WRITING A SERIES OF BESTSELLING ACADEMIC BOOKS

CHUA YAN PIAW
This book contains two parts, adapted from my two research articles. The two articles have been published in ISI Web of Science Journals in the field of social sciences (indexed in Web of Science Social Science Citation Index – SSCI). The book is used as a source for my Inaugural Lecture at the University of Malaya on September 14, 2017.

In fact, writing and publishing academic book is one of the most important tasks for an academician and researcher. Academic books that are published not only contribute to the field of knowledge, but also have a great impact on readers in improving quality of life.

Writing a book is not easy. The writer needs to have a lot of experience in the field, creative and innovative in produce books that can be readily greeted by readers. Understand the need of readers is another essential knowledge a good author should have before start writing.

Readers who are interested in writing an academic book will find this small book useful. I hope readers of this book will be able to benefit fully from the content of this book, in their efforts to write and produce high quality publication.

PROFESSOR DR. CHUA YAN PIAW is a professor in the Institute of Educational Leadership, University of Malaya. His book series "Research Methods and Statistics", book 1 to book 5 with 61 chapters, are the McGraw-Hill's Top-10 Bestselling Titles in Malaysia. He is an author, reviewer and editorial board member of Web of Science ISI journals (Social Science Citation Index). He was awarded the 2015 Outstanding Journal Reviewer Award (Top-ten quartile) by the Elsevier for his contribution in reviewing journal articles of a Tier 1 ISI journal in the Thomson Reuters Social Science Citation Index. He is a permanent invited speaker of local and private universities for data analysis using SPSS, AMOS and Smart PLS workshops.
Writing a Series of

Bestselling Academic Books

CHUA YAN PIAW

University of Malaya Kuala Lumpur

2017
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To

Bok Kai Wa Yee Pei, Wan Xin and Jing Xin

who are the main sources of my happiness

and to the memory of my parents
Preface

This book contains two parts, adapted from my two research articles. The two articles have been published in ISI Web of Science journals in the field of social sciences (indexed in Web of Science Social Science Citation Index - SSCI). The book is used as a source for my inaugural lecture at the University of Malaya on September 14, 2017.

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Readers who are interested in writing an academic book will find this small book useful. I hope readers of this book will be able to benefit fully from the content of this book, in their efforts to write and produce high quality publication.

Thank you very much and best wishes.

Chua Yan Piaw

chuayp@um.edu.my
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- My wife Bok Kai Wa whose moral support, suggestions and humorous stories greatly encouraged me in the writing of books. I would also like to thank my three daughters Yee Pei, Wan Xin and Jing Xin, who are my sources of motivation.

Thank you very much and best wishes.

Chua Yan Piaw
PART 1

The Use of Concept Test Study in Writing a Series of Bestselling Academic Books
Synopsis

In the academic world, writing and publishing academic book is a necessity. It helps academician to enhance their field knowledge and skill. However, a frequently occurring problem in authoring academic book is demand has failed to grow with publishing input. Books are published and kept in the stores because they cannot fulfill the needs of readers.

The fundamental problem of academic book writing is it is always not reader and market led; rather, it is author and publisher led. Market research is important in helping publishers to understand the needs of the book market, while the concept test is important in helping authors to understand the needs of readers.

The use of concept test study by authors in writing academic books is rare. However, it can be a useful strategy in overcoming the problem of oversupply as well as writing bestselling books. As a professional scholar, the author is writing for an audience of peers, and knows what they read and whose opinions will influence them. By using the concept test, the informed audience becomes part of the writing process.

This article details an example of a concept test study carried out before writing, and how the results could be used as the basic for producing a McGraw-Hill’s best-selling academic book – a series of research methods and statistics books with 61 chapters.
1. Market research in the publishing industry

Although marketing research is a new trend in book publishing, compared to other marketing and servicing companies, the best publishing companies today are all marketing driven (Giles and Phillips. 2014; Greco, Milliot & Wharton, 2014; Baverstock 2008). For these publishers, marketing research is designed to provide information which assists companies in determining their product development and marketing strategies. Market research is used for studying the book market to keep abreast of what is selling, to identify where potential for development of new product exists, to identify new markets and to provide data for this development of new books (Baverstock 1993). It helps to reduce uncertainty, monitor performance and make decisions, and assists in meeting the readers’ needs in terms of content. It provides direct and most effective information about the needs of the readers. Another market strategy used by publishing companies is positioning. Positioning in publishing means that establishing a book within a category in a way that buyers discern a distinct personality or an individual style that sets it apart from the competition (Ceiser, Dolin, & Topkis 1985). The markets for most scholarly books include libraries, wholesalers, independent bookstores, universities and other institutions, and individual scholars, professionals and researchers. Marketing researches are normally conducted by the publishers, not by the authors.
A frequently occurred problem in the publishing industry is the oversupply of books. Oversupply of a book is one of the main concerns of financial inefficiency in the book business – demand has failed to grow with publishing output. Books are published and kept in the stores because they cannot fulfil the needs of the readers. The fundamental problem of publishing is that it is not market led; rather, it is supply led. Publishers generally try to find a market only after they have published a book. The lack of interest in market research before the book is published can be explained in two ways. First, it is assumed that such market research data would not be helpful in trying to predict future demand in a creative industry. Secondly, market research is very little used in publishing and it is easy to understand why: it could not contribute to better writing and better books (Baverstock 2008). Besides that, many publishers argue that, given the creative nature of the industry, market research would be unable to predict bestsellers as effectively as experienced hunch (their reasons are “we already employ brains, what is the point of paying for market research?” and “if you are producing what some people have said they want, you are not anticipating trends and hence shrinking the potential size of your market”) (Baverstock 1993).

The use of the concept test study by authors in writing book is still rare. However, it can be a useful strategy to overcome the problem of oversupply as well as writing a bestselling book. As a professional scholar, the author is writing for an audience of peers and knows what they read, and whose opinions will influence them. By using concept test, the informed audience becomes part of any creative process. Authors must understand that judgment about what is published is too important to be left to publishers alone. Knowledgeable readers are enough to keep writers and publishers on their toes, trying to do their best work (Ceiser, Dolin & Topkis 1985; Marilyn & Tom 1990). Therefore, before writing his book, the author should conduct a concept test study to understand his consumers and their needs.
This paper details an example of a concept test study, and how the results of the market research before writing a book could be used as the basis for writing a successful book.

2. The case study

The author was the facilitator of a 12-week research course organized by the Ministry of Education, Malaysia between 2003 and 2006. During that time, participants lamented the dearth of reference materials in the book market that suit the local research climate. In addition, these participants had found the reference books written by overseas authors difficult to understand. Hence, there was a need for a research reference book which would suit the needs of the course participants as well as the local readers and researchers; in other words, a book that would accommodate local conditions.

By researching the book market, the author found that no one research reference book had complete information or contained details on all aspects of research. For example, some books focused on merely data analysis application while others concentrated on the theoretical aspects of either qualitative or quantitative research methods. Readers who lack research experience and knowledge will undoubtedly find the language standards and presentation styles of these books difficult to understand. Spurred by the findings of the above book market survey, the author began to make a plan to write a research reference book, especially for local readers and students.

The first step to writing the book had absolutely nothing to do with writing! Instead, the author had to first determine the contents and characteristics of the book, such as its price, weight, illustrations, presentation style as well as language. According to a 2006 book market survey involving 1,000 librarians, 95% of the respondents thought that the technical design of a book influences the reading rate, while 77% of them...
believed that the contents of a book affect the procurement of the book (Most Marketing Survey Centre 2006). Market researchers often use needs assessments to gather information about what people think. Needs assessments help them understand the types of products people want and at what price. This approach also helps companies market their products to the people most likely to buy them (Day 2008; U.S. Bureau of Labor Statistics 2008).

Burgett (1989), a self-published bestselling author of academic books, said that before conducting a concept screening test, the author must first pick a target group, or a market to survey its needs. According to Burgett, “target” means “knowing especially who will buy your book, why, how much they will pay and won’t, and what kind of content will get them to purchase”. In other words, you do not write a word until you have answered those questions. Therefore, it was important for the author to conduct a needs study before writing the book. This study aimed to gather information about the contents and characteristics of an ideal research reference book.

### 3. Method

The study employed a non-experimental design where a survey method was used to collect data. The questionnaire used was one designed by the author.

#### 3.1 The respondents

The respondents were participants of two series of research courses organized by the Teacher Training Division of the Ministry of Education, Malaysia. The respondents (n=582) formed a purposive sample of the lecturer population of the 28 teacher training institutes. Table 1 presents the profile of the respondents.

As can be seen in Table 1, the majority of the respondents have a second university degree (69.4%), have at least three years of research experience (82.8%), read research reference book at least three hours a week (76.1%), read one to six research books a year (one to two books: 63.1%; three to five books: 35.2%) and purchased less than six research reference books within the past three years (less than three books: 67.9%; three to five books: 29.6%). The data indicate that the respondents are educated, have adequate knowledge about research reference books and possess a habit of reading research reference books. Hence, the respondents were considered as a “target group” that was eligible to take part in this needs study.
Table 1
Profiles of the respondents of the needs study

<table>
<thead>
<tr>
<th>Profile</th>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational background</td>
<td>1st degree</td>
<td>164</td>
<td>28.2</td>
</tr>
<tr>
<td></td>
<td>2nd degree</td>
<td>404</td>
<td>69.4</td>
</tr>
<tr>
<td></td>
<td>3rd degree</td>
<td>14</td>
<td>2.4</td>
</tr>
<tr>
<td>Research experience</td>
<td>Less than 3 years</td>
<td>100</td>
<td>17.2</td>
</tr>
<tr>
<td></td>
<td>3 to 5 years</td>
<td>347</td>
<td>59.6</td>
</tr>
<tr>
<td></td>
<td>More than 5 years</td>
<td>135</td>
<td>23.2</td>
</tr>
<tr>
<td>Habit of reading</td>
<td>Less than 3 hours a week</td>
<td>139</td>
<td>23.9</td>
</tr>
<tr>
<td>research reference</td>
<td>3 to 5 hours a week</td>
<td>239</td>
<td>41.1</td>
</tr>
<tr>
<td>books</td>
<td>More than 5 hours a week</td>
<td>204</td>
<td>35.0</td>
</tr>
<tr>
<td>Number of research</td>
<td>1 to 2</td>
<td>367</td>
<td>63.1</td>
</tr>
<tr>
<td>reference books read</td>
<td>3 to 5</td>
<td>205</td>
<td>35.2</td>
</tr>
<tr>
<td>this year</td>
<td>More than 5</td>
<td>10</td>
<td>1.7</td>
</tr>
<tr>
<td>Number of research</td>
<td>Less than 3</td>
<td>395</td>
<td>67.9</td>
</tr>
<tr>
<td>reference books</td>
<td>3 to 5</td>
<td>172</td>
<td>29.6</td>
</tr>
<tr>
<td>purchased in last 3</td>
<td>More than 5</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The average age of the participants is 38.89 years old.

3.2 Instrumentation and data collection

A questionnaire entitled “Ideal Research Reference Book Questionnaire” consisting of 15 ordinal scale items and an open-ended item was used to collect data concerning the contents and characteristics of an ideal research reference book. The respondents answered the questionnaire individually in a classroom setting.

