



TERA Conference Proceedings 2023

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Presidential Note

On behalf of the Teaching & Education Research Association – TERA and myself as President of this esteemed association, I want to welcome you! I am confident that your experience will be academically stimulating, as well as provide you with the opportunity to broaden your professional network as you meet, engage, and get to know colleagues from around the world. TERA's mission is to provide participants with new research; research that can be applied in various settings and commitment to always be on the cutting edge of teaching and education research. This all translates to our professional expertise for all of us as part of TERA community. Let's broaden the TERA network by encouraging our colleagues to become part of this innovative and forward-thinking organization.

Please feel free to reach out to me at any time.

Best regards,

Lynne M. Celli, Ph.D.

President, Teaching & Education Research Association (TERA)

Dean of Graduate and Professional Studies

Lasell University, Newton, MA, USA

Online Live International Conference

21st February 2023

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Teaching and Education Research Association (TERA) is an international community of Researchers, Practitioners, Students and Educationists for the development and spread of ideas in the field of teaching and education.

TERA is promoted by Eurasia Research. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and create opportunities for networking and collaboration. These objectives are achieved through Academic Networking, Meetings, Conferences, Workshops, Projects, Research Publications, Academic Awards and Scholarships.

The driving force behind this association is its diverse members and advisory board, who provide inspiration, ideas, efforts and drive collaborations. Scholars, Researchers, Professionals are invited to become a member of TERA and join this ever-growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

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Preface

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and provide opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contributions. Scholars, Researchers, and Professionals are invited to freely join TERA and become a part of this ever-growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 70 Participants from around 10 different countries submitted their entries for review and presentation.

TERA has now grown to 16,450 followers and 9500 members from 85 countries.

Membership in our scholarly association TERA is chargeable.

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The proceeding is a book of abstracts, all the abstracts are published in our conference proceedings before to conference.

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We hope to have an everlasting and long-term friendly relationship with you in the future.

In this context, we would like to share our social media web links:

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You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, and share and browse the conference pictures on the above link.

Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.

Editor: Dr. Anupam Krishna

Publication Process

All accepted original research papers in the English Language will be published in selected journals as per the publication policy, as available on the conference website. Once you receive the Invitation/ Acceptance letter, that means your full paper is also accepted for publication in an International Journal, if you follow the communicated editorial instructions/ guidelines.

The journal publication will be peer-reviewed, checked for plagiarism, indexed, archived, open access, referenced by CrossRef and will carry ISSN number and DOI.

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We follow the following steps for publication in our associated International Journals. The publication process takes around 70 days, starting from the end of the conference.

A list of registered papers is sent to all the participants of the conference within a week's time after the conference. Please see, if your paper is included in the list. If not, please write back to us for inclusion. This list would also mention for any deficiency/incompleteness found in the submitted paper. You would be given 10 days to return your complete papers/ required information.

After this, the editorial team would send all complete papers for review (usually 5-7 reviewers). The review process takes around 30 days.

Following this, our editor would send the editorial comments/ suggestions to the corresponding author. Please improve the paper as indicated in the review and send it back to us within 10 days.

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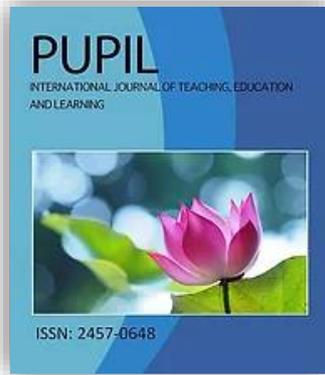
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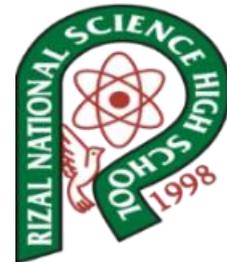
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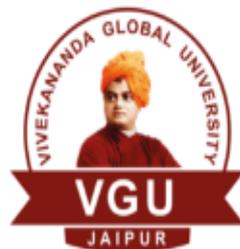
Our sincere thanks go to our outstanding supporters who made this great and interesting conference possible.

