



UNIVERSITI PUTRA MALAYSIA

MEASURES OF AND FACTORS INFLUENCING TEACHERS' NON-TASK BEHAVIOR IN SELECTED OMANI HIGH SCHOOLS

BASIMA ABDUL AZIZ AHMED AL ARAIMI

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By

BASIMA ABDUL AZIZ AHMED AL ARAIMI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfillment of the Requirements for the Degree of
Doctor of Philosophy**

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DEDICATION

To my mother and father for their love and prayers

To my husband for his love and support

To my sisters and brothers for their care and encouragement



Abstract of thesis presented to the senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of philosophy

MEASURES OF AND FACTORS INFLUENCING TEACHERS' NON-TASK BEHAVIOR IN SELECTED OMANI HIGH SCHOOLS

By

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June 2013

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Faculty: Educational Studies

The objectives of this study were: to develop and validate two measures of teachers' non-task behavior (organizational citizenship behavior and deviant work behavior); to describe the extent to which teachers exhibit non-task behavior (organizational citizenship behavior and deviant work behavior) at the high schools in Oman; and to determine the relationships between ethical leadership, ethical climate, job stress, Islamic work ethics and teachers' non-task behavior (organizational citizenship behavior and deviant work behavior) in the high schools in Oman.

To achieve the study objectives; a mixed-method design (sequential exploratory design) was applied and consisted of two phases. In phase one, a qualitative design was conducted. The sample was 9 school principals and 18 teachers in Post-Basic Education Schools (High schools) in Oman. The interview data were analyzed using coding and thematic development procedures. The results of this phase were the identification of three themes for organizational citizenship behavior and the identification of three themes for deviant work behavior, from the perspective and experience of the study participants. The themes were considered as the sub-scales for organizational citizenship behavior and deviant work

behavior. In the second phase, a quantitative design was conducted in two stages. The participants for stage one were 217 teachers in Post-Basic Education Schools (High schools). The data were collected using a self-report questionnaire. The obtained data were analyzed using exploratory factor analysis. The results of this stage showed that the organizational citizenship behavior construct produced three factors: organizational citizenship behavior toward students, organizational citizenship behavior toward peers and organizational citizenship behavior toward school with acceptable reliabilities. The exploratory factor analysis results also showed that the deviant work behavior construct produced three factors: deviant work behavior toward students, deviant work behavior toward peers and deviant work behavior toward school with acceptable reliabilities. The sample for stage two were 565 teachers and 198 head teachers in Post-Basic Education Schools (High schools). Stage two begins with the validation of the study constructs (organizational citizenship behavior, deviant work behavior, ethical leadership, ethical climate, job stress and Islamic work ethic). A self-report questionnaire was distributed to teachers (n=565) in high schools to evaluate ethical leadership, ethical climate, job stress and Islamic work ethic. Meanwhile an other-report questionnaire was distributed to head teachers to evaluate teachers (n=565) who participated in this stage. The data obtained during this stage were analyzed using confirmatory factor analysis and structural equation modeling.

Findings for the first objective provided evidence that the developed instruments: organizational citizenship behavior and deviant work behavior achieved sound psychometric properties. The construct validity and reliability of the organizational citizenship behavior and deviant work behavior constructs were tested and found to be acceptable. Findings for the second objective showed that majority of teachers exhibit moderate level of organizational citizenship behavior as a whole. While the results of the level of deviant work behavior, showed that the majority of teachers exhibit low level of deviant work behavior as a whole. Findings for the third objective showed that ethical leadership and job stress have a significant relationship with teachers' non-task behavior. The results also showed that there

was a significant relationship between ethical climate and teachers' non-task behavior but not in the predicted direction. Further, the results showed that there was no significant relationship between Islamic work ethic and teachers' non-task behavior.

