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IMPROVING INTERNATIONAL BUSINESS DEGREE STUDENTS' TUTOR
SERVICE SYSTEM IN KYUAS

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ABSTRACT

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DENG, YUZHU	Improving International Business Degree Students' Tutor Service System in KyUAS
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The tutor group of International Business (IB) department in Kymenlaakso University of Applied Sciences (KyUAS) is a new group in KyUAS tutor system, which has been set up in 2010. This thesis is mainly dealing with the performance of IB tutor group.

The aim of this thesis was to examine IB tutor group in KyUAS through a survey, which was carried out among IB degree students, as well as IB tutors, with the purpose of offering possible suggestions for improvements.

The methods used in this thesis included both quantitative and qualitative research methods based on case study. Questionnaires have been designed separately for students and tutors, additionally with author's personal experience as a tutor in year of 2011.

The research results showed a positive evaluation in general for IB tutor group in KyUAS. Results showed improvements needed with concerns of tutoring in fields as service quality, leadership, communication, and motivation.

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1 INTRODUCTION

1.1 Research and Development Problem

1.1.1 Case Educational Institution

Kymenlaakso University of Applied Sciences, which also in Finnish as Kymenlaakson ammattikorkeakoulu (KyUAS) is owned by the cities of Kotka and Kouvola, as well as the municipality of Iitti, as a limited liability company. It is the only higher education institution in the province of Kymenlaakso (Kymenlaakso University of Applied Sciences, 2013a).

KyUAS is a multidisciplinary institution offering higher level of education that combined both professional knowledge and working experiences closely, which includes education, training and research. KyUAS has four different departments separately located in Kotka and Kouvola. The departments provide about 30 different programs in total, and covered a wide range of study areas:

- ◆ Culture
- ◆ Social services and health care
- ◆ Technology and transport
- ◆ Business and administration

According to KyUAS's 'Annual Responsibility Report 2010 and 2011' (2012), KyUAS has successfully attracted more than 4,000 students to study. Most of the students are Finns, since more than half of the programs are taught in Finnish language. The rest students came from in a wide range of diversity: Finland, Russia, China, Vietnam, Bangladesh, Afghanistan, Lithuania, Spain, Czech Republic, United States, Iran, Canada and so on.

Besides teaching, KyUAS also focuses on research, development and innovation (RDI). There is an independent RDI centre set up in each unit to ensure the higher educational institution is on the right track for development. Moreover, KyUAS provides additional service for customers and partners: training and paid services. Furthermore, KyUAS decided its mission on contribution to the community – making adjustments and reinforcements according to the unique industrial structure and logistic position of the province.

Recently, KyUAS has made a joint venture with Mikkeli University of Applied Sciences, the agreement specified that both universities will cooperate and support each other, as well as promote educational research and developments in order to achieve mutual success as strategic partners (Kymenlaakso University of Applied Sciences, 2013a).

1.1.2 Peer Tutor System in Academic Year of 2011 - 2012

KyUAS has two main groups of peer tutors, one group is specified for students who study in Finnish language programs, the other one is responsible for international students who study in English language programs, and who are mainly exchange students.

During the year of 2010, a small tutor group for international degree students has been arranged as a branch of exchange students tutor group. Based on previous experiences, head tutor of IB tutor group, who is also the head of exchange students' tutor group, has been selected for the new group, in order to bring everything on track.

Students, who have finished their freshman year in KyUAS, are eligible for applying to be tutors. As a benefit, extra three ECTS credits can be gained by doing tutor work. A general training program is organized every year in March, to provide basic knowledge and skills for new tutors to make it easier for them to start the work.

1.1.3 Reasons for This Research

As a tutor in 2011, author of this study has participated in tutor activities. By that time, international degree students' tutors were not got clearly separated from exchange students' tutors. Both groups were working together for most activities' organizing and meetings. The only different part was the welcoming week. Division of students' picking up for two groups has been specified, as well as the tutorial work.

During the process, issues and problems have pumped out to this young group. One person was responsible for pre-arrival contacting with the new students. She divided the tasks to the rest of tutors normally one day before or hours before the arrival time according to who is available. This sometimes led to the situations that there was nobody able to drive, or it was hard to match the time. Moreover, it was happened that tutors have to run to other places after picking new students without finishing an appropriate work, as not enough time to show the apartment and facilities around.

As there was only one person contacting all the new students, it was hard to manage information well, or ensure that everyone has replied the necessary e-mails. It happened that a few students did not give any information about their arrival. Tutors can do nothing but wait in the train station for a long time, since tutors have received all the new students' keys to their apartments.

Another situation that needs to be mentioned is that there was not enough information for every new-comer about whether they want a welcome package or not. Tutors have to take a few packages with them when they go to the train station, because school have prepared enough packages for everyone. The welcoming packages are so big that nobody can carry more than two on a long walk. This means it is essential to drive a car for carrying the welcoming packages. However, not every tutor has a valid driving license in Finland, which made the tutor group more short of hands.

Due to the reason that different tutor groups were working together for organizing, and also school was short of funds, most events were designed for both degree students and exchange students. It turned out that the participation degree students was very low. In the meanwhile, a few freshmen had transferred to another school or quit from KyUAS. This situation has improved nowadays.

Tutoring or mentoring has been seen as an essential and important factor in the whole process of education for educational organizations, especially as guidance to the new students. Together with globalization, it is more required for international students who come from far way abroad and do not have any knowledge or information about the completely strange and new land where they will live for next few years. Tutors' work would be necessary and crucial at this point.

KyUAS arranged the new group to give more focus and to help the new coming degree students who belong to the program with English as teaching language, to provide better service to help them with settling down in the city, for both study and daily life.

As mentioned previously, it seems that the tutor group of academic year 2011-2012 has not been well prepared enough, even though tutors had worked hard and tried their best from author, as an insider's point of view, this can also be defined as ineffective work. Now almost two years has passed, evaluation would be necessary to see if any changes or improvements made.

Anttila (n.d.) mentioned in her article that it is always needed to evaluate projects as well as organizations, for the purpose of unearthing the hiding problems and issues, and also by the same time making decisions for refinements to improve performance and competitive in order to complete goals. Another important reason for evaluation is for financial concerns. Administrators naturally demand high level of accountability and profitability.

As a limited company, KyUAS definitely needs to ensure and prove its ability to the board of administration and stakeholders.

1.2 Research Objectives and Limitations

The objective of this thesis is to give suggestions as well as possible solutions for improving KyUAS degree students' tutor group, not only the service, but also its efficiency. Additionally, the sub-objective made by aiming of taking an in-depth evaluation for the current tutor system. Information provided not only on service aspect, but also included related matters from general. It makes this study has the possibility to be referenced by other educational institutions when concerning tutor operations.

This study is limited to the present situation of KyUAS, with focused perspectives from students and tutors. Additionally, research has been made based on the tutoring of academic year of 2011 to 2012, by the very beginning period of IB tutor group's setting up. Situation has changed in some fields recently, which was not considered in this study.

1.3 Research Question

For the purpose of successful research, the aim is to get enough information on the main question:

How efficiently does the current tutor system work?

Research will be taken views from two major parties: degree students and tutors. On the basis of evaluation of current performance, the shortages and demands will be discovered easily, so that answers for the sub-concerns can be determined:

- How efficient are the arrangements for new incoming students?

- How well do tutors perform in different periods?
- What is the interaction relationship like between new students and tutors?
- What are the things that new students need the most?

2. MANAGEMENT OF TUTORING

This chapter mainly introduces related literature viewpoints for tutoring. From basic definition of tutoring, or mentoring, to the tasks those are essential for a tutor. The content followed by discussion of skills and abilities for a qualified tutor. Later topics presented are such as motivation, leadership, service and communication, which are also needed attentions beside tutor self.

2.1 Definition of Mentoring/Tutoring

As pointed out by Megginson, Clutterbuck and Garvey (2006: 4) 'mentoring is off-line help by one person to another in making significant transition in knowledge, work or thinking'. From another point of view of tutoring, a similar work as mentoring, it is aimed to help, or to assist, individuals to become independent in particular areas (Chin, Rabow & Estrada, 2011).

Referring with Lee's words (2011), individual needs help and guide to grow and to develop properly and professionally when entering a new environment. As in this study case, mentor/tutor is the one who responsible for taking care of new students, as well as sharing accumulated knowledge. In addition, a potential relationship can be further developed in between. Tutor can be seen as a guide, motivator, friend and confidant for the helped. The following is a list made by Lee (2011), presented five characteristics that a tutor should be capable of:

- Coach, teach and instruct knowledge to others
- Be encouraging and supportive
- Promote growth and creativity
- Provide high possibility of consultation
- Good communication and listening skills

In reference to the above characteristics, together with KyUAS's goal setting as indicated in Figure 1, tutors have been required to finish certain tasks to show their responsibility as well as capability of their work, in order to help to create positive study environment in the campus.

Head Tutor	IB Tutor
<ul style="list-style-type: none"> • Tutoring planning and organizing • Participate training • Meeting participating with different level, and be the bridge in between 	<ul style="list-style-type: none"> • Participate training • Tutoring of first-year-students • Organizing activities at least 4 times • Participate activities

Figure 1 Tasks for Tutors in KyUAS
(Source: Kymenlaakso University of Applied Sciences, 2013b)

2.2 Human Motivation in General

According to motivational psychology, human normally be stimulated by volition and free will due to natural instincts, and then be motivated to start striving as well as to work hard according to the various needs and willing, in order to make the desired outcomes become true (Adair, 2006).

2.2.1 Maslow's Hierarchy of Needs

Left is a graph briefly showed human motivations according to Maslow. It is the most famous theory in the field, which also acts as guidance for human motivation for decades. It includes diverse perspectives and explained in a hierarchy order as can be seen in Figure 2.



Figure 2 Maslow's Hierarchy of Needs

Source: Mind Tools Ltd.

Level 1, Physiology Body As a starting point, physiological needs are normally referred to needs of food, water, oxygen, sleep, etc. since these are the basic and strongest desiring of human beings. Higher level of needs would be desired only if the basic needs are satisfied.

Level 2, Security As the second level, Maslow stated that adult human beings would not feel the needs normally in daily life, but it will become evident once there is an accident or crisis happened. However, In terms of career or employment concerns, security needs became essential for adults, for example uncertainty of employment, insurance, salary (Adair, 2006).

Level 3, Belonging Social Social needs are the ones been placed as the middle level among the hierarchy, which referred to the feeling of belongingness of a group of family, work place or society, where people exchange loves, caring and affections (Adair, 2006).

Level 4, Self-Esteem There are two categories under this catalog according to the words of Adair (2006), which have emphasized that deserved respects

from others of worthy or valuable work can satisfy human's self-esteem the most:

'the desire for strength, achievement, adequacy, mastery, competence, confidence in the face of the world, independence, and freedom; the desire for reputation, prestige, status, dominance, recognition, attention, importance and appreciation.' (Adair, 2006: 53)

Level 5, Self-Actualization The final level of needs will only become evident once previous levels have been satisfied. Self-actualization defined as the need or desire of 'What a man can be, he must be' (Adair, 2006: 54). To be more specified, one's own desire can impel people do everything with fully effort to the limit of one's capability, to make the desire become true.

2.2.2 Motivation Equals Emotion Equals Leadership for Tutors

However, Maslow's theory did not cover all the motivation factors according to Maddock and Fulton (1998) with referring of Watson's article (1996); they gave a simple example that reasons behind human suicides were not listed in Maslow's hierarchy of needs. Additionally, Maslow's theory has been argued unreliable by other researchers as no sufficient survey or evidence as supports or proves it (Maddock & Fulton, 1998). Later, a new concept of motivation presented in the book (Maddock & Fulton, 1998: 14) according to theory of Ashforth (1995) –: Motivation = Emotion = Leadership:

'Leaders may persuade with logic, but they motivate through emotion. Leaders must come to grips with the challenges of emotion, a key driver of productivity, quality and other factors that lead to business success. The words 'motivation', 'emotion' and 'motion' all derive from the same Latin root meaning 'to move.' When you want to motivate people to take action, engage their emotions.'

A positive relation between job satisfaction and work motivation has been proved based on research. It indicates that when people have higher attitudes of stay in their workplaces, their work motivations were also proved higher. As for leadership, it also has a similar relationship with the other two factors. When a leader disappoints group members, confusion and uneasy atmosphere envelop the office. Thus, employees' motivation and satisfaction of their job would sharply decrease. In contrast, if the leader plays a motivator role, group members will always be encouraged and inspired. Finally, the following five categories of human motivation have been suggested by Maddock and Fulton (1998: 21):

1. **Orientation:** Personal, place, time and circumstantial, these four indicators are listed in a decrescendo order as orientation motives in this category. All of them related to human behaviour. Self-control is the most emphasized point in personal as it comes out of the sense of your feeling of the way that how you are. Place is implying that people prefer more familiar environment or area to participate in. Schedule and approximate date and hour are the means inside time concerns. The last, circumstantial is the most susceptible to changes, and it is the weakest part.
2. **Survival:** Spiritual, physical, territorial and sexual, the four elements are in a sequence of importance. They appear only if there were threatens or dangers occur. The first and most important is spiritual, which stands for values and beliefs in one's mortal world, as well as one's passionate about. Physical motives are similar to the basic level in Maslow's hierarchy needs include food, air and water. With an upgraded version, a physical motive can also refer to healthy food and exercise that people are focusing on nowadays. Together with external threats, a territorial motive will be altered. It has a similarity with competition in some perspectives. A sexual motive consists of four different parts. Gender comes first; motives are very different from male to female. Secondly, impulse normally appears in male actions. The third is inhibition for female, since they have always been

cautious, deliberative and passive. The last but not least is impotence for male.

3. **Adaptation**, the only motive that people bring together with their born. It is one's ability and habits of fitting oneself into diverse environments. Additionally, adaptation motives can be changeable due to external factors, as affecting by friends, social sense.
4. **Expectation** motive drive by hope, trust and conviction to build better result or future.
5. **Play** is the motive has also been defined as interesting factor that pushes people.

Similarly, there is a hierarchy of all the motives that mentioned above in the order of importance, according to research, as shown in Figure 3:

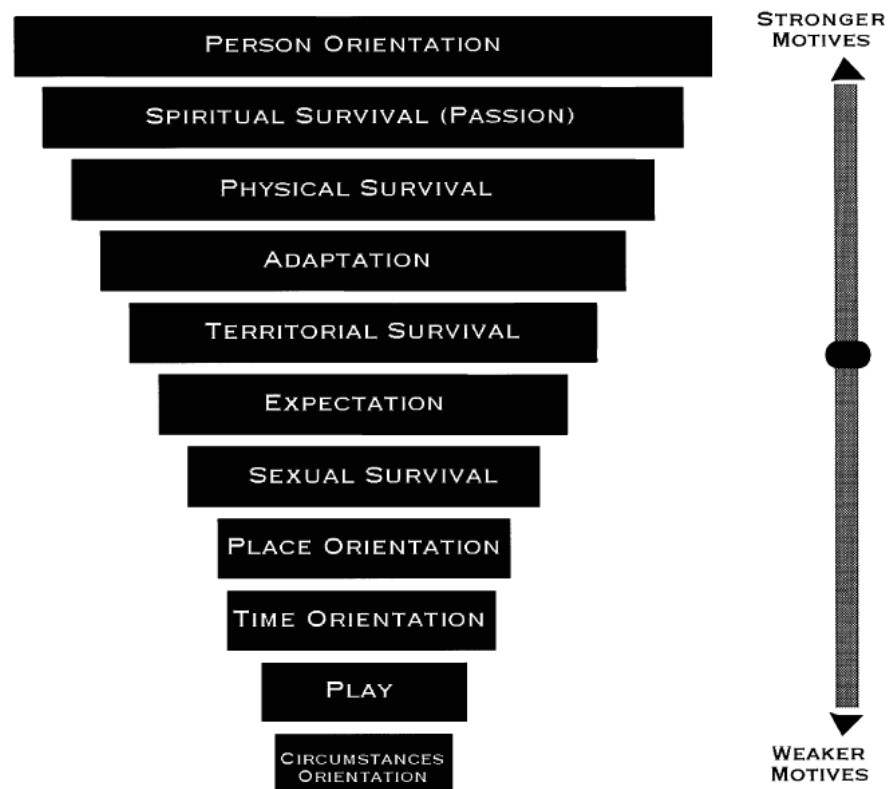


Figure 3 Structure of Human Motive.

(Source: Maddock & Fulton, 1998:38)

2.2.3 Motivation for Public Service as Tutoring

Since tutors in KyUAS are working as volunteers, it is similar as public service without or only gains small benefits. Horton (2008: 17) defined public service:

‘...a public service can also refer to any service provided to the public. Finally, public service can refer to the motivation of people who feel a sense of duty or responsibility for contributing to the welfare of others and to the common good of the community or society.’

The idea of public servant is the ones that put his/her duty beyond personal interests. However in reality, it is hard to set aside the connections with family and possessions. Therefore, a new concept of Common Good has been defined as ‘the mutual harmony of all men in society seeking to fulfil their own potential’ (Horton, 2008: 19), as well as maximum social welfare when achieving self-interests, or seek a good balance in between. This has also been called as service-oriented motivation.

2.3 Leader and Leadership in Tutoring

2.3.1 Definition of Leader

It is hard to define the term of leadership historically. As a result, scholars have tried to make a conclusion based on the collecting of different characteristics and behaviours from the great leaders in history. They have covered all aspects, as individual personality, group dynamics, and social force. Referring with Northouse’s words (2012): A leader should have the traits, abilities and skills, to not only behave appropriately, but also manage relationships well in between, in order to give a positive influence to the group during the whole process for reaching the common goals. From another point of view (Gosling, Jones, Sutherland & Dijkstra, 2012), it has been pointed out that as a leader, this person should follow and supervise performances in three parts: individual,

team and organization, so that a general image could be created in the leader's mind, in order to give visionary suggestions and to make circumspective decisions. Additionally, leaders are also motivators (Maddock & Fulton, 1998).