Publishing



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Some special thanks go to our outstanding Key-Note speakers, not only for their inspiring and highly interesting presentations but also for their input and contributions in the discussions and Q&A sessions during the conference:

KEYNOTE SPEAKERS 2023

Topic: Case-Based Learning



Dr. Ravichandran Krishnamoorthy is currently working as Professor with Acharya Bangalore B School, Bangalore India and he worked as a professor with the New York Institute of Technology for the past 10 years and has more than 30 years of Teaching and Research Experience. An astute and result-oriented professional with over 30 years of extensive experience in operations, business development, academics, and institution building. Received the Award for “Outstanding Contribution towards Education 2016 & 17” from World Sustainability Council at DUBAI. Also due to his contribution to the field of finance, he was appointed as a consultant for the Abu Dhabi Stock exchange and for developing an educational application for Arpuda app private limited. He received a championship Award from WSIS (UN forum) for his two sustainable development projects. Conducting Interdisciplinary research in the area of computer science and biotechnology and filed two patents on the same.

Dr. Ravichandran Krishnamoorthy
Professor (former) New York Institute of Technology, Abu Dhabi Campus, UAE
Professor, Acharya Bangalore B School, Bangalore, India

Topic: Educational Technology Trends in the New Normal



He is a Graduate of Doctor in Public Administration from the Urdaneta City University Class of 2016. and also, a Graduate of 2nd Doctorate Degree - PhD in Development Education at the Central Luzon State University, Nueva Ecija, Philippines. After obtaining his Doctorate Degree he was promoted and designated to the position of Assistant Director / Extension Coordinator and Associate Professor II of the Department of Research, Development, and Extension in Philippine Merchant Marine Academy (PMMA) and this gave him an opportunity to work with different international research institutions such as Regional Director and PhD Lecturer in Cel Academic, Malaysia., Lecturer in the Graduate School, Columban College, Olongapo City. He was also appointed as the Editor-in-Chief in the International Journal of Multidisciplinary: Applied Business and Education Research, Malang, Indonesia. As a researcher by heart, he is an External Peer Reviewer in various international research journals and has been invited as keynote / Resource Speaker in various international conferences abroad and international universities around the globe. In 2019, he was awarded as an Outstanding Alumnus in the Graduate School of Urdaneta City University, Pangasinan, and was a Multi-Awarded International Researcher and Global Leader from 2020 and at present. Recently, He was appointed as the Ambassador at Large, Country Ambassador and Director for the International Human Rights Movement Philippines under the umbrella of the United Nations. At present, He was appointed as Technical Research Evaluator by the Department of Science and Technology and was able to published 56 research articles with 23 citations in ResearchGate and 13 Citations in Google Scholar indexed in Google Scholar, EBSO, DOAJ, ISI, and Cross ref. He also published 12 international books in Europe, Indonesia, and India.

Dr. Froilan D. Mobo
Assistant Director, Department of Research and Development,
Philippine Merchant Marine Academy

Topic: How to Be A (Better) Creative Leader



Hazriq Idrus
The Speaking Factory Pte Ltd, Singapore

Hazriq Idrus is a stage actor turned professional speaker and workshop leader who specializes in the areas of Creative Leadership & Communications. He founded The Speaking Factory Pte Ltd with a mission to help leaders and teams connect, communicate and co-create effectively. Hazriq authored, “The Stage Fright Antidote!” a self-help book to facilitate people overcome presentation anxiety; and co-authored 8 other books. Besides serving as an adjunct lecturer on innovation & design thinking modules at Ngee Ann Polytechnic, Hazriq is still heavily involved in the performing arts to keep himself adept in the areas of creativity and creative thinking.

Topic: “On Learning and Acquisition: Linguistic Implications of Teaching English in the Philippine Curriculum”



Jose Elmer S. Oficiar, PhD
University of Mindanao Tagum, Tagum City, Davao del Norte, Philippines

Dr. Jose Elmer Oficiar is a college and graduate school professor of the University of Mindanao Tagum Branch. He has been teaching English, Linguistics and Literature for 15 years in the said institution. He is an active researcher of LGBTQ+ topics and considered to be one of the prime movers for inclusivity of gay teachers in the academe which lead him to be awarded the “Pride Excellence Award” on his research in “Morpho-Semantic Analysis of Gay Lingo” given by the City Government of Tagum. He is a Peer Reviewer and consultant for research in various institutions in the Region. He was invited to be the Chief Speaker for Australasia International Model United Nations and delivered a topic on “The Value of Research in International Diplomacy”. He is a published author of books in Communicative English and Philippine Literature. And, once served as one of the Lead Auditors for ISO 9001:2015 in his school until 2019.

