Review

Conceptualizing the postgraduate research (service) experience

Krishna K. Govender

Faculty of Management Studies, University of Kwazulu-Natal, South Africa. E-mail: govenderkr@ukzn.ac.za.

Accepted 16 November, 2011

Since service employees are one of the key elements in the operation of successful service organizations, this article is an attempt to improve the postgraduate students' service experience through an improved understanding of the role of the postgraduate research supervisor (service employee) as it is influenced by or impacted upon by the postgraduate research (organizational) climate and, the process of organizational socialization. By drawing on and distilling the organizational behavior and services marketing literature, more specifically literature pertaining to organizational socialization, organizational culture and climate, role, and service experience and service quality, relationships are explored among the aforementioned variables in the context of the postgraduate research service encounter since these are postulated to impact on the postgraduate students' service experience. Theoretical support is provided for a proposed relationship among the following: organizational socialization, role perception and organizational climate as it pertains to the postgraduate research supervisor and this is theorized to mediate the postgraduate students' service experience. If the conceptual model can be validated thorough empirical studies, then higher education institutions could use it to improve the postgraduate students' research experience and by implication increase the number of postgraduate students and throughput.

Key words: Organizational climate, postgraduate service quality, organizational socialization, role clarity and ambiguity.

INTRODUCTION

Higher Education Institutions (HEIs) throughout South Africa are expected to produce more postgraduates, especially research masters and doctorates since this requirement is not only evident from the various government policies and statements, but is factored into the state’s funding formula for subsidizing of public higher education institutions.

Considering that the concept of student as customer is not new (Craford, 1991; Yorke, 1999 as cited by Douglas, McClelland and Davies, 2008), what is applicable to consumers (customers) generally should also, from this perspective, be applicable to (postgraduate) students. According to Angell et al. (2008), given that education is a service, the postgraduate education environment has become increasingly competitive, and whilst service quality of undergraduates has been extensively measured, postgraduate–based research, has been negligible.

Although any study of organizational effectiveness will reveal many organizational variables for consideration, ranging from the working environment to the remuneration, Onifade and Keinde (2010: 32) assert that the ‘climate which constitutes the internal working environment under which the organizational activities are carried out is the most prominent.’ Furthermore, Little and Dean (2006) contend that in a service organization not only having the right employees can greatly enhance the success of the organization, but also ensuring that organizations create and maintain a climate for encouraging employees to effectively deliver excellent service. An organization’s climate (OC) has been identified as a valuable resource for organizational
effectiveness because it influences employee’s commitment to the organization (Carr et al., 2003; Zheng et al., 2010). However, according to Van Vianen et al. (2011: 77), individual climate perceptions may vary among group members who share a similar environment ‘since employees may perceive their environment differently because they draw on what they experience as their own backgrounds when making sense of organizational events.’

The top management of the HE institution through its Senate and Council generally establishes policies and procedures, whereas subunits (faculties, schools, departments, disciplines) deliver the service. Thus, since PG research supervisors ‘integrate their micro-perceptions of workplace events into the macro-perceptions of the organization (as espoused in policies and procedures) in order to develop their perceptions of the OC,’ (Glick, 1985, as cited by Thumin and Thumin, 2011: 96), the possibility exists that the service climate (at the unit level) is not in congruence with the intended OC.

When students enter a learning institution, in addition to becoming aware of the curriculum, they become aware of the ‘educational environment’ or ‘climate’ of the institution (Roff and McAleer, 2001). Thus, with reference to PG students, the key question that may be asked is: Is the research climate supportive, or stressful and intimidating? An answer to this question is important since it can determine the nature of the learning/service experience (SERVEXP).

Despite OC being the topic of research for almost three decades (Dietz, Pugh, and Wiley, 2005), some researchers assert that the theory is still in the ‘early stages of maturation’ (Susskind et al., 2003, as cited by Dietz et al., 2003: 81), especially its application in different service environments, such as higher education.

**Purpose of the study**

Although some attempts have been made to understand the educational climate, these were primarily restricted to undergraduate education or the school (primary/high) environment. Furthermore, much of the research on post graduate studies (PGs) has focused on the supervisor-student relationship. Since the research climate or milieu also impacts on the success and or progress of PG students, it is important not only to know what constitutes a climate conducive for post graduate research as perceived by the PG research supervisors (RS), but also what other variables may be postulated to impact on perceptions of the organizational or research climate and thus influence the PG student’s SERVEXP. There also seems not to be any recognition in the higher education literature of possible associations between the PG supervisors’ perception of the higher education institution’s (HEI’s) climate and the PG students’ perception of the SERVEXP.

