

4TH GLOBAL CONFERENCE ON BUSINESS AND SOCIAL SCIENCES:

**Contemporary Issues in Business &
Social Sciences Research: A Dubai
Initiative**



CONFERENCE REPORT

November 14 - 15, 2016

Radisson Blu Hotel, Dubai Deira Creek, Dubai, United Arab Emirates

4th Global Conference on Business and Social Sciences on "Contemporary Issues in Business & Social Sciences Research: A Dubai Initiative" November 14 - 15, 2016 Radisson Blu Hotel, Dubai Deira Creek, Dubai, UAE

Hosted by the **Global Academy of Training and Research (GATR)** in partnership with



leading international institutions including **Elsevier (UK), Inderscience (Switzerland), UPM Press (Malaysia), UUM Press (Malaysia), Kalasalingam University (India), APIDM (Australia), Cairo University (Egypt), and University of Brawijaya (Indonesia)**, the 4th GCBSS convened at Dubai's prestigious **Radisson Blu Hotel, Deira Creek, United Arab Emirates**. This

collaboration brought together global thought leaders against the backdrop of Dubai's dynamic business environment, continuing the conference's tradition of fostering interdisciplinary dialogue across continents.



The 4th GCBSS attracted **experts from 35 countries across six continents**, solidifying its position as a premier International academic forum. With three core objectives, the conference aimed to: **strengthen research culture** in the UAE and globally, create an **excellence platform** for academic advancement, and foster **international research networks** specifically among business

and social science scholars. Hosted in Dubai, a nexus of global innovation, the event strategically leveraged its UAE location to bridge Eastern and Western academic traditions while addressing contemporary challenges through interdisciplinary collaboration.

Dr. Kashan Pirzada, Chairman of the GATR Advisory Board, inaugurated the conference



with welcoming remarks that underscored the **timely relevance** of the agenda to contemporary developments in **business and social sciences**. Expressing gratitude for participants' contributions, he emphasized the event's potential to serve as a **catalyst for academic partnerships**, stating: "This gathering represents a strategic platform to transform interdisciplinary dialogue into lasting professional collaborations." His address

set an aspirational tone for the conference, framing it as both a knowledge exchange and networking incubator.



Professor Gabriël A Moens (Curtin Law School, Australia) opened the plenary sessions by examining the **critical interrelationship between teaching and research** in academia. He posited that these dual pillars mutually reinforce each other where **teaching cultivates foundational research skills** through knowledge dissemination and professional training, while **research enriches**

teaching by expanding disciplinary boundaries. "Mastery of pedagogical practice is not merely complementary to research," he argued, "but a **prerequisite for meaningful knowledge creation**." This framework positioned educators as both transmitters and innovators of knowledge, emphasizing their role in advancing academic disciplines.

Professor **Danture Wickramasinghe** (University of Glasgow) challenged conventional risk



frameworks in his presentation 'The Risk in Management Control in Less Developed Countries: Model of Analysis', arguing that **Western-derived risk models** often clash with the **cultural traditions, values,** and **institutional logics** of developing nations. He critiqued the uncritical adoption of these frameworks, emphasizing that **organizational**

cultures must instead engage local stakeholders to co-create management systems rooted in indigenous **knowledge practices**. "Risk isn't universally transferable," he asserted, "but must be **negotiated through local institutional realities**" a perspective that reshapes discourse on cross-border knowledge transfer in management accounting.



Professor Kamran Ahmed of La Trobe Business School, Australia, explored how **ownership structures** influence **corporate governance** and **voluntary disclosure** practices. He analyzed how different legal business forms from family-owned enterprises to publicly traded firms affect the extent of information shared beyond mandatory

requirements like **GAAP** or **SEC regulations**. Emphasizing the strategic value of transparency, he framed voluntary disclosure as a critical tool for stakeholders relying on annual reports, noting that ownership type fundamentally shapes an organization's approach to transparency. His insights underscored the need for governance models to align with ownership dynamics to maximize both compliance and stakeholder trust.

"Contemporary Issues in Business & Social Sciences Research: A Dubai Initiative" served as the intellectual framework for this global gathering, with scholarly contributions spanning **fifteen distinct subject areas**. The conference showcased rigorous methodological diversity—from **hypothetic-deductive research** to **rich qualitative case studies** and **groundbreaking critical theorizations**—applied across core management disciplines, including **accounting frameworks, economic analyses, banking innovations, strategic management paradigms, and cutting-edge marketing studies**. This deliberate methodological pluralism mirrored Dubai's unique position as a nexus where traditional



business scholarship intersects with transformative social science perspectives.

