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Research Paper

Exchange Rate and Financial Performance of Listed Companies on Tehran Stock Exchange.

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J. Educ. Manage. Stud., 6(4): 73-81, 2016; pii:S232247701600013-6

Abstract

Nowadays, the increasing importance of capital and efficient markets is absolutely undeniable in the allocation of resources and encouraging investors in productive sections of economy. Empirical studies indicate that rate fluctuations level can significantly affect a firm's financial variables. Due to the importance of exchange rate, the present study aims to assess the effect of exchange rate fluctuations on the variables of sale, product cost, and gross profit of listed companies on Iran Stock Exchange. Needed data has been seasonally collected from financial statements over a period from 2010 to 2013. Descriptive and inferential statistics such as correlation analysis have been applied to analyze collected data. The achieved findings demonstrate that the percentage of changes in exchange rate (dollar and euro) brings about more changes in sale and gross profit, while makes no changes in product cost of the sold products. Results of testing first and second hypotheses show a direct positive relationship

between exchange rate fluctuations (dollar and euro) and sales changes. Thus, first and second hypotheses are confirmed. Moreover, the achieved findings indicate that exchange rate fluctuations do not affect product costs; therefore, third and fourth hypotheses are rejected. Testing fifth and sixth hypotheses also demonstrates that exchange rate fluctuations and gross profit changes are directly and positively associated. As a result, these two hypotheses are accepted.

Key words: Foreign Currency, Exchange Rate, Leverages, Product Cost, Gross Profit

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Review

Personality and Learning: A Review.

Khatibi M and Khormae F.

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Abstract

This review focuses on the effect of personality on learning styles of students and also briefly discusses the relationship between learning styles and culture. A review of the current literature reveals that there has been a lot of research on the effect of personality on learning processes in different age groups and at different circumstances. Personality plays an important role that affects academic achievement. Modern research has shown that individuals differ in specific human characteristics such as memory, motivation, decision-making, and learning. In the last

two decades, a lot of studies have been done to examine the relationship between learning styles, learner's personality, and performance in academic settings. The reviewed studies substantiate that there is a relationship between personality types and/or traits of the learners, the way they establish their learning styles, and their academic success in school and university both at an undergraduate and postgraduate level. Therefore, learners depending on the type of their personality resort to different learning styles or preferences which, in turn, affect their learning performance. Learning style assessment can provide the basis for a more personalized approach to student's advisement and placement, instructional strategy, and evaluation of learning. The concept of learning styles is based on the theory that an individual responds to educational experiences with consistent behavior and performance patterns. The complexity of the construct, the psychometric problems related to its measurement, and the enigmatic relationship between culture and the teaching and learning process means that the body of research on learning styles must be interpreted and applied carefully. These studies have served as the basis for a follow-up teaching improvement of teachers. Results of these studies are also useful in helping faculty better understand and improve the teaching and learning process for students. Additional studies involving the personality type and learning style profiles of students and faculty of different cultural backgrounds and in larger scales are recommended. In this article, we focus on the effect of personality on learning styles of students and also briefly discuss the relationship between learning styles and culture.

Key words: Personality, Learning styles, Culture

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Research Paper

Investigation the Relationship between Intelligence Beliefs and Academic Emotions with Academic Challenging in Students.

Zeqeibi Ghannad S, Alipoor Birgani S, Moradi M.

J. Educ. Manage. Stud., 6(4): 91-94, 2016; pii:S232247701600015-6

Abstract

One of the missions of education is directing students to the direction that educational efforts and strategies used by their teachers and professors create self-regulation and promote educational aims in them. This study investigated the relationship between intelligence beliefs (entity and incremental and academic emotions (enjoyment, hope, pride, hopelessness, anxiety) with academic challenging in male and female students of Chamran University. Academic challenging means people tend to experience more difficult and challenging academic goals, and courses. To test this study hypothesis, 160 bachelor students of Chamran University, were chosen by simple random sampling and completed Implicit Theories of Intelligence Scale in the Student Population, Pekrun's Achievement Emotion Questionnaire and academic challenging subscale of Revised Academic Hardiness Scale. The data collected in this way, using software SPSS (version 21) and by Pearson correlation coefficient and stepwise regression methods were analyzed. The results showed that incremental intelligence belief, learning hopelessness, learning anxiety, learning enjoyment were related with academic challenging in $p < 0.05$ significant level. Also, learning hopelessness showed the highest correlation with academic challenging (-0.31). Based on these results, incremental intelligence and academic emotions, especially learning hopelessness have a significant role in students' tend to the challenging courses and assignments.

Key words: Intelligence Beliefs, Academic Emotions, Academic Challenging

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