Topic: Transformational Leadership: Innovation and Creativity



Dr. Lynne M. Celli
Ph.D., Dean of Graduate and Professional Studies,
Lasell University, Newton, MA, United States

Dr. Lynne M. Celli is an expert in Executive Leadership and Training. Dr. Celli has been in the field of education for 40+ years. Dr. Celli currently serves as Dean of Graduate and Professional Studies at Lasell University in Newton, MA, USA. She also has served in a variety of positions during her career in education to date, including Executive Director of Leadership and Professional Education, School of Education, Dean of Graduate Professional Education, Associate Dean, college professor, superintendent, central office administrator, K-12 principal, teacher at multiple grade levels, and educational consultant. She holds a BA in Sociology and Education from Clark University, a MEd in Curriculum, Instruction, and Administration from Boston College, and a PhD in Curriculum, Instruction, and Administration from Boston College. She was named by Phi Delta Kappa as a Distinguished Educator, appointed to the International Who’s Who of Professional Educators, and to the National Association of Professional Women. She has published on a variety of topics in education including her most recent publications, Educating the Experienced: Challenges and Best Practices in Adult Learning, the power of the Professoriate: Demands, Challenges, and Opportunities in 21st century Higher Education, Learning Style Perspectives: Impact in the Classroom, and Collapsing Boundaries from Preschool to PHD: Building Bridges Across the Educational System.

Topic: Digital Citizenship Education: Concept, Policies, and Practices



Vitor Tomé
Expert on Digital Citizenship Education,
Council of Europe, Lisbon, Portugal

Vitor Tomé is a Council of Europe and a European Commission expert (Digital Citizenship Education, Media Literacy, and disinformation), a lecturer (Autonoma University of Lisbon), an invited researcher (ISCTE-University Institute of Lisbon), a teacher trainer (Directorate-General of Education), and a freelance journalist (CP1524) who is involved in several international projects such as IBERIFIER – Iberian Media Research and Fact-checking and Digital Citizenship Education. He holds a Ph.D. in Media Education (University of Lisbon) and a post-doctorate in Communication Sciences (UAlgarve-Faro, CLEMI-Paris, and the Catholic University of Milan).

PRESENTERS

An Experimental Approach to Understanding Exchange Rate Determination

Anson Wong

School of Accounting and Finance, The Hong Kong Polytechnic University, Kowloon, Hong Kong

Abstract: I use an in-class experiment to help students appreciate the importance of economics and political factors along with relevant news to explain the exchange rate movement. Foreign exchange rate movement is analogous to those gambles with unknown probabilities in the experiment, making them unappealing to risk-averse investors or unexperienced investors like undergraduate students. The results of the study explain the importance of hand-on knowledge in reality in the foreign exchange investment though doing so it is suboptimal from a market efficient perspective.

Keywords: Exchange Rate Determination, Classroom Experiment

1. Introduction: In recent years, there have been a number of classroom experiments conducted to study exchange rate determination. These experiments typically involve students participating in a simulated market, where they can buy and sell currencies and observe the impact of various macroeconomic factors on exchange rates (Taylor & Sarno, 2001; Sarno & Taylor, M. P., 2002; Kamin, & Kirilenko, 2010 and Câmara, & Gürkaynak, 2010). In the project, I will conduct an in-class experiment on foreign exchange rate forecast appropriate for university students engaged in international finance subjects. Student engage in the experiment need to contend to manage simulated portfolios of five foreign currencies over a 5-week period. Each class will involve 20 minutes of trading of currencies by students. Students will benefit a better understanding of exchange rate movements and portfolio risk management. The experiment also allows for a test of the Interest Rate Parity theory, forward rate model, random walk model, efficient markets hypothesis and technical analysis model.

1.1 Objectives of The Study: There are two primary project objectives in this classroom experiment. The first is to make students familiar with the random nature of exchange rate movement. The second is to let them understand the efficiency of foreign exchange markets and the portfolio trade-off between return and risk. To this end, my experiment requests students to apply the relevant economics and finance theories and relevant

market information to explain and predict the exchange rate movement. I expect the experiment could stimulate students to “believe like an analyst” to apply their knowledge, raw economic data and market information to analyse actual economic problems.

