TABLE 2: MEAN AND STANDARD DEVIATION OF RESPONDENTS' RESPONSES ON THE EXTENT AVAILABILITY OF EDUCATIONAL RESOURCES AS IT ENHANCES STUDENTS' ACADEMIC ACHIEVEMENT (CRITERION $\bar{x} = 2.50$).

S/N	ITEMS	N	\bar{X}	SD	DECISION
6	Teachers' utilization of the equipped library in my school enhances students' academic achievement.	130	2.18	1.63	L.E
7	The availability of various instructional materials in my school motivates the teachers and enhances students' academic achievement.	130	1.77	1.75	L.E
8	The availability of equipped laboratories and workshops in my school as a teaching incentive enhances students' academic achievement.	130	1.89	1.64	L.E
9	The quality of classrooms available in my school is a motivation for teachers and such facilitate students' academic achievements.	130	2.03	1.62	L.E
10	The availability of recreational grounds and its educational implications is a teaching incentive that enhances students' academic achievement.	130	1.86	1.27	L.E
Aggregate \bar{X} and SD		130	1.95	1.58	L.E

Source: Researcher's field survey April 2018.

Data in table 2 above reveals the extent to which availability of educational resources enhances students' academic achievement. Table 2 reveals that teachers' utilization of the equipped library does not enhance students' academic achievement. The lack of availability of various instructional materials; the unavailability of equipped laboratories and workshops; and the quality of classrooms does not also motivate teachers and facilitate academic achievement of the students. In addition, the inadequate recreational grounds does not enhance students' academic achievement too. More so, the grand mean score (1.95) is less than the criterion mean (2.50), and the standard deviation (1.58) reveals that to a low extent, the availability of educational resources enhance students' academic achievement.

Research Question Three: To what extent does teachers' participation in school-based decision making as a teacher incentive enhance students' academic achievement in Public Junior Secondary Schools in Rivers State?

TABLE 3: THE MEAN AND STANDARD DEVIATION OF TEACHERS' PARTICIPATION IN SCHOOL-BASED DECISION MAKING AS TEACHER INCENTIVE ENHANCES STUDENTS' ACADEMIC ACHIEVEMENT (CRITERION $\bar{x}=2.50$).

S/N	ITEMS	N	\bar{X}	SD	DECISION
11	Teachers' participation in school-based decision making reduces administrative conflict in school and creates better academic environment that enhances students' academic achievement.	130	2.58	0.97	H.E
12	Teachers' participation in school-based decision making influence the quality of internal school policies and programme and, thus enhance students' academic achievement.	130	2.51	1.53	HE
13	The reduction of principals' bossful administrative character as a result of teachers' participation in school based decision making enhances students' academic achievement.	130	2.42	1.36	L.E
14	Teacher's participation in school-based decision making positively influences their relationship with the students and enhance students' academic achieved.	130	2.96	1.54	HE
15	Teachers' participation in school-based decision making positively influence their academic productivity, as such enhance students' academic achievement.	130	2.55	1.49	HE
Aggregate \bar{X} and SD		130	2.60	1.38	HE

Source: Research's field survey April 2018.

Data in table 3 above indicated the extent to which teachers' participation in school based decision-making enhance students' academic achievement. A closer observation of table 3 reveals that teachers' participation in school-based decision-making reduces conflict and enhances students' academic achievement. Teachers' participation in decision making positively influences their relationship with the students and enhance their academic achievement. In addition, teachers' participation in decision making positively influence their academic productivity. In all, the grand mean score (2.60) is greater that the criterion mean score (2.50), indicating that teachers' participation in school-based decision making enhance students' academic achievement in public junior secondary schools in Rivers State.

Hypothesis One

There is no significant relationship between teachers' emolument as teacher incentive and students' academic achievement in Public Junior Secondary Schools in Rivers State.

TABLE 4: RELATIONSHIP BETWEEN TEACHERS' EMOLUMENT AND STUDENTS' ACADEMIC ACHIEVEMENT.

Variables	N	$\sum X$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	r	t-cal	t-crit	Remark
Teachers' Emolument (x)	130	145		1811						
Students' Academic Achievement(y)			68		1021	1625	0.23	0.193	1.960	H ₀ : Accepted

Table 4 indicated that the correlation coefficient is 0.23, calculated t-value (0.193) and critical value is 1.960 at 0.05 level of significance. Since the calculated t-value (0.193) is less than the critical t-value (1.960) at 0.05 level of significance, the null hypothesis of no significant relationship is accepted. The alternate hypothesis is therefore rejected. The result is that the relationship between teachers' emolument as teaching incentive and students' academic achievement is not significant.

Hypothesis Two

There is no significant relationship between availability of educational resources as a teaching incentive and students' academic achievement in Public Junior Secondary Schools in Rivers State.

TABLE 5: RELATIONSHIP BETWEEN AVAILABILITY OF EDUCATIONAL RESOURCES AND STUDENTS' ACADEMIC ACHIEVEMENT

Variables	N	$\sum X$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	r	t-cal	t-crit	Remark
Availability of educated Resources(s)	130	138		1682						
Students Academic Achievement			68		1021	1562	0.21	0.168	1.960	H ₀ : Accepted

Data in table 5 above revealed that the calculated t-value (0.168) is less than the critical t-value (1.960) at 0.05 level of significant. The null hypothesis is accepted while the alternate hypothesis is rejected. The result of this hypothesis is that the relationship between availability of educational resources as a teacher incentive and students' academic achievement in Public Junior Secondary Schools in Rivers State is not statistically significant.

Hypothesis Three

There is no significant relationship between teachers' participation in school-based decision making as a teaching incentive and student academic achievement in Public junior Secondary Schools in Rivers State.