2.3.2 Skills Needed for Leader

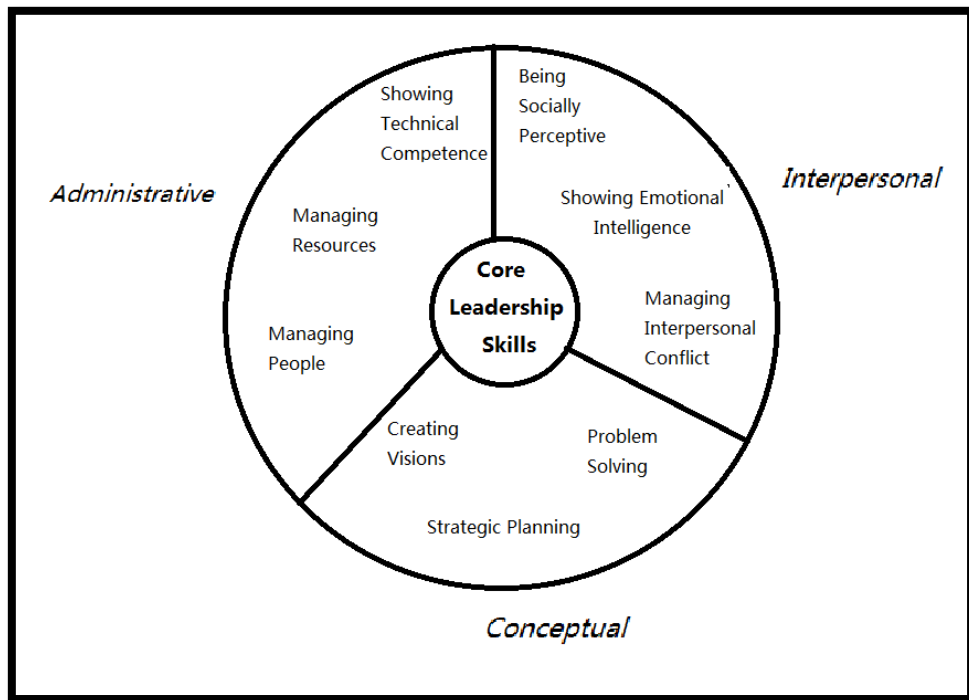


Figure 4 Model of Primary Leadership Skills

(Source: Northouse P.G., 2012: 86)

The above Figure 4 shows the skills and abilities that a qualified leader should be equipped with, in order to have personal influences among the others. The first primary skills belong to administrative group, which is also deemed as the fundamental factors for leaders to help them organizing work, running team and reaching the goals. Additionally, special care should be taken between colleagues, peers, subordinates and anyone who has involved within the working process. This is called interpersonal skills, which can smooth the process and bring effectiveness, as well as good for creating a harmonious working environment around. Marques (2007) indicated that people are the drives of organizations; leader should be able has fully concerns for everyone

who was involved, be respect and treat them well. The third group is conceptual skills. The theme is dealing with concepts and ideas, which requires massive of thinking, in other words, high level of headwork is demanded. As an awakened leader, values should be considered the most when making decisions, which includes facts, knowledge, experiences as well as counsel (Marques, 2007).

2.3.3 Traits for Leader

Based on previous mentioned skills and abilities, a leader needs more to complete a more effective work (Northouse, 2012):

- ✧ **Intelligence** includes good language skills, perceptual skills, and reasoning ability. A good information flow is required.
- ✧ **Confidence** makes people have strong secured feeling about themselves, as well as the trust of self-ability to accomplish projects. It can be increased though understanding and awareness, together with practices and experiences.
- ✧ **Charisma** is the natural trait for people that can give enormous impact to others. Beside the important role that charisma can provide based on others' trusts, it can also act as inspiring character for surrounding environment.
- ✧ **Determination** represents initiative, persistence, as well as guidance. And also, the ability of balancing the organization needs and human needs.
- ✧ **Sociability** normally referring people those are friendly, outgoing, courteous, tactful and diplomatic, as well as sensitive for caring others. As for leader, challenging should be also showed together with warmness (Marques, 2007).
- ✧ **Integrity** indicates people have strong responsibility for actions that they have taken. The images of honesty, loyalty, dependable and

transparent will be sent to others. Integrity is also an essential factor for creating inner peace (Marques, 2007).

Apart from the viewpoints of characteristics of leader self, in other views (Marques, 2007; Gosling, Jones, Sutherland and Dijkstra, 2012), they have pointed out that participative type leaders can tie the group close, and at the same time to bring more loyalty, trust and confidence to the group. Additionally, create a tuneful atmosphere that members know contribute, share and support each other.

Aside from the attention of the core group, out-group sometimes can give brilliant suggestions and comments to befriend leaders to reach a wider range of image. An old saying in China can perfectly support this point: “The spectators see the chess game better than the players.” In Peter’s description (2012), out-groups are existing in every type of situations in daily life. For the purpose of reducing and avoiding the negative impacts that out-group members may bring, leaders have to face the challenge to respond and take care of the out-groups. Listening is one of the best and most effective tools. Listen to different ideas, attitudes and feelings may hit and arise new thought. In such a way, the feeling of belongingness will back to out-group members, which will help them gradually be comfortable and peaceful.

2.3.4 Motivational Leadership

As Maddock and Fulton stated that leaders can be made (1998), therefore, training is needed. In order to be a motivational leader, the point of view of how to spirit and motive people’s passion is an important lesson to learn. In other words, a successful leader can predict what group members do in the future. Additionally, as a leader, ‘recognizes workers as spiritual beings with various responsibilities and qualities that exist beyond the scope of their organizational

roles' (Marques, 2007: 54) s/he would also be a motivating point/factor for group members as they see themselves been well treated and valued.

The following Table 1 includes all the motive factors mentioned in chapter 2.2. This table can help leaders understand better about how people can be motivated, as well as the benefits that can be gained.

Table 1 Motives, Elements, Emotions and Benefits in Human Behavior

(Source: Maddock & Fulton, 1998:40-41)

MOTIVES	ELEMENTS	EMOTIONS	BENEFITS
Person Orientation	Self-control	Self-esteem, Self-confidence, Self-image	Renewal, Acceptance, Well-being
Place Orientation	Where	Escape, Involvement, Simplicity	Solutions, Perspective, Renewal
Time Orientation	When	Escape, Involvement, Simplicity	Relief, Nostalgia
Circumstances Orientation	Convenience Pace (of life)	Relief from pressure, Change Renewal, Affirmation	Stability, Regain perspective, Forget hassles, Relief
Spiritual Survival	Family values, Inner peace, Lawful order, Wholeness, Belonging, witness significance, Affirming acceptance, Calling, Membership, Release, World-view,	Love, Passion, Guilt, Acceptance, Dedication, Perfection	Perfection, Achievement, Uniqueness, Long life, Endlessness, Freedom from pain

	Human love, Sacrifice, Meaningful death		
Physical Survival	Food, Air, Water, Shelter, Exercise	Health and wellness, Security, Safety (from bodily harm)	Security, Protection, Safety, Strength
Territorial Survival	Assets, Career, Income, Competition, Performance	Security	Achievement, Power, Status, Control
Sexual Survival	Gender, Impulse, Inhibition, Impotence	Masculinity/ Femininity, Sexual satisfaction, Control, Security	Reproduction, Enjoyment, Self-expression, Pleasure and play
Adaptation Motive	Imitation, Learning, Testimonials	Security, Confidence, Self-assurance, Low risk	Status, Belonging, Achievement, Acceptance
Expectation Motive	Future Resolution	Trust, Hope, Faith, Belief	Commitment, Confidence, Decision making
Play Motive	Winning, Exercise	Fun, Enjoyment, Creativity	Relief, Resolution, Escape

2.4 Tutor Service for Students

2.4.1 Definition of Service

As part from the previous mentioned 'Public Service' in Chapter 2.2.3, there is another kind of normal service with customers, which has been defined as the actions which taken aiming to help other people, to make them satisfied in short explanation (Berry, 1999). Customer service is 'doing what your customer wants' (Evenson, 2011:1), to know what customers' needs are.

2.4.2 Service Quality

From real-life experiences, it is very true that the higher the level of service, the better the growth of organization is. Hence, service quality has been highlighted to evaluate customers' satisfaction. The definition of service quality is commonly used as 'The extent to which a service meets customers' needs or expectations' (Dehghan, Zenouzi & Albadvi 2012: 3), which has been expanded in Dedeke's research (2003), 'the capability to meet and exceed the results that the provider and the customer mutually defined and embraced at the beginning of a service encounter' (p. 278). For better understanding, an equation has been created by Dedeke (ibid.):

$$\textit{'Service Quality = [Quality of delivered "agreed" results + Quality of delivered "unexpected" results - Quality loss due to undelivered "agreed" results - Quality loss due to delivered "unexpected" damages] / Quality of all "agreed" results (under ideal conditions).}'}$$

In the following Figure 5, a general relationship between service quality and customer satisfaction has been drawn:

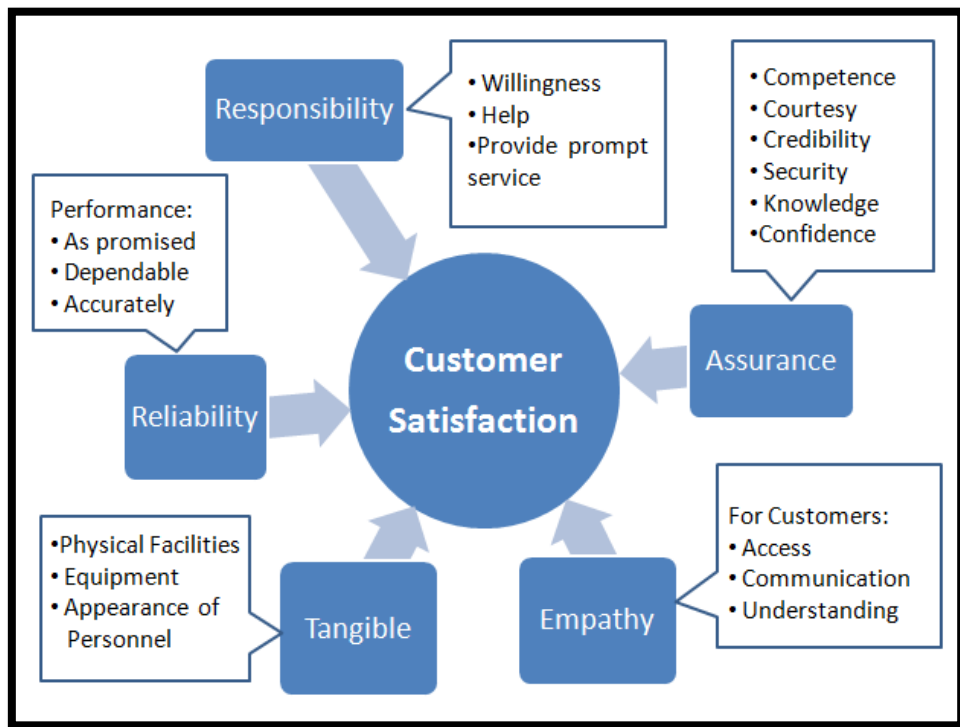


Figure 5 Relationship between Service Qualities with Customer Satisfaction
(Source: Dehghan, Zenouzi and Albadvi, 2012:4)

The five dimensions of service quality have been listed around customer satisfaction, which revealed the importance of customers, especially the degree of their satisfaction since it is an essential index for companies to develop their services. Each dimension has taken perspective differently to consider the potential affects for customers, as performance, employee's training, ethics and materiality. This five dimensions also been approved by Dedek (2003).

2.4.3 Value of Service

In service, value defined as the assessments that customers give to the service that they received (Dedek, 2003). It plays an important role in service industry. With a relationship with service quality, service value also been defined as 'service quality (both of the results and of the service processes) divided by all the costs of acquiring the service' (ibid: 279).

The coverage of service value includes service process, service system and outcomes (Dedeke, 2003). Berry (1999) also indicated that the shorter the distance of understanding values between senior managers and employees, the better corporation inside the organization. In order to achieve service excellence, there are a few common core values have been listed as guidelines for organizations on their way to service success:

- Excellence: Do and performance as perfect as you can. It may be hard to be noticed by others, but it is worthy in a point of long term view.
- Innovation: The primary tool of excellence which is a strategy used to seek for improvements from exist things.
- Joy: People enjoy and love what they do, they are seeking for self achievements and human spirit beside monetary profit.
- Teamwork: Individuals working together to achieve a common goal, which is also a way to enrich employees' quality of work life from organization's point of view.
- Respect: Good service give respects to everyone. Respect makes the organization more competitive, also influence powerfully to people in contact.
- Integrity: This intangible value also gives huge competitive advantage to organizations. For the reason of people get a direct image of organizations though the service experiences. In addition, it is a good method to train and evaluate employees from ethical point of view.
- Social profit: Create social profits to public, and take part into community support programs aiming to build and provide better enjoyments of daily life for people, also motivate organizations.

Furthermore, attention for customers should also be determined to achieve service excellence as part of improving service value. One important principle is to upgrade customers' satisfaction to the level of delight. Emotion has been discovered as a major role of perceiving service quality and satisfaction from

customers, as well as predictors for organizations indicate customer loyalty (Adairston, 2004). For the purpose of achieving the goal, the secret is simply to do what the organization has promised to its customers. More importantly, the performance of dealing with problems and issues is assessed as well (ibid).

2.5 Communication between Students and Tutors

2.5.1 Definition of Communication

Rayudu said (2010) that communication is a procedure though interflow by tools of language or body, to transfer and exchange of ideas, opinions, feelings, information and facts to achieve a common field of understanding. Thus, another definition made by Hill, Rivers and Watson (2008) stated that communication is also an approach of sharing experiences to increase interactions in between, and create the opportunity for both participates to make effort as give and take, in order to make them feel equals, characterized.

Figure 6 creates a slackened picture of process of communication. It involves two parties, message sender and message receiver. Process starts with message sender, who encodes the information first, and then sent it to another person — message receiver. After perceived the message though signals, actions of decode and transfer of information will be taken in order to forward the necessary message into his/her own mind.

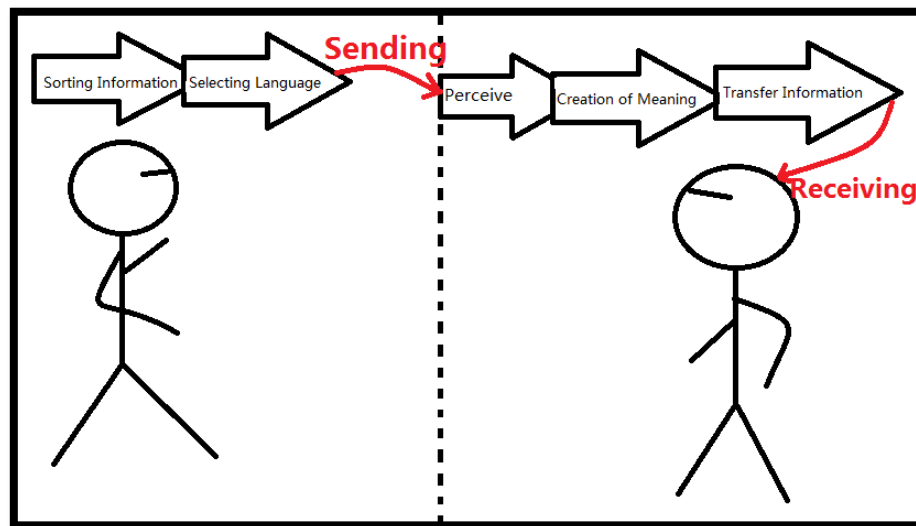


Figure 6 Communication Process

Communication has been built up by continuous of this circulation process. It enables people to exchange information for the purpose of getting to know others' opinions, as well as sharing experiences. By the end, communication improves possibility of achieving mutual understanding in between, which is also the basic element for establishing relationship between human beings.

2.5.2 Cross-Culture Communication

As students in KyUAS come from different parts of the world, their backgrounds and culture differences are varied. Hence, it is important and essential to understand and know the skills of cross-culture communications.

Culture has vast ways of definition, one of them made by Peterson (2004: 17):

'Culture is the relatively stable set of inner values and beliefs generally held by groups of people in countries or regions and the noticeable impact those values and beliefs have on the peoples' outward behaviors and environments.'

This has got further supported by one definition of cross-culture communication (Hill, Rivers and Watson, 2008), which has reminded us that culture has impact on human's behaviour by affecting personal beliefs, values

and worldview. In addition, there are many subcultures under the same culture category that should be taken into account. Adding the factor of different cultures, a large number of contrasts will be found when analysis or comparison takes place from aspects of behaviours, opinions, attitudes, philosophies, values and convictions (Peterson, 2004). One thing worth mentioning is that communication process is the same between people from the different culture backgrounds.

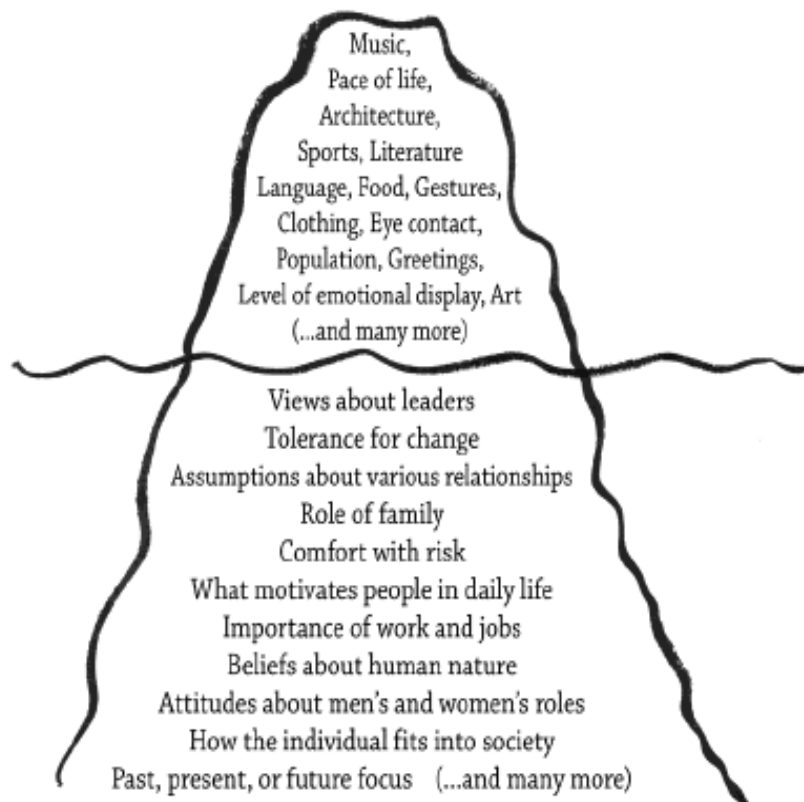


Figure 7 Iceberg of Culture

(Source: Peterson, 2004:22)

The above Figure 7 displayed so called "Iceberg of Culture", which briefly introduces the factors that caused cultures different from each other. The part above the water represents the visible differences of culture, as language, food, clothes, etc. Once break down into the water for further discovery, values, gestures and norms can be touched as the reasons of how people behave. However, these factors are normally not visible but foremost, are the driver of culture. Thus, cross-cultural communication becomes more

complicated since there maybe misunderstanding occurs due to cultural differences.

Culture can be created, shared and transmitted through communication, in order to bridge the gap in between. Cross-cultural communication is aiming to recognize the demands from different parties though clear understanding (Nixon & Dawson, 2002: 185). During cross-cultural communication, acknowledge of basic common essentials are needed besides awareness of differences.

The more communication happens, the better understanding will be built, as well as the relationship in between. Little by little, people from different cultures will be related to each other, and also the efficiency of corss-cultural communication (Nixon & Dawson, 2002).