3.3. Data analysis

Data analysis of the ordinal scale items was done using a descriptive method. The descriptive analysis calculated the profile of the respondents and the characteristics and specifications of an ideal research book in frequencies and percentages, whereas the quantitative responses of the open-ended item were evaluated by a multiple responses analysis. The multiple responses analysis presented the number of responses, percent of responses and percent of cases for each of the contents suggested by the respondents for an ideal research reference book.
3.4 Results of the study

The results of the descriptive analysis and the multiple responses analysis are presented below.

3.4.1 Characteristics of an ideal research reference book

Table 2 and Table 3 present the data collected from the respondents of the survey concerning the characteristics and specifications of an ideal research reference book.

The data in Table 2 and Table 3 indicate that 93.3% of the survey respondents thought that the price of an ideal research reference book should be between RM20 and RM49. About 80% of the respondents said the book should be 200 to 399 pages thick. The ideal weight for the book, according to 93.3% of the respondents, should be between 400 and 600 grams. A total of 53.6% respondents thought the trim size of the book would be best at 8 by 12 inches (roughly A4 size) while 56.5% preferred a soft cover book. Among the respondents to the survey, 83.4% thought that at least 10 to 29% of the book should be filled with illustrations. The appropriate presentation style, according to 48.5% of the respondents, would be a mixture of text, examples and illustrations. Nearly 62% percent of the respondents said the book should provide a balanced combination of research theories and practices, and 67.5% wanted the book to be written in the Malay language. Finally, the majority of the respondents (84.2%) stated that they needed a research book written based on the local research climate.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Characteristics and specifications of an ideal research reference book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book characteristics</td>
<td>Category</td>
</tr>
<tr>
<td>Price</td>
<td>RM10 – RM19</td>
</tr>
<tr>
<td></td>
<td>RM20 – RM29</td>
</tr>
<tr>
<td></td>
<td>RM30 – RM39</td>
</tr>
<tr>
<td></td>
<td>RM40 – RM49</td>
</tr>
<tr>
<td>Thickness</td>
<td>100 – 199 pages</td>
</tr>
<tr>
<td></td>
<td>200 – 299 pages</td>
</tr>
<tr>
<td></td>
<td>300 – 399 pages</td>
</tr>
<tr>
<td></td>
<td>400 – 499 pages</td>
</tr>
<tr>
<td>Weight</td>
<td>400g</td>
</tr>
<tr>
<td></td>
<td>500g</td>
</tr>
<tr>
<td></td>
<td>600g</td>
</tr>
<tr>
<td></td>
<td>700g</td>
</tr>
<tr>
<td></td>
<td>Size</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Size</td>
<td>Smaller than A4 size</td>
</tr>
<tr>
<td></td>
<td>A4 size</td>
</tr>
<tr>
<td>Type of book cover</td>
<td>Soft cover</td>
</tr>
<tr>
<td></td>
<td>Hard cover</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Occupy less than 10%</td>
</tr>
<tr>
<td></td>
<td>of book</td>
</tr>
<tr>
<td></td>
<td>10 - 19%</td>
</tr>
<tr>
<td></td>
<td>20 - 29%</td>
</tr>
<tr>
<td></td>
<td>30 - 39%</td>
</tr>
<tr>
<td>Presentation style</td>
<td>Text only</td>
</tr>
<tr>
<td></td>
<td>Text and illustrations</td>
</tr>
<tr>
<td></td>
<td>Text, examples and illustrations</td>
</tr>
<tr>
<td>Focus of contents</td>
<td>Research theories</td>
</tr>
<tr>
<td></td>
<td>Research theories and practices</td>
</tr>
<tr>
<td></td>
<td>Research practices</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Malay</td>
</tr>
<tr>
<td>Focus on local research climate</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Table 3
Summary of the characteristics and specifications of an ideal research reference book

<table>
<thead>
<tr>
<th>Book characteristics</th>
<th>Percent of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price: Between RM20 and RM49</td>
<td>93.3</td>
</tr>
<tr>
<td>Thickness: Between 200 and 399 pages</td>
<td>79.7</td>
</tr>
<tr>
<td>Weight: Between 400 and 600 grams</td>
<td>93.3</td>
</tr>
<tr>
<td>Size: A4</td>
<td>53.6</td>
</tr>
<tr>
<td>Type of cover: Soft cover</td>
<td>56.5</td>
</tr>
<tr>
<td>Illustrations: Occupy between 10 to 29% of book</td>
<td>83.4</td>
</tr>
<tr>
<td>Presentation style: Text, examples and illustrations</td>
<td>48.5</td>
</tr>
<tr>
<td>Focus of contents: Research theories and practices</td>
<td>61.7</td>
</tr>
<tr>
<td>Language: Malay language</td>
<td>67.5</td>
</tr>
<tr>
<td>Focus on local research climate</td>
<td>84.2</td>
</tr>
</tbody>
</table>

3.4.2 Contents of an ideal research reference book

The summary results of the multiple responses analysis on the open-ended questionnaire item are presented in Table 4. Table 4 shows that this questionnaire item elicited a total of 5,281 responses. The item called forth information on aspects of research activities which include research methods (including research design, sampling procedure, measurement, instrumentation, APA (American Psychological Association) report writing format, quantitative and qualitative research methods);
fundamental research statistics (including data analysis methods, data analysis using SPSS, computer-aided qualitative analysis, SPSS step-by-step, reliability analysis, correlation analysis, non-parametric tests, regression analysis, parametric tests); and advanced research statistics (including factor analysis, ANCOVA, MANOVA and other multivariate tests, structural equation modeling analysis and other advanced research statistics).

Table 4  
Summary of contents of an ideal research reference book

<table>
<thead>
<tr>
<th>Contents</th>
<th>No. of responses</th>
<th>Percent of responses</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research method</td>
<td>189</td>
<td>3.6</td>
<td>32.5</td>
</tr>
<tr>
<td>Research design</td>
<td>225</td>
<td>4.3</td>
<td>38.7</td>
</tr>
<tr>
<td>Sampling procedure</td>
<td>188</td>
<td>3.6</td>
<td>32.3</td>
</tr>
<tr>
<td>Measurement in research</td>
<td>179</td>
<td>3.4</td>
<td>30.8</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>270</td>
<td>5.1</td>
<td>46.4</td>
</tr>
<tr>
<td>Format of writing report</td>
<td>271</td>
<td>5.1</td>
<td>46.6</td>
</tr>
<tr>
<td>Quantitative research method</td>
<td>155</td>
<td>2.9</td>
<td>26.6</td>
</tr>
<tr>
<td>Qualitative research method</td>
<td>313</td>
<td>5.9</td>
<td>53.8</td>
</tr>
<tr>
<td>Data analysis method</td>
<td>301</td>
<td>5.7</td>
<td>51.7</td>
</tr>
<tr>
<td>Research ethics</td>
<td>318</td>
<td>6.0</td>
<td>54.6</td>
</tr>
<tr>
<td>Correlation analysis</td>
<td>202</td>
<td>3.8</td>
<td>34.7</td>
</tr>
<tr>
<td>Action study</td>
<td>234</td>
<td>4.4</td>
<td>40.2</td>
</tr>
<tr>
<td>Regression analysis</td>
<td>347</td>
<td>6.6</td>
<td>59.6</td>
</tr>
<tr>
<td>Non-parametric tests</td>
<td>204</td>
<td>3.9</td>
<td>35.1</td>
</tr>
<tr>
<td>Parametric tests</td>
<td>190</td>
<td>3.6</td>
<td>32.6</td>
</tr>
<tr>
<td>Writing research report according to APA format</td>
<td>174</td>
<td>3.3</td>
<td>29.9</td>
</tr>
<tr>
<td>Factor analysis</td>
<td>240</td>
<td>4.5</td>
<td>41.2</td>
</tr>
<tr>
<td>SPSS step-by-step</td>
<td>234</td>
<td>4.4</td>
<td>40.2</td>
</tr>
<tr>
<td>MANOVA and other multivariate tests</td>
<td>193</td>
<td>3.7</td>
<td>33.2</td>
</tr>
<tr>
<td>Structural equation modeling analysis (AMOS)</td>
<td>189</td>
<td>3.6</td>
<td>32.5</td>
</tr>
<tr>
<td>Advanced research statistics</td>
<td>270</td>
<td>5.1</td>
<td>46.4</td>
</tr>
<tr>
<td>Computer-aided qualitative analysis</td>
<td>188</td>
<td>3.6</td>
<td>32.3</td>
</tr>
<tr>
<td>Reliability analysis</td>
<td>207</td>
<td>3.9</td>
<td>35.6</td>
</tr>
<tr>
<td>Total responses</td>
<td>5,281</td>
<td>100.0</td>
<td>907.4</td>
</tr>
</tbody>
</table>

Based on the results of the concept test study, the author realized that it was impossible to write a book that would meet all the expectations of the readers, especially if it had to be priced below RM50 (US$15) and must not be more than 400 pages. According to a book market research (Most Marketing Survey Centre 2006),
41% of the respondents who bought at least one book in the past year, did so principally because of the book contents. In addition, series books appealed to 22% of the respondents. Therefore, based on the research evidence and after some consideration, the author decided to write and publish a series of books instead of cramming everything there is to know into one stand-alone book.

Based on the findings of the needs study, the author wrote a series of research reference books entitled *Research Method and Statistics*. Altogether, there are five volumes, 58 chapters and 1,677 pages.

**3.4.3 Reviewers’ comments**

Besides the needs assessment on the target group, the book reviewers played an important role in pointing out the strengths, weaknesses as well as the market value of the book. The drafts of the books were reviewed by four lecturers from the local universities who are teaching *research methods and statistics* courses. The comments of the reviewers were mostly positive. One reviewer’s report is presented below.

<table>
<thead>
<tr>
<th>Review Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization and Coverage of Topics</strong></td>
</tr>
<tr>
<td>1. The organization of the book appears to be adequate and well-sequenced. The overall organization of this proposed book suits my syllabus.</td>
</tr>
<tr>
<td>2. Chapters look to be sufficient in scope. To add or expand the content would make the book too thick or too detail, to trim may make the coverage inadequate.</td>
</tr>
<tr>
<td>3. Multivariate Data analysis has been used as the main text for my course. It is difficult to compare because the focus is really different. I see the proposed book as a complement because of the practical approach in using SPSS to data sets. The strength of this book is the clear step by step illustrations of how to use SPSS to analyse specific set of data, interpret and report the results.</td>
</tr>
<tr>
<td>4. In my opinion the materials presented are accurate and timely.</td>
</tr>
<tr>
<td>5. The exhibits, tables and examples sufficiently amplify the text discussion. However, some pages do look too busy (see page 72 for example) and others quite empty (see page 71 for example). I am sure the final finished book will look a lot better with adjustments.</td>
</tr>
</tbody>
</table>

**Strengths/Weaknesses**

6. The four major strengths of the text: (1) Simple, easy-to-understand language, (2) wide coverage of the methods, (3) clear instructions on how to use SPSS, and
4. Outcome of the study

Based on the reviewers’ comments, the drafts were modified. The book series was published by McGraw-Hill Education between 2006 and 2008. The first two volumes were published in June 2006; the third volume was put out at the end of 2007 while the fourth and fifth volumes were brought out at the end of 2008.

