

# Research Outlook

## Message from the Chairman

ICL Education Group is celebrating new EERs (NZQA's External Evaluation and Review) in all three schools, which have retained Category 1 status: all Highly Confident-Highly Confident. This is a highly creditable result which demonstrates that not only have we survived Covid and border closure, but we have grown stronger, and even raised our academic quality. We are immensely grateful to our academic, sales and admin teams for working hard towards a range of achievements of which we are so proud.



Graduate Business School numbers have continued to reduce a little, as we have had rather more students graduating than we have had arrive, but with the border now open, numbers will grow. Already, the Language Division numbers have doubled from the low of around 80, which we maintained from January to July, and many of them will feed through to the GBS. We have had a highly successful Cohort 4 with 101 students arriving in the weeks since the border reopened, from nine different countries. Cohort 4 is the fourth border exemption to be allowed during Covid-19, and ICL was granted a remarkable 161 places. We can expect more students to arrive in the next couple of months. Our Graduate Diploma in Teaching (ECE), which leads to teacher registration, is already our largest programme and 24 of the Cohort 4 students are on the GradDip.

Throughout Covid our research activity has prospered without a blip and this newsletter bears testimony to that. Our monthly internal presentations have continued to throw up a wonderfully eclectic range of subjects, most recently a presentation from our Research Professor Michele Akoorie on the quite alarming dangers of unreliable sources, misplaced contexts and the frailty of replication. In our research let us all beware of Greeks bearing gifts!

Ewen Mackenzie-Bowie, Chairman

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## Welcome to the September 2022 research update!

ICL Graduate Business School is going from strength to strength!

The outstanding quality of ICL Graduate Business School has been officially recognized with a Category One rating (Highly Confident in Educational Performance, and Highly Confident in Self-Assessment) with an excellent External Evaluation and Review (EER) report from NZQA.

We received the highest possible rating (Excellent) in all EER assessment criteria!

The EER panel also recognized ICL Graduate Business School as a PTE sector leader in research. The academic team was commended for not only maintaining the high level of research activity during the difficult Covid-19 years, but for the team's achievement in furthering and enhancing the already high standard of research within our boutique graduate school.

I would like to take the opportunity to reflect on this achievement, and express my gratitude to all teams of the ICL Education Group that made this enormous success possible: the Board of Directors and Senior Management Team who provide academic teams with their unwavering support, Programme Managers and Programme Leaders who encourage and support their teams in the quest to provide the best learning and research environment, our Research Coordinator and Research Professor for their guidance and coordination, our academic team for their enthusiasms towards research, and – last not least – our postgraduate research students together with their supervisors who contribute so enormously to our research culture at ICL.

The growth of ICL's research culture is not only reflected in our EER's success, however. For the first time in ICL's history, we will be able to publish a second annual volume of the "ICL Journal – Working Papers" series. Our postgraduate students and the academic team have achieved not only an increasing number of research outputs, but the quality of such outputs allows us to publish them in our ICL Journal.

With Covid-19 frameworks and New Zealand's border closure being history, we now look forward to welcoming the first post-Covid ICL student generation, either via online or face-to-face delivery.

Ngā mihi nui,  
Markus Klose  
Academic Director - ICL Graduate Business School



## ICL Research Seminars

Research active staff and those with research interests regularly gather at research seminars. Here are some exciting research papers presented by academic staff from May to August 2022. More research-sharing sessions are scheduled in 2022.