3. THEORITICAL FRAMEWORK: MANAGEMENT OF EFFICIENT TUTORING

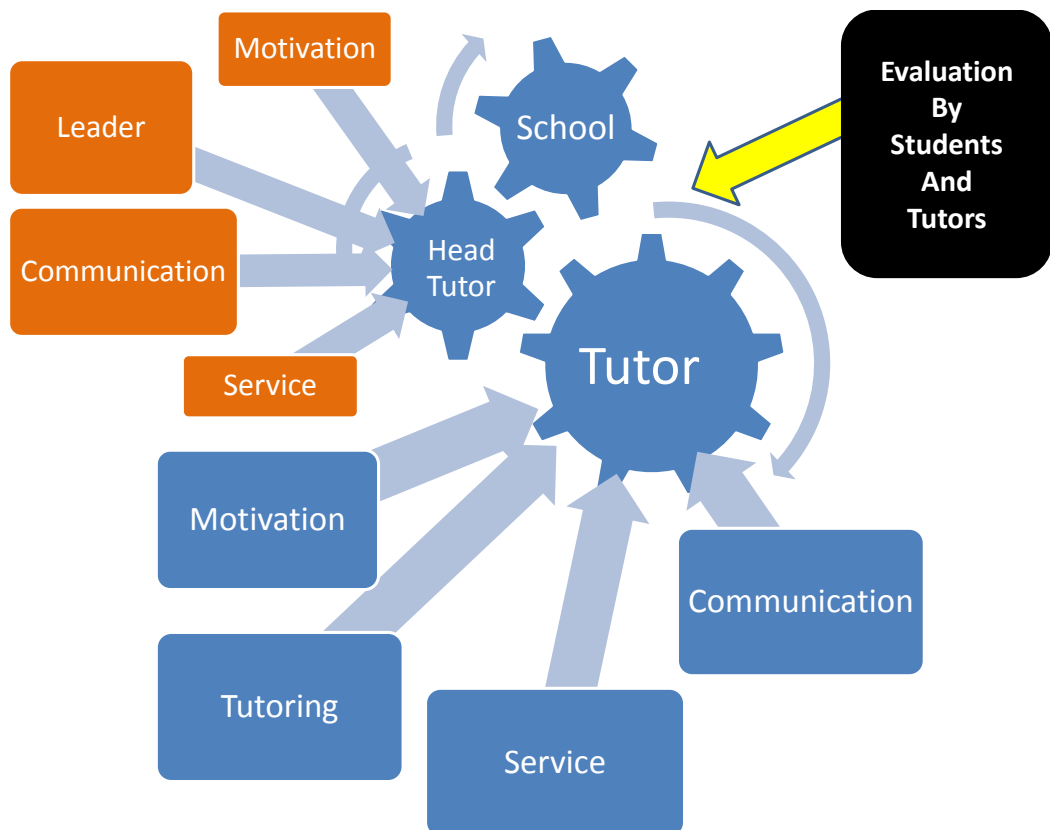


Figure 8 Theoretical Framework: Management of Efficient Tutoring

As shown in Figure 8 above, the general operation of a tutor system includes three parts: school, head tutor and tutor. As concern with this study, it emphasized on two parts: head tutor and tutor, with evaluation made by students, as well as tutors' self evaluations. But for an efficient tutoring work, it needs contribution from all the three parties.

For head tutor, the importance of being a leader, as well as playing the role as bridge between different levels has been specialized. The secondary level factors for head tutor are motivation and services. As for tutors, they are the most essential role in the framework since they are the ones that performing in front, which leads that motivation, tutoring, service and communication come into the similar level of importance for tutors.

4. METHODOLOGY

The principle research method designed for this thesis is case study, since the research will be carried out for KyUAS's IB tutor group. 'A simple definition of case study methodology is that is the in-depth study of a bounded entity' (Quinlan, 2011:182). In Woodside's words (2010:1), case study is an investigation which concentrates on describing, understanding, predicting, and/or controlling of the research entity. As for data collection, it includes both quantitative and qualitative research methods.

Quantitative method focuses on finding the real truth via different viewpoints (Anttila, n.d.) which gathered by answers of scales and choices from questionnaires. Questionnaire is structured data collecting method, and scale is measurement of attitude. Both of them designed on the purpose of enable respondents get the same questions (Quinlan, 2011). Additionally, questions are required as simple, clear, concise and precise, so that feedbacks can be answered as the same essentials (ibid, p. 326).

Qualitative method is performed as author personal experience for tutoring, and open questions in the questionnaires for further in-depth discovery. Personal experience method used in this research is similar as interview in order to 'explore the phenomenon under investigation in-depth' (Quinlan, 2011: 290). Open questions are used to gather as many as different perspectives though a wide range spread questionnaires, in order to make up for the time-consuming shortage from interviews.

Together with two research results, evaluation and analysis of the functionality, influence and efficiency of current IB tutor system will be more accurate. Data analyses for quantitative and qualitative methods are different. 'Quantitative data analysis is the analysis of numerical data using statistical methods', which can be carried out though software SPSS (Quinlan, 2011: 352). Qualitative data are not numerical data, the analysis can be carried out though terms of

content, textually, discursively, thematically, and/or semantically (ibid.). The last step is presenting conclusions, which should be able to answer the research questions, and match with the research objective and aim (Quinlan, 2011: 449).

5. RESEARCH RESULTS PRESENTING

This chapter includes survey results for questions from both 'Questionnaire for Students' and 'Questionnaire for Tutors', which are represented students' point of views and tutors' perspectives separately. Furthermore, the result will be categorized into different groups, which are the sub-chapters in following text, for a clear and better understanding, instead of presenting the questions one by one according to the design of questionnaires.

5.1 Background Information

5.1.1 For Student Part

There is about 150 degree students study in International Business program in KyUAS. Questionnaires were send though e-mails mainly, a small part of it was asked by Facebook and given by printed version in order to increase the rate of response. In the end, sample size of this research is 43. Background information included here are age, gender and nationality for respondents.

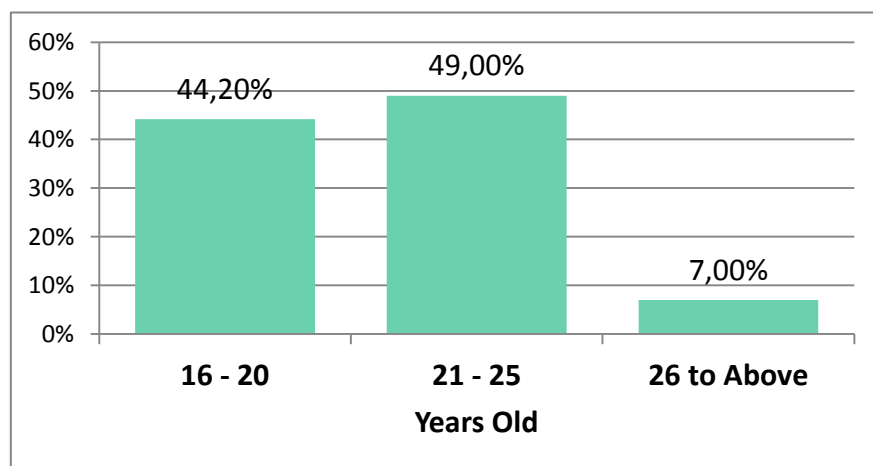


Figure 9 Age Distribution of Student Respondents

Age distribution among respondents is shown in Figure 9. It is clear that youth between 21 to 25 years old accounts for nearly half of the sample size (49%), which is the biggest group as well. Group of age from 16 to 20 is about only 5%

less than the biggest group, which is about 44%. The smallest one is 7% of total respondents, aged from 26 to above.

As for gender distribution, Figure 10 shows that females account for more than half, with percentage about 63%. The number of male respondents is around half of female's (37.21%).

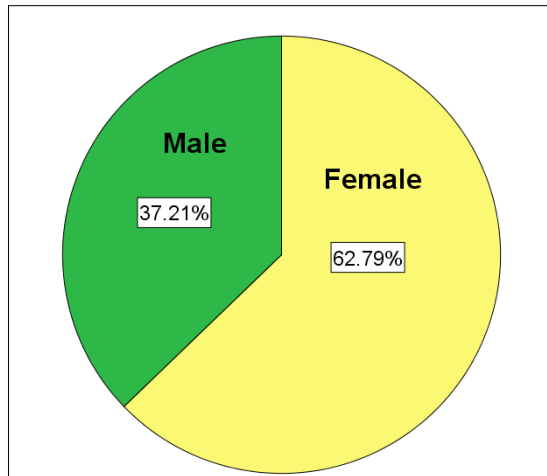


Figure 10 Distribution of Gender of Student Respondents

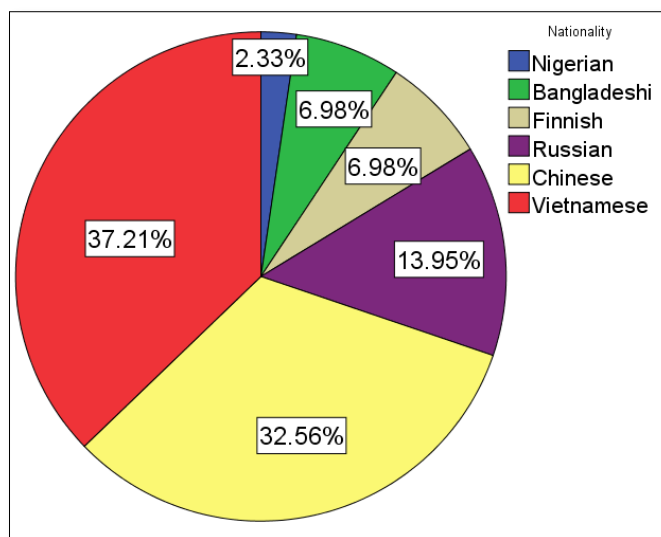


Figure 11 Distribution of Nationalities of Student Respondents

The above Figure 11 presents nationality distribution among respondents. The major groups are from Vietnam (37.21%) and China (32.56%), with differences about 5%. They have taken nearly 3/4 of the total number together. Russia

took the third rank with about 12%. The number of people from Finland and Bangladesh is the same (6.98%). The last group is Nigerian, only one representative (2.33%).

5.1.2 For Tutors Part

As for tutor group, there are only eight valid questionnaires be carried out by the end of this research, data is limited at this point of view. The distribution of age of tutors is varied from 19 to 25 years old, as shown in Figure 12. Age at 23 took the biggest part with 50%, which means there are 4 respondents belong to this group. The rest are separated as 2 representatives in age 19, and 1 in each group of 24 and 25 years old. The sample size consists of five female and three male respondents. Their nationalities have a wide range, includes Bangladeshi (1), Chinese (1), Finnish (3) and Russian (3).

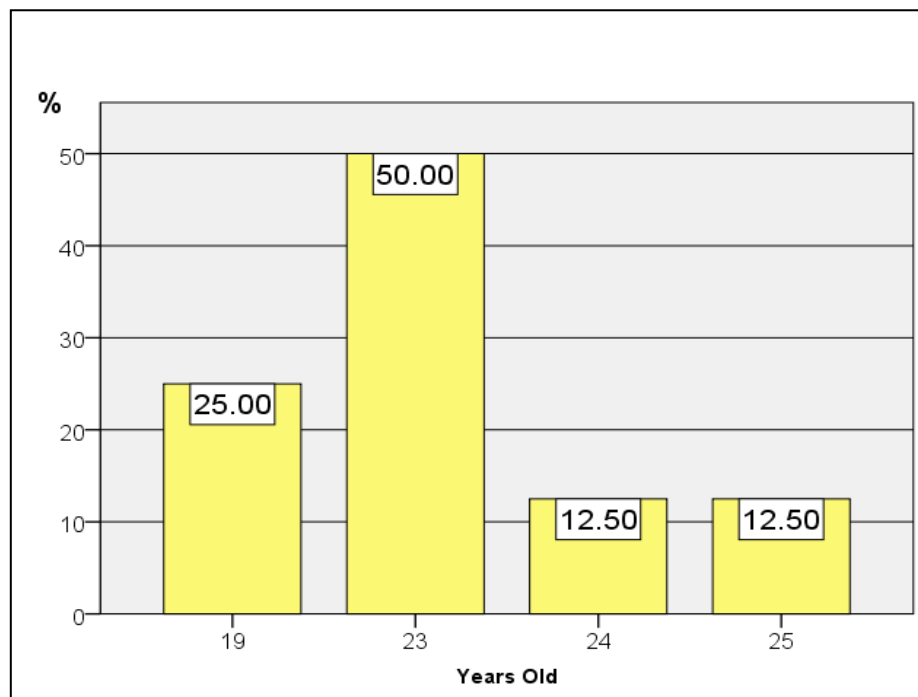


Figure 12 Age Distribution of Tutor Respondents

5.2 Evaluation for Tutoring Service

Results are presented in four groups for different periods as pre-arriving, arriving, basic needs and school related matters. Each catalog consists of essential factors, which are decided by author though own tutor experience and students' needs.

5.2.1 Pre-Arriving

Evaluation results for pre-arriving are shown in Figure 13. All the three statements are scored in the preference of satisfied side from both parties, except 'Information Provide' is missing from tutor side.

From students' point of view, 'Pick-up Arrange' has the highest rank, which is near scale 4 – satisfied. 'Information Provide' and 'E-mail Contact' are ranked in the middle of scale 3 to 4 with small difference. Views from tutors for 'Email Contact' and 'Pick-up Arrange' are similar, scored half way to scale 4 from 3.

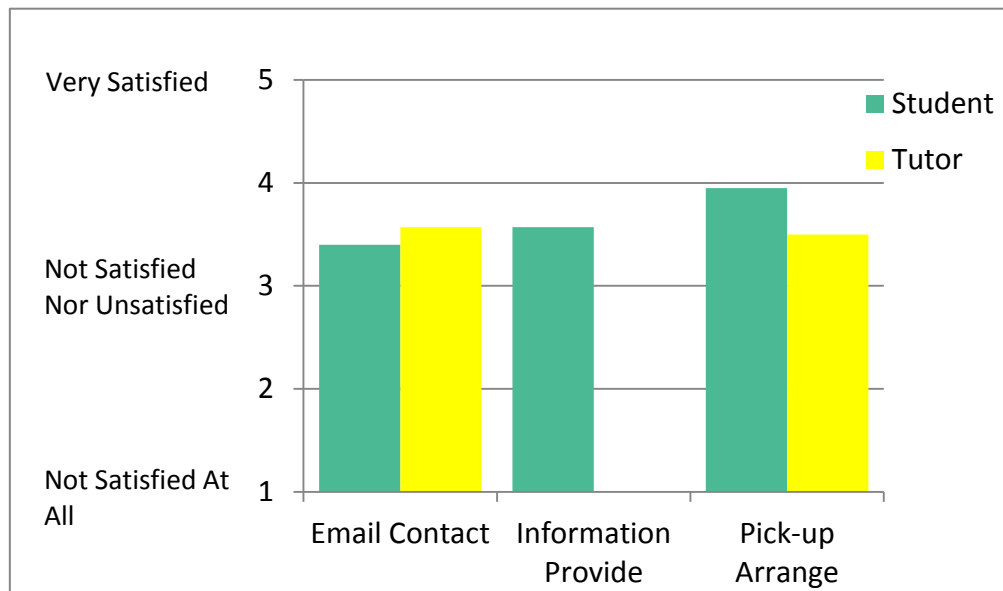


Figure 13 Evaluation of Pre-Arriving

The biggest difference between the results from student and tutor has appeared in evaluation of 'Pick-up Arrange', tutors are less satisfied with their performances than students. As for 'Email Contact', results are similar.

5.2.2 Arriving

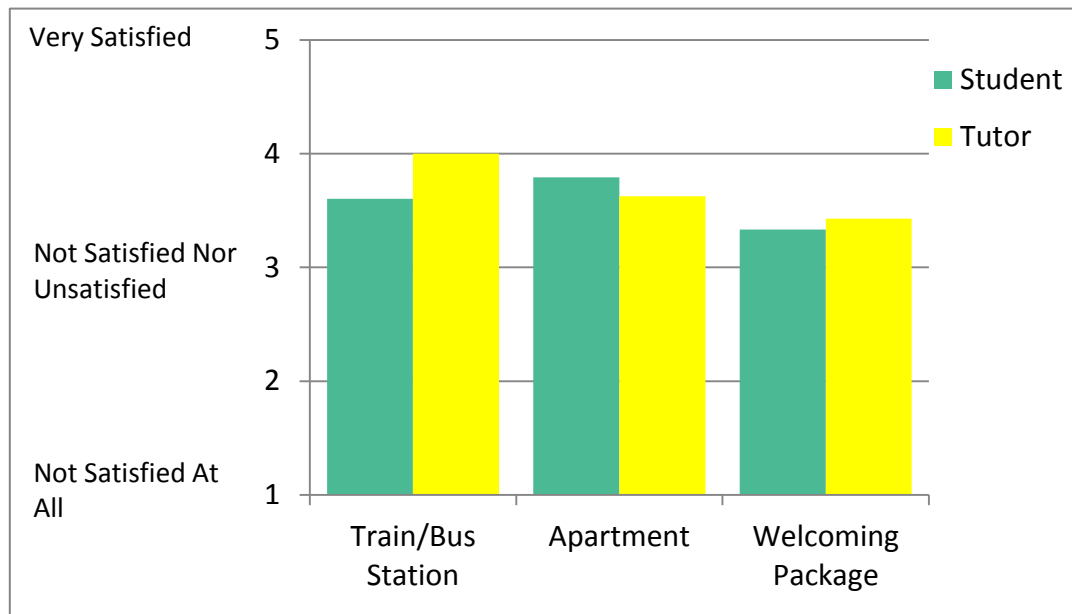


Figure 14 Evaluation for Arriving

According to Figure 14, for arriving part, respondents from both parties also gave a positive evaluation in general – all the three pick-up points got ranked over the neutral line of 'Not Satisfied Nor Unsatisfied'. From both perspectives, 'Train/Bus station' and 'Apartment' have been valued more than 'welcoming package', which is the nearest to neutral line while the other two have exceeded the middle point between scale 3 and 4. Tutors gave their highest points to 'Train/Bus Station' as 'Satisfied' in scale 4. At the same time, students gave their biggest value to 'Apartment' beyond the other two statements, but still, small distance to reach 'Satisfied' line.

5.2.3 Basic Needs

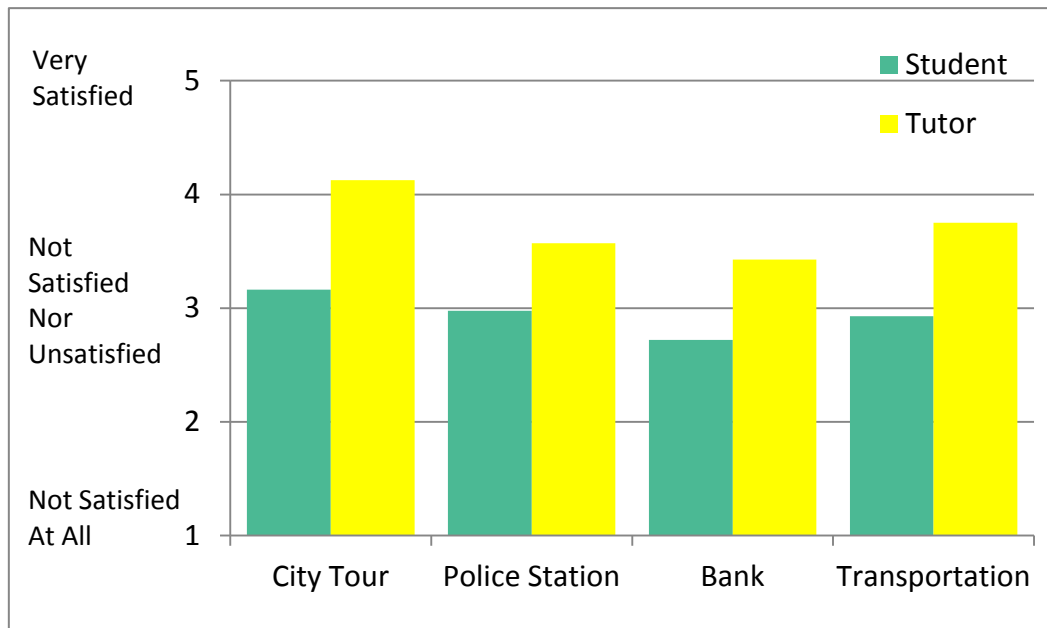


Figure 15 Evaluation for Basic Needs

In general, student respondents gave a negative attitude for basic needs, while tutors quite satisfied with themselves in comparison as shown in Figure 15. All the statements are assessed in the unsatisfied side except 'City Tour', which is only a little exceed the neutral line from student perspective. Service for 'Bank' has got the lowest rank, and 'Police Station' is scored near to the middle point of the scale, as well as 'Transportation'. On the other side of tutors, highest assessment gave for 'City Tour' as student respondents did, as well as for 'Bank' as the lowest statement. The overall ranking order from both parties is the same, except 'Transportation' in tutors pint of view is higher than 'Police Station', while in student side is the other way around.