It is the first series of research reference books, written in the Malay language, to cover most aspects of research activities. The books are widely used by researchers, educators and students in higher educational institutions in Malaysia as well as Indonesia. This book series is ranked among McGraw-Hill’s bestselling titles (see Figure 1).
Figure 1: The books series is one of the McGraw-Hill Best Selling Titles (2008/2009)

The contents of this five-volume book are listed below.
Volume 1
Title: Book 1 – Research Methods

Contents
Chapter 1: Introduction to Research
Chapter 2: Research Ethics
Chapter 3: Literature Review
Chapter 4: Research Design
Chapter 5: Experimental Study
Chapter 6: Quasi-Experimental Study
Chapter 7: Survey Study
Chapter 8: Field Study
Chapter 9: Case Study
Chapter 10: Action Study
Chapter 11: Historical Study
Chapter 12: Probability Sampling Procedures
Chapter 13: Non-probability Sampling Procedures
Chapter 14: Measurement in Research
Chapter 15: Index, Scales and Specific Measurement Procedures
Chapter 16: Pilot Study
Chapter 17: Research Instrumentation
Chapter 18: Format of Writing Research Report

Publisher: McGraw-Hill Education (Malaysia)
1 edition (8 November, 2006)
Language: Malay
Number of pages: 325
Volume 2
Title: Book 2 – Fundamental Research Statistics

Contents
Chapter 1: Descriptive Statistics
Chapter 2: Inferential Statistics and Significance Test
Chapter 3: Qualitative Data Analysis
Chapter 4: Data Preparation for SPSS Program
Chapter 5: Reliability of Research Instrument
Chapter 6: Chi-Square Tests
Chapter 7: T Tests
Chapter 8: ANOVA Tests
Chapter 9: Correlation Tests
Chapter 10: Multiple Regressions
Chapter 11: Reporting the Results of Data Analysis Based on the APA Format

Publisher: McGraw-Hill Education (Malaysia)
1 edition (8 November, 2006)
Language: Malay
Number of pages: 211
Volume 3
Title: Book 3 – Fundamental Research Statistics: Data Analysis for Ordinal and Nominal Scales

Contents
Chapter 1: Measurement Scales and Statistical Test
Chapter 2: Data Preparation for SPSS Program
Chapter 3: Data Transformation
Chapter 4: Mann-Whitney U Test
Chapter 5: Wilcoxon T Test
Chapter 6: Kruskal-Wallis H Test
Chapter 7: Friedman Test
Chapter 8: Spearman Correlation Test
Chapter 9: Contingency Table Data Analysis
Chapter 10: Cramer V Correlation Test
Chapter 11: Reporting the Results of Data Analysis Based on the APA Format

Publisher: McGraw-Hill Education (Malaysia)
First edition (December 1, 2008)
Number of pages: 366
Language: Malay
ISBN-10: 9833850502
Volume 4
Title: Book 4 – Advanced Research Statistics: Univariate and Multivariate Tests

Contents
Chapter 1: Research Statistics Concept and Data Preparation for SPSS Program
Chapter 2: One-Way ANOVA Test
Chapter 3: Two-Way ANOVA Test
Chapter 4: SPANOVA Test
Chapter 5: ANCOVA Test
Chapter 6: Independent Samples MANOVA Test
Chapter 7: Repeated Measures MANOVA Test
Chapter 8: MANCOVA Test
Chapter 9: Trend Analysis
Volume 5
Title: Book 5 – Advanced Research Statistics: Regression Test, Factor Analysis and Structural Equation Modeling Analysis

Contents
Chapter 1: Data Preparation for SPSS Program
Chapter 2: Partial Correlation Test
Chapter 3: Multiple Regressions Analysis
Chapter 4: Logistics Analysis
Chapter 5: Log-Linear Analysis
Chapter 6: Factor Analysis
Chapter 7: Discriminant Analysis
Chapter 8: Cluster Analysis
Chapter 9: Structural Equation Modeling Analysis Using AMOS

The specifications of the five research reference books are presented in Table 5. The details of the books can be viewed at Amazon.com or MPHonline.
Table 5

*Specifications of the products of the needs study*

<table>
<thead>
<tr>
<th>Book characteristics</th>
<th>Volume 1 (Book 1)</th>
<th>Volume 2 (Book 2)</th>
<th>Volume 3 (Book 3)</th>
<th>Volume 4 (Book 4)</th>
<th>Volume 5 (Book 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Price</strong></td>
<td>RM38 (US$15)</td>
<td>RM33 (US$13)</td>
<td>RM47 (US$22)</td>
<td>RM49 (US$23)</td>
<td>RM49 (US$23)</td>
</tr>
<tr>
<td><strong>Thickness</strong></td>
<td>325 pages</td>
<td>221 pages</td>
<td>373 pages</td>
<td>348 pages</td>
<td>405 pages</td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td>510g</td>
<td>370g</td>
<td>600g</td>
<td>530g</td>
<td>620g</td>
</tr>
<tr>
<td><strong>Size</strong></td>
<td>A4</td>
<td>A4</td>
<td>A4</td>
<td>A4</td>
<td>A4</td>
</tr>
<tr>
<td><strong>Type of cover</strong></td>
<td>Soft cover</td>
<td>Soft cover</td>
<td>Soft cover</td>
<td>Soft cover</td>
<td>Soft cover</td>
</tr>
<tr>
<td><strong>Illustrations (percent of book occupied)</strong></td>
<td>±20%</td>
<td>±20%</td>
<td>±25%</td>
<td>±25%</td>
<td>±25%</td>
</tr>
<tr>
<td><strong>Presentation style</strong></td>
<td>Text, examples and illustrations</td>
<td>Text, examples and illustrations</td>
<td>Text, examples and illustrations</td>
<td>Text, examples and illustrations</td>
<td>Text, examples and illustrations</td>
</tr>
<tr>
<td><strong>Focus of contents</strong></td>
<td>Research theories and practices</td>
<td>Research theories and practices</td>
<td>Research theories and practices</td>
<td>Research theories and practices</td>
<td>Research theories and practices</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Malay language</td>
<td>Malay language</td>
<td>Malay language</td>
<td>Malay language</td>
<td>Malay language</td>
</tr>
</tbody>
</table>
The book series were then published in second and third editions with 61 chapters.
The books are also translated into English versions as indicated in the figures at the first three pages in this writing.

5. Feedback from readers of the English version

The publication of the English version receipt feedbacks from readers. The following is an example of the feedbacks.

Mastering Research Statistics (2013)
1 messages

Benjamin Sipaun <bsipaun@gmail.com
To: yanpiaw@gmail.com
Tue, Apr 4, 2017 at 4:31 PM

Hello Prof. Chua,

I was until recently a PhD (Management) student at UniRazak KL. Thankfully I have now completed the program, during which I benefited greatly from your 2013 book "Mastering Research Statistics". For what it's worth, here is a brief summary of my usage of it.

I am neither an academic nor do I intend to be one. As such, I found the UniRazak-prescribed text for data analysis - "Multivariate Data Analysis" (Hair et al., 2010) - to be convoluted and difficult to read. So I went searching for an alternative and found your book instead. As far as I'm concerned, you convey basically the same content in a way that is much easier to read and understand. Your book became my primary reference during the analysis and reporting phase of my research and I have no doubt it saved me from some headaches.

Now that I've completed my studies, I will be donating my handful of textbooks to the UniRazak library. Except your book. It may just come in handy again sometime in the future.

Thanks again & best regards,

Benjamin.

6. Conclusion

This report presents a real situation. This real case study indicates that concept screening test is a practical and useful strategy to apply before writing a book. Needs
assessment provides up-to-date, relevant and specific information about a potential product. This bestselling five-volume set was written based on the results of the needs assessment conducted by the author. The data collected from the survey respondents (target group) provided valuable guidance for writing and publishing the books. The research information formed a strong connection between the needs of the readers and the author’s book writing ideas. The author would not have been confident enough to write the books if he had no notion what local readers want to read. Finally, the results of this study can also be used as secondary market research data by writers in other countries and in other fields of studies.

References


PART 2

The Effects of Humor Cartoons in a Series of Bestselling Academic Books
Synopsis

Two preliminary studies were conducted to identify (1) the contents of an ideal research and statistics reference book, and (2) the suitability of using humor cartoons in writing a research book. The results indicate that a majority of the respondents strongly agreed that humor should be used, and not suppressed, in academic writing. Hence, a book entitled “Research Methods and Statistics” was written. It contains five volumes with a total of 58 chapters and 1760 pages. Altogether, there are 143 humor cartoons spread throughout it. Published by McGraw-Hill Education (Malaysia), the five volumes were its top ten bestselling titles for 2007 to 2011. A follow-up e-mail survey and an experimental study on the values of the humor cartoons in the book were conducted. The majority of the readers (n = 379) opined that the cartoons had a positive impact on their reading and had made learning more meaningful. Results of the experimental study indicate that humor cartoons in the book had significantly increased reading comprehension and reading motivation of the participants. The findings suggest that if humor is used in the right place, it will be an effective strategy to enhance reading, counteract and balance the highly academic pattern of writing, provide a way to bridge the gap between the reader and author, as well as help to increase the marketability of an academic book.
1. Humor effect and academic writing

The effects of humor on learning has been documented in diverse disciplines, including biology, communication studies, English, geology, literature, management, mathematics, statistics, and physics, and most view humor as a valuable asset for promoting learning (Martin et al. 2006), although some research evidence shows inconsistent results (Weinberger and Gulas 1992).


Humor is an effective element in writing, in well-crafted fiction (Coles 2010) and even in memoir writing, many of today’s best memoirists season sad or ordinary narratives with humor, aiming to make the reader laugh out loud and doing so successfully.

Previous research has also suggested that humor is helpful in teaching and learning difficult material (Aboudan 2009), such as statistics, research design, measurements, and other academic subjects (Berk and Popham 1995). Studies have shown that by reducing anxiety, humor fosters the learner’s sense of openness and improves their receptiveness to alarming or difficult material, and ultimately has a positive effect on test performance (Bryant et al. 1980). In addition, a study on humor effect supports the Toughness Theory that humor leads to increased feelings of energy without increasing tension, and to preferences for studying materials that require more effort and energy. In other words, humor-conditioned subjects are ready to undertake more challenging studying activities (Dienstbier 1995). This evidence indicates the value of humor in academic book writing.

According to Veatch (1998), humor is an inherently interesting phenomenon which pervades human life, and it inspires joyfulness and pleasant experiences in learning (the findings of the hilarious horse study by Itzhak Fried) (University of California ṚŖŖŞÆ. Although some scholars have questioned humor’s value in learning (Ziv 1988),
from the perspective of the Relief Theory of Laughter (Meyer 2006), which originated from Freud’s Humor Relief Theory, emotional energy is released by humor and it acts as a positive motivation towards the reading and learning process, besides releasing the learner’s tension and creating a conducive “learning is fun” environment. It can neutralize the feeling of boredom of readers when they are reading highly structured academic books.

However, Ruch (2009) observed that humor is neglected in academic writing, even in the discipline of psychology where textbooks on personality rarely include “sense of humor” in the index. Although the use of humor in academic books, especially research methods and statistics books is rare, it can be a useful tool in making an academic book more user-friendly and the overall reading process more enjoyable.

This paper details a case study exploring the use of humor cartoons in writing a series of research methods and statistics books, and the effects of its use on reading motivation and reading comprehension.

2. The Study

The study was conducted in three phases before and after the book was written. In the first phase (before the work on the book began), two preliminary studies were conducted to collect data on (1) the contents of an ideal research and statistics reference book and (2) the suitability of using humor in writing a research and statistics book. The data collected from the two preliminary studies provided ideas for the author to plan and write the book.