Overall, this study filled the gap in the literature regarding measuring teachers' non-task behaviors with constructs developed in the Arab (e.g. Oman) and school context. The two developed constructs are useful tools for continuing investigating teachers' non-task behavior in schools. Further, this study provided another empirical research into existing literature of measuring the level of teachers' organizational citizenship behavior using other-report questionnaire and adds new knowledge on the subject of measuring the level of teachers' deviant work behavior. This information is useful for the policy makers, human resource managers, school principals and teacher supervisors who have to work together to address the issue of teachers' non-task behavior in Omani schools through formulating policies and strategies to take account of teachers' non-task behavior dimensions. Moreover, this study provided another empirical research in the literature regarding investigating factors that influence non-task behavior in the school setting. The findings showed that ethical leadership and job stress influenced teachers' non-task behavior. The findings are important for the policy makers, human resource managers, school principals and teacher supervisors who have to select, train and provide coaching for the school principal on how to become ethical leaders, and to diagnose the causes of teachers' job stress in the high schools in Oman, in order to formulate policies and strategies to reduce it. The unexpected findings of ethical climate and Islamic work ethic add new knowledge to the literature, therefore scholars need to conduct further studies to understand why ethical climate may promote unethical behavior such as deviant work behavior and negate ethical behavior such as organizational citizenship behavior. Further research is also needed to investigate why Islamic work ethic may not influence Muslim work behavior and which factors may influence their work behaviors.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PENGUKURAN DAN FAKTOR YANG MEMPENGARUHI KELAKUAN
BUKAN TUGAS DALAM KALANGAN GURU SEKOLAH MENENGAH
YANG TERPILIH DI OMAN**

Oleh

BASIMA AL ARAIMI

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Objektif kajian ini adalah untuk membina dan mengesahkan dua pengukuran kelakuan bukan tugas guru (tingkah laku kewarganegaraan organisasi dan tingkah laku devian), memerihalkan sejauh mana guru sekolah menengah yang terpilih di Oman memaparkan kelakuan bukan tugas (tingkah laku kewarganegaraan organisasi dan tingkah laku devian), dan untuk mengenal pasti hubungan antara kepimpinan beretika, iklim beretika, tekanan kerja, etika kerja Islam, dengan tingkah laku devian dan tingkah laku kewarganegaraan organisasi di sekolah menengah Oman.

Bagi memenuhi objektif kajian, gabungan kaedah kualitatif dan kuantitatif (sequential explotary design) telah digunakan dan dilaksanakan secara berperingkat dalam dua fasa.

Kaedah kualitatif digunakan pada fasa pertama. Dalam fasa pertama, sampel kajian terdiri daripada 9 orang pengetua dan 18 orang guru sekolah menengah di Oman. Data temubual telah dianalisa menggunakan prosedur membentuk kod dan tema. Hasil analisis di fasa ini menghasilkan tiga tema bagi tingkah laku kewarganegaraan organisasi dan tingkah laku