The conference's associated journals actively encouraged **trans-disciplinary research**, featuring papers that bridged **education, psychology, political science, cultural studies, and societal analysis**. These works demonstrated meaningful cross-pollination of ideas, with methodologies and frameworks from each discipline informing and enriching the others—a deliberate effort to break down academic silos and foster integrative scholarship.

The conference serves as a dynamic platform addressing **wide-ranging contemporary developments** across **business innovation, leadership paradigms, tourism & hospitality management, and social sciences**, while actively fostering **networking opportunities** to advance future research and global collaboration. This multidisciplinary approach proves increasingly vital as modern **business practices, management strategies, and education systems** enter an era defined by **cross-disciplinary fertilization**, where meaningful collaborations break traditional academic boundaries to drive transformative solutions.

Andrew J. Bolt (Fort Hays State University, USA) investigated the **complex dynamics of teaching service-learning** to EFL learners at a Chinese university through the perspectives of two American instructors. His study revealed how **cultural differences in charity and assistance**—measured through tools like the **World Giving Index**—shape international service education. By **adapting pedagogical approaches to local contexts**, educators can



more effectively cultivate future leaders who prioritize **cooperation and altruism**. The research demonstrates that **understanding diverse attitudes toward service work** enables the creation of **inclusive, socially conscious learning environments**, empowering students to engage with global initiatives like the **UN Millennium Development Goals (MDGs)**.

Prof. Rita Niemann (Impak Education, South Africa) presented a **scalable distance learner support framework** for South Africa, grounded in the **Interaction Equivalency Theorem**. Her research addressed critical **theoretical and practical challenges** in developing



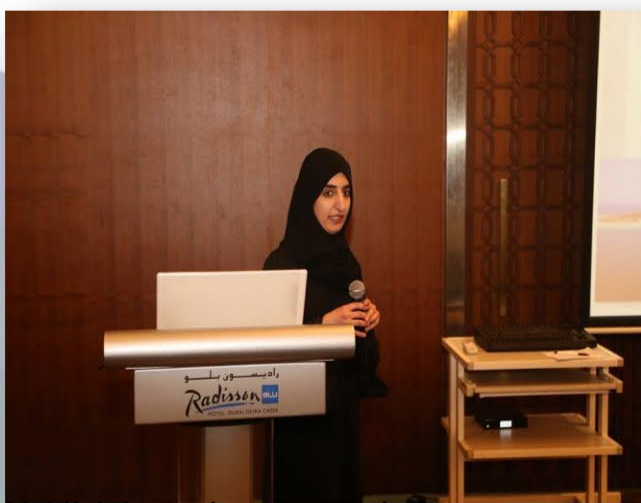
sustainable support systems for the country's **distance education sector**, offering solutions tailored to South Africa's unique educational landscape. By applying this framework, the study demonstrated how institutions can balance **quality learner engagement with scalability** a crucial consideration for expanding access to education while maintaining academic standards.

Mohammed Almulla (University of Leicester, UK) investigated **student perceptions** of cooperative learning's **academic and social benefits**, revealing a strong preference over traditional lecture-based methods. Findings identified **key academic advantages**: heightened **motivation**, greater **autonomy and responsibility**, improved **critical thinking**



and problem-solving skills, deeper **conceptual understanding**, and enhanced **long-term knowledge retention**. Participants also reported significant **social benefits**, including **reduced anxiety**, increased **confidence**, stronger **peer relationships**, and greater **enjoyment in learning** demonstrating cooperative learning's dual impact on educational outcomes and student well-being.

Dina Aburous (Zayed University, UAE) examined **institutional work dynamics** surrounding **IFRS adoption** in accounting practice, focusing on how corporate accountants navigate **technical disruptions** amid **readiness gaps** and **knowledge deficiencies**. Her findings reveal a strategic **renegotiation of professional boundaries**: faced



with **deskilling effects** and the perceived expertise of large audit firms, corporate accountants increasingly **delegate complex IFRS applications** to auditors. This shift simultaneously reinforces accounting's **institutionalization** while raising critical questions about **audit field expansion** and compromised **independence claims** of global standard implementation.

highlighting the paradoxical consequences

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The conference organizers extend their sincere gratitude to all **plenary speakers** and **participants** who contributed to this international gathering through their **high-quality presentations** and **engaging discussions**, helping create Dubai's distinctive atmosphere of **fruitful academic exchange**. The **Global**

Academy of Training and Research (GATR) also expresses deep appreciation to the **dedicated volunteers** whose efforts were instrumental in ensuring the event's success.

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