After the book was published, in the second phase, a follow-up survey study was conducted to identify the opinions of the book readers, who were reading and using the book for their studies and research activities, concerning the effects of humorous cartoons in the book on their reading and learning. Finally, in the third phase, a between subjects pre-test and post-test experimental study was conducted to examine the effects of humor cartoons in the book on reading comprehension and reading motivation.

2.1 The first phase: The preliminary studies

Respondents consisting of a total of š51 lecturers from 27 teachers’ training institutes in Malaysia were selected for the first preliminary study. The majority of the respondents have a second university degree (69.5%), have at least three years of research experience (82.7%), read research reference books at least three hours a week (76.1%), read more than one but fewer than six research books per year (1–2 books: 64.5%; 3–5 books: 33.9%), and have purchased one to five research reference books within the past three years (1-3 books: 67.9%; 3–5 books: 29.6%). The data indicates
that the respondents are educated, have adequate knowledge about research reference books, and habitually read such books. Therefore, the respondents were considered eligible to take part in the first preliminary study.

The respondents answered an open-ended item whereby they gave their views about what constitutes the content of an ideal research reference book. The responses were analyzed via a multiple response analysis. This item elicited a total of 5215 responses (see Table 2: 414, Chua 2009). The responses addressed aspects of research activities including research methods (e.g., research design, sampling procedures, measurement, instrumentation, the American Psychological Association (APA) report-writing format, and quantitative and qualitative research methods); fundamental research statistics (e.g., data-analysis methods, data analysis using SPSS, computer-aided qualitative analysis, SPSS step by step, reliability analysis, correlation analysis, non-parametric tests, regression analysis, and parametric tests); and advanced research statistics (e.g., factor analysis, ANCOVA, MANOVA, and other multivariate tests; and structural equation modeling analysis).

In the second preliminary study, to evaluate the suitability of using humor cartoons in writing a research and statistics book, a survey questionnaire was administered to a convenience sample of 165 teachers’ training institute lecturers who were attending a research course organized by the Ministry of Education, Malaysia. The survey questionnaire consisted of five short paragraphs based on five example topics of the book, each with a cartoon. The respondents were asked to answer six Likert scale items concerning the suitability and values of the cartoons on their reading. The six items are as follows: (1) Are the cartoons humorous? (2) Are the cartoons suitable for inclusion in the book? (3) Do the cartoons facilitate your reading? (4) Does the inclusion of the cartoons make your reading more enjoyable? (5) Do the cartoons have positive impact on your reading? and, (6) Do you think humor should be maintained in the writing? Figure 1 shows one of the cartoons and part of the paragraphs of text used in the questionnaire.
A. FUNCTIONS OF THE ANOVA TEST

Figure II: A comparison of techniques can be made using an ANOVA test

The ANOVA test (analysis of variances test) is widely used in behavioral sciences. It is used to differentiate the mean scores of research samples. Unlike the t-test which allows comparison between only two mean scores, the ANOVA test can be used to compare two, three, five, or n mean scores. The ANOVA test is used when: (1) the researcher wants to identify the difference between two or more interval or ratio data groups and (2) two or more treatments are simultaneously given to observe the effects of interaction.

Figure 1: A humor cartoons used in the second preliminary study

Results of the study in Table 1 indicate that the majority of the respondents strongly agreed that the cartoons are humorous (88.48%), the cartoons are suitable for inclusion in the book (82.42%), the cartoons facilitate reading (83.64%), the inclusion of the cartoons has make reading more enjoyable (82.42%), the cartoons have positive impact on reading (81.21%), and humor should be maintained in the academic writing (86.06%).
Table 1
Results of the preliminary study

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>The cartoons are humorous</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.21</td>
<td>17</td>
</tr>
<tr>
<td>The cartoons are suitable for inclusion in the book</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.21</td>
<td>4</td>
</tr>
<tr>
<td>The cartoons facilitate my reading</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.21</td>
<td>4</td>
</tr>
<tr>
<td>The inclusion of the cartoons has made my reading more enjoyable</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.60</td>
<td>3</td>
</tr>
<tr>
<td>The cartoons have positive effects on my reading</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.21</td>
<td>3</td>
</tr>
<tr>
<td>The cartoons should be maintained in the writing</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.60</td>
<td>5</td>
</tr>
</tbody>
</table>

Based on the findings of the two preliminary studies, a research book series entitled “Research Methods and Statistics” was written. There are five volumes with a total of 47 chapters and 1760 pages (Volume 1: Research Methods; Volume 2: Basics of Research Statistics; Volume 3: Basics of Research Statistics – Data Analysis for Ordinal and Nominal Scales; Volume 4: Advanced Statistics: Univariate and Multivariate Analyses; and Volume 5: Advanced Statistics: Regression Analysis, Factor Analysis and Structural Equation Modeling Analysis). There are altogether 143 humor cartoons in this five-volume series (approximately 29 cartoons per volume). The cartoons were created in line with the contents of the text.

The drafts of the books were reviewed by three reviewers who were teaching research methods and statistics. The comments on the use of humor cartoons in the books were positive. One of the volumes has been reviewed in an educational research journal. The reviewer wrote:

“One of the strengths of this book is there are many humor pictures in the book. It makes reading a pleasure…”

Chee (2009: 149)
2.2 The second phase: A follow-up survey study on the effects of the use of humor cartoons in the academic book on readers

From 333 to 333, a total of 333 readers of the books contacted the book’s author through e-mail (the author’s e-mail address can be found in the books), to discuss research and statistics issues as well as shortcomings of the book series. Most of the readers (74.67%) are post-graduate students and lecturers who are actively involved in conducting research, writing research reports and teaching research and statistics courses. A small numbers of them are school teachers (10.29%) and the rest are from other careers such as accounting and engineering.

According to McMorris et al. (1997), humor could be used in testing if the test takers come from the same culture as the item writer. In this study, the readers and the author of the book share similar educational and cultural backgrounds. Since the survey study was conducted to investigate the impacts of the use of cartoons in the academic book on the book readers, the respondents had to be the book’s readers are using the book. Therefore, all the readers were selected as the respondents (a convenience sample) for the survey.

A survey questionnaire (in MS Word format) consisting of three sections was created to collect data on the use of humor in the book.

Section A concerns the profiles of the respondents. Section B considers the impacts of the cartoons on the readers. It is an open-ended item, asking the respondents to list the impacts of humor in the book on their reading and learning. The questionnaire was sent to the respondents via e-mail. A total of 379 questionnaires were returned (88.34% return rate) over a three-month period. The responses collected from the readers were analyzed by a multiple response analysis. The results of the analysis are presented in frequency and percentage.

2.2.1 Results

2.2.1.1 Profiles of the respondents

The majority of the respondents have at least three years of research experience (n=357, 94.19%), are aged from 31 to 50 (n=257, 67.81%), have at least a second university degree (first degree: n=107, 28.23%; second degree: n=232, 61.21%; third degree: n=32, 8.44%), and are mostly lecturers or university students (n=283, 74.67%) from public universities, teaching institutes, or schools (n=314, 82.85%). About 39.05% (n=148) of them have read at least one volume and 60.94% (n=231) of them have read three to five volumes of the “Research Methods and Statistics” book. The demographic data indicate that the respondents are educated and have adequate knowledge about
research reference books. Therefore, they were eligible to be selected as survey respondents.

2.2.1.2 Positive responses

The results of the e-mail survey are presented in Table 2. The data indicates that the majority of the readers opined that the humor cartoons in the research book had made their reading and learning fun (78.6%), had a positive impact on their reading (74.4%), the messages conveyed through the cartoons helped them to understand or digest the research concept in the five-volume book in a shorter time (70.4%), learning became more meaningful with the pictures (69.4%), and the cartoons stimulated their imagination and opened their minds to facts presented in the book (63.1%). Nearly half of the readers indicated that the cartoons lightened the highly academic contents of the book (53.0%), reduced the pressure of reading an academic book (51.2%), narrowed the gap between the reader and author (48.8%), released tension of the reader on academic elements especially statistics (47.2%), eased the tedium or boredom of reading (44.9%), enhanced the readers’ patience in reading, and increased their extrinsic reading motivation (42.5%).

Some readers commented that the inclusion of the cartoons in the book increased their willingness to buy the book (35.9%), reduced the intellectual gap between the reader and author (34.6%), reduced the feeling of satiation in relation to reading (29.8%), made the book user-friendly (29.6%), triggered the mind to think about the topics under discussion (28.5%), changed the reader’s view of the author – the author is seen as an approachable person (25.6%), increased their reading resiliency (20.1%), enhanced the graciousness of the book (18.7%), aroused the readers’ interest, leading them to spend more time exploring the book’s contents (15.6%), triggered them to put extra energy into the learning process (14.8%), improved their ability to recall information from the research book (14.8%), and motivated them to read and reread the book (9.8%). They also opined that humor is an effective communication tool for the author to connect with the readers (26.1%), humor is needed for all age groups, in any kind of academic books (7.7%), it enhances moral values (4.7%), and it releases a learner’s tension when he is faced with a research dilemma (4.0%).
Table 2
*Responses to the use of humor cartoons in the research book*

<table>
<thead>
<tr>
<th>Positive Response</th>
<th>Count</th>
<th>Percent of Responses</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make reading and learning fun</td>
<td>298</td>
<td>7.6</td>
<td>78.6</td>
</tr>
<tr>
<td>Have a positive impact on reading</td>
<td>282</td>
<td>7.2</td>
<td>74.4</td>
</tr>
<tr>
<td>Messages conveyed through the cartoons help me to understand or digest the research concept in the book in a shorter time</td>
<td>267</td>
<td>6.8</td>
<td>70.4</td>
</tr>
<tr>
<td>Learning becomes more meaningful with the pictures</td>
<td>263</td>
<td>6.7</td>
<td>69.4</td>
</tr>
<tr>
<td>Stimulate the reader’s imagination and open his mind to accept the facts presented in the book</td>
<td>239</td>
<td>6.1</td>
<td>63.1</td>
</tr>
<tr>
<td>Lighten the content of the book</td>
<td>201</td>
<td>5.1</td>
<td>53.0</td>
</tr>
<tr>
<td>Reduce the pressure of reading an academic book</td>
<td>194</td>
<td>4.9</td>
<td>51.2</td>
</tr>
<tr>
<td>Reduce the gap between the reader and author</td>
<td>185</td>
<td>4.7</td>
<td>48.8</td>
</tr>
<tr>
<td>Release tension of the reader on academic elements especially statistics</td>
<td>179</td>
<td>4.6</td>
<td>47.2</td>
</tr>
<tr>
<td>Ease the tedium or boredom of reading</td>
<td>170</td>
<td>4.3</td>
<td>44.9</td>
</tr>
<tr>
<td>Enhance the reader’s patience in reading</td>
<td>166</td>
<td>4.2</td>
<td>43.8</td>
</tr>
<tr>
<td>Increase my extrinsic reading motivation</td>
<td>161</td>
<td>4.1</td>
<td>42.5</td>
</tr>
<tr>
<td>Increase the reader’s willingness to buy the book</td>
<td>136</td>
<td>3.5</td>
<td>35.9</td>
</tr>
<tr>
<td>Reduce the intellectual gap between the reader and author</td>
<td>131</td>
<td>3.3</td>
<td>34.6</td>
</tr>
<tr>
<td>Reduce feeling of satiation in relation to reading</td>
<td>113</td>
<td>2.9</td>
<td>29.8</td>
</tr>
<tr>
<td>Make the book user-friendly</td>
<td>112</td>
<td>2.9</td>
<td>29.6</td>
</tr>
<tr>
<td>Trigger the reader’s mind to think about the topics under discussion</td>
<td>108</td>
<td>2.8</td>
<td>28.5</td>
</tr>
<tr>
<td>Humor is an effective communication tool for the author to connect with the readers</td>
<td>99</td>
<td>2.5</td>
<td>26.1</td>
</tr>
<tr>
<td>Change my view of the author (the author is an approachable person)</td>
<td>97</td>
<td>2.5</td>
<td>25.6</td>
</tr>
<tr>
<td>Increase my reading resiliency</td>
<td>76</td>
<td>1.9</td>
<td>20.1</td>
</tr>
<tr>
<td>Enhance graciousness of the book</td>
<td>71</td>
<td>1.8</td>
<td>18.7</td>
</tr>
<tr>
<td>Arouse the reader’s interest, leading him to spend more time exploring the book’s contents</td>
<td>59</td>
<td>1.5</td>
<td>15.6</td>
</tr>
<tr>
<td>Trigger the reader to put extra energy into the learning process</td>
<td>56</td>
<td>1.4</td>
<td>14.8</td>
</tr>
<tr>
<td>Improve the reader’s ability to recall information from the book</td>
<td>56</td>
<td>1.4</td>
<td>14.8</td>
</tr>
<tr>
<td>Motivate the reader to read and reread the book</td>
<td>37</td>
<td>.9</td>
<td>9.8</td>
</tr>
</tbody>
</table>