5.2.4 School Related Matters

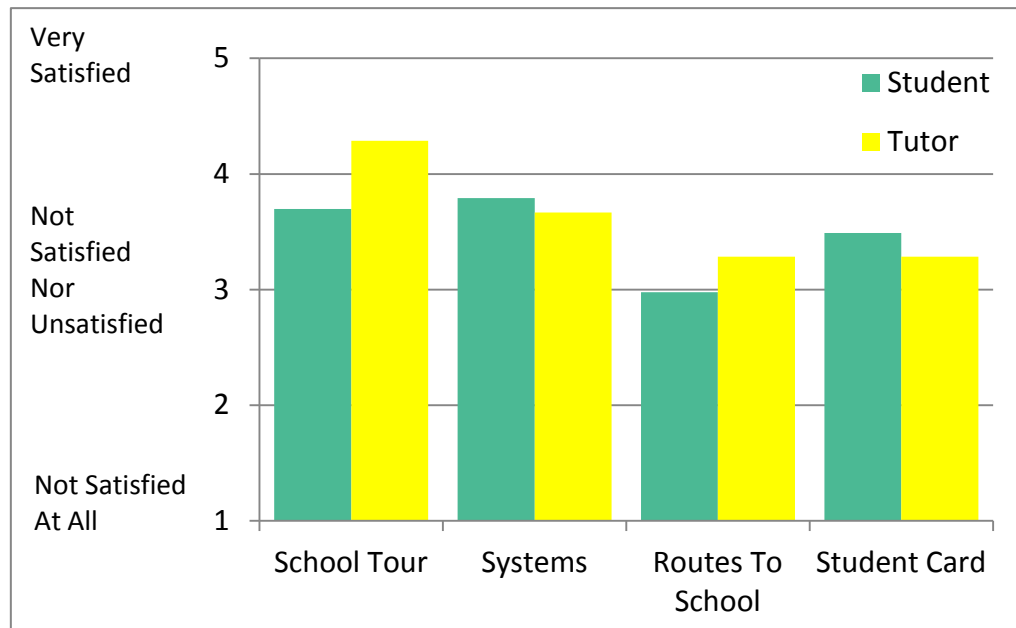


Figure 16 Evaluation for School Related Matters

Overall, evaluations for school related matters from students and tutors are positive. Most statements are assessed in the positive side, only students' evaluation for 'Routes To School' failed with small distance to reach the middle point in the scale line.

Apart from mentioned above, from Figure 16, satisfaction of student respondents for 'Student Card', 'School tour' and 'Systems' are similar. In the meanwhile, there is a big difference in tutors' evaluation. 'School Tour' has the highest mark which exceeded the scale of 'Satisfied'. At the same time, 'Routes To School' and 'Student Card' have the least value with few steps away from the neutral line. 'System' is ranked as middle one. The most different view from student and tutor is 'School Tour', tutors assessed one higher scale value than students.

5.2.5 Assessment for Tutors from Students' Perspective

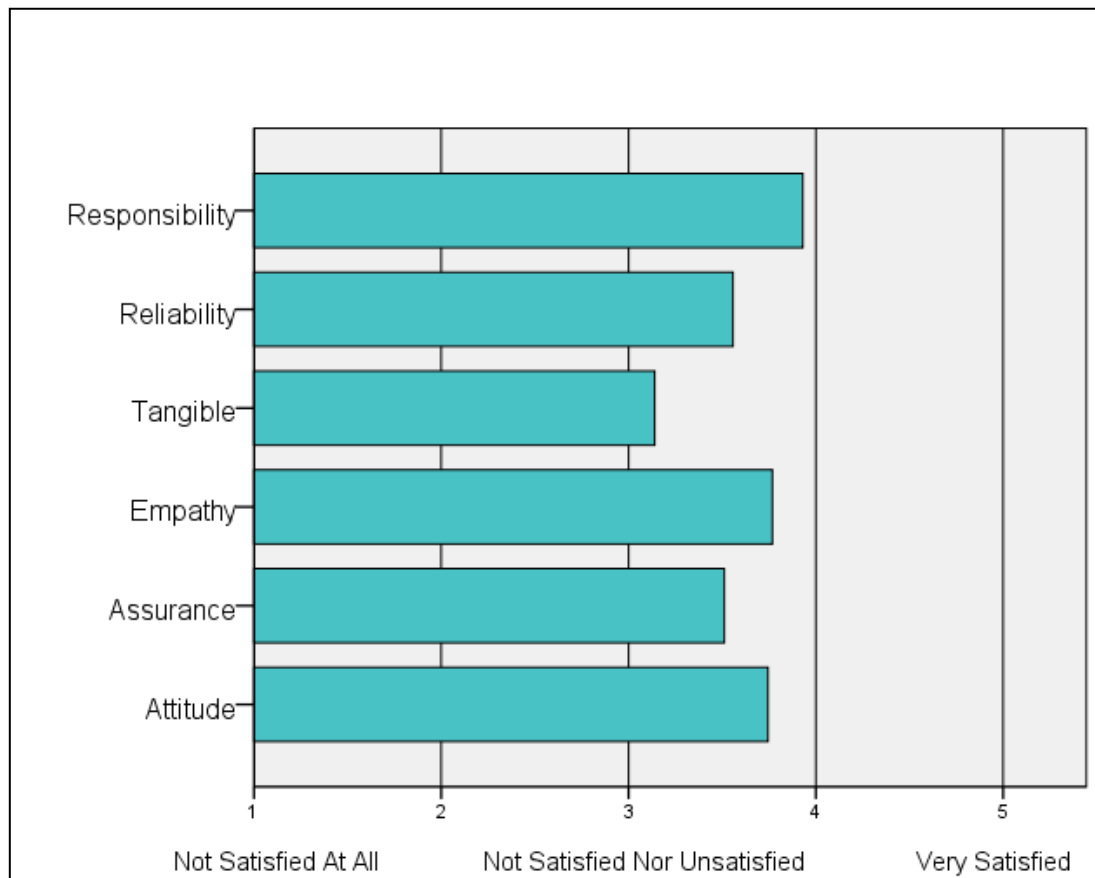


Figure 17 Assessment for Tutors from Six Aspects

Above Figure 17 shows evaluation of tutor service from six aspects of service quality from student's point of view. Generally, respondents gave a positive evaluation that all the statements have been assessed in preference of satisfy. The order of rank from highest to lowest: responsibility, empathy, attitude, reliability and tangible. The highest is almost reach scale 4 – satisfied, while the lowest is near scale 3 – not satisfied nor unsatisfied, the neutral line.

There also includes free comments and unsatisfied experiences from respondents. The most improvements needed parts are responsibility and attitude, and then is tangible and empathy. Some example comments to share:

- '...if there is only one new comer, still there should be one tutor to help this person'

- 'In the majority of cases, the willingness to work is not strong enough...may observe some look-warm attitude'
- '...I received nothing except some explanation from Hugh...only Frederic helped me with my questions and guided me though email...a really good communication with exchange students.'
- 'Careless attitude to activities, unequal involvement, better communication.'
- '...knowledge is important'
- 'Communication with new students should be improved... I feel that we only have a connection – senior students helping junior students, that's all...'
- '...I got help from my friends...'
- 'Attitude is important'

Also, it has been mentioned once that tutor became different after help during welcoming week, respondent got ignored for asking for help.

5.2.6 Tutor Self-Evaluation in General

Question 7 in 'Questionnaire for Tutor' as shown in Appendix 2, is asking tutors to give a self-evaluation. Result is shown in Figure 18. Most of tutors (62.5%) see their performance as 'Fine', which is the second highest value. And a quarter (25%) among the respondent evaluate themselves the most as 'Good'. The rest one (12.5%) scored self 'OK'. Nobody choose 'Terrible' or 'Bad'. The general evaluation is positive.

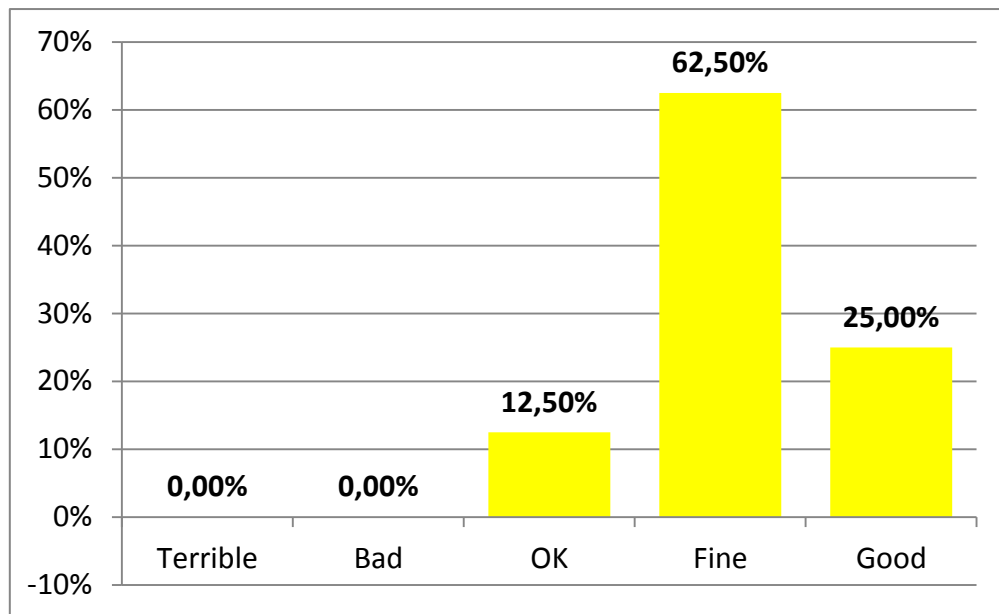


Figure 18 Self-Evaluation from Tutors

As a half open question, respondents were asked to give the reason why they evaluate themselves with such statement. Six answers were collected.

Reasons on the positive side are mainly: a) Really helped new students. b) Tried the best, and did a lot of work. c) Really been responsible. On the other side, tutors also see themselves have minus points: 1) Participated only for the beginning periods. 2) Low emotion to help with too many requirements.

5.3 Communication

There are three parts included in this chapter: evaluations of communication, communication methods and friendship in between from both students' and tutors' perspectives.

5.3.1 Evaluation for Communication Frequency

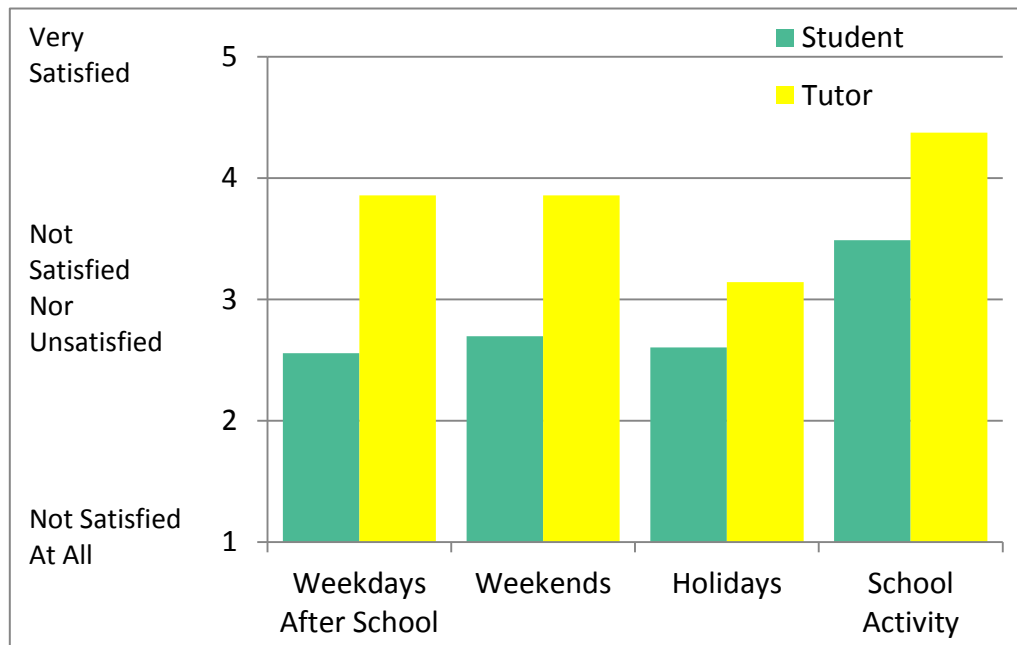


Figure 19 Evaluation for Communication Frequency

Above Figure 19 describes respondents' satisfaction of the frequency for communication between students and tutors. Tutors' assessment is much higher and positive than students'.

From students' evaluation, three out of four statements have assessed as unsatisfied side, located in the middle of the scale from 2 to 3. Only 'School Activity' got a high evaluation, which has exceeded the neutral line. As for tutors, all the evaluations are positive, and 'School Activity' got outstanding since it has exceeded 'Satisfied' line. Followed by 'Weekdays After School' and 'Weekends' with similar value, which are nearly reaching scale 4. 'Holiday' is least valued as students' did.

5.3.2 Evaluation of Communication Methods

The general evaluation from respondents seems as a neutral attitude on student side, while tutors see it more positive. Additionally, the overall ranking orders from both parties are the same.

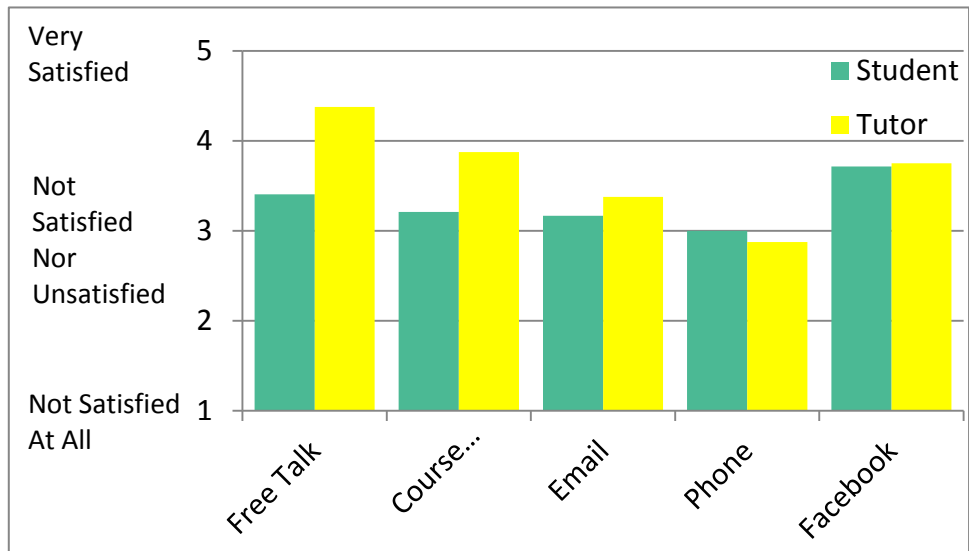


Figure 20 Evaluation of Communication Methods

In Figure 20, for students' attitude, most of the statements were assessed nearby scale 3, 'Not Satisfied Nor Unsatisfied', only 'Facebook' is more towards 'Satisfied' scale, which also got the highest value. From the tutors' point of view, the highest value, which has over 'Satisfied' line and on the way to highest score, was given to 'Free Talk'. Followed by 'Course related communication' and 'Facebook' with similar evaluation nearby 'Satisfied'. Options of 'Email' and 'Phone' are the least valued ones, with scores around the neutral line from students' perspective.

5.3.3 Developed Friendship in Between

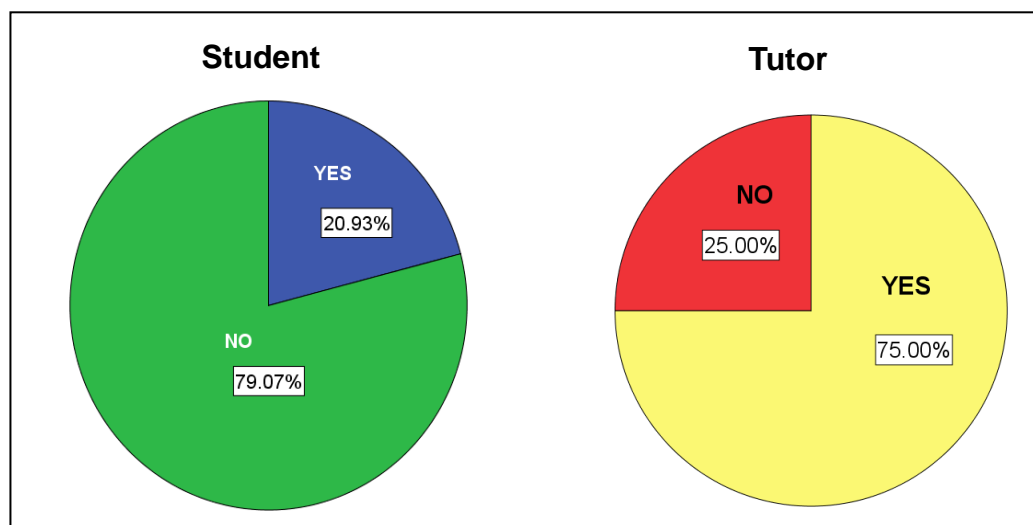


Figure 21 Friendship in Between

Above figure briefly indicates the situation of friendship between students and tutors from both sides of student and tutor. In Figure 21, on the student side, nearly 80% of the respondents do not have friendship with their tutors. Among the people who voted for 'YES' (20.93%), in having friendships with tutors, about 3/4 (73.13%) of them do not have the same nationality with tutors as shown below in Figure 22. Only 26.63% has the same nationality with their tutors.

From tutors' responses, it is totally on the opposite side of the situation with students. A quarter (25%) has no friendship with students while 75% of them are friends of students. Additionally, most of them (66.67%) do not have the same nationalities with their friends as shown in Figure 22, which is similar as situation in student side.