The purpose of this paper is to draw heavily on the services marketing literature, especially the literature on service quality management and, develop a conceptual model which will assist to improve our understanding of the PG research encounter and, thus contribute to better manage the PG research students’ service experience and service quality.

**RESEARCH OBJECTIVES**

The primary objectives of this paper is to review and adopt and adapt the literature relevant to organizational climate (OC) for business, to a higher education environment, by focusing on the PG research supervisor (RS) as a service employee and the PG student as a customer, and develop a conceptual (theoretical) model which proposes relationships among certain related variables purported to influence the perception of the OC and the post graduate students’ service experience (SERVEXP).

**Research questions**

Although it is acknowledged that employees are one of the key elements in the operation of a successful service business, and a common theme in the services marketing literature is that the organization must create and maintain a climate for encouraging employees to effectively deliver excellent service (Davidson et al., 2002; Schneider and Bowen, 1993 as cited by He et al., 2011), several questions remain unanswered with respect to the postgraduate students’ service experience. Some of these include, but are not limited to the following:

1. What is the association between the PG research supervisors’ perception of the OC and the PG students’ service experience (SERVEXP)?
2. What is the association between the PG research supervisors’ level of socialization (OS) and their perception of the research climate (OC)?
3. What is the relationship between the PG students’ service experience (SERVEXP) and the PG research supervisors’ level of organizational socialization (OS)?
4. What is the association between the PG research supervisors’ level of organizational socialization (OS) and their perception of their role (RC)?
5. What is the relationship between the PG research
supervisors’ perception of their role (RC) and their perception of the research climate (OC)?
(6) What is the association between the PG research supervisors’ perception of their role (RC) and the PG students’ service experience (SERVEXP)?

**RESEARCH DESIGN**

Considering that this is an extension and adaptation of an empirically evaluated service encounter model (Govender, 1998), the first step was to scrutinize the existing model and thoroughly explore its applicability to a unique service environment, namely PG higher education. Thereafter, an extensive review was conducted of the relevant literature from books, journals, dissertations and other relevant sources. The following electronic sources served as the initial ‘port of call’ to locate research articles and completed research:

1. ABI –Inform via ProQuest (basic; advance; topics; publications, etc.)
2. Business Source Complete via EBSCOHOST
3. Emerald Insight
4. LexisNexis Academic
5. SA ePublications via SABINET online

All search modes (Boolean/phrases, words, etc.) were used, which included, but was not limited to the following: organizational climate; organizational climate for service; service climate; research climate; postgraduate research climate, socialization, organizational socialization, etc. The next step entailed distilling from the empirical and theoretical papers relevant information which served as the foundation for the theoretically-based conceptual model relevant to the postgraduate service environment.

In a nutshell, the research methodology used was exploratory in nature since information was sourced from secondary sources and, critically evaluated and distilled to develop a proposed theoretical model.

**LITERATURE REVIEW**

Organizational culture versus organizational climate: Conceptual definitions and differentiation

Given that a review of the literature confirms (Schneider et al., 1998; Gonzalez-Roma et al., 2002; Lindell and Brandt, 2000) that major conceptualizations, definitions, and measuring approaches are on-going, and rather than attempting to present a major review of theoretical and research issues pertaining to OC, this article will attempt to briefly differentiate between OC and organizational culture and focus on the postgraduate research climate.

Glissson (2007) cites Vebreke et al. (1998) who reported that results of a literature review conducted in 1990 where more than 50 definitions of culture and more than 30 definitions of climate were found. Although some researchers (Glisson and James, 2002; Allen, 2003) focus their attention on culture and climate as distinct constructs to demonstrate the value of quantitative studies, these terms have sometimes been used simultaneously (Schneider et al., 1994) and interchangeably (Schneider, 1990) and in the last decade they are ‘discussed simultaneously,’ in the organizational literature (Glisson and James, 2002: 786). By reviewing the research (Litwin and Stringer, 1968; Brown, 1990; Reichers and Schneider, 1990; Alvesan and Berg, 1992; Denison, 1996; Vebreke et al., 1998) conducted over the years, Allen (2003) concluded that the concept OC is contested one and is often conflated with organizational culture. Davidson (2003) rightfully argues that in order to examine the relationship between OC and service quality, it is important to make the distinction between organizational culture and OC.