1.2 Significance of The Study: Numerous studies confirmed that classroom experiments on multinational finance and economics proved as an efficient and useful approach to illustrate fundamental economic concepts and theories to students such as intra-industry trade (Yamarik 2018) and the role of factor endowments (Hamlen & Hamlen 2012), imperfect competition and, price differentiations (Laury & Holt 1999 and Johnson 2010) and comparative advantage (Stodder 1994 and Mason 2001). However, most of them were not talking about Hong Kong and their finding seldom reported impact of using classroom experiments on student learning efficiency in international financial management. Hence, the study is to fill in the gap to collect relevant information to investigate the impacts of experiments on learning performance of Hong Kong university students in finance multinational classes. The study will make a number of contributions on enhancing learning and teaching. The first is to make students better understand the nature of exchange rate movement. The experiment could allow students to apply their knowledge and actual market data to solve the related actual finance problem that is vital for their learning outcomes in the experiment. As shown by Coyle (2012), employers are often disappointed with students’ lack of “practical knowledge of data handling.” To this end, our experiment exposes students to exchange rate data and relevant market information to forecast and determine the exchange rate movement. Secondly, joining this classroom experiment can provide students with hands-on experience understand exchange rate determination as they can apply their subject knowledge such as interest rate parity, purchasing power parity, technical analysis and the efficient market hypothesis to explain the historical exchange rate movement and forecast the exchange rate. In addition, reflecting on this experiment at the end of the semester, students need to make a presentation to present their findings and submit their written report to summarize what they learnt in the classroom experiment. The structure of the study is organized as follows. First will present the background of the study including a set of research questions based on relevant literature in Section 2. In Section 3, I will provide an experiment design, methodology and instruments. Result analysis and a summary of the student reflection are provided in Sections 4 and 5 respectively. The Section 6 will be a conclusion of the study.

2. Background: Over the past decade, academic literature on the classroom experiment of exchange rate determination has focused on the use of the experiment as a teaching tool for students. It has been shown to be an effective way to demonstrate the concept of exchange rate determination, as well as to illustrate the effects of different economic policies. Studies have also shown that the experiment can be used to help students understand the importance of macroeconomic variables in determining exchange rates, as well as to develop their analytical skills. Additionally, the experiment has been used to explore the impact of different exchange rate regimes on the economy, and to assess the effectiveness of different policy tools in influencing exchange rates. Finally, research has suggested that the classroom experiment of exchange rate determination can be used to improve student engagement and understanding of the subject. The classroom experiment of exchange rate determination has become an increasingly popular tool for teaching international finance and economics over the past decade. Studies have found that the experiment provides students with a better understanding of the determinants of exchange rates, as well as a better appreciation of the complexities of exchange rate determination (Chen et al., 2011; Gallego-Álvarez et al., 2011; Schindler, 2009). Other studies have reported that the classroom experiment is useful for introducing students to the concept of foreign exchange risk, as well as for demonstrating the implications of different exchange rate regimes (Sanchez-Robles et al., 2018; Boulatov et al., 2017; Boulatov et al., 2016). Additionally, research has suggested that the experiment can be used to introduce and discuss the role of speculation in exchange rate determination (Kocenda et al., 2015; Boulatov et al., 2013). Classroom experiments on business, finance and economics subjects have confirmed as a very useful approach to explain students to relevant theories and models such as imperfect competition and, price differentiations (Laury & Holt 1999 and Johnson 2010) and comparative advantage (Stodder 1994 and Mason

2001) and the role of factor endowments (Tohamy & Mixon 2003; Hamlen & Hamlen 2012). Moreover, in-class experiments such as group project on the exchange rate determination can be used to validate concepts and theories at the international trade and finance along with the impacts of news on exchange rates (Johnson 2018; Hazlett & Ganje 1999) and the purchasing power parity (Laury & Holt 1999; Mitchell et al. 2009). Based on these studies, I come up with the research question to assume that the students' group project results at the classroom experiment are positively associated with their final exam performance. It is believed that using classroom experiment can improve their understanding of drivers of exchange rate movement.