TABLE 6: RELATIONSHIP BETWEEN TEACHERS' PARTICIPATION IN SCHOOL-BASED DECISION MAKING AND STUDENTS' ACADEMIC ACHIEVEMENT

Variables	N	$\sum X$	$\sum Y$	$\sum x^2$	$\sum y^2$	$\sum xy$	R	t-cal	t-crit	Remark
Teachers' Participation in decision making (x)	130	219		3.92		3018				
Students Academic Achievement (y)					1021		0.64	4.162	1.960	Ho: Rejected

68

Data in table 6 above showed that the calculated t-value (4.162) is greater than the critical t-value (1.960) at 0.05 level of significance. The null hypothesis is rejected while the alternate hypothesis is accepted. The result of this hypothesis is that the relationship between teachers' participation in school-based decision making as a teacher incentive and students' academic achievement in Public Junior Secondary Schools in Rivers State is statistically significant.

9 DISCUSSION OF FINDINGS

This study has shown that, in situation where teachers face weak or poor incentives, they become discouraged to do their work and put in their best and this kind of situation is inimical in the teaching and learning process. Hence, this situation is likely to produce negative effects, leading to teachers' attrition and absenteeism, resulting in poor academic achievement of the students in the school system. Consequently, some needs dispositions, if kept under control, will boost teachers' morale and enable them perform optimally; improve students' academic achievement and attainment of educational goals. This result of this study is in consonance with the view of Kalagbor (2011) that teachers appear to be dissatisfied with their jobs due to inadequate incentives and it is evident in their use of flimsy excuses for absenteeism and attrition, trading and selling of wears in the staff room, doing other businesses and seeking for new jobs. However, this is also in line with the view of Akuagbue & Akanwa (2002) who stressed that the stress caused by poor financial incentives due to the teachers' employers of non-availability of funds has led some teachers into looking for other sources of domestic funding, like sale of articles and wears even inside the classroom.

The motivations of teachers through the instruments of financial incentives, teacher quality, re-training programme, provision of instructional resources are inevitable. Adequate financial incentives in the form of living working conditions: salaries, promotion of teachers as at when due with fringe benefits (allowances) in form of promotion entitlements, transport allowance, housing allowances etc. will boost teachers' morale and enhance students' academic achievement. This research outcome revealed that, a situation where teachers face weak or poor incentives they will obviously become disenchanted with the implication of hampering students' academic advancements. This finding is consistent with the views of some scholars such as Akuagbue & Akanwa (2002) who posits that no school can function well in an atmosphere of

financial vacuum arguing that, without adequate financial motivation, there is no guarantee that teachers will pay attention to their teaching assignments.

For teachers to perform optimally there is need for them to continuously upgrade and develop their knowledge, skills and grow professionally. Thus, it becomes very imperative for the government to recruit adequate and competent teachers as well as training and re-training them through in-service training programmes in the form of seminars, workshops and conferences for effective teaching and learning process. These findings correspond with Udoka in Kalagbor (2011) that organizing seminars to keep teachers adequately informed of certain educational issues/developments are necessary for their daily functions and professional development aimed at developing teachers' pedagogy. This is also in agreement with Nwagwu (2001) who sees in-service training programmes as a "process for continuous updating of teachers' knowledge, skills and interest in their chosen field". This is also in support of the view of Okeke (2004) who outlined the following benefits of in-service training of teachers: enables teachers to obtain their qualifications (professional and academic), improve social and academic status of teachers in the society, enables teachers acquire more conceptual and technical knowledge and pedagogy, in order to improve their efficiency in class instructions.

Further, this research work emphasizes that, for enhancement of students' academic achievement through effective teaching and learning, infrastructural facilities, and instructional resources such as classrooms, test books, laboratories, libraries, desks, chairs, tables, workshops and toilets should be adequately provided in the school as their shortage account for failure of students in schools. This is in agreement with Abdul (2001) research outcome that, learning facilities includes all these facilities that make learning environment suitable for effective teaching and learning in schools. These findings also correspond with the view of Agabi (2004) that learning facilities, where they are available and adequate, motivates teachers to illustrate, explain and emphasize a lesson in order to make it clearer to the learners for a better academic achievement.

10 CONCLUSION

Teacher incentives for improved students' academic achievement were found to include teachers' emolument (salaries and fringe benefits), teachers' promotion, teachers status, work environment, teacher education and professional development, teacher pupils ratio (class size), negotiations and consultations for decision making. The research study noted that no school system could be higher in quality than the level of motivation and job commitment of teachers within the system. The educational system in Rivers State appears to be staffed by teachers' with poor morale and low levels of commitment to their work. It is therefore very apparent to conclude that teachers' incentives in Rivers State owned public secondary schools should be considered as motivators for the improvement of students' academic achievement and quality education.

11 Recommendations

Considering the results and conclusion of this study, the following recommendations were made:

1. Teachers should be paid salaries comparable with other professions requiring a similar level of qualifications and responsibility. This incentive will always inspire the teachers to perform their academic roles with a view to improving students' academic achievements in the school system. This however, represents respecting the dignity of the teachers labour.

2. Teachers should be promoted as and when due with financial implementation, fringe benefits such as incremental steps, and other allowances be effected and not only on paper so as to boost teachers morale.
3. Adequate educational resources in the form of infrastructural facilities and instructional materials, such as classrooms, equipped laboratories, equipped libraries, textbooks etc., should be put in place for teachers' to carry out their duties. There should be improvement in the supply of teaching and learning materials and general classroom environment to improve students' learning.
4. Teachers should always be consulted and involved in school decision regarding their work. Unfair administrative practices should be avoided, as this would undermine their commitment to teaching.
5. Finally, greater attention should be given to improving work-related conditions of teachers to improve students' academic achievement in Public Junior Secondary Schools in Rivers State.

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