Presenter	Topic	Date
Hemal Manaktala	<p><b>Beyond the Title: Exploring Teacher Leadership in Early Childhood Education in Aotearoa</b></p> <p><b>Abstract</b></p> <p>Every child has the right to high-quality early childhood education (ECE). Effective teacher leadership positively influences teaching pedagogy, contributes to building meaningful relationships, leads to collaboration among adults and children/tamariki, consequently resulting in high-quality education and practice. However, there is a lack of knowledge about how teacher leadership is perceived and enacted within ECE settings. This gap in knowledge hinders the growth and development of teacher leadership in ECE settings, and subsequently, the child's right to high-quality ECE. This study contributes to the field of research on teacher leadership by exploring fully and provisionally certificated teachers' perceptions and experiences of leadership in relation to their everyday work in Aotearoa New Zealand early childhood education (ECE). The study was guided by a qualitative, interpretive methodology and underpinned by a sociocultural theoretical lens. Data was gathered through semi-structured individual interviews with four fully certificated teachers and two provisionally certificated teachers, entries made in their participant-directed diaries, and a review of the centre documentation from across two centres within the same organisation. Thematic analysis revealed key themes across the data sources. Findings highlighted leadership experiences embedded within the culture of the centre. Respect, trust, open and honest communication, and commitment to shared values are underpinned in the centres' philosophy. The study further revealed the importance of positional leaders within the settings encouraging leadership as an everyday practice and not limiting leadership to positions or titles. Though leadership seemed embedded within the everyday practice of both fully certificated and provisionally certificated teachers, five research participants were hesitant to embrace their leader identity. This hesitancy implied that leadership could occur even without leader identification. Most of the teachers were able to perceive their peers to have leadership dispositions, such as calmness, humour, compassion, and communication. This study sheds light on the complexities of leadership in ECE and highlights the importance of positional leaders in fostering teacher leadership within ECE settings.</p>	May 2022

Dr. Maria Concepcion V. Umali	<p style="text-align: center;"><b>Dimensions of Counsellor Leadership and Advocacy Roles</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Leadership is a vital skill in the counselling profession. However, limited research has been done to examine how leadership is characterized by practicing counsellors. This research aims to investigate the leadership-advocacy roles of counsellors, and the dimensions of each role from the perspective of professional counsellors themselves. Leadership is an essential skill for counsellors working in the 21st century. Previous training materials for counsellors have begun to address this need. However, further exploration of leadership concepts specific to counselling is still needed.</p> <p>Leadership is the foundation of essential skills (advocacy, collaboration, and systemic change) and focuses more on skills, relationships, and processes than the authoritative power within a hierarchy. Little is known about counsellor leadership at any level. Within the hierarchical structure common in schools and communities, counsellors typically have neither envisioned nor endorsed themselves as leaders.</p> <p>From a leader role of separation to one of collaboration, counsellors have a vital leadership role in professional accountability standards while leading their programs and advocating for counselling, their clients and the profession in multicultural awareness efforts. This has become evident as the profession examines problems in the counselling programs.</p> <p>Delphi processes were employed in gathering data using an online questionnaire fielded to the NZAC active members in three rounds. Qualitative data analysis was done using SPSS text analysis while Multidimensional scaling technique for non-metric quantitative data was employed.</p> <p>This paper discusses leadership contexts in counselling, outlines the activities and skills required in each context providing a holistic counsellor view of leadership in six dimensions.</p> <p>Key words: Counsellor- leadership/advocacy, professional counselling context, dimensions of leader-advocate roles</p>	June 2022
Wiremu Tipuna	<p style="text-align: center;"><b>Tikanga Rangahau – Māori Research Methodology</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The notion of Kaupapa Māori research methodologies comes from a te ao Māori (Māori world view) Mātauranga Māori (Māori knowledge and ways of thinking), tikanga Māori (Māori procedures and practices of engagement) perspective. As such 'Tikanga Rangahau – Māori Research Methodologies' is identified as Kaupapa Māori Research. Kaupapa Māori research is research that comes from a Māori philosophical approach to how Māori see and understand the world they live in and the practices developed to balance with that world to which they live. This notion of thinking about the world is multi-faceted and includes but not limited to Māori values and practices, the environment, the people, the spiritual realm, time and space.</p> <p>For Kaupapa Māori research to happen the underpinning philosophy and approach is that of the principles of tikanga Māori and the kawa (protocols) of</p>	July 2022