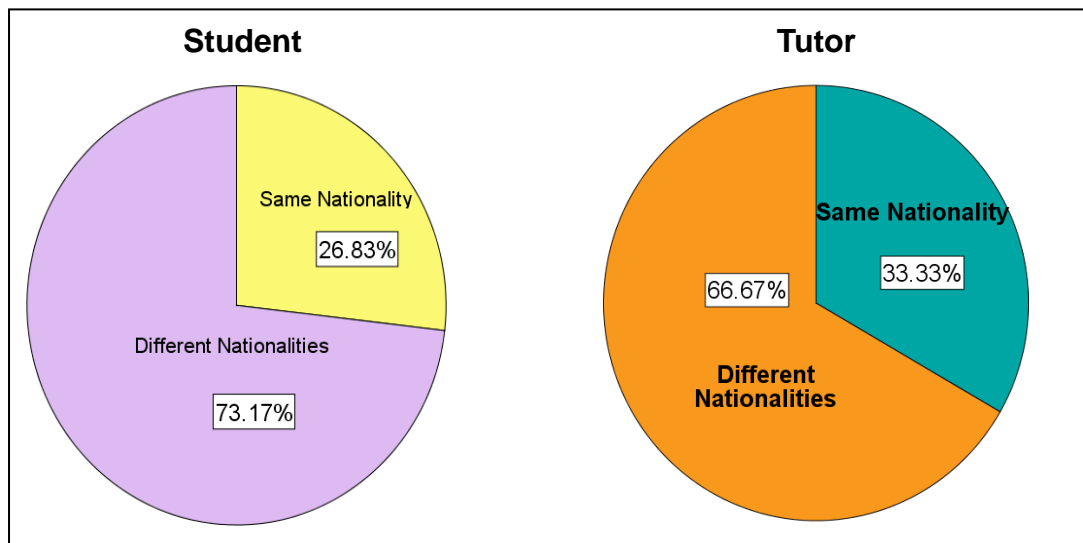


Figure 22 Different Nationalities in Between

Respondents also specified the things that they normally do together with their tutor/student friends, collected as following:

- Cook and dinner together, also do sports sometimes
- Party together
- Hang out around, watch movie, go city events
- Talk, visiting each other's place

5.4 Needs and Expectations from Students

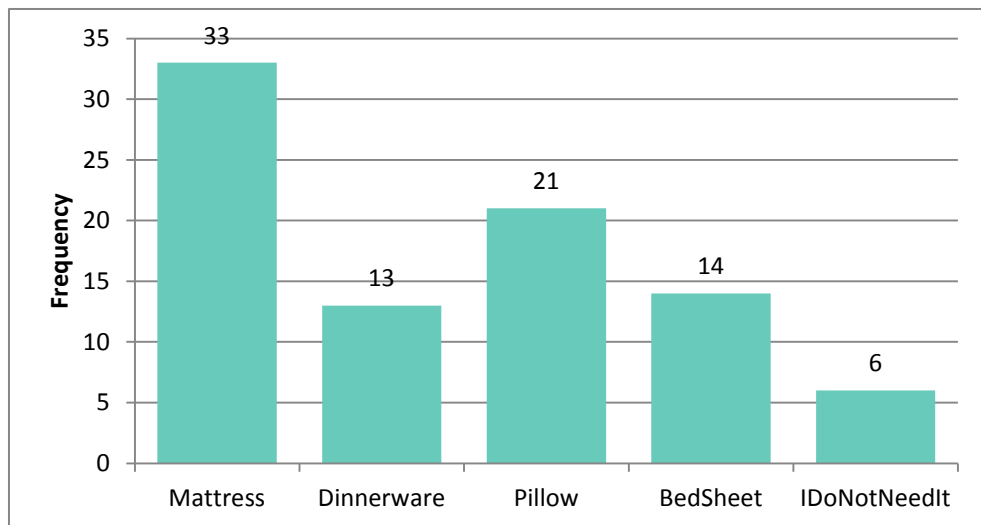


Figure 23 Necessity for Welcoming Package

Figure 23 shows the necessity of items inside the welcoming package from students' point of view. Mattress has the highest vote, 33 out of 43 respondents have chosen it, which is preferred by more than 3/4 (76.7%) of all the respondents. Pillow ranked second, about half of the responder selected it, with 21 votes. Dinnerware (13) and bed sheet (14) have similar result with one vote difference. Still, six respondents said that they do not need the welcoming package at all.

As half open question, respondents are asked to specify if there is anything missing from the welcoming package that they needed. The most often mentioned item is the blanket, which was specified by two of the respondents. Other items mentioned are city map, bed, desk, curtain, basic cooking staff, modern for internet and basic stationery, which have been mentioned once each.

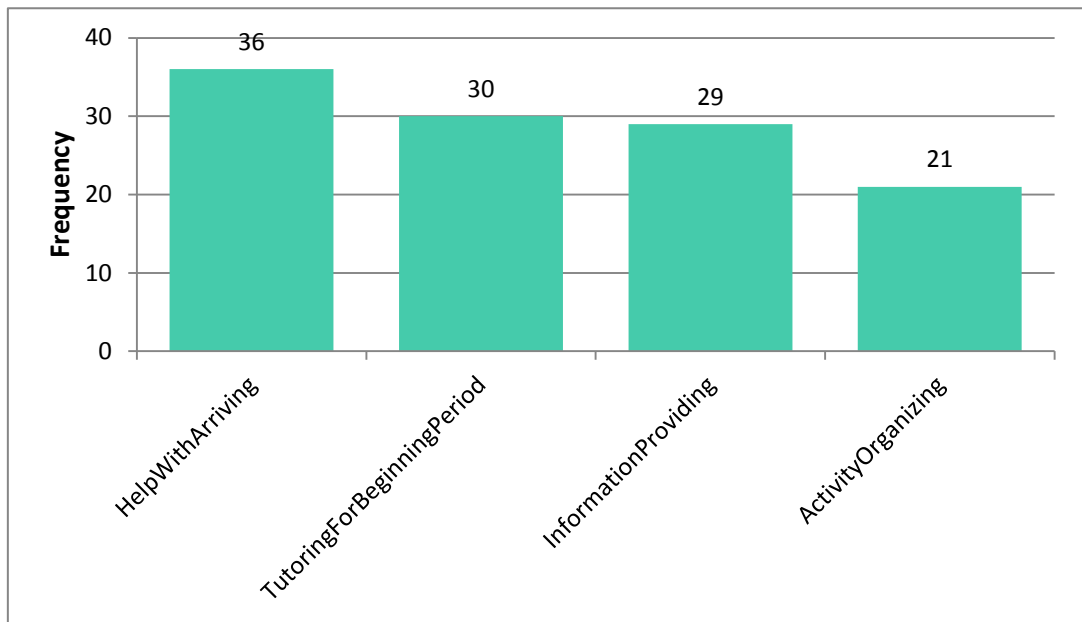


Figure 24 Expectations for School and Tutor

As for the expectations for school and tutors, results are shown in Figure 24. Respondents have given highly evaluations for all the statements that been listed, all of them have been voted over 20 times. The highest selection, with 36 votes, is 'help with arriving'. 'Tutoring for beginning period' and 'information providing' have a similar result, which have got 30 and 29 votes each. As for the option of 'Activity organizing', which got 21 votes, has got selected by nearly half of the respondents.

5.5 Evaluation for Head Tutor from Tutors' Perspective

Question 6 in 'Questionnaire for Tutor' as shown in Appendix 1, was requiring tutor respondents to give an evaluation for head tutor with concerns of five fields: administrative skills, interpersonal skills, conceptual skills, communication skills and confidence.

The general evaluation has been indicated in Table 2 as below. Overall value is on the positive side, since all the respondents voted 'Good' (3), 'Fine' (2) and 'OK' (3). No one gave a negative evaluation.

Table 2 Evaluation of Head Tutor

	Frequency
Good	3
Fine	2
OK	3
Bad	0
Terrible	0

Followed by free comments from respondents, they have specified the reasons why head tutor deserve such high evaluation, since this person: 1) Good planning and organizing. 2) Professional in general. 3) Treat everyone equally.

On the other hand, improvements also needed mainly in two parts, as:

- Stress control
- Administration skills

5.6 Motivation

5.6.1 Motivation for Tutoring from Student perspective

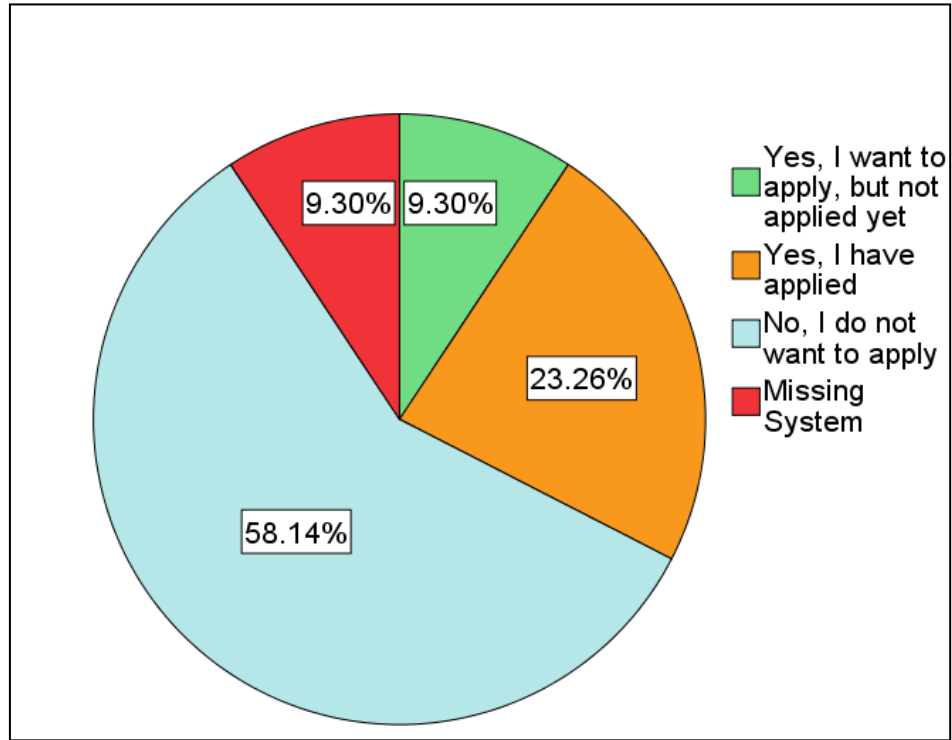


Figure 25 Motivation of Being Tutor

From Figure 25, positive answer – ‘YES’, there are about 30% in total. One part is 23.26% from response as ‘Yes, I have applied’, with reasons:

- a) Want to help and meet new students – mentioned 9 times;
- b) Do things useful to school – once;
- c) Practice personal skills and ability – once.

In addition, the other part is answer from respondents who have the intention to apply become a tutor, but did not apply yet, with the occupation of 9.3% and the reason is the same as time schedule not allowed. In addition, there are four missing answers to this question. Besides those who have chosen positive answers, more than half of the respondents do not want to be a tutor (58.14%), with reasons as shown in Table 3:

Table 3 Reasons for Not Being a Tutor

Reason	Frequency
Do not like to work with people.	1
Shy.	1
Hard to balance with study.	1
Too much work and little reward.	1
Graduate soon.	3
Do not have the ability for being a tutor yet.	3
Not interested in.	3

5.6.2 Motivation for Tutoring from Tutor Perspective

5.6.2.1 Working Experience

Eight (8) respondents have been worked as tutor for different length of time. As following table described, half of the sample size (4) have been tutoring for two semesters. The rest half, three (3) have worked more than one year, and one (1) has working experience for only one semester. Shown as Table 4:

Table 4 Duration of Tutor work

	Frequency
One Semester	1
Two Semesters	4
More Than 1 Year	3

In Figure 26 describes how tutors felt about doing tutoring. Most respondents admitted that they did have fun when tutoring new students with 87.5% in total. 'OK' (37.5%) has got the most selection while 'Fine' and 'Good' got the same votes with 25%. Only one person indicated a negative attitude for tutoring.

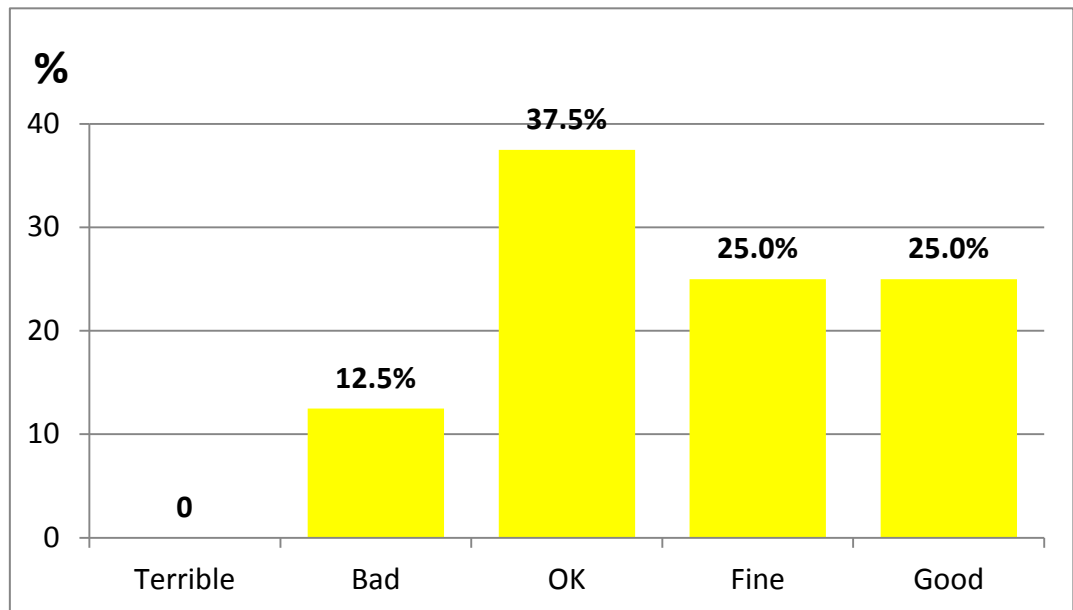


Figure 26 Feeling about Tutoring

With the opportunity to speak out the reasons behind, tutors have expressed their situations. The one who gave a 'Bad' evaluation explained this with helpless feeling when helping others, even though they tried their best, too many issues cannot be solved. Some other negative comments were about things appearing unexpected or unorganized, sometimes resources were big barriers. Reasons for all the positive answers were mainly: a) enjoying the work for helping people. b) liking organizing things. c) making new friends, being social.

According to tutoring experience, tutors also noticed that there are some points which appeared unexpectedly, thus influencing motivation for tutoring instead.

The following points are for both negative and positive sides:

- Student called late during the night ask for helping.
- New students were not as excited as expected.
- Too high demands from students sometimes.
- Totally trust from school and staff

5.6.2.2 Motivation for Tutoring

Questionnaire was designed to have three levels of process to evaluate the motivations for tutors. It started with the reason why they have applied for tutoring at beginning, followed by the question of 'what motivates you the most to continue the work?' Finally are their ambitions for tutoring work, whether they want to be the head tutor and their reasons as well.

Table 5 Motivation for Applying to be a Tutor

Motivations	Frequency
To gain more credits	2
To help others	8
To spend free-time	0

In Table 5, 'To help others' has got fully support from tutors, all the eight respondents have selected it. Only two chosen credits motive and nobody voted for the last one. Moreover, tutors also got the chance to express their views about the benefit of 2 ETC credits gaining. The result is on the negative side, below the neutral line. Most of them do not think the 2 ETC credits are balanced with the amount of tutoring work.

Additionally, tutors have also specified the other motivations they had: 1) To meet new people. 2) A good chance to know school from an insider's view of point. 3) To gain more experience in multicultural environment 4) to improve personal skills (organizing, language, social).

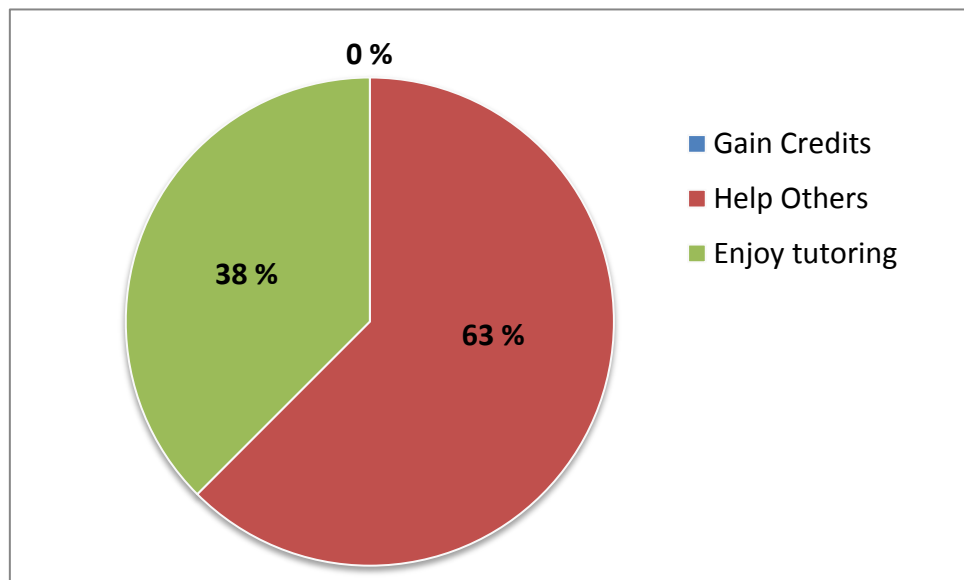


Figure 27 Motivation to continue the work

Figure 27 indicates slight changes for tutoring motivation in comparison of Table 4.6.2.2-1, that most of tutors (62%) continue the work because of they want to help others, which is the biggest motive as they have for applying the work. But, a new factor has come up though the time when they contributing for tutoring – they enjoy doing tutoring with nearly 40% (38%). And there is another change as well, credits' gaining is not that motivate tutors anymore (0%). Together with free comments, responsibility, practice to gain more experience and friendship are the added motivations for respondents to stay longer for tutoring.

As an important part of motivation, ambitions also got involved. Figure 28 below describes respondents' motive about being a head tutor. More than half of them (62.5%) do not want to be the head tutor, while only 37.5% said 'YES'.

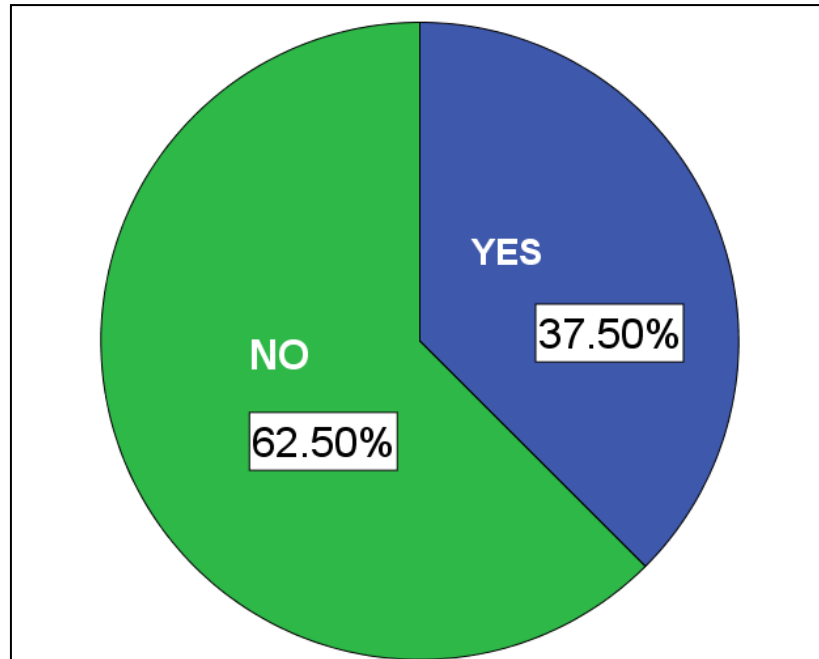


Figure 28 Motivation for Head Tutor

To specify the reason, negative side explained their opinions as: A) Too much work and huge responsibility. B) Pressure. C) Skills needed. D) Too much time spending, hard to balance with study. As for positive reasons, people wanted to get a chance for practice of personal skills.