According to Zhang and Liu (2010), research on OC can be traced to 1930s, when with the human relations movement pioneered by Hawthorne, researchers turned their attention from the ‘hard’ physical environment to the ‘soft’ psychological environment. Although the concepts organizational culture and OC have sometimes been interchangeably used (Schneider and Bowen, 1995: 238), since they both have to do with how employees ‘make sense’ of the work environment, Zhang and Liu (2010: 189) argue that organizational culture is ‘actually a micro-level’ concept of OC. In a lengthy research paper, Denison (1996: 619-654) attempted to explain the difference between organizational culture and OC, and concludes that OC is ‘temporal, subjective, and subject to direct manipulation by people with power and influence, whereas organizational culture is rooted in history, collectively held, and sufficiently complex to resist many attempts at direct manipulation.

Davidson (2003) asserts that OC is conceptualized as a ‘psychological approach focusing upon the individual, whereas culture is understood to be more deep rooted and shaped over time by many organizational processes.’ According to Soudek (1983), OC which is one of the variables in the field of study of organizational psychology, and which focuses primarily on the interplay between people and organizations, developed from an acknowledgement of the necessity of considering behavior in terms of interacting personality and situational factors.

Hemmelgarn (2006) when defining these two key concepts (culture and climate) emphasized that these concepts are particularly important to human service
quality. Several researchers (Gronroos, 1990; Ancarni et al., 2009) also maintain that complex organizational (corporate) culture which can be felt as the internal climate, explains why people do certain things, think in common ways and appreciate common goals just because they are members of the same organization. These researchers further assert that the corporate culture can be felt as the ‘internal climate’ in the organization, and as such is the ‘surface layer’ of the organization’s underlying culture. Brown (1995: 2) argues that climate is a relatively enduring quality of an organization that is ‘experienced by employees and influences their behavior’ McNabb and Sepic (1994: 373) assert that ‘in contrast to culture which determines boundaries to behavior, climate directly influences behavior within the organization and with the organization’s external customers.’

Nazari et al. (2011) cite Reichers and Schneider (1990: 22) who assert that ‘organizational cultures create climate and they (cultures) endure longer than their climatic counterparts. Furthermore, these researchers argue that in contrast to culture, climate implies the personality of the organization and may exist at two levels, namely, ‘psychological climate which refers to the individual’s perception of the work environment and organizational climate which constitutes shared perceptions of employees about the organizational environment,’ (Nazari et al., 2011: 226-227).

More recently, Thumin and Thumin (2011) have attempted to clarify and narrow several of the conceptual and methodological gaps that persist between OC and organizational culture, since they postulated that if these issues are not resolved, then organizational analysis which is primarily done thorough obtaining a measure of the organizational climate may not be possible, and climate ‘may not remain a viable research topic or management tool’.

In summary, researchers (Burton, 2004; Haakonsson, 2008) concur that OC is the shared perception of what behaviours are expected and rewarded inside the organization, and furthermore, it can be shaped by management to pursue organizational goals and affect performance.

Reichers and Schneider (1990); Pettigrew (2000), as cited by Thumin and Thumin (2011) bemoan the fact that so many articles have resorted to haggling over definitions, raising questions about the relation between culture and climate, etc. and remind us of the virtues of simplicity of expression when dealing with organizational climate. In line with the aforementioned, the objective of this research is not to engage in a review and in-depth discussion of the theoretical concerns and relevant research related to defining and differentiating between the two concepts, but to explore the OC literature briefly and ascertain its influence on the postgraduate service experience.

The postgraduate research (organizational) climate

Organizational climate (OC), its determinants and consequences has been the subject of research for many decades (Schenider and Bowen, 1995). These researchers assert that since the interaction which takes place between the (service) organization, employees and customers during the service encounter (in many cases) cannot be clearly specified beforehand, the climate of the organization offers an ad hoc means of specifying the activities which should be carried out. Research (Schneider et al., 1994) has shown that organizations need to be aware of three kinds of OC in order to ensure the success of quality improvement efforts: a climate for service, a climate for innovation, and a climate for human resources or employee welfare. For the purposes of this study, the OC which when applied to HEIs refers to among others, the research climate.