	<p>our marae and iwi, hapū and whānau. Tikanga Māori encapsulates Te Tiriti o Waitang, Tino Rangatiratanga, Taonga tuku iho, Whānau and the practice of whakawhanaungatanga, kaitiakitanga and manaakitanga. It is through tikanga Māori that kaupapa Māori research is conceptualised. Therefore, Kaupapa Māori research links directly to Kaupapa Māori Theory. The Theoretical approach to a research project is therefore explored, considered and taken on from this position.</p>	
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These sessions help boost ICL's research culture.

They allow discussing possible collaborative projects and exploring research topics arising from previous recommendations.



*Wiremu Tipuna at an ICL research seminar*

## Professional Development

As part of professional development, staff members attended and facilitated short training sessions conducted by ICL Graduate Business School and other professional organizations.

Ewen Mackenzie-Bowie, the Chairman of ICL Education Group, attended the World Vocational and Technical Education Development Conference, sponsored by the Ministry of Education of the People's Republic of China, 19th-20th August 2022, Tianjin, China. Some 300 offshore and 500 onshore delegates exchanged views and narratives on a range of international projects on the integration of vocational and academic curricula and frameworks in the conference. He also presented ICL Education Group and New Zealand as a destination for higher vocational education and partner for Chinese institutions in the International Cooperation of Vocational Education, a sub-project of the International Educational Committee of the Chinese Society of Educational Development Strategy, on 23rd August 2022, Guiyang, Guizhou, China. There were 300 delegates who attended online.

Dr Maria Concepcion V. Umali, ICLGBS Lecturer, attended the IFSW-sponsored 2022 conference on "The People's Global Summit: Co building a new eco-social world leaving no one behind" on 29 June to 2 July 2022. The goal of this global meeting on Zoom is to develop the people's charter for an Eco-social world that comprises our diversity, our commitment, our vision and our experiences recognizing the strength of communities and people to co-build sustainable and fair change based on the transfer of power to people. It is a historic moment for an Eco-social world. Antonio Gutierrez, secretary-general of the United Nations calls for a need for transformational change. Covid 19 is a human tragedy but has also created a generational opportunity to build back a new equal and sustainable world. It is a new global deal based on fair globalization on the rights and dignity of every human being, living in balance with nature taking into account the rights of future generations and on success based on human rather than economic terms. Speakers and contributors represent various disciplines, communities, government and private agencies such as UNESCO, UNICEF, UNCTAD, IFSW, indigenous people and students. Topics discussed include Trending topics to influence Education financing; domestic funding and managing inequity in private education; transition to

work in a new eco-social world; redefining and reclaiming youth principles in a post-pandemic world; public health, practices and policies and the new work ethics around the world.

Dr Umali actively participated in the 2020 conference when the global agenda for the next 10 years was developed. She has been a continuing contributor to this

Michèle E.M. Akoorie, ICLGBS research professor attended the following sessions:

'How to survive submission and develop a publication pipeline' was delivered by Professor Paul Vaaler of the Carlson School of Management in May 2022.

Ongoing Webinar series given by Sage Publications on How to Get Published. Webinars are every fortnight.

Dr Paula Ray, Programme Manager (Postgraduate), attended "TechTalk: AI and Automation - Future of Work for Growth, Resilience and Sustainability" on

May 19, 2022. She also presented her article titled "Role of the Frenemy: AI insights into data mining and data storage" at the seminar organised by Research Association New Zealand on June 30, 2022.

Dr Syed Jamali, Senior Lecturer & Programme Leader (Undergraduate) attended a Webinar on "Neurodiversity in education" organised by the Education Hub on August 2<sup>nd</sup> 2022. This webinar explores some of the challenges that neurodiverse students face in schools and as they move on to tertiary education as well as how teachers and schools can help to ameliorate these challenges and support neurodiverse students to celebrate and use their strengths in the classroom. The presenter Dr Chiara Horlin is a lecturer in psychology at the University of Glasgow and a founder of their Neurodiversity Network. She is a developmental psychologist with particular interest in Autism Spectrum Disorder and neurodiversity in general.