5.6.3 Motivation for Activity Participating from Student Perspective

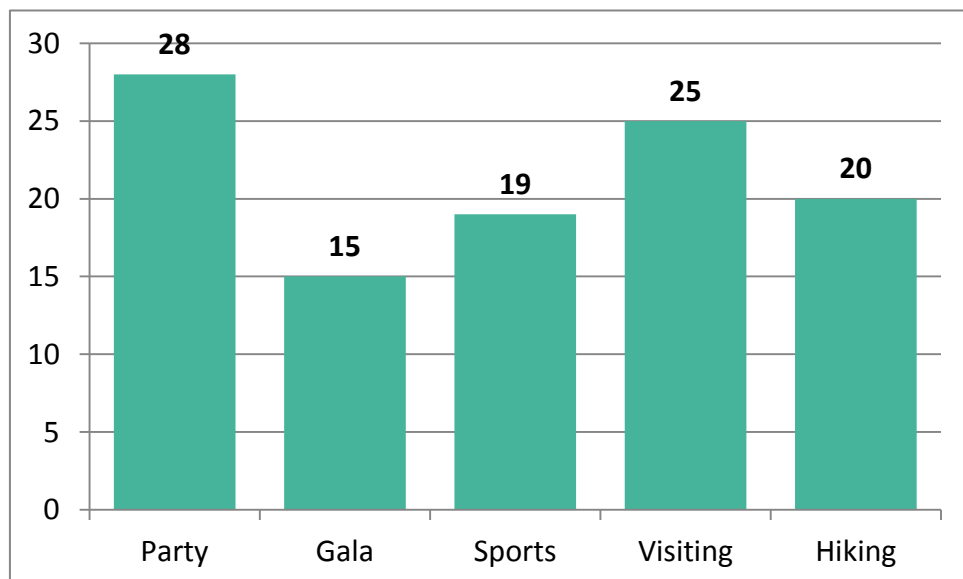


Figure 29 Preference for Activity

The most popular activity is party as shown clearly in Figure 29, which has 28 votes out of 43 responses (65.1%). It is almost doubled the vote for the least favored event – gala, with 15 votes. The second popular choice is visiting, voted by 25 respondents. Hiking (20) and sports (19) has a similar result with 1 vote difference.

Additionally, there are advices for activities which can be organized but missing from the statements mentioned by respondents: camping, outdoor games, competition with price owned and formal events as proms, balls.

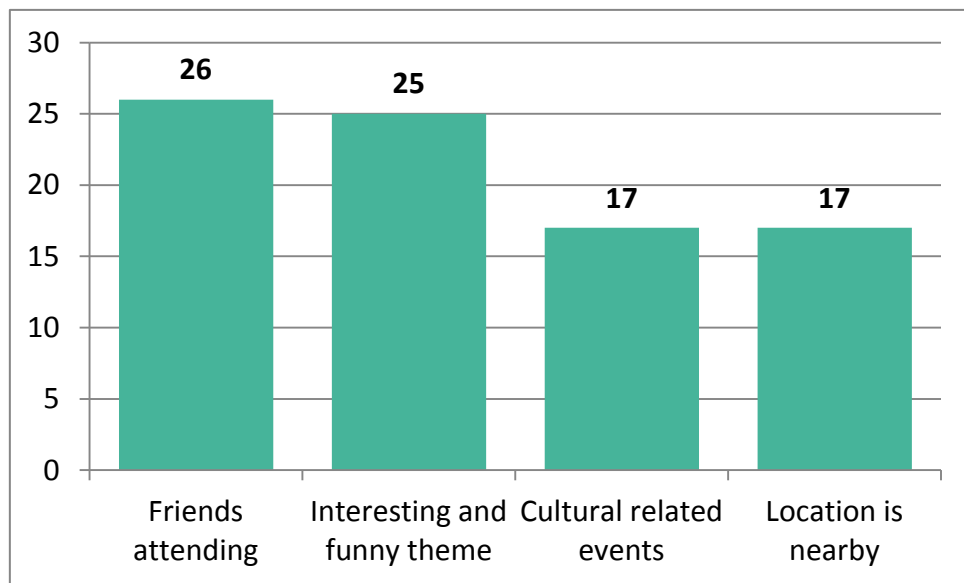


Figure 30 Motivations for Participating in School Activity

Figure 30 shows that 'Friends attending' and 'interesting and funny theme' are the most attractive factors that motivate students' participation in school activities with 26 and 25 votes each, which are around 60% among all the respondents. The same vote with 17 selections for 'cultural related events' and 'location is nearby', nearly 40% from the responses.

Other motivations that mentioned by respondents are:

- Making new friends.
- Not getting bored in free time.

As for the reasons that people do not want to participate in the activities are shown in Figure 31. Most because of location is far away with nearly 60% (25 votes). 'No friends attending' is the second biggest issue as barrier on the way for students' participating, which voted by 19 responses. With only 2 votes difference, 'homework' ranked in place three with 17 selection. 10 respondents voted for 'do not know the route'.

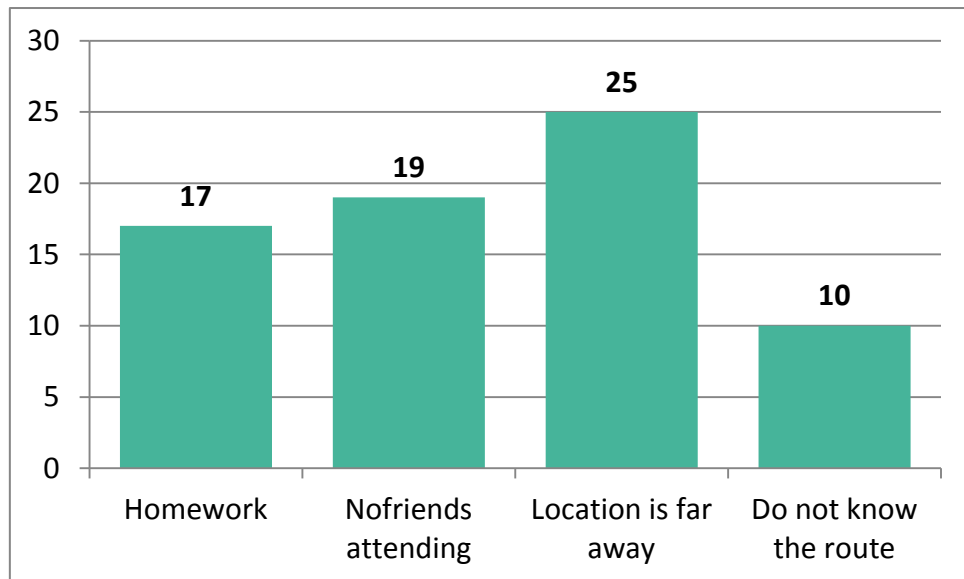


Figure 31 Reasons for Not Attending School Events

Other reasons that indicated from free comments of the questionnaire:

- Do not have suitable custom for dress code
- Weather condition
- Transportation
- Do not have enough time
- Theme is not attractive
- Lack of information

5.7 Evaluation for IB Tutor System

5.7.1 General Evaluation

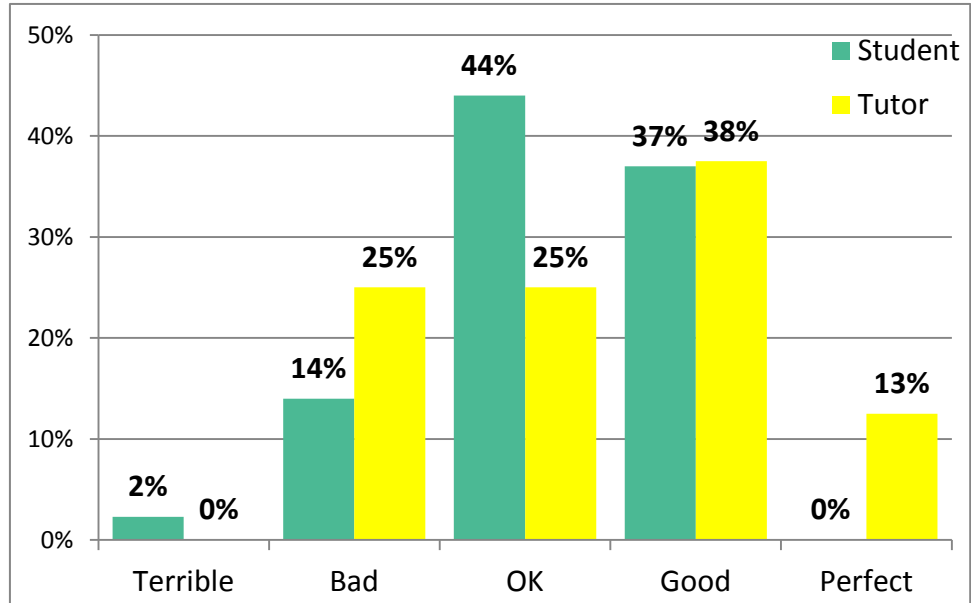


Figure 32 Evaluation of IB Tutor System in General from Four Aspects

There are four aspects included in this evaluation: tutor service, organizing and arranging of activities, information flow and communication. The general assessments for IB tutor system are positive from both perspectives as presented in Figure 32.

For students' evaluation, selections are mainly made to 'OK' (19 votes) and 'Good' (16 votes) with 35 votes in total, over 80% occupation. Six votes for 'Bad' (14%) and one vote for 'Terrible' (2%). The least voted one is 'Perfect', no vote at all. Tutors are more positive than students in this assessment. The majority votes went for 'Good' (38%), followed by 'OK' and 'Bad' with equal percent of 25%. 'Perfect' got 13% votes and 'Terrible' with zero.

5.7.2 Training Evaluation from Tutors' Perspective

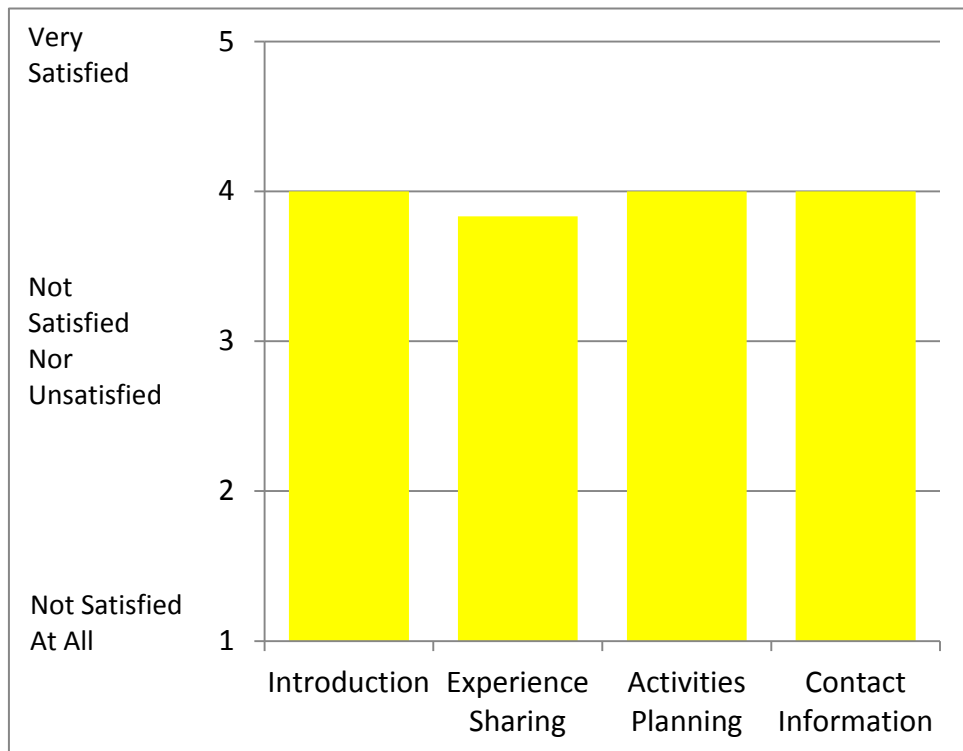


Figure 33 Evaluation for Info. Session

From Figure 33, the general evaluation for information session is very positive. Almost all the options have got 'Satisfied' evaluation. The second highest value, only 'Experience Sharing' has been valued a little less than the others.

Below in Figure 34 indicates the assessment for training camp. The two options 'Basic Knowledge' and 'Atmosphere' have got the similar results, which both have exceeded 'Satisfied' scale. 'Emergency Situation Dealing' is the lowest among the three choices, but also has a high value nearly reach scale 4 – 'satisfied'.

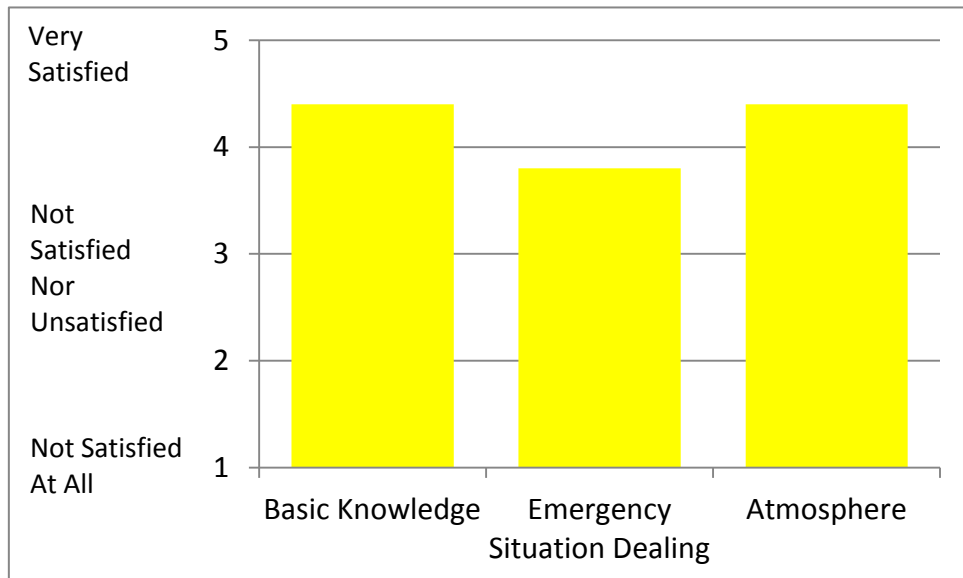


Figure 34 Evaluation for Tutor Training

5.7.3 Understanding of Tutoring

Tutors were also asked the definition of tutoring from their point of views to exam their understanding of such work. Most used words in their answers can be summarized as 'experienced old students help new students for their needs with willingness'.

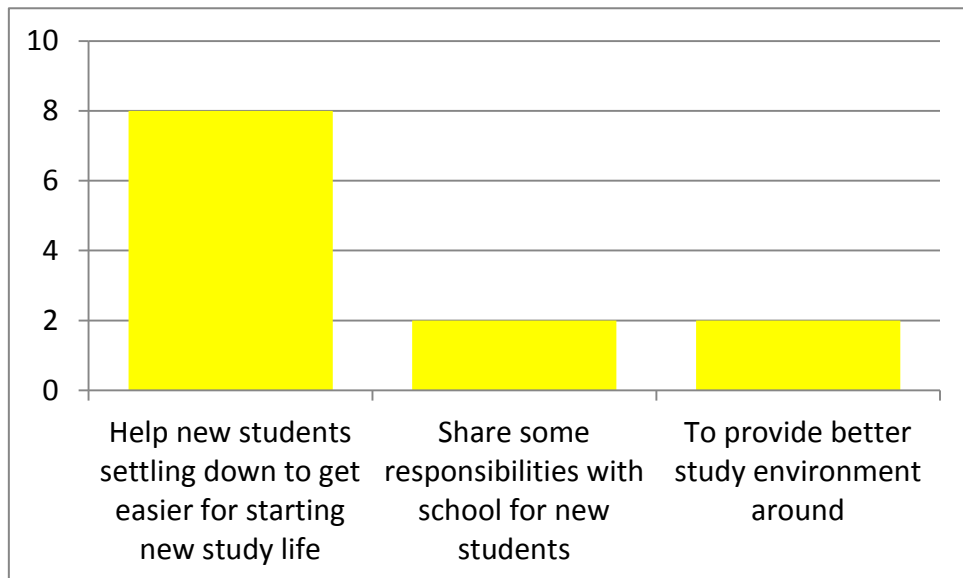


Figure 35 Tutors Importance for University

In addition, respondents also expressed the reason why tutors are important to university as above Figure 35 shows. Statement 1 – 'Help new students settling

down to get easier for starting new study life' has got fully support from respondents with 8 votes. The other two statements have the same result with 2 votes.

With further comments, 'Tutors are good connection between school and students', '...tutors are easily reachable...since we are also students' are been specified by tutors.

5.7.4 Comments

For suggestions, this also with referencing from other tutoring experiences, as well as all the four aspects: tutor service, organizing and arranging of activities, information flow and communication, have been mentioned.

5.7.4.1 From Student

Improvement needed the most is activities' organizing and arranging, which has been described more than 20 times. Suggestions are made with various concerns, like frequency of activities, organizing process and theme of activities. The second place is information flow with 10 more comments. As for communication and service, they have been least mentioned with similar times for improvements. Sharing with some suggestion examples:

- 'Events are often organized by last minute, and it is always either no drinking at all or only drinking at the bar, a pick with people's own drinks and transportation from school would be nice, for example.'
- '....more events or parties. In addition, they should organize more small trips for new students, like to hang out after school.'
- 'I think they need to provide more useful information for new students.'
- '...it is very difficult to contact before I arrived, my emails were not replied, then, after I came here, I deal with everything. Thanks for the

help from other Vietnamese...’

- ‘In my opinion, there is not enough organized activities that encourage meeting new people, learning about different cultures and bonding with fellow students.’
- ‘Most time I still get information about coming events from friends, not tutors.’
- ‘Information flow needs to improve the most.’
- ‘...they are good guys and I think they had good job already.’
- ‘...they have arranged tutors according to culture backgrounds, so people can get better understanding and communication...’

5.7.4.2 From Tutor

Free comments example sharing:

- ‘...tutoring caused me a lot of stress, should allow foreign tutors to drive school vehicles as well...’
- ‘...more events could be organized. Information flow between tutors worked ok, from university to the tutors it didn’t work very well, from tutors to students it worked out ok. Communication.... could always be improved...’
- ‘...each time, if we evaluate mistakes and good sides of the project, tutors become better.’
- ‘ the responsibility and workload for different tasks and events should be more divided and rotated between different people...’

6. DISCUSSION AND ANALYSIS

This chapter is concentrating on discussion and analysis the results from the survey, trying to find the most significant parts in each section. In order to get a possible solution for the research questions, literature views and author's personal reflection with referring own tutoring experiences will be involved as well.

6.1 Tutoring Training

From chapters 5.7.2 and 5.7.3, tutors have evaluated the training provided by school before they started tutoring work. The general results are very positive for both information session and training camp, with satisfaction of almost all the statements, which means tutors think that school has offered good training to them with all the information needed.