devian yang terbentuk berdasarkan perspektif dan pengalaman peserta kajian. Tema ini telah digunakan sebagai sub-skala tingkah laku kewarganegaran organisasi dan tingkah laku devian. Bagi fasa kedua, kaedah kuantitatif telah digunakan pada dua tahap. Respondent bagi tahap pertama adalah seramai 217 guru sekolah menengah. Data dikutip menggunakan borang soal selidik. Data yang diperolehi telah dianalisis menggunakan kaedah Exploratory Factor Analysis. Hasil analisis menunjukkan konstruk tingkah laku kewarganegaran organisasi mengandungi tiga tingkah laku kewarganegaran organisasi terhadap murid, tingkah laku kewarganegaran organisasi terhadap rakan sekerja dan tingkah laku kewarganegaran organisasi terhadap sekolah dengan kebolehpercayaan yang boleh diterima. Bagi tingkah laku devian, hasil analisis Exploratory Factor Analysis menunjukkan tingkah laku devian turut mengandungi tiga faktor iaitu tingkah laku devian terhadap murid, tingkah laku devian terhadap rakan sekerja dan tingkah laku devian terhadap sekolah dengan kebolehpercayaan yang boleh diterima. Sample kajian bagi fasa kedua adalah terdiri daripada 565 guru dan 198 pengetua di sekolah menengah Oman. Tahap kedua kajian bermula dengan pengesahan konstruk (tingkah laku kewarganegaran organisasi, tingkah laku devian, dan juga untuk pemboleh ubah kajian yang lain iaitu: kepimpinan beretika, iklim beretika, tekanan kerja dan etika kerja Islam). Borang soal selidik laporan-kendiri telah diedarkan kepada n=565 guru di sekolah menengah bagi menilai kepimpinan beretika, iklim beretika, tekanan kerja dan etika kerja Islam. Manakala satu soal-selidik laporan-pihak ketiga diedarkan kepada pengetua untuk menilai tingkah laku kewarganegaran organisasi dan tingkah laku devian guru yang terlibat dalam kajian ini. Data yang diperolehi dianalisis menggunakan Confirmatory Factor Analysis dan Structural Equation Modelling.

Hasil keputusan bagi objektif pertama menunjukkan instrumen tingkah laku kewargenegaran organisasi dan tingkah laku devian yang dibina mempunyai ciri psikometrik yang baik. Kesahan konstruk dan kebolehpercayaan instrument tingkah laku kewargenegaran organisasi dan tingkah laku devian telah diuji dan didapati boleh diterima. Bagi objektif ke dua, hasil kajian menunjukkan majoriti guru mempamerkan tingkah laku kewargenegaran organisasi secara sederhana dan kurang mempamerkan tingkah laku devian. Keputusan objektif ketiga menunjukkan kepimpinan beretika dan tekanan kerja mempunyai hubungan signifikan dengan tingkah laku kewargenegaran organisasi dan tingkah laku devian. Terdapat hubungan signifikan antara iklim etika dengan tingkah laku kewargenegaran organisasi dan tingkah laku devian tetapi bukan pada arah yang dijangkakan, iaitu hubungan negatif. Manakala kajian menunjukkan tiada hubungan signifikan antara etika kerja Islam dengan tingkah laku kewargenegaran organisasi dan tingkah laku devian guru.

Secara keseluruhan kajian ini dapat menutup jurang literature mengenai pengukuran skala tingkah laku kewargenegaran organisasi dan tingkah laku devian dalam kalangan guru yang dibina khusus dalam konteks negara Arab (iaitu Oman) serta dalam konteks sekolah. Kedua-dua instrumen tersebut amat berguna bagi mengkaji kelakuan bukan-tugas guru sekolah di Oman. Selain itu, kajian ini turut menyumbang kepada kajian empirikal sedia ada yang mengkaji tingkah laku kewargenegaran organisasi menggunakan soal-selidik berbentuk laporan pihak ketiga serta menjana ilmu berkaitan dengan pengukuran tingkah laku devian dalam kalangan guru. Maklumat ini berguna kepada pengubal dasar, pengurus sumber manusia, pengetua sekolah dan penyelia atau ketua guru yang perlu bekerjasama untuk mengendalikan isu yang berkaitan dengan kelakuan bukan-tugas guru di Oman dengan