35
2.2.1.3 Negative responses

As shown in Table 2, 102 responses (out of a total of 3920 responses) had a negative view of the use of cartoons in the book. A small number of readers cautioned that the inclusion of the cartoons had made the book less formal (4.7%). They felt that the cartoons had a negative impact on their thinking (4.5%). According to these readers, academic books should be presented in a formal manner (4.5%). They were also worried that some of the cartoons might involve sensitive issues (4.0%). To these readers, there is really not much of a difference in the contents of the book with or without the cartoons (4.0%) and the cartoons might influence readers’ perspectives on the value of the book (2.9%). They added that it could change the readers’ views of the book – the readers might accept the information in the book without deliberation (2.4%).

2.3 The third phase: An experimental study on the effects of the use of humor cartoons in the academic book on reading

The results of the survey study had indicated that most participants who had read the research book opined that humor cartoons in the book have positive impacts on their reading motivation, and helped them to understand or digest the research concept in the book. However, a small number of the participants questioned the effectiveness of the humor cartoons in reading and learning, and few participants opined that there is
not much difference reading the academic book with or without the humor cartoons. Therefore, in the third phase, an experimental study was conducted (1) to examine the effects of the humor cartoons in the academic book on reading comprehension and reading motivation, and (2) to examine the impact of reading motivation towards the effects of humor cartoons on reading comprehension.

In this study, a between subjects pre-test and post-test experimental design was employed. A control group answered a text-only version of the academic book and a treatment group answered a text with humour cartoons version. The two groups were measured for reading comprehension and reading motivation before and after reading the books.

Participants were 66 school assistant principals: 31 males (46.97%) and 35 females (53.03%) with an average age of 38.4 years. The participants were selected from secondary schools in thirteen states and the Federal Territory of Malaysia by the Ministry of Education, Malaysia to attend a one year principalship programme. Participants have the same educational history and background. They received the same educational training under the principal preparation programme. They passed a selection interview for their affective (personality, attitude, emotion, motivation and other aspects), cognitive (analytic and quantitative skills) and communication skills (verbal, written and reading).

The participants were assigned randomly into a control group and a treatment group. The Hawthorn effect occurs in an experimental study when the participants know that they are being observed and so they try to alter their normal behaviour. It can also exist when the participants are accorded unequal treatments - some participants are given treatment and some are not (Cohen et al., 2001; Chua, 2011, p. 103). Therefore, to reduce the Hawthorn effect, the experiment was conducted in two separate classrooms.

2.3.1 Instruments of the study

Two instruments were used in the study to collect data from the participants. The instruments were (1) reading material with a reading comprehensions test and (2) a reading motivation questionnaire.

2.3.1.1 Reading material and reading comprehensions test

The reading material was the *Research Methods and Statistics* textbook. In this study, chapter seven entitled "Survey research" in the first volume was used as one of the research instruments. The chapter has 35 pages (from page 126 to 161) with twelve sub-headings: (1) The concept of survey research, (2) The function of survey research, (3) Survey research ethics, (4) The survey research process, (5) Preparation of
instruments for survey research: questionnaires and interviews, (6) The questionnaire method, (7) The interview method, (8) Important aspects of interview, (9) Methods for interview, (10) How many questions would be appropriate for an interview? (11) Ten characteristics for a good interviewer, and (12) Analysis for interview data. There were eight cartoons in the chapter. To identify whether the cartoons are humor, prior to the study, a pilot study was conducted, where a group of 30 assistant principals rated each of the cartoons on a 4-point Likert-type scale. Scale 1 was not humorous at all while scale 4 was highly humorous. Adopting the rating criteria used by Whisonant (1998), cartoons with mean scores higher than 2.5 were considered humorous. Results of the pilot study indicated that the cartoons were rated between mean scores of 3.43 to 3.83. Therefore, all the cartoons were included in the material for this study. Two versions of the reading material were printed on A4 size papers: the text-only version and text with humour cartoons version. Both versions delivered the same content and format.

The reading comprehensions test is a 90 minutes test and there were 10 short essay questions in the test. Respondents were asked to write not more than 150 words for each question. The score for each question is 10, with a total score of 100. The questions in the test were: (1) Describe the aims of survey research, (2) List the codes of ethics in survey research, (3) Describe the process of survey research, (4) Elaborate how to determine a sample size for a quantitative survey research, (5) Describe four aspects that need to be considered when preparing a questionnaire, (6) List four differences between structured interview and non-structured interview, (7) Elaborate four characteristics of a poor interview question, (8) Describe the roles of an interviewer, (9) List four differences between face-to-face interview and non face-to-face interview, and (10) Describe the process of data analysis for interview data.

Answers of the participants were scored based on an answer scheme. Three lecturers were asked to mark the answers based on the scheme. Inter-rater reliabilities (Kappa coefficients) for the scores given by the three lecturers on the participants’ answers were high and acceptable (k > .70): k = .79 for lecturer 1-lecturer 2; k = .87 for lecturer 1-lecturer 3 and k = .84 for lecturer 2-lecturer 3. Therefore reading comprehension score for each respondent was calculated as the mean score for the scores given by the three lecturers.

2.3.1.2 Reading Motivation Questionnaire

Motivation is a universal human behaviour. Most researchers agreed that motivation is a multifaceted set of goals and beliefs that guide behavior (Guthrie and Wigfield, 1999, p. 199). In line with this idea, Wigfield, Guthrie and McGough (1996) developed a 54-item Reading Motivation Questionnaire (RMQ). It consists of four motivation components, i.e. self-efficacy motivation, intrinsic motivation, extrinsic motivation and social motivation. The components comprise eleven dimensions of motivation.
Challenge and efficacy are categorised under self-efficacy motivation. Curiosity, involvement, importance and work avoidance are categorised under intrinsic motivation. Competition, recognition and grades are listed under extrinsic motivation, and finally social and compliance are the dimensions of social motivation. The RMQ items were developed in a five-point Likert scale to assess participants’ motivation towards reading. The scores ranged from 1 (very different from me) to 5 (a lot like me). Most studies examining the RMQ have supported the four components (Parault and Williams 2009; Unrau and Schlakman 2006).

2.3.2 Procedures

At the beginning of the experiment, the control group and treatment group answered the reading comprehensions test and the reading motivation questionnaire (pre-tests). The groups were then given the reading material to read in their classrooms. The control group received the text only version, while the treatment groups got the text with humor cartoons version. They were asked to read the contents in a week, each day in approximately one hour in their classrooms under the monitor of their lecturers and the researcher. At the end of the week, the participants answered the reading comprehension test and reading motivation questionnaire (post-tests). Through this process, pre-test and post-test scores for reading comprehension and reading motivation were collected.

2.3.3 Data analysis

For the first objective, split-plot ANOVA tests were conducted to analyse the data for the effects of humor cartoons on reading comprehension and reading motivation. A treatment effect is detected if a significant interaction effect occurs between the two repeated measures (pre-test and post-test) and the two groups (control and treatment). The dependent variables are reading motivation and reading comprehension, while the treatment is humour cartoons. The split-plot ANOVA test is one of the most powerful quantitative research statistics methods for experimental design because it compares the differences between control and treatment groups on their repeated measures in a single analysis (Gall, Borg and Gall 1996; Yu and Ohlund 2010).

For the second objective - to understand the impact of reading motivation towards the effects of humor cartoons on reading comprehension, Pearson Product-moment correlation tests were conducted to identify the association between reading motivation and reading comprehension. Then Split-Plot Analysis of Covariance tests were conducted to analyse the mediating effect of reading motivation towards the effects of humor cartoons on reading comprehension. In the analysis, the dependent variable is reading comprehension and the treatment is humour cartoons, with reading motivation as a covariate.
2.3.4 Results

2.3.4.1 Effects of humor cartoons on reading comprehension and reading motivation

The results of the Split-Plot ANOVA test (Multivariate Pillai’s Trace Test) in Table 3 indicate that significant treatment effect occurred in reading comprehension with a positive and large effect size \[F(1, 64) = 51.42, p < .01, \text{ effect size } = .62\]. This indicates that the humor cartoons in the book increased reading comprehension of the participants.

As for reading motivation, the data in Table 3 shows that overall reading motivation \[F(1, 64) = 36.13, p < .01, \text{ effect size } = .53\] and three of the four reading motivation components yielded significant results. The components were self-efficacy motivation \[F(1, 64) = 52.29, p < .01, \text{ effect size } = .64\], intrinsic motivation \[F(1, 64) = 77.29, p < .01, \text{ effect size } = .75\] and social motivation \[F(1, 64) = 7.12, p < .05, \text{ effect size } = .14\]. As a whole, the results indicate that humor cartoons in the book had increased reading comprehension and reading motivation of the participants.

Table 3

Split-Plot ANOVA test results for effects of humor cartoons on reading comprehension and reading motivation

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Control Pre-test</th>
<th>Control Post-test</th>
<th>Treatment Pre-test</th>
<th>Treatment Post-test</th>
<th>Pillai’s Trace Test</th>
<th>Treatment Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>F-ratio value at df = 1, 64</td>
<td>p</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>52.61 (7.96)</td>
<td>58.07 (6.34)</td>
<td>5.46</td>
<td>51.18 (7.29)</td>
<td>13.96</td>
<td>51.42</td>
</tr>
<tr>
<td>Overall Reading</td>
<td>116.38 (19.46)</td>
<td>120.78 (12.78)</td>
<td>4.40</td>
<td>126.68 (17.79)</td>
<td>27.72</td>
<td>46.13</td>
</tr>
<tr>
<td>Self-efficacy Motivation</td>
<td>16.91 (4.51)</td>
<td>16.13 (4.34)</td>
<td>-.78</td>
<td>19.58 (4.15)</td>
<td>7.74</td>
<td>52.29</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>43.23 (9.01)</td>
<td>44.56 (5.43)</td>
<td>1.13</td>
<td>50.41 (7.33)</td>
<td>12.83</td>
<td>77.29</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>33.13 (3.87)</td>
<td>33.84 (2.69)</td>
<td>.71</td>
<td>34.27 (4.33)</td>
<td>2.11</td>
<td>.02</td>
</tr>
<tr>
<td>Social Motivation</td>
<td>23.11 (4.75)</td>
<td>26.45 (3.29)</td>
<td>3.34</td>
<td>22.42 (4.74)</td>
<td>5.04</td>
<td>7.12</td>
</tr>
</tbody>
</table>

Note: *p< .05; **p< .01; MD = Mean difference between pre-test and post-test scores
2.3.4.2 Impact of reading motivation towards the effect of humor cartoons on reading comprehension

To further understand whether motivation has an impact towards the effect of humor cartoons on reading comprehension, Pearson Product-moment correlation tests (see Table 4) and Split-Plot Analysis of Covariance tests were conducted (see Table 5).