Over the years, several explanations have emerged about the dimensions that constitute the OC construct. For example, Tyagi (1982) as cited by Govender (1998) identified four general OC variables which were found to be causative factors for attitude and performance, namely, job challenge and variety, job importance, task conflict, role overload, leadership consideration, organizational identification, and management concerns and awareness.

Since OCs can be supportive or non-supportive of quality customer service, Rogg et al. (2001) cite Bowen and Schneider (1988) who argued that everything the organization can do to enhance a service climate, ‘from selection and training to reward systems and leadership style’ must be invoked to guide employee behavior and service excellence.

Although situations vary from organization to organization, there are some common and identifiable features of organizational environments that serve to support quality customer service. Schneider and Bowen (1995) found that the manner in which the service was delivered on climate dimensions was strongly related to customer evaluations of the service they received and their intentions to continue using the service. These researchers also conclude that there was considerable agreement between employee descriptions of what happens in their (bank) branch with respect to customer service and what customers say about the service they receive. Ancarni et al. (2011) also ascertained that in a hospital setting, employees’ perception of the organizational climate mediates the patients’ satisfaction, and the manager’s ability to shape the OC is critical in
order to increase patients' satisfaction.

The intangibility of services makes it difficult for management, employees, and customers to assess the service output and service quality. Consequently, the organization's overall 'climate for service' is very important in shaping both customers' and front-line employees' attitude about the process and outcome of service delivery. Since the front-line service employees are expected to provide a link between the external customer, the environment and the internal operations of the organization, this could result in increased stress, since employees try to meet conflicting demand from management and the customers. Schneider and Bowen (1990) contend that management can potentially manage employee stress by establishing a climate in which employees' desire to give good service are made easier and encouraged. Bowen (1990) maintains that when a product is not 'immediately' available (such as a postgraduate degree), service firms must rely on managing tangibles such as the setting, and contact personnel to create a positive image for their intangible offering.

Researchers such as Schneider et al. (1994) assert that employees (and customers) observe what happens to them (and around them), and draw conclusions about the organization's priorities. These perceptions provide employees with 'direction' and 'orientation' about where they should focus their energies and competencies. Since service quality is in the delivery, it is the interaction between the service deliverer and the consumer which determines service quality for the consumer. Schneider and Bowen (1990) contend that management can potentially manage employee stress by establishing a climate in which employees' desire to give good service are made easier and encouraged. Bowen (1990) maintains that when a product is not 'immediately' available (such as a postgraduate degree), service firms must rely on managing tangibles such as the setting, and contact personnel to create a positive image for their intangible offering.

Prebutte (1995) highlights two important requirements for the successful implementation of a relationship marketing programme, namely a supportive culture and climate and internal marketing.

In their assessment of service quality of a business school, Le Blanc and Nguyen (1997) ascertained that service quality is derived mainly from reputation, a factor which (they propose) is tied closely to management's capacity to foster an OC directed at serving the needs of its customers and to the image of the business school. Salanova and Peiro (2005) cite Schneider et al. (1998) who effort and competency on delivering service, which in turn yields positive experiences for customers as well as positive customer perceptions of service quality. Furthermore, these researchers who examined the mediating role of service climate in the prediction of employee performance and customer loyalty ascertained that organizational practices and resources predict service climate, which in turn predicts employee performance and customer loyalty. The organizational practices according to Salanova and Peiro (2005) are akin to the service climate.

Although in the postgraduate HE environment several service employees (academic and administrative), may influence the PG students' service experience, for the purpose of this study, the research climate will be defined as the research supervisors' perceptions of organizational policies, practices and procedures which promote a climate which recognizes and rewards service to the PG students. This definition by implication suggests 'customer orientation' as an important facet of the research climate and that 'much rests on the perceptions of the individual research supervisor, which influences his/her behavior,' (Bagozzi, 1992). Thus, the research climate will depend on the fundamental support provided by HEIs through 'resources, training, managerial practices and assistance required to perform effectively,' (Schneider et al., 1998).

The OC as it pertains to the HE environment, and more especially the RSSs' perception and impact thereof on service performance (quality of supervision and the students' experience) has not received much attention by researchers. In order to explore this further, it is postulated that:

P1: Postgraduate students’ (PGS') perception of the postgraduate service experience (SERVEXP) is associated with the PG supervisor's perception of the research (organizational) climate (OC).