## ICL'S EXPERTISE IN THE INTERNATIONAL ARENA

### ***EDULEARN 2022: 14th annual International Conference on Education and New Learning Technologies, 4-6 July 2022, Spain***

Dr Paula Ray, Programme Manager (Postgraduate), presented a research paper titled "Digital transformation and innovation in the education industry: Democracy versus political economy" at the 14th Annual International Conference on Education and New Learning Technologies, organised by IATED.

Digital transformation induced by the COVID19 situation has made tertiary education more accessible in the past couple of years. The most immediate example to substantiate this hypothesis would be edX offering free online courses from Harvard and MIT to those who want to upskill professionally or even want a bite-size taste of an unexplored area of study to decide on their career pathway. To facilitate this delivery, several hosting platforms are used for learners at different levels. At the tertiary level, Zoom appears to be the primary platform; while for corporate training, it is mainly MS Teams. For the

purpose of research, in this paper, corporate training will also be considered a form of tertiary education.

This paper aims to explore if COVID19 has made tertiary education more accessible to learners, furthering 'the democracy of education'? A three-pronged study of secondary data was conducted on relevant websites and annual reports of education providers, delivery platforms and the learners' enrolment numbers during the pandemic. Preliminary findings show that education delivery using digital platforms has become agile since the pandemic - switching between online, offline and hybrid modes. This has facilitated the promotion of micro-credentials, a concept that became popular in the years preceding the pandemic. IT-related programmes have gained in popularity, with the government in countries like New Zealand giving incentives to education providers and learners to pursue computer-aided digital skills. Harvard and other ivy league institutions, which were considered a 'class apart', have become more accessible with their distance delivery of short programmes.



While the digital divide continues to leave behind a certain segment of our society from jumping on to this bandwagon of change, software and digital platforms facilitating access for those on the privileged side of the divide have boosted the political economy, thus furthering the divide in favour of the digital natives. Innovation in knowledge delivery, on the other hand, is rapidly transforming the education industry.

*Congratulations Paula!*

***The Southeast Asian Conference on Education (SEACE2023), 10-13 February 2023, Singapore.***

One of the research papers of Dr Syed Jamali, Senior Lecturer & Programme Leader (Undergraduate), titled 'Inquisition of Teaching Philosophy', has been accepted for presentation at The Southeast Asian Conference on Education (SEACE2023) in Singapore.

This study investigated the underlying factors that reflect one's teaching philosophy. Participants were

academics from different countries and members of ResearchGate, an academic site for scientists and researchers to disseminate and share their research articles and the academic staff of a tertiary institute in New Zealand. Data were collected from shared papers, asked and answered questions, comments and workshops on this research area and the relevant journal articles. A thematic analysis methodology was used to determine the core areas academics consider in their teaching philosophy. Results indicate that personal values as educators, the directives of work, management and prioritizing of pedagogical strategies, equity, and a supportive environment all culminate as relevant aspects considered for an effective teacher's philosophy. Furthermore, knowledge-sharing information is the most substantial factor that impacts a personal teaching philosophy.