mengeluarkan dasar dan membentuk strategi yang mengambilkira aspek kelakuan bukan-tugas guru. Di samping itu, kajian ini telah menambahkan kajian literature mengenai pengaruh faktor yang mempengaruhi kelakuan bukan-tugas dalam konteks sekolah. Keputusan kajian menunjukkan kepimpinan beretika dan tekanan di tempat kerja mempengaruhi tingkah laku devian guru. Keputusan kajian ini penting bagi pengubal dasar, pengurus sumber manusia, pengetua dan penyelia atau ketua guru kerana mereka harus memilih, melatih, dan membimbing pegetua sekolah agar mereka menjadi pemimpin beretika serta untuk mengenal pasti punca tekanan kerja guru sekolah di Oman agar bagi membolehkan dasar dan strategi untuk mengurangkan tekanan kerja guru sekolah Oman dapat dilaksanakan. Penemuan yang tidak dijangka bagi etika iklim dan etika kerja Islam akan menambahkan pengetahuan baharu kepada literatur. Para pengkaji perlu menjalankan kajian lanjut bagi memahami mengapa iklim beretika menggalakkan tingkah laku devian dan menjejaskan tingkah laku beretika guru seperti tingkah laku kewarganegaraan organisas. Kajian lanjut perlu dijalankan bagi menjawab persoalan mengapa etika kerja Islam tidak dapat mempengaruhi tingkah laku kerja seorang Muslim serta untuk mengkaji faktor lain yang mempengaruhi tingkah laku mereka.

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APPROVAL

I certify that an Examination Committee has met on **28 June 2013** to conduct the final examination of Basma Al Arimi on her Degree of Doctor of Philosophy thesis entitled “Measures of and Factors influencing teachers’ non-task behavior in selected Omani high schools” in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The committee recommends that the candidate be awarded the Doctor of Philosophy.

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DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare it has not been previously or concurrently submitted for any other degree at Universiti Putra Malaysia or other intuitions.