The literature will now explore the concept OC in little more detail so as to ascertain how it is created and its association (direct or mediated) with other variables.

Organizational climate, organizational socialization and role perception

In a service industry (such as higher education), the service delivered cannot be separated from the people producing/delivering the service. Citing George (1990), Lusch et al. (1996: 181) argued that because the customer interacts directly with the employees during the service encounter, 'employee socialization becomes especially important, and that the employee must be socialized into developing a strong service and customer orientation commitment if the firm is to be successful.'

Since according to Schein (1968) socialization focuses on how individuals learn the beliefs, values, orientation, behaviours and skills necessary to fulfill their role and function effectively within and organization's milieu, Taormina (1999: 651), argues it is logical to expect that
organizational socialization should play a role in ‘employee needs-organizational culture dichotomy’. Organizational socialization (OS) is ‘the process by which employees learn, appreciate and internalize an organization’s goals, values, social knowledge, and expected behaviours’ (Wagner and Hollenbeck, 1996, as cited by Anakwe and Greenhaus, 1999). The process would include, inter-alia, formal training programmes that teach employees the (technical) skills associated with performing their jobs, as well as informal, day to day interactions with employees, managers and customers.

Cooper-Thomas and Anderson (2006) argued that despite the importance of OS for both employees and organizations, and despite OS having advanced to a central topic in the field of HRM (Antonacopoulou and Guttel, 2010), comparison of research in different areas of industrial and organizational psychology showed the OS is still largely un-researched. To an extent, and in terms of the definition of OS, this may be true with respect to research pertaining to existing employees, since the research seems concentrated on newcomers to the organization. Since OS is a learning process and organizations are not static, OS in a context of a learning organization and life-long learning will be equally relevant to existing employees. Moreover, despite the large amount of research (Van Maanen and Schein, 1979; Reichers, 1987; Wanous, 1992, as cited by Anakwe and Greenhaus, 1999; Taormina, 1997) on organizational socialization which included topics such as socialization stages, socialization tactics, organizational socialization and organizational culture, etc., and its applicability to various types of service organizations, there is no evidence to suggest that research had been conducted specifically targeting PG research encounter or the PG researcher supervisor. Thus, there remains a need for research that informs the practice and enables HEIs to achieve OS success.

Cohen and Veled-Hecht (2010: 539) argue that organizational socialization has never been explored in the context of commitment in the workplace despite commitment influencing significant outcomes such as ‘in-role and extra-role performance,’ and socialization affecting the commitment levels of employees (Ashforth, Saks and Lee, 1998). Although the present study does not include organizational commitment as a concept of study, of interest is the relation with the concept organizational socialization, more especially role and performance, since the aforementioned outcomes are purported to be associated with the PG students’ service experience.

Several researchers (Jones, 1986; Robbins, 1993; Srinath, 1993, as cited by Govender, 1998) have argued that perceptions of the organizational climate are the result of organizational socialization. According to McNabb and Sepic (1995), the process of organizational socialization, results in role learning and gaining an appreciation of the climate on the part of the individual. Bock et al. (2005) cite Buckman (1988) who argued that ‘to move from a culture for hoarding knowledge in order to gain power, towards one that rewards the sharing of knowledge with an increase in power, we need to create a climate (for service) that fosters long-lived, trusting relationships’. The sharing of knowledge is a necessary trait for fostering a positive research culture and climate, where both PG students and PG research supervisors could prosper. Furthermore, Lusch et al. (1996) cite several authors (Schneider, 1980; Zemke and Schaaf, 1989) who highlighted the importance of socializing employees into adopting a service quality culture, since they argued that when an employee does this, it would translate into increased customer satisfaction.

Given the above, it is proposed that:

P2: PG Research supervisors who perceive themselves as being effectively socialized will also perceive the research climate (OC) as being supportive of PG research.

P3: PG students’ perception of their service experience (SERVEXP) will be associated with the PG research supervisors’ level of organizational socialization (OS).

