Conference Program
14–17 August, 2012

Cooperated with
Antiqua
Banking Magazine
Management Research Review
International Journal of Manpower
Journal of Emerging Technologies in Web Intelligence
Conference Program

August 14-17, 2012
Shanghai, China
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Welcome Remarks from SICSS 2012

Dear SICSS 2012 authors, participants, and friends,

The SICSS 2012 Program Committee would like to express deep thanks for your contributions to the SICSS 2012 in Shanghai, China. This year SICSS 2012 received nearly 800 papers from 52 countries covering Africa, America, Asia, Australia, and Europe, all five continents of the world. Each submission was blindly reviewed by at least two reviewers, and a total of 200 papers were accepted and arranged into 40 sessions in the conference. The conference also features an international forum giving worldwide scholars an opportunity to discuss and form international student exchange program from a wide range of perspectives.

The SICSS 2012 is organized by Higher Education Forum. This is the second SICSS conference and surely it brings a wide range of contributors and participants including researchers, academics, industry specialists, practitioners, and graduate students who are interested in the fields of social sciences. Hopefully, you will find new research/teaching ideas and opportunities in your discipline as well as make many new friends.

We will do our best to make you feel warmly welcome at the conference in one of the most noted cities, Shanghai, the capital of China, which is a major economic and financial center of Asia. We wish you have a great time at the conference and enjoy your stay in Shanghai. Finally, we look forward to receiving your submissions and hoping to see you in SICSS 2013.

We appreciate everyone making SICSS 2012 success and great.

The Program Committee of SICSS 2012
2. Year Following Study: Consideration Of Special Needs Students’ Viewpoint In Context Value Perception For Physically Handicapped People

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Abstract
This is a follow up study which has been done in a special education class in elementary school between 2010 and 2011. The study has been continued again with the same three students. In this study, cultural analysis design which is used is based on interpretive theory. The focus group meeting is used with open-ended question in this study. The findings are supported with researchers’ observations which have been obtained with attendant and unattendant meetings in 2011-2012 education term and document analysis and interviewer’s anecdotes. The reliability data has been gathered for increasing the reliability of the study among the observers, and the reliability is found as 89%. The researchers examine about incongruity percentage and explain the incongruity issue in detail in the research.

It is determined that at the end of the research, the teaching process which has been done one year before is still continued; so special needs students still generalized the value concepts for physically handicapped people. The important positive finding is that special needs students behave carefully to time turning during the conversation with physically handicapped people. As a result, the findings of this research and the former one repeat each other. This situation proves and increases the research persuasiveness.

Key Words: Values, Physically Handicapped Student, Special Education, Special Needs Student, Instructional Program

When the definitions which are in the literature about concept of value have been examined, it has been found so many different defines of value. The values can be defined as determining the ideas, attitudes, behaviours of people and they can be acceptable desired, correct or useful criteria. [5] [11] [14] [18] [23] [27].

One of the main aims of making study about values is to determine the people’s tend to value and bring out the interaction about attitude, behaviour, social experience and roles of these
tendencies [14] [27]. In result of the research which is made by Prime Ministry Administration for disabled people; it is seen that 12.29% of Turkey’s population are special needs people [3]. Turkey has so much special needs people, so that education of these people is given with special education for handicapped people. The special education for handicapped people is defined as a education which is continued as depending efficiency in their academic discipline with educated staff for their education and needs, education programmes and methods depending on their qualifications on whole development issue [16]. For handicapped students can be given the best education; can be taken measures in students early age for them, they should be able to make use of low restricted areas and it must be good their parents on attending the education [12]. The least restricted areas are most suitable areas for special needs people. It is known that one of the least restricted is integration application areas. The schools which are establishment building on values can be seen as teaching and living areas, and have been possessed outcomes of the cognition, psychomotor and affective in unity [9] [18] [23] [27]. The education of special needs students has been continued in special education schools, in special education classes in the public schools and in ordinary classes in the public schools in that establishments [4].