Results in the Table 4 indicates that there was a significant correlation between reading comprehension and overall reading motivation, and the correlation was positive ($r = .54$, $p< .05$). There were also significant, positive and strong correlations between reading comprehension and two reading motivation components, i.e. self-efficacy ($r = .71$, $p< .01$) and intrinsic motivation ($r = .75$, $p< .01$). Besides that, a significant and moderate correlation between reading comprehension and social motivation was also detected ($r = .47$, $p< .05$). It indicates that reading the text with humor cartoons in the book with greater self-efficacy, intrinsic and social motivation would help a reader to achieve a higher reading comprehension score.

Table 4
Pearson Product-moment correlation between reading comprehension and reading motivation

<table>
<thead>
<tr>
<th>Correlation (r)</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Reading Motivation</td>
<td>.64*</td>
</tr>
<tr>
<td>Self-efficacy Motivation</td>
<td>.71**</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>.75**</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>.13</td>
</tr>
<tr>
<td>Social Motivation</td>
<td>.47*</td>
</tr>
</tbody>
</table>

Note: *$p < .05$; **$p < .01$

Since there was a significant treatment effect of humor cartoons on reading motivation, and reading motivation was significantly correlated with reading comprehension, one would speculate that there is an impact of reading motivation towards the effect of humor cartoons on reading comprehension. To answer the question Â‘Is reading motivation a catalyst for the effect of humor cartoons on reading comprehension?Â’, a Split-Plot Analysis of Covariance test was performed. The test was used to compare the effect of humor cartoons on reading comprehension with or without removing the effect of reading motivation on reading comprehension.

The results of analysis (see Table 5) indicate that with reading motivation (no covariate was entered into the Split-Plot ANOVA analysis), the effect size for the effect of humor cartoons on reading comprehension was .62 ($p< .01$). However, after removing reading motivation (reading motivation was entered into the analysis as a
covariate), it reduced to .33 (p< .01). It means that reading motivation heightened the effect of humor cartoons on reading comprehension. It increased the effect of humor cartoons on reading comprehension from an effect size of .33 to .62.

Table 5
Split-Plot Analysis of Covariance for the impact of reading motivation towards the effect of humor cartoons on reading comprehension

<table>
<thead>
<tr>
<th>Treatment Effect</th>
<th>Covariate</th>
<th>Multivariate Pillai Trace test: F-ratio value</th>
<th>p</th>
<th>Effect size (Partial Eta Squared)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension*Humor Cartoons</td>
<td>-</td>
<td>57.23 (1, 54)</td>
<td>.00**</td>
<td>.62</td>
</tr>
<tr>
<td>Reading Comprehension*Humor Cartoons</td>
<td>Reading motivation</td>
<td>25.12 (1, 53)</td>
<td>.00**</td>
<td>.33</td>
</tr>
</tbody>
</table>

Note: **p< .01

3. Discussion

The results of the survey study indicate that most respondents felt that humor can be included in academic books to increase readability. They opined that the humor cartoons in the research book have positive impacts on their reading motivation and their use in academic writing can help enhance the concept that reading academic books can be a fun activity. The survey-generated list of benefits of humor cartoons in the academic book include these: they stimulate the reader’s imagination; lighten the content of the book; reduce the pressure of reading; close the gap between the reader and author; help the reader to release tension; ease the tedium or boredom of reading; enhance the reader’s patience in reading; increase extrinsic reading motivation; boost the reader’s willingness to buy the book; narrow the author-reader intellectual gap; reduce the feeling of satiation in relation to reading; trigger the reader’s mind to think about the topics under discussion; increase reading resiliency; enhance graciousness of the book; improve the reader’s ability to recall information; strengthen moral values and break the learner’s tension when he is faced with a research dilemma. Although the list of benefits is generated from a non-experimental study and there were a few readers who were worried that the inclusion of humor cartoons in the book might create negative impacts, the results provide useful information and references for future research concerning the positive impacts of humor in academic books.
Furthermore, the results of the experimental study indicate that humor cartoons have a direct effect on reading comprehension. The humor cartoons increased reading comprehension with a large effect size of .33. Based on Cohen’s benchmarks, the effect size is large if the partial eta-squared value is bigger than .25 (Cohen 1988).

More interestingly, however, with motivation as a mediator variable, the effect size increased to .62. It indicates that reading motivation is a catalyst for the effect of humor cartoons on reading comprehension, and self-efficacy, intrinsic and social motivation are the three motivational factors. Self-efficacy motivation comprises two dimensions: challenge and efficacy. Intrinsic motivation has three dimensions: curiosity, importance and involvement, while social motivation consists of the social and compliance dimensions. The findings show that the integration of humor cartoons into the text have increased the readers’ satisfaction, gleaned from their ability to master complex ideas presented in the book and their willingness to learn difficult things through reading challenge strengthened the readers’ beliefs in their abilities to do well in reading and learning (efficacy); increased their desire to learn more about the content material (curiosity); enhanced their senses that reading the material is of central importance to them (importance); and increased their willingness to participate in reading and learn the content material (involvement). Besides that, the humor cartoons have improved their desire to share the knowledge they have gained from reading the material with others (social) and increased their willingness to complete the reading assignment given to them (compliance). The findings reflect the ability of humor cartoons to help the participants stay focused on their reading. The results can be explained with the Freud’s humor relief theory Freud, that emotional energy is released by humor and it acts as a positive motivator towards the text materials. The results are consistent with recent research findings that humor heightens intrinsic motivation, strengthens memory and increases reading comprehension (Aboudan 2009; Atir 2010; Chik 2005; Krishnan and Chakravarti 2003; Strick et al. 2010).

The results also indicate that the humor cartoons have a two-layer effect on reading. At the first layer, humor enhances reading motivation. At the second layer, the motivated readers expend more efforts in the reading activity. As a result, reading comprehension is enhanced. This two-layer model can theoretically be explained by the combination of the self-determination theory, expectancy value theory and motivational achievement theory. On the one side, the humor cartoons relieve tension, create a reading is fun environment and therefore increase positive emotions. These positive emotions increase the motivation to read (self-determination theory, Deci and Ryan 2000). In this case, the humor cartoons act as an activator of the content schemata. It activates the schemata of the reader and gets him prepared for the reading activity. On the other side, the motivated individual expends his effort on the reading task to the degree that he feels confident or has an expectation and higher self-efficacy that he can be successful at the task if he applies himself to it (expectancy
value theory, Fishbein 1963). The positive reading attitudes increase the desire to accomplish something difficult, attain a high standard of success and master complex reading tasks (motivational achievement theory, Atkinson and Feather 1966). Hence, the humor cartoons indirectly increase his estimation of the likelihood of success in performing the reading task. As a result, the chances for achievement in reading are increased.

Despite some people questioning the benefits of the use of humor, and identifying some negative effects of such use (Morreall 2010), this study provides evidence of positive role of humor cartoons in academic books. However, the effective use of humor in public communication, especially in academic book writing requires careful and circumspect planning because it sometimes involves sensitive issues (Puder 1998). The dual-coding theory (Pavio 1990) suggested that presenting a combination of visual and verbal information in reading material is likely to increase the chances of recall and it increases reading comprehension. From this perspective, one may claim that the effect of humor cartoons is just the Hawthorne effect – any change of format in the reading text (e.g. printing text in color or inserting illustrations) in itself is a motivator for reading which will produce the effect. However, this study did not intend to examine to what extend the humor cartoons has the Hawthorne effect. Therefore, future studies can be conducted by using relative comparison experimental designs and factorial analysis to examine the effects of reading materials in different formats (e.g. color text as opposed to black and white printing and text with humor cartoons). The differences in effect sizes among reading formats will provide an answer for the effect.

4. Limitations

A limitation of the e-mail survey is that it utilized a convenience sample (the sample comprised book readers who contacted the author). Therefore, the results of the survey study cannot be generalized to non-readers of the book and the study findings should not be used for making broad generalizations or sweeping conclusions. Besides that, this study did not examine the impacts or effects of humor or humorous cartoons separately. Cartoons and humor are two different elements (Keogh and Naylor 1999), and each of the elements separately could enhance reading motivation and reading skills Dementrulis, Heintzmann 1999. The question of ÒWhich element contributes more towards improving reading motivation and reading comprehension? Cartoon or humor, or the combination of both?Ó is not the focus of this study, and it remains unanswered. Further studies can be done and built on the design of this study to compare the effects of humor and cartoons on reading.
5. Summary

The real-world case study presented in this article indicates that humor cartoons have positive value in academic book. The use of humor cartoons in the Research Methods and Statistics book has been welcomed by most of its readers. If humor is used in the right place in academic book writing, it will be a useful strategy to make reading a fun activity, enhance the motivation to read, neutralize the highly academic pattern of writing, and provide a way to bridge the gap between the reader and author. Based on the findings of the preliminary studies, follow-up survey and experimental study, it can be concluded that the selling power of the academic book would be significantly less if the humor cartoons in the book were removed from it.

References


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Chua Yan Piaw is a professor in the Institute of Educational Leadership, University of Malaya. He teaches research methods and statistics courses, and worked as a research methods and statistics consultant at the Institute of Graduate Studies in the university.