As for their understanding of tutoring, in comparison of literature views stated in chapter 2.1, IB tutors in KyUAS seem have got the general idea: to help individuals adapting into new environment. Additionally, referring with goals setting of KyUAS, the survey result is not good as expected. Besides the perfect understanding of "Tutoring", the concept itself, one of the tasks - Tutoring of first-year-students has also got a great comprehension by all the tutor representatives. When looking into other objectives or tasks, tutors seem like have a little confusion. The most importantly, only one quarter (1/4) of tutors has taken the big mission from school's point of view - help to create positive study environment in the campus, as an important factor for university. The result is the same for other fields like to share responsibility to organize and participate in activities.

The imbalanced results lead to the questions: how comes that tutors' understanding is below the expecting level with such good training provided?

Did the training concentrate too much on conceptual part but neglected to emphasize the objectives from university perspective?

6.2 Motivation

This study has involved many sub-areas under motivation topic. The main two aspects are motivation for tutoring, and motivation for participating activities. Furthermore, discussion has covered in different fields under the main two parts.

6.2.1 For Tutoring

From the result of students' perspective, nearly one third (1/3) of them gave a positive answer for the willingness of being involved in tutoring, the main motive behind is offering help and meeting new people, which is the same for tutors. This can be placed as the third level of human motivation in Maslow's theory, where people are seeking for belongingness and exchange loves, caring and affections (Adair, 2006). The same as 'Spiritual Orientation' and 'Expectation Orientation' in Maddock and Fulton's work (1998), since spiritual stands for values and beliefs in one's mortal world, which also belongs to one's passionate about. Moreover, expectation motive drive by hope. Also, this can be referred in Horton's words (2008:17) for public service '...people who feel a sense of duty or responsibility for contributing to the welfare of others...'.

From tutor perspective, there is an additional concern since they have been tutoring for certain periods of time, slight changes of motivation for tutoring have been discovered by this survey.

As the results presented in chapter 5.6.2.2, the first change is 'Enjoy Tutoring' became the new star of the motivation factors for tutors after gaining some working experiences, with almost 40% supports. Furthermore, half of the tutor representatives expressed a positive feeling result for doing the work. This

outcome verified the theory of 'Motivation = Emotion = Leadership' from Maddock and Fulton (1998: 14): 'When you want to motivate people to take action, engage their emotions' as chapter 2.2.2 indicated, which means when relationship between job satisfaction and work motivation is positive, emotion plays an important role. Additionally, level 4 – Self-Esteem in Maslow's theory can be also referred at this point as the reasons behind the pleasure and enjoy tutoring, since tutoring is a valuable and worthy work which not only bring respects from others, but also to achieve 'the desire for strength, achievement, adequacy, mastery, competence, confidence in the face of the world, independence, and freedom; the desire for reputation, prestige, status, dominance, recognition, attention, importance and appreciation' (Adair, 2006:53) for tutor himself, as 'enjoy helping people', 'like organizing things', 'making new friends', 'totally trusted by school and staff' comments from them. No matter what reasons are involved in the pleasure of tutoring work for different tutors, the theory got proved by the results.

The other change in motivation for continuing tutoring work is the factor of 'Credits Gaining' has disappeared. As a benefit to motive people, the occurrence of this outcome brings us into the question of: Whether tutors have been exceeded the level of benefits attraction, or is it because of the credits is too small to taken into account as a motive? Since the assessments of credits satisfaction is negative, and the explanation been specified as the 2 ETC credits gaining is not balanced with the amount of tutoring work. In the meanwhile, this can give a hint to KyUAS to think about: What school can offer more as benefits to tutors to motivate them more? Because 2 ETC credits is the only official benefit that been mentioned and offered to tutors. According to author's tutoring experience, there were additional 'silent benefits' that tutors can have, for example, free entrance to bars, free trip for visiting, free ticket to cinema. School can promote these benefits more as official announcement, or simple make them as public secret that everybody knows but not officially mention.

As for the negative answers for participate in tutoring, mainly due to the reasons that tutor work would take too much time and it is hard to find the balance with study and personal time schedule. Moreover, they do not think they have the ability for tutor working currently. All the reasons can be summarized and the 'Play Orientation' and 'Time Orientation' according to Maddock and Fulton (1998). Furthermore, it is because of the difficulty of finding the balance of personal interests and common good with referring of Horton's theory (2008).

'What a man can be, he must be' (Adair, 2006:54), Self-Actualization in Maslow's theory, is the last motive involved in this survey. According to the outcome of research for motivation of being head tutor, only around one third (37.5%) tutor respondents said they have the intention to be head tutor to get practice of personal skills. As 'Personal Orientation' and 'Expectation Orientation' in Maddock and Fulton's work (1998), people have the motivation inside themselves to motive them to be what they want and to build a better future.

On the negative side, the biggest reason is too much work and responsibility for head tutor lead to the result of balance between tutoring and study got destroyed. This caused thinking of: How to solve the issue properly to make ambition become a more active motivation? What is the appropriate separation of workload for head tutor and tutors? Or maybe additional benefits should be offered?

6.2.2 For Activity Participating

Besides the presentation of the general results of activity preference in chapter 5.6.3, the preference according to gender difference has been described in the below figure to exam the gender affection to the results.

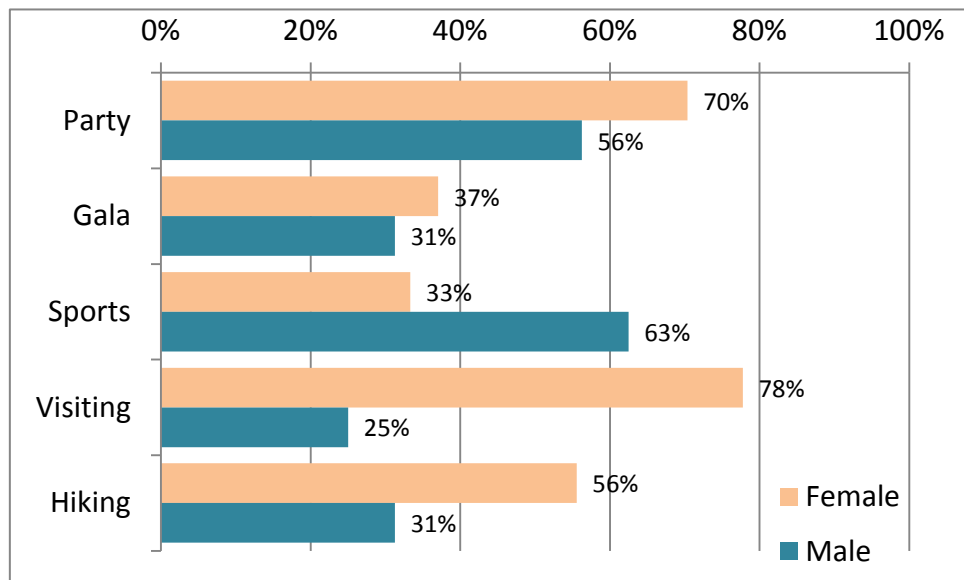


Figure 36 Preference for Activity According To Gender

In Figure 36, the least interesting event is gala with similar selection by both female and male respondents, which is the same result showed in Figure 29. Party has taken the second least ranked place according to the scale of difference between gender choices, with 14% more female than male. Followed by the choices of hiking and sports, their differences are 25% and 30% between man and woman. The significantly different part is that the females prefer hiking more than male, while for sports is the opposite situation that more male like sports than female. The top different place is taken by visiting, nearly 50% more preference by women than men.

With comparison of Figure 29, from both female and male sides, the preference of activity has changed in order from highest to lowest as shown in Table 6. Both results are very different from the general order. However, ranking of female has more similarity with the general result, since there are more female (62.79%) respondents than male (37.21%).

Table 6 Ranking Difference of Activity Preference

Group	1	2	3	4	5	
Female	Visiting	Party	Gala		Sports	Hiking
Male	Sports	Party	Gala	Hiking	/	Visiting
General	Party	Visiting	Hiking		Sports	Gla

This phenomenon proposed questions for tutors when organizing events and activities: Should there be different arrangements for girls and boys? How would it be possible to motivate more participating for both female and male to the same event? What should be more emphasized on poster to attract different gender groups of people?

As for the motivation reasons for participating, results showed in chapter 5.6.3 as well. All the options have got more than 40% support, which means that these factors should all be taken into account when thinking about improve students' participating. More students join in the activities will motivate more their friends coming, which bring to the result of high participating rate. This can be referred to 'Belonging Social' mentioned in chapter 2.2.1 as a literature view. In order to do so, the other three options should be weighted more. 'Interesting and funny theme' is the first one needs to consider since 'Play Orientation' as the basic motive factor for human. Later, 'Place Orientation' comes up as location here.

According to the survey and personal view, if the location is far away and transportation is difficult to reach, the participating would be drop obviously. At this point, tutors may take transportation into account, whether there is a way to pick-up students from their apartment since they are centralized living in 4

student apartment locations in the city? Or should the location be nearby their places? In addition, another concern would be on school's side: Would it be possible to make students living more nearby school? Since the four students apartments are far away from school, and the public transportation in the city is not that convenient as expected. This also a big issue commented by students.

6.3 Head Tutor as a Leader

The general evaluation for Head Tutor in chapter 4.5 is positive, scored in the second highest place. Assessment is based on concerns of five fields: administrative skills, interpersonal skills, conceptual skills, communication skills and confidence, which has covered a big range of characteristics of leader in chapter 2.3.

According to the definitions of leader, who is taking responsibilities not only for leading group members, but also managing the whole process from a general view as well. Take a look at the general evaluation for IB tutor system from chapter 5.5.1, which involved 4 aspects as tutor service, organizing and arranging of activities, information flow and communication, the results from both sides of students and tutors are positive as well, but with small distances with neutral line.

In comparison of above two evaluations of head tutor and IB tutor system, there is a small gap in between. Reasons can be found through comments from respondents. The following text will give a detailed analysis based on the 2 aspects in IB tutor system evaluation, except tutor service and communication parts will be further discussed in the next chapters.

From both points of view of students and tutors, activity needs improvements in organizing in general, as well as for information flow. Tutors complained that they have tried their best to make things work, but the results turned out to be not satisfied at all. The reasons behind were due to lack of resources and short

of planning. This leads responsibilities to the level of head tutor. As leader, head tutor should be able to make a good planning before hands, as well as managing resources and people well, the skills that been mentioned in chapter 2.3.2. But from the defense of head tutor (there are 2 head tutors involved in this survey as tutor representative) that the deeper reason has been indicated as: the IB tutor system itself was unorganized before, and also it was too unclear for the rules and regulations. So that brings more difficulty for head tutor to make everything under control with limited time. At this point, the spear point directed to university. As a matter of fact, author as a tutor, did not has all the knowledge of rules and regulations of tutoring from school by the time when contributing to tutoring. All the decisions that author has been experienced were basically decided by tutors together. Back to the responsibility of university, it is essential to make managerial materials clear for better performances.

Another point that has weakened activity organizing, is short of resources, includes materials and funds. From the university's perspective, a head tutor should be acting as the bridge between different levels among the whole tutor system. As the issue mentioned previously, head tutor should take the responsibility to contact upper level to exchange comments and feedbacks, as well as negotiations, in order to carry out things smoothly and solve the problems. With referring the words of two head tutors, both of them tried but did not able to carry out solutions. By the end, they have transferred the work of head tutor to others. Based on literature review, a leader should be confident, responsible, has determination and integrity. Most of the characteristics that were mentioned in chapter 2.3.3 need to improve, if head tutor wants to do a perfect job.

On the positive sides of head tutor, they were participative leaders, and tied the group close to work together, brought positive working attitudes and atmosphere as well. On the other side, head tutor as a leader, does not need to

do everything by self, the skills of managing people needs improvement. As a matter of fact, good management of human resource can bring huge benefits for leaders, not only make work more effectively, but also allow pressure less as well as team more organized. One most important factor to achieve good human resource management is that leader needs to be motivational. In order to do so, leader should have the ability to recognize group members' qualities and strengths to distribute tasks to the right people. So that members would be spirited as see themselves been valued by leader, at the same time, leader spread pressure and workload for self. As for the benefits of different motives, Table 1 has detailed explanation.

The gap between evaluations of head tutor and IB tutor system can be summarized as the main reason of IB tutor system organizing with the responsibility of head tutor to be the bridge in between.

6.4 Tutoring Service

Service has been defined as in chapter 2.4.1 as 'doing what your customer wants' (Evenson, 2011:1), the expectations of students, who are the customers here, have been presented in survey part as chapter 4.4. For welcoming package, mattress and pillow are the most important things from students' point of view. Bed sheet and dinnerware came as the second level, with more than 30% support. The outcome has verified that university has really concerned and has the ability to reach students' expectation of needs as service provider.

From another aspect of general expectations, the most expected thing is getting help from tutors with arriving. As research data presented in chapter 4.2.1 and 4.2.2, Pre-Arriving and Arriving both have good assessments as almost reaching 'Satisfied' scale. However, there is always a space for improvements. In addition, compare all the results of evaluation of performances from tutors and students have some obvious differences for few

areas, where normally tutors thought they have a good performance while students did not think it is as good as the level of 'Satisfied'. Hence, service quality comes up to the picture at this point, which includes concerns of wiled fields: responsibility, reliability, tangible, empathy and assurance are the focused points for improving customer, the students, satisfaction.

Again, looking though the research results, which have been specified in chapter 4.2.5, highly evaluations were given by students. All the options have similar assessments, as well as the additional choice – attitude, only tangible was shown as the weakest point. Furthermore, according to the comments of students, attitude and responsibility can be taken into the group with tangible, where the factors need attention from students' view. Back to the literature point, combine consideration of unique situation of KyUAS, improvements can be made from following focusing parts, which are belonging to service quality, to enhance and increase the satisfaction of students:

Responsibility

- Willingness to help
- Help with one's best
- Provide prompt service
- Take care of late new student

Reliability

- Do as promised
- Act in the same way though the whole tutoring period

Tangible

- Facilities and equipments
- Be reachable by students

Empathy

- Communication
- Understanding
- Listening

Assurance

- Knowledge
- Confidence
- Ambitions and competence

Attitude

- Careness
- Treat people equally

Figure 37 Improvements for Tutors in General

Since above Figure 37 describes factors included in service quality from a general point of view, the same suggestions can be made to the service parts to Basic Needs, as well as to School Related Matters, or even all the fields where service provided. Moreover, there is a positive relationship between service level and organization's growth as indicated in chapter 2.4.2.

Referring the conceptual views from chapter 2.4.3, it seems that tutors have reached almost every bullet point that been listed, but from the survey results, it could be predicted that tutors' performances were not as good as expected. From students' comments, most tutors they do tried to help, but did not in a good level, or did not try hard to solve the problem but just a little try. Still, the happening of such situation is more depend on the person's personality, which can bring me to think that whether there should be more criteria or requirements for people applying tutoring work? Besides, there are growing

numbers of tutor applications from IB students, it is better to focus on quality than quantity since customers see the image of organization through the service they have got and performance from employees.

6.5 Communication

When looking at the results in chapter 5.3, it is easy to notice that tutors have higher satisfaction than students do, for communication frequency as well as for communication tools. Explanation would be conducted from comments from both sides, that students are expecting more to communication in between than tutors do.

From students' side, they were eager to know more about this new environment, and also wanted get to know new people, as well as for potential friendship developments. Since tutors are the first 'local people' they have met after arriving, they became the 'target' of new students. Eventually, highly expectations of communication happened to students. On the other side of tutors, they were expecting new students to help them, but they did not have much request for being friends as new students did. In addition, tutors have their own life, old friends and study as being living in Kouvola for at least a year, so it is hard for them to spend more free time for additional things. Moreover, the proportion between students and tutors is big; one tutor can hardly manage all the requests from several students. But, tutors are happy about making new friends, since which also is one of the reasons for them to be involved in tutoring.

Due to the big proportion between students and tutors, the results for friendship research are quite different from the two parties. Student side is obviously has much less tutor friends than tutors have more friendship with students. Friendship result from tutor side is more than triple times of students'. With nationality concern, it has been said that people from similar backgrounds have more possibility for been friends. The outcome in chapter 4.3.4 showed a

totally contrary conclusion, that friends between tutors and students seem have regardless of nationality issue, nearly $\frac{3}{4}$ of them do not have same nationality as their student/tutor friends, this may seemed as people in KyUAS have good skills for cross culture communication. But, this is maybe not true since it only concluded from one side, additionally, there are a lot of students who do not have friendship with tutors, the percent is nearly 80%. Thus, cross culture communication should pay more attention to.

7. CONCLUSION

7.1 Summary of Main Findings

As a result of all the findings mentioned in previous chapters, the answer for the question of this study – ‘How efficiently does the current tutor system work?’, is preferred on the positive side. However, most of the outcomes from students’ perspective of this survey were standing around neutral scale line. Additionally, for tutors’ side, the efforts that they have contributed to tutoring work were not in the balance of an efficiency work. As for the sub-concerns of this study, answers can be found when looking through Figure 38 below:

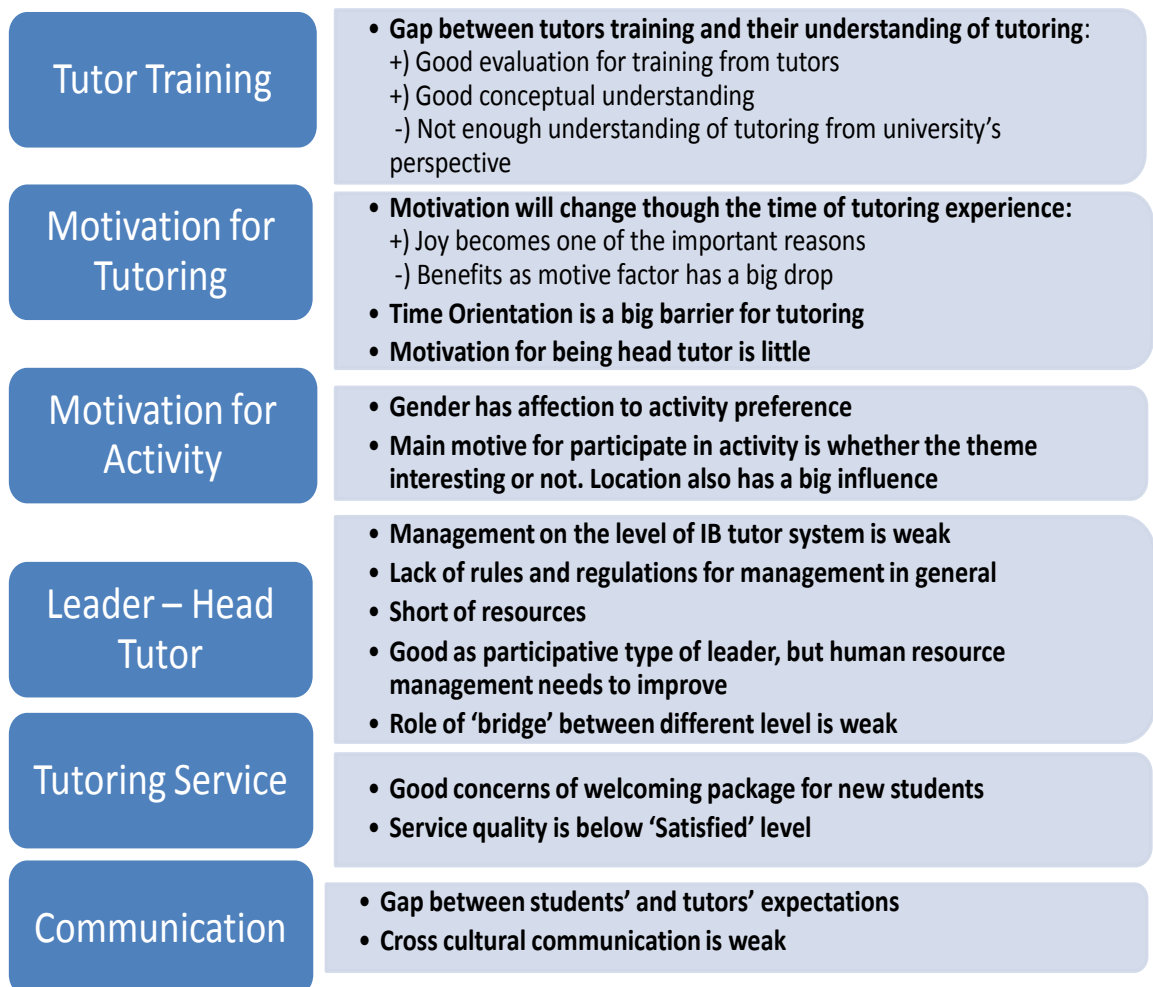


Figure 38 Main Findings

According to this research, training for tutors has been carried out as one of the most satisfied fields that tutors have got fully understanding of tutoring conceptually. In the meanwhile, highlighting the tutoring objectives from school can bring education of tutors to a new level in order to help tutors perform better. The most important part among tutoring education would be emphasizing on head tutor. Due to the reason that head tutor is the one who controlling and organizing the operation of the whole tutor group, at the same time, head tutor is also responsible for connecting different levels among tutor system to ensure information flows well. However, based on the survey result, head tutor seemed like the weakest point, not only the skills as a leader, but also the role playing in tutor system. As for tutoring service, the general level of evaluation from both students and tutors, is under satisfy level with consideration of a wide range of fields, from tutors' performances in different periods to five aspects in service quality.