It can be seen that concerning the training of values are given place to study too much and too different in literature. In current study has less of them. Some of the obtained studies from the literature are made to determining of teachers’ suggestions, examination or analyse of tendency and assessment it [1] [2] [6] [10] [18] [19] [22], other part of it has tried to measuring of teacher candidates’ attitudes [8] [26]. The one of them has aimed to determining the social values perception of both teacher and student in school life [23]; so the other one has an aim to determine the primary students2 attitudes in context of value education in the same time [21]. The different study has also been tried to determining thoughts of two classes, which are included or excluded the integration applications, about special needs people in context of value perception for primary students [13]. Generally, it has been tried to briefly indicate the studies which has made about values education.

When the researches has been analysing in literature, it is observed that there is only one study about value perception of primary special education student , so that it has been needed a study like that in this area [27]. For that reason, in primary schools, every criteria determining of special education students’ thoughts, attitudes, behaviours should be analysed for determining the establishment value in context of value education. This study’s aim is to bring out the value perception of special needs people, and bring out the interactions these values with their attitude, behaviour, social experiment and roles via observation and interview; for that reason, now the questions will be answered such as who special needs individual is, they should take what kind of education.

In the current study analyses value perceptions of three special needs student who has continued their education in special education class have diagnosed mild intellectual disability and down syndrome about physically handicapped people in context of value criteria. This study is done for physically handicapped people, the reason of
that special need students have tried to communicate with physically handicapped schoolmates in break times, and the researchers observe that they have tried to their physically handicapped schoolmates; in addition to these, these behaviours have been found to examinable tendency to physically handicapped schoolmates in context of value perception by the researchers. For that reason, the former study has been done to positively develop the communication between special need students in context of their BEP with physically handicapped students. This aim has also place in BEP of students in the next academic year. For that reason, it needs the 2. year following study.

The aim of this study is to determine the thoughts and attitudes about physically handicapped people of three special needs students who have continued their education in special education class in context of value perception.

Method

The current analysis design of the qualitative research models is used for designing of the research methods and it is tried to interpret depend on view of interpretive.

Working Group

The current study is made with three special needs student who have different pedagogic and medical diagnosis in 2010-2011 academic year.

Data Collection Tool and Data Collection

The data of research is used the unstructured interview of qualitative data collection techniques, doing the focus group interview and is collected anecdotes with observation and interviewer without attendant.

The data of research is collected using the unstructured interview and unstructured focus group observation techniques. The unstructured interview has been done with students for determine their opinion about the research.

The interviews have been done with students in the same time and in place which has been decided together. The six-question interview form has been prepared as data collection tool by researchers. The interview form has been re-corrected after the suggestions of four experts who are asked for advice about the questions in the form. The whole interview questions have been evaluated in research. One of the researchers has observed about attitudes of physically handicapped people in context of value education in the special education class which is made the research. The main aim of this study’s tendency to physically handicapped people is that special needs students are related to physically handicapped schoolmates so much in break times. The researchers have observed that special needs students have tried to communication with physically handicapped schoolmates in break times. For that reason, both of two researchers have decided to make this study in context of value education. The all of the six interview questions have been evaluated in research. One of the researches has observed about attitudes of physically handicapped people in context of value education in the special education class which is made the research. Besides, interviewer has taken anecdotes.
During the research process, selected short stories of Vuran and Başal’s (2005a, 2005b) books which Öykü Demeti 1 and Öykü Demeti 2 have not been approved for students because of their level by expert who has education on children literature. Later than, it has been decided to writing the story by the researchers. The short stories which have been written are inspired by Öykü Demeti 1 and Öykü Demeti 2. The stories have been sent to an expert who has education on children literature, an academician and a lecturer who is working on child development. The stories have been prepared with final advices of experts.

The Process of Data Collection

It has been decided to videotape recording on data collection for observing the data examine in detailed, to completely observing of students’ behaviours on both visual communication and nonverbal communication and provided to validity and reliability of data.

The researcher has prepared the records which have been recorded by digital camera to watchable on computer in same day after the recorded. Later than, the researcher has backed up the records on DVD. The researcher has watched the records which have been recorded several times. Every record has been described when it has been watching.

One of the researchers has recorded his own with Sony brand portable camera. In this way, the researcher can be recorded students on the move. It has been decided to watching the records again to research question after meeting of two domain experts. The records have been watched by the researchers. It has been decided that it should be watched by another person. In this process, it has been aimed to develop the record and answering the research questions. For that reason, two domain experts have been met and the researchers have watched the records again.

Data Analysis and Interpretation

The descriptive analysis technique has been used to analysing of interview data and obtained data has been digitized. The frequency calculating is made to analysing of observation data. The obtained finding is identified and interpreted
with techniques of interview and observation. After interviews have been completed, obtained voice-recordings are taken print out. After the print out which is taken, it has been prepared to descriptive analysis of data which has been collected categorizing the questions and the answers which are replied for every question which has been recorded in index.

In this study, first of all, the researchers write the unstructured interview data from voice files, and record them on forms of interview. The researchers read the all data and determine the theme of questions. The obtained theme has been turned into ‘Interview Coding Key’. Later than, the researchers and an expert in his field code the theme which has context of answers in interview coding key independently reading the data form in context of research. After the coding key is filled for every person who has been met it compares to its consistency.

It has been done a thematic frame considering the frame of literature and contextual based on obtained data for analysing the descriptive analysis of data in first. The three blind experts who are field in qualitative research information has been asked about the obtained thematic frame to data reliability. The ticks of researchers and experts are compared with each other, they have digitized as 89% of research reliability using the [15] agreement (difference of opinion+agreement)*100 formula. This percentage has passed 80%, for this reason, this research has reliability. The obtained data has been supported directly taking from row data which is obtained results of meetings and the findings are obtained.

The obtained data has been supported directly taking from row data which is obtained results of meetings and the findings are obtained. The researches examine on inconsistent percentage and the disagreement point of them is stated in detailed in the research. When the inconsistent 19% percentages are examined, these percentages are determined to interpreting the abstract concepts in context of value. These concepts are such as obedience, politeness, social obedience. The other reason is that gesture and facial expression are not interpreted so correctly by blind experts. This situation has negatively affected on persuasiveness of the research.

**Results**

When the other studies of the same researches examine, the results of this currently study and other studies are similar to each other. These are the most important findings for the reason that special needs students internalize the significant value and they are able to use them in their daily life.

One of the questions is ‘According to you, what happened to Taktak Stork after this story?’ and the students give the answers of ‘creativity, emphaty, helpful, open-minded, self-confidence, thoughtful’ in context of value perception. Observing teacher indicates the students’ behaviours of ‘creativity, time-turing.’ The first question of other story is ‘According to you, what happened to Tonton Bear after this story?’ and the answers are given such as ‘creativity, helpful, emphaty, open-minded, self-confidence, thoughtful, open to experience’.

In observations, the records which are kept such as answering without influenced each other. The answers of ‘tolerance, self-esteem, respect’ are the most giving answers to the question of
‘According to you, what is the biggest qualification of Taktak Stork separating from the other storks?’ ‘The expressions of love, thoughtful, sadness’ are observed by teacher. The answers which are given ‘tolerance, self-esteem and respect’ to the question of ‘According to you, what is the biggest qualification of Tonton Bear separating from the other bears?’ in teacher’s observation notebook, there are several expressions like ‘students give answers constructively about the question in context of open-minded and differences.’ The questions of ‘How does Taktak Stork feel herself?’ and ‘How does Tonton Bear feel himself?’ are given the clearest answer is ‘empathy’. It is emphasized the expression of ‘only two male students have joined this activity’ in observation.

‘The social responsibility and awareness’ are answers in context of value to question of ‘According to you, have humans like these differences?’ the other obtained finding is that students are aware of context of physically handicapped and how you should behaviour to a handicapped people.

The students are able to establish ‘empathy’ answering the question of ‘If you were Taktak Stork or Tonton Bear, how do you feel about it?’. It is also indicated in observation that ‘students are able to establish empathy in class activities.’

‘Respect and time-turing’ are given answers to question of ‘According to you, what should be the headline of this story?’ The teacher has taken a note as ‘the abilities of students which are listening and time-turing are develop during the conversation.’

Interpretation and Result

When the researches has been examined in literature about values, it can be said that there is not any study to examining on primary special education class students’ value perception, and it can be said that this study is going to be a pioneering study in this field and will be affected positively on validity and reliability of the research.

When the researches has been examined in literature about values, it is observed that there is not any study to examining on primary special education class students’ value perception, and it can be said that this study is going to be a pioneering study in this field. The values have differences from society to society, from school to school and from person to person. The special needs students have also that differences. The answers of special needs students, who have different diagnosis, show differences from each other as similarities each other. In study which is done with teacher candidates is obtained the result that university and father’s educational status cause the differences on democratic values perception [26]. The students, who are called ordinary can also impressed by these variants about values perception, it should be reacted normally that the answers of the special needs people have differences in this study.

The pioneer study shows us that when the students are talking about their opinions and suggestions on different situations establishing empathy, they can show their problem solving ability [27]. The same result is repeated in this 2. year study. This situation is a kind of prove that this context of value is able to teach to special need students; moreover, students who have BEP
can be joined.

This study shows us that when the students are talking about their opinions and suggestions on different situations establishing empathy, they can show their problem solving ability. It has been determined and certified that the special needs student can empathized with putting in themselves into physically handicapped character in the story, in asking questions about stories, by observations, negotiations, and students’ notes which are taken by teacher. These findings have parallels with the research which is done [20]. It is determined that students who can establish empathy and have tendency to establish empathy, have ability to behaviours of problem solving s much [20]. It is emphasized the importance of giving character qualifications such as affective and cognitive about values to students, who are called ordinary [7]. It can be said that they have ability to establish empathy and problem solving as their equals. These findings are the most important finding of this research.

The special-needs students determine that it always should be shown helpful and respectful to physically handicapped people, although the examples of special needs people have differences to physically handicapped people. This finding which is done with students who have normally development in same school [28], have parallels with results of research which is done with primary school students [13].

In findings which has been obtained from meetings with students [28], is determined that one of the criteria is respect determining of students’ thoughts, behaviours, attitudes, desirable can be accepted true or benefit; and they confirm that the students prefer helping each other to rival each other. Although the students who have normal development, generally have such these value perceptions and special needs student have more tendency to helpful, in that reason, it is shown that they have positive perception of human values.

The story completing technique is used in this study. It is shown that during the education, this technique has influence results on expressing of students about values of the story. In the study which has done [17], it is observed to give more perceptibly the wished value watching cartoon. This researches show us that the teaching methods which are supported imagines, have influence on value expressing or teaching. It is shown clearly with their answers that the special needs student can generalize in positively the events which are dramatized in stories, intends to physically handicapped people and their own life, during the meeting, they can produce creative and original opinions expressing their opinions and opposing view answering the questions, they show respectful and helpful and time-turing in conversation depending on observations and meetings. Additionally, it is shown that this study can take part in not only educational programme of students who are called ordinary but also educational programme of special needs people.

Additionally, it is shown that this study can take part in not only educational programme of students who are called ordinary but also educational programme of special needs people.

In addition to that, the blind expert must be selected correctly and this is so important for high persuasiveness of the research. In this study,
blind expert is not expert in this field, his expertise is in other field, and this is important restriction for this study.

The results, which are obtained aiming of determine what attitudes and opinions of the primary special needs students who include the integration applications continue their education in special education class of tend to physically handicapped people in context of value perception using the story completing technique, are indicated below that;

- The special needs people generally show a positive attitudes for physically handicapped people completing the story.
- The special needs students complete constructively and positively the story for benefits of physically handicapped people.
- The special needs students have extremely respectful and helpful for physically handicapped people.
- It is obtained that special need students can establish empathy putting themselves into physically handicapped character in the story.

Proposals

Teachers can do things below about social acknowledgment of special needs students;

- Teachers can prepare the applied activities for understanding of special needs students.
- Teachers are able to increase students’ sensitivity about social responsibility, helping to special needs students, establishing empathy, wanting from them to write stories and read the stories in class.
- It can be developed the projects which are done observing about the special needs students who continue their education in their school.

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