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- Reviewer – Journal: Computers in Human Behavior (Tier 1 Web of Science journal) (reviewed 51 manuscripts at the moment) (Publisher: Elsevier)
- Reviewer – Journal: Computers & Education (Tier 1 Web of Science journal) (Publisher: Elsevier)
- Reviewer – Journal: Interned Research (Tier 1 Web of Science journal) (Publisher: Emerald)
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- Acting Director, Unit for the Enhancement of Academic Performance (ULPA), 20/06/2015 to 19/06/2016
- Deputy Head, Unit for the Enhancement of Academic Performance (ULPA), 15/07/2010 to 20/10/2015

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- Educational Technology and Media (Reviewer of ISI Web-of-Science SSCI journal - Computers in Human Behavior (Tier 1), Computers & Education (Tier 1) and Internet Research (Tier 1), reviewed 54 manuscripts from the journals April 2012)
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AWARDS AND RECOGNITIONS


2. Recognised Journal Reviewer Award - by The Elsevier for Contribution in Reviewing Journal Articles for a Tier 1 Isi Journal (Social Science Citation Index) - The Computers in Human Behaviour Journal, Elsevier, 2016, (International)


5. Gold Medal Award, 24th International Invention, Innovation and Technology Exhibition - for The Project "Building a Game to Enhance Creativity: The Creativity Game", The Minds, 2013, (International)


7. Gold Medal Award (Facilitator), The World Peace Painting and Calligraphy Exhibition Organization & The Japan Hua Gong Calligraphy Institute, 2012, (International)

8. Gold Medal Award (Facilitator), The World Peace Painting and Calligraphy Exhibition Organization & The Taiwan Youths Intercommunication Enhancement Association, 2011, (International)

9. Bronze Medal Award - 22nd International Invention, Innovation and Technology Exhibition, Malaysian Invention and Design Society (Minds), 2011, (International)

10. Gold Medal Award (Facilitator), The World Peace Painting and Calligraphy Exhibition Organization & The Singapore Bukit Timah Community Club, 2010, (International)


12. Gold Medal Award, UMEXPO 2010 for The Research "Understanding Leadership and Thinking Styles Through a Computer-Based Leader Style Test", University of Malaya, 2010, (University)


15. Gold Medal Award (Facilitator), The World Peace Painting and Calligraphy Exhibition Organization & The Paris Painting and Sculpture Association, 2006, (International)

16. Gold Medal Award (Facilitator), The World Peace Painting & Calligraphy Exhibition Organization & The Japan Hua Gong Panting & Calligraphy Institute, 2002, (International)


PRESENTATIONS / WORKSHOPS

1. Invited Speaker, Research Methods and Statistics, Format of Thesis writing, Research course for lecturers of institutes of teacher education, Malaysia (a 12-week course), 2008-03-03, Teacher Training Division, Ministry of Education, (National)


3. Invited Speaker, Aplication of pedagogy based on learners skill levels, In service training course, 2008-06-21, SRJK (C) Maam Kheung, Kuala Lumpur, (National)

4. Invited Speaker, The split-brain theory and it implications on teaching and learning, A post graduate seminar of the Institute of Principalship, 2008-07-25 to, Institute of Principalship Studies, UM, (University)

5. Invited Speaker, Thinking and learning skills, In service training course, 2008-12-13, RJK (C) Maam Kheung, Kuala Lumpur, (National)

6. Invited Speaker, Educational psychology for technical instructors, In service training, 2008-12-15, Institut Pengajian Kepengetuaan UM dan Bahagian Latihan MARA, (National)

8. Invited Speaker, Scholarly writing for research and innovation in Institute of Teacher Education IPGM, A research symposium for the north zone of Malaysian institutes of teacher education, 2009-06-30, Teacher Training Division, Ministry of Education, (National)

9. Invited Speaker, Application of thinking skill theories in teaching and learning (Penggunaan teori kemahiran berfikir dalam pemgajaran dan pembelajaran), In service training course, 2009-10-10, SMK Seri Serdang, (School)


11. Invited exhibitor, for the invention "Leadership and thinking styles computer-based test", Educational Innovation carnival, 2010-05-11 to 2010-05-12, Institut Pendidikan Guru Cawangan Ilmu Khas, Cheras, (National)


13. Invited Speaker, Findings and analysis: The Interpretation, Invitation as a speaker for Motivation talk, 2010-06-17, Universiti Tenaga Nasional, (University)


15. Invited Speaker, Basic data Analysis with SPSS, Basic data Analysis with SPSS workshop, 2011-01-18, Institute of Graduate Studies, UM, (University)

17. Invited Speaker, Quality research, A seminar for heads of research and innovation departments, 2011-04-12, Institutes of Teacher Educations Malaysia, Ministry of Education, (National)

18. Invited Speaker, Introduction to data analysis using SPSS, Quantitative data analysis, 2011-04-16 to 2011-04-17, Asia e University, (National)

19. Invited Speaker, Action research workshop, For lecturers of Bachelor of Education programme, 2011-05-03, Institute of Teacher Education (IPGKPMM), Ministry of Education, (National)


21. Invited Speaker, SPSS workshop Part 1, Data analysis for academic staffs of university of Malaya, 2011-05-18 to 2011-05-19, Academic Development Centre, UM (ADEK), (University)

22. Invited Speaker, Academic Writing (for ISI Journal), Workshop for Academic Staffs, 2011-06-01 to 2011-06-03, Academy of Malay Studies, UM, (University)

23. Invited Speaker, Advanced statistics workshop, Data analysis for PhD Programme, 2011-06-15, Institute of Principalship Studies, UM, (University)

24. Invited Speaker, SPSS workshop Part 2, Data analysis workshop for academic staffs of University of Malaya, 2011-06-29 to 2011-06-30, Academic Development Centre, UM (ADEK), (University)

25. Invited Speaker, Univariate inferential statistics, Quantitative data analysis, 2011-07-16, Asia e University, (National)


27. Invited Speaker, Action research for Bachelor of Education (PISMP), Action research workshop, 2011-09-06 to 2011-09-07, Ministry of Education, (National)

28. Invited Speaker, Doing action research, Action research workshop for the Bachelor of Education programme, 2011-09-08, Institute of Teacher Education (IPGKPMM), Ministry of Education, (National)
29. Invited Speaker, SPSS workshop, Introduction to univariate and multivariate analysis, 2011-09-21, Centre for Product design & Manufacturing, Faculty of Engineering, UM, (University)

30. Invited Speaker, Exploring the development of psychological test, Psychological testing workshop, 2011-10-13, Islamic Science University of Malaysia, (National)

31. Invited Speaker, Multivariate inferential statistics I & II, Quantitative data analysis, 2011-11-13, Asia e University, (National)

32. Invited Speaker, Statistics workshop for post-graduate students under the project UM-HIR MOHE)D000010-16001, Research statistics & data analysis, 2012-02-13, Faculty of Engineering, UM, (University)

33. Invited Speaker, Introduction to SPSS, Upskill Programme Series, 2012-03-06, Institute of Graduate Studies, UM, (University)

34. Invited Speaker, Introduction to data analysis by using SPSS, quantitative data analysis, 2012-03-10, Asia e University, (University)

35. Invited Speaker, SPSS clinic, Data analysis programme, 2012-04-10, Department of Nursing Science, UM, (University)

36. Invited Speaker, Data analysis clinic, Data analysis for postgraduate nursing thesis, 2012-04-12, Department of Nursing Science, UM, (University)

37. Invited Speaker, Advance statistics with SPSS Workshop, SPSS workshop, 2012-05-31, Universiti Teknologi MARA, (University)

38. Invited Speaker, Sampling & Instrumentation, Research Designs, 2012-06-05, Asia e University, (University)

39. Invited Speaker, Experimental research, Statistics for post-graduate students, 2012-06-06, Asia e University, (National)

40. Invited Speaker, Educational research methodology, The survey Design & Correlational research, 2012-06-06, Asia e University, (University)

41. Invited Speaker, Taking a right action for an action research, International Action Research Seminar - Research leadership: doing, writing & publishing action research, 2012-06-18 to 2012-06-19, Institute of Educational Leadership, UM, (International)
42. Invited Speaker, Workshop on Basic SPSS, Follow-up workshop on SPSS, 2012-06-20, Department of Engineering Design and Manufacture, Faculty of Engineering, University Malaya, (University)

43. Invited Speaker, How to conduct action research and report action research findings, Action Research workshop, 2012-07-12, Institute of Teacher Education, IPGMPMM., (National)

44. Invited Speaker, Introduction to data analysis using SPSS, Quantitative analysis, 2012-07-14, Asia e University, (University)

45. Invited Speaker, Education Action Research for Bachelor of Education (PISMP) students, Action Research Workshop, 2012-07-17, Institute of Teacher Education, IPGMP, Melaka, Ministry of Education, (National)

46. Invited Speaker - Intermediate and advanced data analysis using SPSS, - for academic staffs and post-graduate students, 2012-11-06, ULPUAM, (University)

47. Invited Speaker - Introduction to Data Analysis by Using SPSS, Quantitative Data Analysis.; 2013-03-16, Asia e University, (National)

48. Invited Speaker: Research Methodology(For Arts & Social Science Based), Research Proposal and Research Framework, 2013-03-19, Institute of Graduate Studies, UM, (University)

49. Invited Speaker, Structural Equation Modeling using AMOS & SPSS workshop for academic staffs. Data analysis using AMOS & SPSS., 2013-04-02 to 2013-04-03, Academic Development Centre (ADEC), University of Malaya, (University)

50. Invited Speaker - Intermediate and advanced data analysis using SPSS, - for academic staffs and post-graduate students, 2013-04-15 to 2013-04-16, Unit for the Enhancement of Academic Performance, University of Malaya, (University)

51. Invited Speaker: Data analysis with SPSS, IPS Upskill programme: Workshop for postgraduates, 2013-06-17 to 2013-06-18, Institute of Graduate Studies, UM, (University)
52. Invited Speaker: Structural Equation Modeling using AMOS & SPSS workshop for academic staffs / post-graduate students; Data analysis using AMOS & SPSS., 2013-07-08 to 2013-07-09, ULPAUM, (University)

53. Invited Speaker - Quantitative Data Analysis; Introduction to Data Analysis by Using SPSS , 2013-07-13, Asia e University, (National)

54. Invited Speaker, Data Analysis with Structural Equation Modeling using AMOS & SPSS Workshop., IPS-UPSKILL programme - Workshop for postgraduates, 2013-07-23 to 2013-07-24, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

55. Invited Speaker: Data analysis using SPSS , for post-graduate students, 2013-09-25 to 2013-09-26, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

56. Invited Speaker: Statistical Package for the Social Sciences (SPSS) Workshop. , Organised by the Centre of Tropical. Biodiversity Research (CTBR), Institute of Biological Sciences, Faculty of Science, University of Malaya., 2013-10-08 to 2013-10-10, Faculty of Science, University of Malaya., (University)

57. Invited Speaker: Research Methodology Course (For Arts & Social Science Based), Research Proposal and Research Framework, 2013-10-11 , Institute of Graduate Studies, (University)

58. Invited Speaker: Data analysis using SPSS, IPS-UPSKILL programme - Workshop for postgraduates, 2013-11-06 to 2013-11-07, Institute of Graduate Studies, (University)

59. Invited Speaker: Introduction to Data Analysis by Using SPSS., Quantitative Data Analysis; 2013-11-16, AeU, (National)

60. Invited Speaker: Creative and critical thinking styles , Professional Day Programme, 2013-12-09, Institut Aminuddin Baki (IAB), National Institute of Educational Management and Leadership, Ministry of Education., (National)

61. Invited Speaker, Data Analysis with Structural Equation Modeling using AMOS & SPSS Workshop., IPS-UPSKILL programme - Workshop for postgraduates, 2013-12-18 to 2013-12-19, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)
62. Invited Speaker: Data Analysis With SPSS, IPS-Upskill programme, 2014-01-15 to 2014-01-16, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

63. Invited Speaker, Part 1: Analysis Of Data Using SPSS (Basic Level) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2014-11-19 to 2014-11-20, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

64. Invited Speaker, Part 1: Data Analysis with Structural Equation Modeling using AMOS & SPSS Data Workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2014-11-27 to 2014-11-28, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

65. Invited Speaker, Part 2: Analysis of Data Using SPSS (Intermediate And Advanced Levels) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2014-12-11 to 2014-12-12, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

66. Invited Speaker, Part 2: Data Analysis with Structural Equation Modeling using AMOS & SPSS Data Workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2014-12-17 to 2014-12-18, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

67. Invited Speaker, Part 1: Analysis Of Data Using SPSS (Basic Level) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-01-13 to 2015-01-14, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

68. Invited Speaker, Part 1: Data Analysis with Structural Equation Modeling using AMOS & SPSS Data Workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-01-27 to 2015-01-28, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