Motivation for tutoring has been found changeable during the process of tutoring work. The growing trend changed from the willingness to help others to a higher level of enjoying the work itself. On the other side, motive of benefits has sharply decreased along the time of doing tutoring. Additionally, the ambition of being a head tutor among tutors is small.

Turning to the side of activity motivations, results showed a positive answer that everyone in the survey sample wants to participate in events. However, gender has a big affection for the preference of the types of activities. Females prefer more peaceful events while males want more sports.

By the end, communication between tutors and students needs more attention. This research has discovered that there is a gap between expectations of tutors' and students', which is hard to balance. Since students wanted to have more connection with the 'old' — experienced people and tutors are the ones that they met first. As for tutors, they have their own life and study to catch up.

At this point, cross culture communication is far more to engage well.

7.2 Managerial Implication

On the purpose of reaching the objectives of this study, to give suggestions to improve KyUAS degree students' tutor group service as well as its efficiency, suggestions will be made through tutoring process as following:

IB Tutor System Preparing

Regulations and rules should be specified by school for tutors in order to create a smooth background for tutoring work.

Another concern for preparing work is resources. It would be better that school can offer more resources as possible, and let tutors, or at least head tutor, know what resources they could have, or required from school, in order to carry out a better planning work.

Tutor Application

Tutor selection as mentioned previously in chapter 6.4, it is better to focus on quality than quantity of tutors. Since there is a growing number of students' applying tutor work, requirements can be raised. There could be involved questions like 'have you had similar tutoring/mentoring experience before?' in the application form to outstand people who may understand tutoring better and know how to serve new students. Additionally, tutor performance can be improved through this way.

Tutor Training

For training, which had a good evaluation already in this study, but it would be better to emphasize more what are the objectives that school determined for tutors, so that tutors can get better understanding for the idea of tutoring from both perspectives of conceptual and university.

Moreover, a pamphlet can be made by school for tutors, which covers most important issues for tutors from school's point of view, and also the ideal role of tutor for referencing. Also, contact information for responsible person can be included as well, in case there is a situation needed.

Tutoring Work

From a general point for suggestion of IB tutor system: Tutors can be arranged to groups according to similar cultural backgrounds with new coming students. So that people can get better understanding in between, communication would become easier and tutoring can serve in a better way.

Since students are suggesting more activities, a model of school clubs can be advised at this point. Students can set up their own clubs with different interests as basketball club, dance club, cooking club, reading club. But there are certain conditions, which made by school or tutors, for the club set up, for example, the number of group members, briefly schedule planning. As a result, some stress and responsibility can be shared with tutor and school, the only thing need is to supervise the clubs' operations. Additionally, tutors can be contact person for each club according to their preferences.

The advantages of clubs are not only making students enjoy more the things they are interested in, but also varied the campus' life. Moreover, according to this study, gender has affect to preference of activity types. It is hard for tutors to organizing events that suits for everyone. Though setting up student clubs,

people have more choices to participate in different groups which they prefer the most. Also, tutors would not have too much pressure for activities' planning and organizing, additionally, they can enjoy more their own time. Furthermore, these clubs will attract people from different places with various cultural backgrounds, and the cross culture communication will be promoted though this way, better understanding and communication can easily be built with common interests.

The last but not least, feedback is also a suggestion from author. So that tutor and school can have a brief knowledge about how tutoring is working for students since evaluation makes organization's growth better. Feedbacks can be taken annually, or semi-annually.

Motivation for Tutoring

In order to motivate tutors more, it would be a good idea to increase the benefits, not necessarily monetary thing, for example, give more ECT credits for tutoring, held a theme party as 'Thanks, Tutors!', or similar activities that will make tutors feel more valued and appreciated by others of their work.

Additionally, the school magazine can also have some cooperation with tutoring as well. One of the ideas would be: selecting best tutor of the semester, or period. Competition may bring tutors more passion for working. Or, just simply articles to introduce one tutor every issue, which will satisfy tutors' spiritual and self-esteem motivation factors.

Head Tutor

For head tutors, since skills and abilities need practice to grow, it is important to gain experience. On the other hand, it also needs to be careful with the selection of potential candidates. It would be a good idea that school arranges a meeting to introduce the role of ideal head tutor to tutors, who have the

ambition and intention to apply, or just simply add this information in information session. So that people can get the idea of how head tutor should be, and to evaluate themselves whether they are qualified enough and get start to prepare for applying. As for the skill improvements as a head tutor, it would be great for school to offer a possibility as consultant for head tutor, just in case he/she needs suggestions.

Another suggestion for head tutor's selection, campaign can also be arranged from two points of view:

- A better understanding of candidates, who is more eager and ambitions for the job. Competition also makes people understand more about themselves of how much they want this job. Additionally, candidates' capability can be shown though the process.

- It will bring more active atmosphere around the campus, students will give more attention on tutoring events, and voting will make them more involved, and feel the belongingness of school.

To draw a summary of above mentioned suggestions, bullet points have been listed in Table 7:

Table 7 Suggestion Implications for Different Roles in School

	Detail
University	<ul style="list-style-type: none"> ● Make regulations and rule clear for tutoring ● Resource planning and providing ● Helping promote 'school clubs' ● Consider improve benefits for tutors
Tutoring Contact Staff	<ul style="list-style-type: none"> ● Selection of tutoring applicants ● Tutor training, emphasis objectives of school ● Tutor pamphlet (not tutor passport) ● Helping promote 'school clubs' ● Consider improve benefits for tutors ● Be consulter for head tutor ● Ideal head tutor introduction ● Selection of head tutor, may take campaign as an effective tool into consideration
Head Tutor	<ul style="list-style-type: none"> ● Human resource management of Tutors ● Planning and organizing function of 'school clubs' ● Feedback form design ● Improvements for leader skills
Tutors	<ul style="list-style-type: none"> ● Helping promote 'school clubs' ● Supervising and be contact person of one of the clubs ● Distributing and collecting feedback form
"Insider"	<ul style="list-style-type: none"> ● Cooperation with tutoring, be motive

7.3 Suggestions for Further Research and Development Based on the Evaluation of This Study

This study has been carried out through the view of points of students and tutors without including the university's perspective. Further study could focus on university part to evaluate IB tutor system as well, to make the evaluation of IB tutor system be fully covered, and may find some weak points that cannot be seen by students and tutors, for example, managerial field. In addition, tutor service and communication between students and tutors can be further studied from the school's perspective to provide more possibilities for development, as well as compare the expectations from university.

Moreover, further researches can focus on a smaller point of managerial perspective to evaluate how head tutor performance is, and it is also possible to make an in-depth study for literature views as leadership in tutoring. Since this study has only a light touch on the ground, deeper investigation can be proposed. Questions that can be asked could be: How is head tutor playing the role in tutor system at different levels? What skills or traits are the most beneficial for a head tutor?

Additionally, since tutoring is a team work, it is also worth to carry out study of examination and evaluation of tutor group's work, to see whether there is weak point, and suggestions can be given.

Furthermore, the same examination of IB tutor system could also be carried out after certain periods of time, for example, 3 years, to see how the changes are, and whether the suggestions from this study were useful for contributing to the performances. All the fields that included in this study can be examined, for example, the motivation changes. What are the factors that been changed during the years? How is head tutor playing in motivation field?

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Questionnaire for Students

As part of schooling assessment, this survey is designed for the purpose of more accurate evaluation about KyUAS's IB tutor system, so that improvements can be advised for future work. Now is the chance for you to speak out how tutors helped, or how you wish them to help, from your own experiences and perspectives. Your answer is very important and helpful for KyUAS, please take few minutes to fill this questionnaire, and thank you for your time!

Age:	
Nationality:	
Gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male

Part A

Please assess the following statements with scales from 1 to 5.

1= not satisfied at all 2= not satisfied

3= it is ok, neither satisfied nor unsatisfied

4= satisfied 5= very satisfied

From your view, how you evaluate IB tutors with following statements?					
Pre-arriving					
- Email contact	1	2	3	4	5
- Information needed for arriving (train or bus timetable, information about the airport, money for tickets, etc.)	1	2	3	4	5

- Pick-up arrangements	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5
Arriving					
- Train station / bus station	1	2	3	4	5
- Apartment (key, introduction, contract)	1	2	3	4	5
- Welcoming package	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5
Basic needs					
- City tour – (supermarket, post office, shopping stores, health care services, house agency, bar, sports center, cinema, pharmacy)	1	2	3	4	5
- Police station for register	1	2	3	4	5
- Bank services	1	2	3	4	5
- Transportation (bus, bicycle)	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5
School					
- School tour (nurse, canteen, library, student office, classroom)	1	2	3	4	5
- Systems (Intra, Moodle, Winha, Sole, Email)	1	2	3	4	5
- Routes to school	1	2	3	4	5
- Student card	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5

Free time spending with tutors?					
- Weekdays after school	1	2	3	4	5
- Weekends	1	2	3	4	5
- Holidays	1	2	3	4	5
- School activities (e.g. Party, visiting, trip)	1	2	3	4	5
Communication, contact with new students?					
- Free talk	1	2	3	4	5
- Course related communication (e.g. team work)	1	2	3	4	5
- E-mail	1	2	3	4	5
- Phone	1	2	3	4	5
- Facebook	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5

Part B

Please give personal answers to the following questions, as detailed as possible.

1. For welcoming package, could you please select what are the most needed things for your arriving? (Multiple choice)

Mattress

Dinnerware for individual (Plates, fork, spoon, knife)

Pillow

Bed sheet

I do not need it at all

Is there anything that are essential but we missed? Please specify:

2. How would you assess the services you have got from tutors with following fields?

Please scales from 1 to 5:

1= not satisfied at all 2= not satisfied

3= it is ok, neither satisfied nor unsatisfied

4= satisfied 5= very satisfied

Responsibility (e.g. willingness to help)	1	2	3	4	5
Reliability (e.g. act as promised, dependable, accurately)	1	2	3	4	5
Tangible (e.g. providing physical facilities and equipment, appearance of personnel)	1	2	3	4	5
Empathy (e.g. communication skills, understanding, access)	1	2	3	4	5
Assurance (e.g. ability for knowledge providing, confidence)	1	2	3	4	5
Attitude (e.g. respect)	1	2	3	4	5

Anything from above mentioned that you want to specify for us? Suggestions or improvements needed?

3. What were you expected the most from school or tutors? (Multiple choices)

- Help with arriving (e.g. pre-contact, pick-up, guide to apartment)
- Tutoring for beginning period of study and living (e.g. tour around school and the city, introduction of educational systems)
- Information providing (e.g. offering information when needed)
- Activities (e.g. club events, parties)

Anything missed from above options? Please specify:

4. Are you a close friend with your tutor? (Close friend means that outside of school, you will go party together, or just hanging out)

- YES NO

Do you have the same nationality?

- YES NO

If so, what you normally do together?

5. According to your experiences with KyUAS IB tutors and school, anything that you feel unsatisfied? Please pecify:

6.

<p>How would you describe IB tutor system in general according following concerns:</p> <p>a Services offered by tutors b Activities' organizing and arranging</p> <p>c Information flow (whether students got well informed about coming events)</p> <p>d Communication</p> <p>Please circle the answer showed below:</p>				
Perfect	Good	OK	Bad	Terrible

Why would you give this evaluation? Which parts above need improve the most? Or any other suggestions with other concerns you have for IB tutors?

7. Do you have any other experiences with any other kinds of tutors/mentors/buddy?

YES

NO

If so, how would you compare them with KyUAS IB tutors?

8. Will you apply, or have you already applied to be a tutor?

YES, I want to apply, but not applied yet

YES, I have applied

NO, I do not want to apply

What reasons or motivations you have for this decision?

9. Would you go to the parties or events if school has arranged for you?

YES

NO

If so, what kinds of events you want to participate in the most? (Multiple choice)

Parties

Gala

Sports

Visiti

Hiking

Any other activities that you want to go, or wish to have? Could you please specify?

10. What are the things that attract you more to participate in school activities?

- | | |
|--|--|
| <input type="checkbox"/> Friends attending | <input type="checkbox"/> Interesting and funny theme |
| <input type="checkbox"/> Cultural related events | <input type="checkbox"/> Location is nearby |

Any other reasons you have? Please specify:

And in what kinds of situation you would not attend activities?

- | | |
|---|---|
| <input type="checkbox"/> Homework | <input type="checkbox"/> No friends attending |
| <input type="checkbox"/> Location is far away | <input type="checkbox"/> Do not know how to get the place |

Any other reasons you have? Please specify:

Questionnaire for Tutors

As part of schooling assessment, this survey is designed for the purpose of more accurate evaluation about KyUAS's IB tutor system, so that improvements can be advised for future work. Now is the chance for you to speak out how tutors can help, or how you wish to act, from your own experiences and perspectives. Your answer is very important and helpful for KyUAS, please take few minutes to fill this questionnaire, and thank you for your time!

Age:	
Nationality:	
Gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male

Part A

Please assess the following statements with scales from 1 to 5.

1= not satisfied at all 2= not satisfied

3= it is ok, neither satisfied nor unsatisfied

4= satisfied 5= very satisfied

1. How do you evaluate yourself as a tutor?					
Pre-arriving					
- Email contact	1	2	3	4	5
- Pick-up arrangements	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5

Arriving					
- Train station / bus station	1	2	3	4	5
- Apartment (key, introduction, contract)	1	2	3	4	5
- Welcoming package	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5
Basic needs					
- City tour – (supermarket, post office, shopping stores, health care services, house agency, bar, sports center, cinema, pharmacy)	1	2	3	4	5
- Police station for register	1	2	3	4	5
- Bank services	1	2	3	4	5
- Transportation (bus, bicycle)	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5
School					
- School tour (nurse, canteen, library, student office, classroom)	1	2	3	4	5
- Systems (Intra, Moodle, Winha, Sole, Email)	1	2	3	4	5
- Routes to school	1	2	3	4	5
- Student card	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5

Free time spending with new students?					
- Weekdays after school	1	2	3	4	5
- Weekends	1	2	3	4	5
- Holidays	1	2	3	4	5
- School activities (e.g. Party, visiting, trip)	1	2	3	4	5
Communication, contact with new students?					
- Free talk	1	2	3	4	5
- Course related communication (e.g. team work)	1	2	3	4	5
- E-mail	1	2	3	4	5
- Phone	1	2	3	4	5
- Facebook	1	2	3	4	5
- Others that you want to mention:	1	2	3	4	5
2. How would you evaluate the following statements?					
Tutor info session (If you did not participate, please leave it blank)					
- Introduction	1	2	3	4	5
- Experience sharing	1	2	3	4	5
- Activities planning	1	2	3	4	5
- Contact information	1	2	3	4	5
Tutor training (If you did not participate, please leave it blank)					
- Basic knowledge	1	2	3	4	5
- Emergency situation dealing	1	2	3	4	5
- Atmosphere	1	2	3	4	5
Availability of facilities for tutors					
- School cars	1	2	3	4	5
- Tools for activity organizing	1	2	3	4	5
- Access in school	1	2	3	4	5

Tutor meetings (If you did not participate, please leave it blank)					
- Information	1	2	3	4	5
- Tasks distribution	1	2	3	4	5
Benefits for tutors					
- Credits	1	2	3	4	5
- Any other? Please specified:	1	2	3	4	5

Part B

Please give personal answers to the following questions, as detailed as possible.

1. Why did you apply for tutor work?

- To gain more credits
 To help others
 Do not know what to do for free-time

Any other reasons you had? Please specify:

2. In your mind, what is the definition of tutor?

3. How do you feel when actually doing the tutor work?

- Good Fine OK Bad Terrible

Why you feel so? Could you give some reasons?

Anything that is different with your expectation?

4. How long have you been as a tutor?

- 1 semester 2 semesters More than 1 year

And what motivate you the most to continue the work?

- Gain credits To help others Enjoy the work

Any other reasons you have? Please specify:

5. Have you ever thought about to be the Head Tutor?

YES

NO

Why you want to be, or do not want to be, the Head Tutor? Please give your reasons:

6. How would you evaluate the Head Tutor of your group in general with following concerns?

a. Administrative skills (e.g. managing people, managing resources)
b. Interpersonal skills (e.g. socially, managing interpersonal conflict)
c. Conceptual skills (e.g. problem solving, planning, decision making, organizing)
d. Communication skills (e.g. understanding, respect)
e. Confidence

Good

Fine

OK

Bad

Terrible

According to you, any parts mentioned above need to be improved? Or any other suggestions you have for Head Tutor? Please specify:

7. How would you evaluate yourself as a tutor?

- Good Fine OK Bad Terrible

Can you give some reasons why you give yourself this evaluation? Please specify:

8. Are you a close friend with any of the new students? (Close friend means that outside of school, you will go party together, or just hanging out)

- YES NO

If so, are you having the same nationality?

- YES NO

And what you normally do together?

9. Do you have any other experiences with tutoring?

- YES NO

If so, how would you compare them with us?

10. Why tutors are important to university from your point of view?

- Help new students settling down to get easier for starting new study life.
- Share some responsibilities with school for new students
- To provide better study environment around

Any other reasons in your mind? Please specify:

11.

<p>How would you describe IB tutor system in general according following concerns: a</p> <p>Tutor service b Activities' organizing and arranging</p> <p>c Information flow (whether students got well informed about coming events)</p> <p>d Communication</p> <p>Please circle the answer showed below:</p>				
Perfect	Good	OK	Bad	Terrible

Why would you give this evaluation? Which parts above need improve the most? Or any other suggestions with other concerns you have? Please specify:
