

Providing a Model of Promoting Theorizing Chairs in Universities and Higher Education Centers

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Purpose: Theorizing chairs play an important role in improving theories and the position of the university in compared to other universities. Therefore, the present study was conducted with the aim of providing a model of promoting theorizing chairs in universities and higher education centers.

Methodology: This research in terms of purpose was applied and in terms of implementation method was mixed (qualitative and quantitative). The research population in the qualitative part was the university experts of the theorizing chairs in Tehran province and in the quantitative part were the faculty members of Tehran province. The research sample in the qualitative part were 17 people who according to the theoretical saturation principle were selected by purposive sampling method and in the quantitative part were 343 people who according to Cochran's formula were selected by multi-stage cluster sampling method. The research instrument in the qualitative part was a semi-structured interview and in the quantitative part was a researcher-made questionnaire (32 items), whose psychometric indices were confirmed. Data were analyzed with using methods of coding in MAXQDA software and exploratory factor analysis and structural equation modeling in SPSS and AMOS software.

Findings: The results showed that for the promoting theorizing chairs 32 indicators, 9 components and 3 categories were identified. The leadership factors category were included six components of open-mindedness, rationality, driving force, religious debates, specialized debates and moderation, administrative category were included one component of administrative and university category were included two components of innovation and productivity. Also, the factor load of all components on the relevant categories and categories on the model of promoting theorizing chairs was significant. In addition, the fit indices of the mentioned model indicate the appropriate fit of the model and the component on the relevant categories and the categories on the model of the present study had a significant effect ($P < 0.05$).

Conclusion: Considering the approval of the model of promoting theorizing chairs in both qualitative and quantitative parts, planning seems necessary for the implementation of theorizing chairs in universities and higher education centers.

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1. Introduction

Criticism and debate have a long history in human history, and preserving the original foundations and deep beliefs is one of the most essential features of establishing the theorizing and free-thinking chairs (Mahmudi, Khakpur, Goli & Nuri, 2016). Various changes and transformations within higher education or its surrounding environment at the national, regional and global levels have called higher education to review the way of management and leadership. In response to these changes and developments, higher education professionals should try to have an active approach instead of a passive approach, and instead of reacting to crises, they should anticipate crises and turn them into opportunities (Fadavi, Yousefy, Ghourchian & Golestani, 2008).

Chairs of theorizing and free thinking in universities is a strategic issue that was proposed by the leadership for social growth and improving the level of political knowledge of students, and these chairs are one of the important and controversial concepts in the discussions of the Iranian society today, which can solve many of the problems of the society and in It has many positive effects and consequences in the long term (Kalantari & Ahmadpour Parviziyan, 2014). In various fields of knowledge, the production of science requires serious policy and higher education is the most important institution in this field. Since theorizing is the introduction to the production of science and the production of science is considered as one of the main functions of higher education, it can lead to meeting the needs and realizing the development and progress of the country (Hayek, & et al., 2021).

Holding official circles for the clear, explicit, scientific and documented expression of different views about the important social, political and scientific categories of the country under the title of theorizing and free-thinking chairs is one of the outstanding examples of attention to theorizing and free-thinking in the present era. Therefore, theorizing chairs as a process based on rationality and the application of collective wisdom, which is rooted in objectivism, realism, trial and error, and experience, and in order to realize the software movement and comprehensive development of the country, has always been the focus of many thinkers and thinkers and is part of one of the vocabulary It is very frequent in scientific and political discussions of current Iranian society (Ghafourifar & Hosseini, 2019).

In the early 1380s, the leader of the Islamic Revolution of Iran raised the issue of theorizing and free-thinking seats and emphasized on its full implementation and realization. In its strategic realization in universities, the leadership has expressed characteristics for these chairs, one of the most important of which is debate. The second feature they want is that the seats in universities make students get the right and the truth, and they are not necessarily general and are established with a specialized approach (Kalantari & Ahmadpour Parviziyan, 2014).

In general, there are four types of chairs, including free intellectual chair, debate chair, theorizing chair, and critique and opinion chair. In free intellectual chair, there is a meeting where academicians discuss certain topics freely, systematically, politely, respectfully, rationally, and logically. And in the presence of the present, he makes comments, exchange of opinions and discussions along with arguments and presentation of documents. The debate chair is any face-to-face, systematic and logical discussion between two experts who critically challenge each other's views and theories on a specific issue in order to determine the superior point of view. The theorizing chair is the presentation of a new scientific theory that is the product of study and research and having the necessary scientific levels and has logical foundations, sufficient hypotheses and reasons, and appropriate scientific structure and application. The review chair is a meeting where scientific theories in various sciences are scientifically reviewed (Geels, 2021).

The theorizing chair means creating a space for proposing various opinions and ideas in an atmosphere based on logic and discussing various topics and displaying various thoughts (Ylikoski, 2019). Theorizing chair refers to a scientific assembly that is formed for the expert and methodical evaluation and assessment of an innovation, theory or scientific criticism with the presence of prominent experts in the relevant scientific field to review and criticize existing theories and present other theories (Fadavi, Yousefy & Ghourchian,

2011). In addition to honoring researchers, the evaluation and progress of their scientific activities is taken into consideration in holding theoretical chairs. The presentation of theories, innovations and criticisms by researchers and experts in these chairs is less motivated by material motives (Cornelissen, Hollerer & Seidl, 2021).

In spite of what has been said, holding scientific chairs is considered to be only one of the sides of the movement of science production and theorizing in the field of human sciences, and the advancement of these matters requires serious and all-round attention to all aspects of this important and vital issue. Therefore, while studying and identifying the set of obstacles and basic problems in the path of theorizing, innovation and scientific criticism, the Board of Support for Scientific Chairs has started efforts based on a kind of science production engineering in order to clarify and gradually remove these obstacles through regulations (Ashworth, McDermott & Currie, 2019). Theorizing chairs have an effective role in many political, social, cultural and even economic issues as well as the needs of the society and how to face issues and problems in the society, and these chairs can improve the knowledge level of people in different dimensions of talent identification, self-confidence, courage, and conscientiousness and be held accountable (Swedberg, 2016).

Although it has been about two decades that the discussion of theorizing and free-thinking chairs has been raised in Iran, very few researches have been conducted about it in Iran, the most important of which are reported below: Chenari, Shabannejad, Saheb Alzamani & Jamali (2020) introduced the most important factors affecting the main styles of theorizing chairs, including the leadership factor, the administrative factor, and the university factor. Ghafourifar & Hosseini (2016) concluded in a research that the components of discourse based on free thinking in Razavi debates include two dimensions of the conditions of debates (with the components of knowing the topic and the focus of the debate, proper management and organization of the debate session, topicality and efficiency of the topic, logical order and the scientific organization of discussions, providing the desired result and a suitable cultural platform for free thinking and debate) and the principles and methods of scientific debates (freedom of expression and thought, having authority and tolerating the opinions and opinions of others, adhering to moral principles and rules, refraining from criticizing people's character. Instead of criticizing the argument, addressing the mind and heart and stimulating the conscience, knowing the audience and acting according to the understanding of the side of the debate, documenting and relying on sound reasons, paying attention to the content of the speaker's message, being decisive while being humble and aiming to persuade and enlighten, not to impose and abuse).

Kalantari & Ahmadpour Parviziyan (2014) concluded that there was a significant relationship between students' use of internal mass media, social participation, economic base, social trust, religiosity, and social cohesion with attitudes toward free-thinking chairs, but between the types of education in There was no significant relationship between the family and the attitude of free-thinking chairs. Fadavi, et al (2008) concluded in a research that the most important requirements for theorizing chairs included the existence of intellectual independence and a free-thinking atmosphere in the university through the establishment of various workshops such as creative thinking, constructive criticism, etc. Based on this, the holder of the chair plays an effective role with skills such as leadership, management, research and as the most important link within the system and communication with outside the system and identification of existing capacities as the main element in this position.

In today's age, the diversity of science has reached its highest limit and every day we witness new theories and inventions, and different theories are invalidated on the one hand, and new theories are presented in the form of types on the other hand. This issue is not specific to the human sciences, but different theories are created in the field of philosophical beliefs, sociology and other sciences, and it is natural that the need for discussion and formation of theorizing and free-thinking chairs is more important than the correctness of the theories based on arguments and arguments. be established Investigations indicate that the theorizing and free-thinking seats were not realized well and the reasons for its non-realization can be investigated in different fields and one of the main reasons for its non-realization is the lack of a strategic model for it, so that by following it,

damages and Identified the challenges in the path of realizing the seats and brought the seats to their rightful place and desired results (Ghafourifar & Hosseini, 2019).

Theorizing chairs, if properly implemented, can play an effective role in improving the social, political, cultural and economic fields and improve the state of the society. Investigations indicated that due to the importance of theorizing chairs, very little research has been done about it and there are many gaps in this field. One of the possible reasons for these gaps is the lack of a model to promote theory chairs and provide a suitable framework for it. In addition, the results of this research can help experts, officials and planners of the higher education system in order to improve the quality of theory sessions and lead to the improvement of these sessions and the existence of positive outputs. According to the mentioned materials, the present research was conducted with the aim of providing a model for the promotion of theorizing chairs in universities and higher education centers.

2. Methodology

This research was applied in terms of purpose and mixed in terms of implementation method, i.e. both qualitative and quantitative. The research community in the qualitative part was the academic experts of theoretical chairs of Tehran province and in the quantitative part, the academic staff members of Tehran province. The research sample was included in the qualitative part according to the principle of theoretical saturation of 17 people who were selected by the purposeful sampling method and in the quantitative part according to the Cochran formula, 343 people were included who were selected by the multi-stage cluster sampling method.

The purposeful sampling method was carried out in such a way that the researcher, with the help of professors, identified experts in the field of theorizing chairs and selected them according to criteria such as having sufficient knowledge and information in the field of theorizing chairs, willingness to participate in the research, agreement to Recording of the interviews, signing the consent form, informed participation in the research and the ability to provide detailed information about the theorizing chairs were selected. In addition, the multi-stage cluster sampling method was carried out in such a way that first some cities were selected from the entire Tehran province, and then a number of different university units were selected from each city, and all of their faculty members were selected as samples. The criteria for entering the study of samples from the qualitative section include willingness to participate in the research, signing the informed consent form to participate in the research, being a member of the selected academic unit, not being addicted to and taking psychiatric drugs, including anti-anxiety and anti-depressants, and not being infected with Covid-19 or any of them. They were family members in the last two months.

To conduct the research in the qualitative part, firstly, the researchers conducted about the theorizing chairs were examined and based on that, and with the help of the professors, questions were asked for interviewing the design experts (Table 1) and then the experts were selected, and for them, the importance and necessity of the research and compliance with ethical points were expressed. In the next step, in terms of questions, they were interviewed individually and after the necessary arrangements.

Table1. Interview questions with experts

Row	Question
1	From your point of view, what measures should be used to promote theory chairs in universities and higher education centers of the country?
2	From your point of view, what are the factors affecting the promotion of theory chairs in universities and higher education centers of the country?
3	In your opinion, what are the factors that facilitate the promotion of theorizing seats in the universities and higher education centers of the country?

In addition, to conduct the research in the quantitative section, a questionnaire was first designed based on the results of the conducted research and interviews with experts. Then sampling was carried out in the

quantitative section and the samples were selected and the importance and necessity of research and compliance with ethical points were expressed for them and in the next stage the samples of this section responded to the researcher-made questionnaire about the promotion of theorizing chairs.

The research tool in the qualitative part was a semi-structured interview. This interview had three main questions (Table 1) and a number of sub-questions that were designed based on the research done and with the help of professors. The interviews were conducted individually and after the necessary arrangements. During the interview, in addition to recording the important and key points, the interviews were recorded in order to check again and not to lose part of the information, and this was expressed and agreed with the interviewees before conducting the interview. The validity of the interviews was evaluated with the appropriate triangulation method. Triangulation methods include data source triangulation (using multiple sources of data in a study or research), researcher triangulation (using more than one researcher to collect, analyze, analyze, and interpret data) and theoretical or theoretical triangulation (using multiple perspectives to interpret data). The validity of triangulation in this study was that interview questions with two experts were used and at the same time the study of theories, information sources and documents were also used. The reliability of the interviews was calculated using the agreement coefficient method between two coders of 0.75.

In addition, the research tool in the quantitative section was a researcher-made questionnaire. This questionnaire had 32 items, and each item is graded according to a five-point Likert scale from completely disagree with a score of one, disagree with a score of two, have no opinion with a score of three, agree with a score of four, and completely agree with a score of five. The face validity of the researcher-made questionnaire was confirmed by the opinion of experts and its construct validity was confirmed by the factor analysis method (pay attention to the findings of the present study) and its total reliability was calculated by Cronbach's alpha method of 0.91. Data were used by coding methods in MAXQDA software and exploratory factor analysis and structural equation modeling in SPSS and AMOS software.

3. Findings

In Table 2, the results of the open, central and selective coding of the model for the promotion of theory chairs are reported through interviews with experts.

Table2. The results of open, central and selective coding of the model of theorizing chairs through interviews with experts

category	Component	Indicator
Leadership factors	Liberal	1. Having a dynamic mind, 2. Growth and excellence, 3. Reasonable space to communicate with the field, 4. Thinking without restrictions and 5. The occurrence of truth
	wisdom	1. Thinking and reasoning, 2. Not having intellectual stagnation, 3. Expressing reality and facts and 4. Expressing reasonable opinions
	Driving force	1. Having legal conditions, 2. Leadership emphasis and 3. being low-cost and early yielding
	Religious debates	1. Religious maturity, 2. Political maturity and 3. Understanding the necessity
	Expert discussions	1. Criticism and theorizing, 2. Deepening of science, 3. Specialized political discussions and 4. specialized religious discussions
	moderation	1. The existence of a suitable model, 2. Recognition of freedom and 3. Freedom of opinion
Official	Official	1. Having a statute, 2. Lack of formality, 3. Scientific ability of officials and 4. use of virtual space
university	Innovation	1. Productive and innovative, 2. Promoting the culture of criticism and 3. Lecture sessions
	being productive	1. The opportunity to criticize, 2. Student mobility and 3. Emotional discharge of students

The results reported in Table 2 show that 32 indicators, 9 components and 3 categories were identified for the promotion of theorizing chairs. The category of leadership factors included six components of free-

thinking, intelligence, driving force, religious discussions, specialized discussions, and moderation, the administrative category included one administrative component, and the academic category included two components of innovation and productivity. The assumptions of exploratory factor analysis and structural equation modeling were examined and confirmed. In Table 3, the results of the exploratory factor analysis for the model of promoting theory chairs in universities and higher education centers are reported.

Table3. Results of exploratory factor analysis for the model of promoting theory chairs in universities and higher education centers

category	Component	factor load	AVE	Cronbach's alpha reliability	Composite reliability
Leadership factors		0/57	0/63	0/78	0/81
	Liberal	0/53	0/67	0/82	0/85
	wisdom	0/48	0/55	0/79	0/80
	Driving force	0/68	0/76	0/86	0/89
	Religious debates	0/71	0/74	0/91	0/83
	Expert discussions	0/55	0/59	0/88	0/90
	moderation	0/49	0/53	0/80	0/84
Official		0/61	0/72	0/86	0/89
	Official	0/61	0/72	0/86	0/89
university		0/72	0/81	0/78	0/83
	Innovation	0/59	0/74	0/89	0/92
	being productive	0/73	0/70	0/72	0/77

The results reported in Table 3 show that the factor load of all three categories and the components of each of them are higher than 0.40, their average variance extracted is higher than 0.50, and their reliability with Cronbach's alpha and combined methods. They were approved because they were higher than 0.70. All the fit indexes of the model for the promotion of theorizing seats in universities and higher education centers for the χ^2/df index because it is smaller than 3, the RMSEA index because it is smaller than 0.08, and the GFI, IFI, CFI, NFI, and NNFI indexes because it is larger than 0.90 indicated the appropriate fit of the model. In Figure 1, the results of the model for promoting theory chairs in universities and higher education centers are reported in the form of standard coefficients.

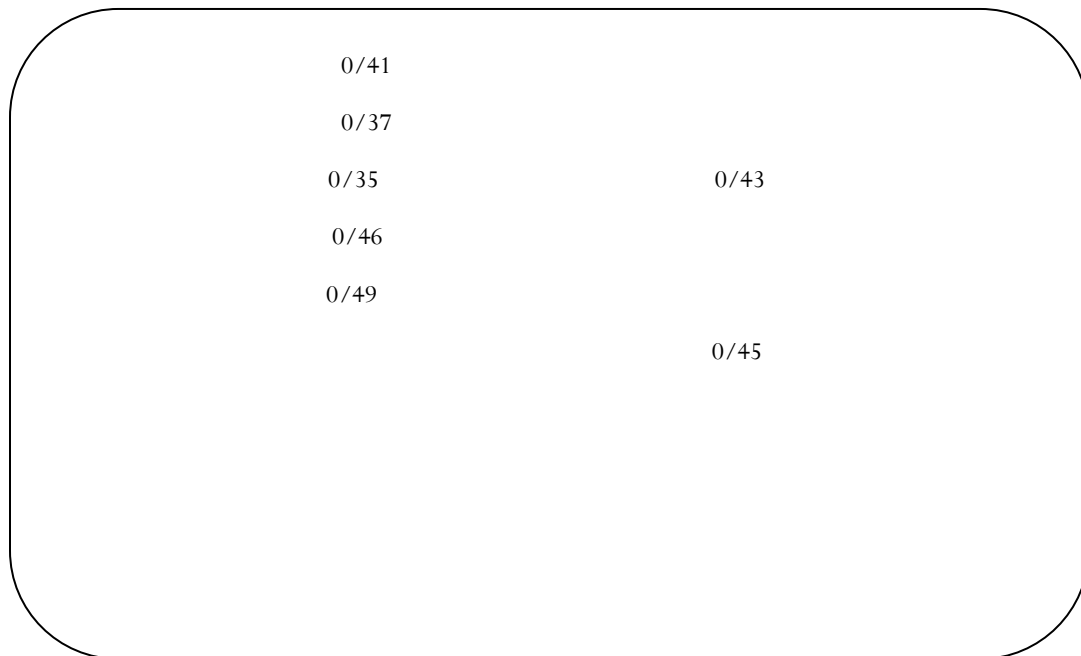


Figure1. Model of promotion of theorizing seats in universities and higher education centers in the case of standard coefficients

The results reported in Figure 1 show that the components had a significant effect on the relevant categories and the categories on the theory promotion model in universities and higher education centers ($P < 0.05$).

4. Conclusion

The discussion of theorizing chairs has been raised in Iran for two decades, but very little research has been done on its theoretical and research foundations and there is a need for researches regarding its role in the growth and development of science and the improvement of the society's condition in terms of political, social, economic and cultural aspects, more to be done. As a result, the current research was conducted with the aim of presenting a model for the promotion of theory chairs in universities and higher education centers. The findings of the present research showed that 32 indicators, 9 components and 3 categories were identified for the promotion of theorizing chairs. The category of leadership factors included six components of free-thinking, intelligence, driving force, religious discussions, specialized discussions, and moderation, the administrative category included one administrative component, and the academic category included two components of innovation and productivity. Also, the factor load of all the components on the relevant categories and the categories on the model of promoting the theorizing chairs was significant. In addition, the fit indices of the mentioned model indicated the appropriate fit of the model and the components had a significant effect on the relevant categories and the categories on the current research model. Very few researches have been done about theorizing chairs, but the mentioned results can be considered in some ways in line with the researches of Chenari et al (2020), Ghafourifar & Hosseini (2016), Kalantari & Ahmadvour Parviziyan (2014) and Fadavi et al (2008).

The first category in the model for the promotion of theory chairs in universities and higher education centers was leadership factors with six components of free-thinking, wisdom, driving force, religious debates, expert debates and moderation. In order to realize this category and its components with the aim of promoting theorizing chairs in universities and higher education centers, it is possible through having a dynamic mind, seeking growth and excellence, understanding the necessity of theorizing chairs, a reasonable space for communication with other bodies including the field, thinking without Conditions, truth-seeking, being thoughtful and rational and not being stagnant, expressing reality, facts and reasonable and logical opinions, having legal conditions, emphasizing leadership, maturity in all fields, especially religious and political maturity, criticism and theorizing, looking for depth Giving science, specialized political and religious discussions, having a suitable model for the development of science and theorizing chairs, understanding freedom and its themes and having freedom of opinion and belief worked. According to the mentioned concepts, it can be expected that if they are implemented, the components of free-thinking, rationality, driving force, religious debates, expert debates and moderation will have a meaningful effect on the category of leadership factors and the said category on the model of promoting theory chairs in universities and higher education centers.

The second category in the model of promoting theory chairs in universities and higher education centers was the administrative category with an administrative component. In order to realize this category and its component with the aim of promoting theorizing chairs in universities and higher education centers, it is possible to create and design the statutes of theorizing chairs with the help of experts and high-ranking officials in a scientific and operational manner, not to deal with formalities with all theorizing chairs and some of They are to examine the scientific ability of officials to hold theorizing chair meetings and have a plan to improve their scientific ability and use virtual space and hold virtual theorizing chairs, especially with regard to the spread of Covid-19, and create a site to display theorizing chairs conducted in universities, provided differently. According to the above-mentioned materials, it can be concluded that if they are implemented, the administrative component will have a significant effect on the administrative category and the administrative category will have a significant effect on the model of promoting theory chairs in universities and higher education centers.

The third category in the model of promoting theory chairs in universities and higher education centers was the academic category with two components of innovation and productivity. In order to realize this category and its components with the aim of promoting theory chairs in universities and higher education centers, it is possible to be productive and innovative, promote the culture of criticizing and accepting criticism, hold innovative lecture sessions about theory chairs, create opportunities to criticize and Suitable and special meetings for that, trying to motivate students in the field of willingness to participate in the theorizing chairs meetings and being active in its implementation and helping the emotional discharge of students by using theorizing chairs and even free thinking worked. Considering the mentioned concepts, it can be expected that if they are implemented, the components of innovation and productivity will have a significant effect on the academic category and the aforementioned category on the model of promoting theory chairs in universities and higher education centers.

The first limitation of this research was the little theoretical and research background about theorizing chairs, which made it difficult to compare the results of the current research with other researches. Another limitation is the limitation of the research community in both qualitative and quantitative sections, respectively, he pointed out to the academic experts of theoretical chairs of Tehran province and academic faculty members of Tehran province. For this reason, caution should be taken in generalizing these results to other provinces or even to other organizations such as the Education Organization. Therefore, it is suggested to do more research about theorizing chairs. Another proposal is to provide a model for the promotion of theory chairs in universities and higher education centers of other provinces and even in other organizations such as the Education Organization. Undoubtedly, by conducting more researches about theorizing chairs and examining it from different angles, an effective step can be taken towards the growth and promotion of the society in various cultural, political, social and economic fields. In addition, according to the results of the current research, the following practical suggestions are provided:

1. Formation and development of expert committees and teams to promote theorizing chairs
2. Estimating and providing necessary credits and facilities for the academic component in order to promote theory chairs
3. Provision of funds and facilities needed for the administrative component of theory chairs and reducing bureaucracy for this purpose.
4. Creating the necessary platforms to increase students' innovation and creativity in order to promote theorizing chairs
5. Reducing or eliminating guidelines and rules and regulations and giving more powers to academic agents and students to improve the quality of theory sessions.

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