69. Invited Speaker, Part 2: Analysis of Data Using SPSS (Intermediate And Advanced Levels) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-02-04 to 2015-02-05, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

70. Invited Speaker, Part 2: Data Analysis with Structural Equation Modeling using AMOS & SPSS, IPS-UPSKILL programme - Workshop for postgraduates,
2015-02-11 to 2015-02-12, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

71. Invited Speaker, AMOS for Research, Analysis of research models with structural equation modeling technique using AMOS & SPSS, 2015-03-10 to 2015-03-11, Organiser: Research, Supervision and Mentoring Unit, Academic Development Centre (ADeC), University of Malaya, (University)

72. Invited Speaker: Quantitative Data Analysis: Introduction to Data Analysis by Using SPSS, Quantitative analysis programme for post-graduate students, 2015-03-21, Organiser: School of Graduate Studies (SGS), Asia-e-University, Kuala Lumpur, (National)

73. Invited Speaker: Quantitative Data Analysis: Multivariate Inferential Statistics, Quantitative analysis programme for post-graduate students, 2015-03-22, Organiser: School of Graduate Studies (SGS), Asia-e-University, Kuala Lumpur, (National)

74. Invited Speaker, Part 1: Analysis Of Data Using SPSS (Basic Level) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-03-25 to 2015-03-26, Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

75. Invited Speaker, Part 2: Analysis of Data Using SPSS (Intermediate And Advanced Levels) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-04-14 to 2015-04-15, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya

76. Invited Speaker, Part 1: Analysis Of Data Using SPSS (Basic Level) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-05-19 to 2015-05-20, Institute of Graduate Studies, University of Malaya, (University)

77. Invited speaker, Analysis of Data Using SPSS (Intermediate & Advanced Level), Workshop for academic staffs and students, 2015-05-30 to 2015-05-31, Unit for the Enhancement of Academic Performance, UM, (University)

78. Invited Speaker, Part 2: Analysis of Data Using SPSS (Intermediate And Advanced Levels) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-06-22 to 2015-06-23, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)
79. Invited Speaker, Part 1: Data Analysis with Structural Equation Modeling using AMOS & SPSS Data Workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-07-08 to 2015-07-09, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

80. Invited Speaker: Quantitative Data Analysis: Univariate Inferential Statistics, Quantitative analysis programme for post-graduate students, 2015-08-01, Organiser: School of Graduate Studies(SGS), Asia-e-University, Kuala Lumpur, (National)

81. Invited Speaker: Quantitative Data Analysis: Multivariate Inferential Statistics, Quantitative analysis programme for post-graduate students, 2015-08-02, Organiser: School of Graduate Studies(SGS), Asia-e-University, Kuala Lumpur, (National)

82. Invited Speaker, Data Analysis with Structural Equation Modeling (SEM) using AMOS and SmartPLS, PLS - SEM Workshops, 2015-08-15 to 2015-08-16, School of Graduate Studies (SGS), Asia e University, Kuala Lumpur, (National)

83. Invited Speaker, Part 2: Data Analysis with Structural Equation Modeling using AMOS & SPSS, IPS-UPSKILL programme - Workshop for postgraduates, 2015-08-19 to 2015-08-20, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

84. Invited Speaker, Part 1, Basic of descriptive and inferential statistics, Statistical workshop series, 2015-09-09, National Sport Institute of Malaysia (ISN), (National)

85. Invited speaker, Workshop on Quantitative Data Analysis using SPSS, Research statistics workshop for academic staffs and students, 2015-09-14 to 2015-09-15, Unit for the Enhancement of Academic Performance, UM, (University)

86. Invited Speaker, Structural Equation Modeling Analysis Using SmartPLS, IPS-UPSKILL programme - Workshop for postgraduates, 2015-09-29, Institute of Graduate Studies, University of Malaya, (University)

87. Invited Speaker, Part 2, Analysis of differences between independent samples and repeated measures, Statistical workshop series, 2015-09-30, National Sport Institute of Malaysia (ISN), (National)
88. Invited Speaker, Part 3, Multiple responses analysis, correlation and regression analysis, Statistical workshop series, 2015-10-07, National Sport Institute of Malaysia (ISN), (National)

89. Invited Speaker, Part 1: Analysis Of Data Using SPSS (Basic Level) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-10-12 to 2015-10-13, Institute of Graduate Studies, University of Malaya, (University)

90. Invited Speaker, Part 4, Univariate and multivariate analysis (2-way ANOVA, ANCOVA, SPANOVA, SPACOVA, MANOVA and MANCOVA analysis), Statistical workshop series, 2015-10-21, National Sport Institute of Malaysia (ISN), (National)

91. Invited speaker: Quantitative Research workshop., Research statistics workshop for students of the Postgraduate Office, Faculty of Languages and Linguistics, UM., 2015-10-29, Faculty of Languages and Linguistics, UM., (University)

92. Invited Speaker, Part 5, SEM modeling analysis with SmartPLS, Statistical workshop series, 2015-11-18, National Sport Institute of Malaysia (ISN), (National)

93. Invited Speaker, Part 2: Analysis of Data Using SPSS (Intermediate And Advanced Levels) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2015-11-25 and 2015-11-27, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

94. Invited Speaker, Part 1 - Data Analysis With Structural Equation., IPS-UPSKILL programme - Workshop for postgraduates, 2015-12-16 to 2016-12-17, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

95. Invited Speaker, Part 1: Analysis Of Data Using SPSS (Basic Level) workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2016-01-20 to 2016-01-21, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

96. Invited Speaker, AMOS For Research (Part 1), Workshop for UM academic staffs, 2016-01-26 to 2016-01-27, Organiser: The Academic Development Centre (ADeC), University of Malaya, (University)
97. Invited Speaker, Part 2- Data Analysis Using SPSS Workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2016-02-23 to 2016-02-24, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

98. Invited Speaker, Structural Equation Modeling Data Analysis Using Smart PLS Workshop, IPS-UPSKILL programme - Workshop for postgraduates, 2016-03-07 to 2016-03-08, Organiser: Student Development & Writing Unit, Institute of Graduate Studies, University of Malaya, (University)

99. Invited Speaker, Quantitative research methods, Research methods and basic data analysis, 2016-03-14 to 2016-03-15, Organiser: Academy of Islamic Studies, University of Malaya, (University)

100. Invited Speaker: Multivariate Inferential Statistics, Quantitative analysis programme for post-graduate students, 2016-03-19, Organiser: School of Graduate Studies(SGS), Asia-e-University, Kuala Lumpur, (National)

101. Invited Speaker: Introduction to Data Analysis by Using SPSS, Quantitative analysis programme for post-graduate students, 2016-03-20, Organiser: School of Graduate Studies, Asia-e-University, Kuala Lumpur, (National)

102. Invited Speaker, AMOS For Research (Part 2), Workshop for UM academic staffs, 2016-03-23 to 2016-03-24, Organiser: Academic Development Centre (ADeC), (University)


104. Invited Speaker:, Research Instrument Building and Data Analysis, 2016-04-28, Teacher Training Division, Ministry of Education, Malaysia, (National)


106. Invited Speaker: Structural Equation Modeling Data Analysis Using Smart PLS Workshop, Upskill Programme, 2016-06-13 to 2016-06-14, Institute of Graduate Studies, UM, (University)
107. Invited Speaker: Structural Equation Modeling Data Analysis Using Smart PLS Workshop, IGS Upskill Programme, 2016-06-13 to 2016-06-14, Institute of Graduate Studies, UM., (University)


109. Invited Speaker: Data Analysis using SPSS Workshop (Part 1), IGS Upskill Programme, 2016-07-25 to 2016-07-26, University of Malaya, (University)


111. Invited Speaker: Data Analysis Using SPSS Workshop Part 2, IGS Upskill Programme, 2016-08-08 to 2016-08-09, Institute of Graduate Studies, University of Malaya, (University)


113. Invited Speaker: Part 1 Structural Equation Modeling (SEM) Data Analysis Using AMOS Workshop, IGS Upskill Programme, 2016-09-05 to 2016-09-06, Institute of Graduate Studies, University of Malaya, (National)

114. Invited Speaker: Statistics workshop series (for nutritionist, biomechanics and psychologist), Statistics workshop 6, 2016-10-18, National Institute of Sports, Ministry of Youth and Sports Malaysia, (University)

115. Invited Speaker: Structural Equation Modeling Data Analysis Using Smart PLS Workshop, Upskill Programme, 2016-10-26 to 2016-10-27, IGS, UM, (University)

116. Invited Speaker: Data Analysis With Structural Equation Modeling, Data Analysis Workshop for Post-graduates, 2016-11-12 to 2016-11-12, Faculty of Education, Universiti Teknologi Mara Malaysia, (National)

118. Invited Speaker: Data Analysis using SPSS Workshop (Part 1), Upskill Programme, 2016-11-21 to 2016-11-22, Institute of Graduate Studies, University of Malaya, (University)

119. Data Analysis Using SPSS Workshop Part 2, IGS Upskill Programme for Post-graduates, 2016-12-19 to 2016-12-20, Institute of Graduate Studies, University of Malaya, (University)

120. Invited Speaker: Part 1 Data Analysis With Structural Equation Modeling (SEM) Using AMOS & SPSS Data, IGS Upskill Programme, 2017-03-01 to 2017-03-02, Institute of Graduate Studies, (University)

121. Invited Speaker: SmartPLS Workshop, IGS Upskill Programme, 2017-04-18 to 2017-04-19, IGS, University Malaya, (University)

SUPERVISION

Doctoral Degree Students


9. Doctoral Degree (PHD), Raiha Bte Ahmad (aha 090033), Differences of Task Manage Pattern between Male and Female Copreneurs and Its Effects on Developing Entrepreneurs Network Among Children (Kesan keseimbangan corak agihan tugas antara copreneurs wanita dan copreneurs lelaki terhadap pembentukan jaringan usahawan dalam kalangan anak-anak copreneurs (In the process of examination), 2015/2016


11. Doctoral Degree (PHD), Saleh Hamood Nasser Al-sinawi, Effect of performance work system in strategic management on institutional


14. Doctoral Degree (PHD), Mabel Tan Hwee Joo, The Impact of Multi-Frame Leadership Style on Organizational Climate in a Private University in Malaysia: A Case Study (Institute of Educational Leadership, UM) (viva - 29 April 2014, convocation, October 2014). The thesis was completed in two and half years, 2013/2014.


17. Doctoral Degree (PHD), Lu Huong Ying, Technology integration, organisation and faculty’s beliefs, and pedagogical innovations in higher education institutions (Viva Voce: 2 August 2013, Convocation: September 2013). The thesis was completed in one and half years, 2013/2014.


Supervision

Master Degree Students


TEACHING SUBJECTS

- Advanced Research Methodology
- Advanced Statistics And Data Analysis
- Data Analysis For Business, faculty of Business and Administration
- Educational Psychology, Faculty of Education
- Guided Research In Principalship Studies
- Quantitative Research Methods
- Research And Statistics For School Principals
- Research Methodology
- Research Methodology, Institute of Graduate Studies.
- Statistics for Educational Research
- Management Project I: School-Based Research
- Management Project II: Research Report
- Theories And Research In School Leadership And Management
CITATION INDICES

1. CITATION INDICES (GOOGLE SCHOLAR)
   - 2010 – 23 August 2017

2. CITATION INDICES (RESEARCHID – THOMSON REUTERS)
   - 23 August 2017

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