*Congratulations Jamali*

## Research Projects Undertaken by Master of Business Informatics (MBI) and Master of Management (MM) Students

MBI/MM cohort 20 (7 Mar– June 2022) and MBI cohort 21 (2 May 2022 – 20<sup>th</sup> August 2022) have finished their final Applied Project Reports of 15,000-20,000 words under their supervisors. These research projects have been completed and submitted on time. In addition, the students have investigated some exciting and relevant areas:

Researcher	Topic	Supervisor
Anh Tuan Nguyen	Impact on the viewing behaviour of New Zealanders towards Subscription Videos on Demand (SVOD) in the Covid-19 Pandemic: A Netflix case.	Dr Zarqa Shaheen
Hsiang-Chun Lin	The determinants of cat owners' consumer behaviour relating to cat services in Aotearoa/New Zealand.	Meripa Toso
Viviane Da Silva Brito Bomfim	The perception of people towards attending online events during Covid-19 in New Zealand.	Dr. Ahmad Wedyan
He Chen	Performing on the Edge. The effects of the Covid-19 pandemic on the performing arts workforce in New Zealand.	Dr Maria Umali
Karen Andrea Diaz Velandia	Analysis of the impact of Covid-19 on the sustainability of the food industry in New Zealand.	Dr Dayal Talukder
Yash Grewal	Impact of Covid-19 on customer buying intentions in the NZ automotive industry.	Dr Dayal Talukder

Uthpala Madhuwanthi	The effects of health precautions on consumer attitudes and purchasing intentions in COVID 19 times in New Zealand.	Dr Michele Akoorie
Xiaotong Niu	The impact of social media on the willingness of customers in China towards cosmetics purchase.	Dr Ahmad Wedyan
Margiben Patel	Use of Chatbot by people during the COVID-19 pandemic to get health help information.	Dr Dayal Talukder
Qiuye Wu	Analysis of Airbnb users' online comments: Factors considered by New Zealanders during Covid-19.	Dr Meripa Toso

## Publications

Ali, Z. S. & Kondal, A. (2022). People's attitudes towards use of electric cars in Aotearoa New Zealand. *Asia Pacific*. 39

Ali, Z. S. & Yang, X. (2022). The impact of YouTube pandemic advertising on people's attitudes towards COVID-19. *Online Journal of Communication and Media Technologies*.

Ali, Z. S. & Li, Z. (2022). The effect of climate change on milk yield in New Zealand: A case study of Fonterra. *Iranian Journal of Applied Animal Science*.

Ray, P. & Karmokar, S. (2022). Facilitating Ethnic Women Entrepreneurship in Aotearoa: The Case Study of WEC. In S. El-Kafafi (Eds.), *Promoting Diversity, Equity, and Inclusion for Women After the COVID-19 Pandemic*. (pp. 217-231). IGI Global. DOI: 10.4018/978-1-6684-3799-5.ch012

Ray, P. (2022). Digital transformation and innovation in the education industry: Democracy versus political economy. *EduLearn22 Proceedings*, published by IATED for inclusion in the Web of Science index.

## A Story from Anh Tuan

I will always be grateful for my time at ICL Graduate Business School. As a student at ICL, I had the opportunity to learn and grow in many ways. As a master's student at ICL, I had the opportunity to interact with and learn from people from all over the globe. Thanks to the teachers, staff, and all other units, we have received a top-notch education. Further, I appreciate Dr. Zarqa Shaheen's guidance and support as the supervisor of my applied project. The time I spent at ICL Graduate Business School was a highlight of my life. The diverse group of people I met at ICL Graduate Business School enriched my research experience.





Regarding my practical project, I decided to focus on the COVID-19 pandemic as a crucial factor in my research. As a result of the COVID-19 epidemic, there has been a dramatic shift in how individuals usually connect, with many opting instead to participate in online communities. Netflix Party, a streaming video-on-demand platform, is a relatively new type that has quickly become popular. The primary goal of this study, which used the Uses and Gratification Theory (UGT) as its theoretical underpinning, was to identify the characteristics that affect Netflix Party usage within

virtual social groups. All 391 participants completed a voluntary survey in which they were asked to rate their agreement or disagreement with 20 statements organized into five groups. This research intends to provide theoretical and practical implications helpful to subscription video-on-demand (SVOD) providers in their attempts to improve their group-watching features.

Thanks!

**Editor: Dr Syed Jamali**