BASIMA ALARAIMI

Date: 28 June 2013

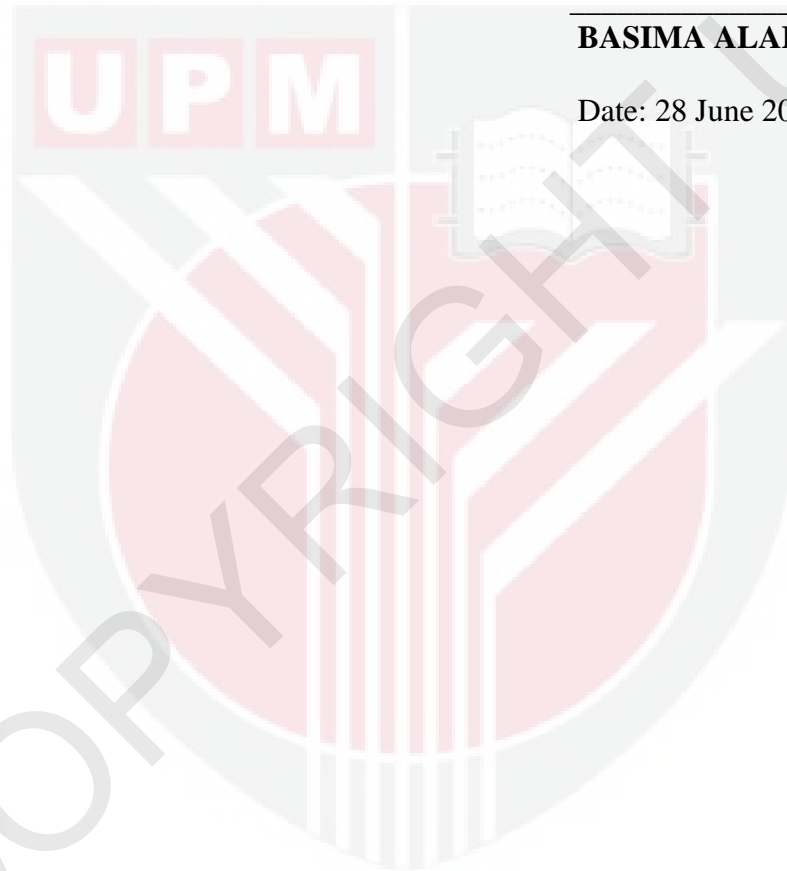


TABLE OF CONTENTS

	Page
DEDICATION	ii
ABSTRACT	iii
ABSTRAK	vi
ACKNOWLEDGEMENTS	x
APPROVAL	xi
DECLARATION	xiii
LIST OF TABLES	xviii
LIST OF FIGURES	xxii
LIST OF APPENDICES	xxv
LIST OF ABBREVIATIONS	xxix
CHAPTER	
1 INTRODUCTION	
1.1 Background of the Study	2
1.2 Background of Education in Oman	6
1.3 Statement of the Problem	10
1.4 Study Objectives	13
1.5 Study Questions	14
1.6 Significance of the Study	14
1.7 Assumptions of the Study	17
1.8 Scope and Limitations of the Study	17
1.9 Operational Definitions	18
2 LITERATURE REVIEW	
Introduction	20
2.1 Organizational Citizenship Behavior and Deviant Work Behavior	20
2.2 Organizational Citizenship Behavior	22
2.2.1 Definitions of Organizational Citizenship Behavior	23
2.2.2 Dimensions of Organizational Citizenship Behavior	24
2.2.3 Theories and Models of Organizational Citizenship Behavior	28
2.2.4 Measurements of Organizational Citizenship Behavior	33
2.3 Deviant Work Behavior	35
2.3.1 Definitions of Deviant Work Behavior	36
2.3.2 Dimensions of Deviant Work Behavior	37
2.3.3 Theories and Models of Deviant Work Behavior	39
2.3.4 Measurements of Deviant Work Behavior	46
2.4 Factors influence Organizational Citizenship Behavior and Deviant Work Behavior	47
2.4.1 Model of Factors that influence Employee Behavior	47
2.4.2 The Antecedences of Organizational Citizenship Behavior in Previous Research	50
2.4.3 The Antecedences of Teachers' Organizational Citizenship Behavior in Previous Research	51
2.4.4 The Antecedences of Deviant Work Behavior in Previous Research	55
2.4.5 The Antecedences of Teachers' Deviant Work Behavior in Previous Research	56
2.5 Ethical Leadership	58
2.5.1 Definition of Ethical Leadership	59
2.5.2 Dimensions of Ethical Leadership	59
2.5.3 Relationship between Ethical Leadership and Non- task Behavior	61

2.5.3.1	Theories explaining the relationship between Ethical Leadership and Non- task Behavior	61
2.5.3.2	Previous Research on relationship between Ethical Leadership and Non- task Behavior	65
2.6	Ethical Climate	68
2.6.1	Definitions of Ethical Climate	68
2.6.2	Dimensions of Ethical Climate	69
2.6.3	Relationship between Ethical Climate and Non- task Behavior	70
2.6.3.1	Theories explaining the relationship between Ethical Climate and Non-task Behavior	70
2.6.3.2	Previous research on relationship between Ethical Climate and non- task Behavior	74
2.7	Job Stress	79
2.7.1	Definitions of Job Stress	79
2.7.2	Dimensions of Job Stress	80
2.7.3	Relationship between Job Stress and Non- task Behavior	83
2.7.3.1	Theories explaining the relationship between Job Stress and Non- task Behavior	83
2.7.3.2	Previous Research on relationship between Job Stress and Non- task Behavior	86
2.8	Islamic Work Ethic	89
2.8.1	Definitions of Islamic Work Ethic	91
2.8.2	Dimensions of Islamic Work Ethic	92
2.8.3	Relationship between Islamic Work Ethic and Non- task Behavior	94
2.8.3.1	Theories explaining the relationship between Islamic Work Ethic and Non- task Behavior	94
2.8.3.2	Previous Research on relationship between Islamic Work Ethic and Non- task Behavior	97
2.9	Summary	101
3	METHODOLOGY	
	Introduction	102
3.1	Research Design	102
3.1.1	Phases of the Sequential Exploratory Design	103
3.2	Research Framework for the Correlation Analysis	108
3.3	Hypotheses for the Correlation Analysis	109
3.4	Research Location	111
3.5	Population and Sampling Procedure	112
3.5.1	Phase one (Qualitative Analysis)	112
3.5.2	Phase two (Quantitative Analysis)	114
3.6	Development of the Organizational Citizenship Behavior and Deviant Work behavior Instruments	121
3.6.1	Rationale for the New Teachers' Organizational Citizenship Behavior and Deviant work Behavior Instruments	122
3.6.2	The Process of the Organizational Citizenship Behavior and Deviant Work Behavior Scale Development	123
3.7	Measurments and Instruments	128
3.7.1	Phase one: Measurments and Instruments	128
3.7.2	Phase two: Measurments and Instruments	129
3.8	Translation of the Research Instruments	137
3.9	Validity and Reliability	138
3.9.1	Phase one: Validity and Reliability (for Qualitative Data)	139
3.9.2	Phase two: Validity and Reliability (for Quantitative Data)	139
3.10	Data Collection	143
3.10.1	Phase one: Qualitative Data Collection	144