Researchers (Singh et al., 1996, as cited by Govender, 1998) contend that when an individual has gained an appropriate understanding of his/her role and the roles of other members of the role set, it is possible to formulate accurate role expectations. Taormina (1997: 29) cites Van Maanen and Schein (1979) who stated that ‘organizational socialization is a process by which an individual acquires the social knowledge and skills necessary to assume an organizational role.’

Cooper-Thomas and Anderson (2006) report that research (Ashforth and Saks, 1996; Saks and Ashforth, 1997) confirm that institutionalized organizational socialization tactics are associated with lower role ambiguity, role conflict and intentions to quit. Schneider and Bowen (1995) concur that in order for the service employee to learn his/her role, and be able to form accurate role expectations, they must be socialized into the organization. Rogg, et al. (2001, p. 437) ascertained that the ‘HR practices-organizational performance relationship’ is mediated by organizational climate.

Elements of their measure of HR practices included items concerning employee orientation, formal job descriptions, etc., which are similar to the ‘socialization’ measures developed for use in this study.

Although a great deal of conceptual and empirical work has been done regarding the socialization of employees of various organizations and its impact upon the
employees and customers, the process of OS and its impact on the service encounter, more especially the research service encounter has not received much attention.

The importance of the socialization of the service employee is apparent due to the characteristics of services which differentiates services from products. For example, because services are intangible, in many cases, the only tangible evidence available to the customer to compare quality and performance is the contact person with whom they interact. Thus a workforce that is effectively socialized may help to ensure a higher degree of consistency of behavior of contact personnel as well as a more consistent and hopefully higher level of service.

Several researchers (Lyonski, 1982; Boshoff and Mels, 1995; Tait, 1996, as cited by Govender, 1998) concur that role ambiguity has a negative influence on service quality, because its affects the service employee's performance which spills over to the perception of service quality.

Govender (1999) cites Schultz (1982) as referenced by Kelley (1987: 4) who explains organizational socialization in terms of role theory and describes role ambiguity as ‘a situation that arises when the employee’s work role, that is, the scope and responsibility of the job and what others expect of him/her, is so poorly structured and ill-defined.’

Chebat and Kollias (2000) cite Schneider (1980) and Shamir (1980) who reveal that employee’s role stress (conflict and ambiguity) is a major contributor to their inability to deliver good service. Furthermore, Singh (1993) provides empirical evidence that role ambiguity experienced by service organization employees greatly reduces performance which in turn leads to a decrease in customers’ perceived service quality.

In order to explore the association between organizational socialization, organizational climate and the RSs perception of his/her role (RC), it is proposed that:

P4: The organizational socialization (OS) of the PG research supervisor is positively associated with the perception of their role (RC).

P5: The PG research supervisors’ perception of their role (RC) is associated with their perception of the research (organizational) climate (OC).

P6: The PG research supervisors’ perception of their role is associated with the PG Students’ perception of the PG service experience (SERVEXP).

The aforementioned (P1-P6) propositions are depicted schematically (Figure 1) as a conceptual model which reflects possible relationships among OS-OC-RC-SERVEXP as they pertain to the post graduate research environment.

CONCLUDING REMARKS AND FUTURE RESEARCH

The literature alludes to the benefits to organizations of understanding the organizational climate. Although, the post graduate encounter is a ‘sub-system’ and just one element of broader (complex) higher education institution’s total environment, by developing the positive aspects of OC in the setting of a post graduate research encounter may offer considerable potential to improve the post graduate service experience.

Given that HEIs are charged with the responsibility of graduating students who are well grounded and can contribute to societal development and advancement, and also (in most countries) government research funding is contingent on ‘on-time’ student completion, this paper attempted to enhance our understanding of the PG
service experience, by developing a conceptual model which entailed exploring relevant literature and proposing relationships among certain variables. The literature does point to the need for PG research supervisors to be clear about their roles, and if this is so, then the possibility exists for postgraduate students to have a good service experience. It also became apparent that the HEI plays an important part in providing role clarity for PG research supervisors, and one way of doing so is through the process of socialization. The research (organizational) climate or milieu also seems to impact on the role perception by the research supervisor. Several relationships, among the variables OS, RC, OC have been postulated to impact on the PG students' postgraduate service experience (SERVEXP). The next obvious step would be to conduct research among a sample of research supervisors and postgraduate research students to empirically evaluate the conceptual model and ascertain the nature of the proposed relationships among the variables, thus providing answers to the research questions posed in this conceptual paper.

REFERENCES