3.10.2 Phase two: Quantitative Data Collection	145
3.11 Data Analysis	146
3.11.1 Phase one: Qualitative Data Analysis	147
3.11.2 Phase two: Quantitative Data Analysis	148
3.12 Summary	172
4 RESULTS AND DISCUSSION	
Introduction	173
4.1 Sample Demographic Characteristics	173
4.1.1 Demographic Characteristics of the Respondents in Phase one	174
4.1.2 Demographic Characteristics of the Respondents in Phase two	175
4.2 The Development of Organizational Citizenship Behavior and Deviant Work Behavior Items	178
4.2.1 The Development of Teachers' Organizational Citizenship Behavior Items and Teachers' Deviant Work Behavior Items	178
4.3 Assessment of the Validity and Reliability of Organizational Citizenship Behavior and Deviant Work Behavior Instruments	186
4.3.1 Study 1: Exploratory Factor Analysis of Organizational Citizenship Behavior and Deviant Work Behavior Instruments	186
4.3.1.1 Teachers' Organizational Citizenship Behavior Instrument	186
4.3.1.2 Teachers' Deviant Work Behavior Instrument	189
4.3.2 Study 2: Comformatory Factor Analysis of Organizational Citizenship Behavior and Deviant Work Behavior Instruments	193
4.3.2.1 Teachers' Organizational Citizenship Behavior Instrument	193
4.3.2.2 Teachers' Deviant Work Behavior Instrument	201
4.4 Level of Non-task Behavior (Organizational Citizenship Behavior and Deviant Work Behavior) among Teachers at the High Schools in Oman	208
4.4.1 Distribution Level of Organizational Citizenship Behavior	208
4.4.2 Distribution Level of Deviant Work Behavior	211
4.5 Relationships between Non- task Behavior and Ethical Leadership, Ethical Climate, Job Stress and Islamic Work Ethic	213
4.5.1 Assumption for Structural Equation Modeling	214
4.5.2 Descriptive Statistics	215
4.5.3 Overall Measurement Model	218
4.5.4 Validity and Reliability of the Constructs in the Overall Measurement Model	219
4.6 Assessing the Structural Model with Latent Variables	222
4.7 Discussions	226
4.7.1 The Development of Organizational Citizenship Behavior and Deviant Work Behavior item	227
4.7.2 Assessment Process of the Validity and Reliability of Organizational Citizenship Behavior and Deviant Work Behavior Instruments	231
4.7.3 Level of Non- task Behavior among Teachers at the High Schools in Oman	235
4.7.4 Relationships between the Study Variables	248
4.8 Summary	263
5 IMPLICATIONS AND RECOMMENDATIONS AND CONCLUSIONS	
Introduction	265
5.1 Implications	265
5.1.1 Theoretical Implications	265
5.1.2 Implication for Practice	268
5.2 Recommendations for Future Research	274
5.3 Conclusions	277

REFERENCES	279
APPENDICES	301
BIODATA OF STUDENT	378



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