3. Methodology:

3.1 Experiment Design and Sample Size: In the classroom experiment, students of the international finance subject are assigned into small groups of two to three students and each group is provided with a list of international currencies and their corresponding exchange rates. Each group have to identify the factors that they think influence exchange rate determination and also need to present their findings and come up with a consensus on the factors that influence exchange rate determination. After the experiment, the students are expected to be able to identify the factors that influence exchange rate movement. It is believed that the experiment can improve their understanding from the project as they are gratified on their experience (Cartwright and Stepanova 2012). Also, students need to write and submit a written report at the end of the semester.

3.2.1 Instrument and Data Collection: In the study, it is estimated that 48 students who are enrolled in the international finance subject, will engage in the group project. I will investigate the relationship between students' project results of the classroom experiment and their academic performance of the subject including the midterm test and final exam results. The regression models used to test the relationship is:

$$Subject\ performance_i = \alpha + \beta_1 Project + \beta_2 Nationality_i + \beta_3 Gender_i + \beta_4 Attendance_i$$

The definitions of all the variables follow: i. Subject performance: Mid-term mark, and Final-exam mark, ii. Project: Project marks, iii. Nationality: Student's nationality, iv. Gender: Student's gender, v. Attendance: Student's in-class participation marks. Students' subject academic performance (including their mid-term mark and final-exam mark) is regressed on the independent variable of the study: their project results, nationality, gender and in-class participation as defined in regression above-mentioned. The regression models of the study jointly control for "cross-sectional dependence" and "time dependence", so the standard errors and the reported t-statistics for the coefficients are unbiased.

4. Result Analysis: The descriptive statistics are shown in Table 1. Table 2 displays the correlation coefficients matrix for the variables in the study. It shows that the students' mid-term test and final exam marks are positively related, all significant at 1% level. The project result of the classroom experiment is positively associated with mid-term and final exam results at 1%. The correlation result confirms that the classroom experiment teaching method (project) is significantly related to students' subject assessment result on the univariate basis. The multivariate regression analyses to test the relationship between students' project results of the classroom experiment and their subject academic performance. Table 3 presents the regression results for mid-term mark, and final-exam mark, respectively. The last column shows the panel data result. The results from Table 3 suggest students' academic performance (that is their final exam and midterm test results) can raise if the innovative teaching method- "classroom experiment (project)" was used (three regression models in Table 3 are significant at 5% level, two-tailed). Therefore, the research question is fully confirmed by the empirical results in Table 3. The classroom experiment result is significantly positively related to the mid-term and final-exam results (all are significant at 5% level).

5. Conclusions: This study contributes to the ongoing research on whether the classroom experiment can be used to improve students' academic performance. Our results are consistent with the generative theory of learning, which proposes that students learn better when they engage in appropriate cognitive learning process. By using the classroom experiment", a student-subject lecturer interaction is strengthened, which would lead students to make sense of the presented material, and in turn will be reflected in improvements in their midterm exam and final exam. In addition, we also find students' in-class participation performance will affect their academic performance. However, nationality and gender are not significantly related to their subject

performance. In conclusion, the study can provide information for further ongoing research of impacts of classroom experiment on student learning efficiency. The framework of the experiment study can be further expanded to other subjects such as Management, Marketing, Accounting and Economics, where students' feedback is dominant for instructors to design the validity of classroom pedagogy. From the teaching perspective, the result of the project can be used as reference materials for instructors on planning their teaching material, so the innovative assessment methods can be invented for better educational attainment.

Table 1 Descriptive Statistics: This table presents the summary statistics. Final exam and Midterm are the final exam and mid-term test scores that students obtain, respectively. Project is the group project scores of the classroom experiment that students obtain. Participation is the class participation scores that students obtain.

	Mean	Standard Deviation	Maximum	Minimum
Final exam	80	11.43	95	52.5
Midterm	75	12.50	100	54
Project	75	5.29	88	70
Participation	100	4.23	100	90

Table 2 Correlation coefficients matrix: This table presents the correlation matrix for the variables used in our analyses. Final exam and Midterm are the final exam and mid-term test scores that students obtain, respectively. Project is the group project scores of the classroom experiment that students obtain. Participation is the class participation scores that students obtain. Nationality is equal to 1 if students are local (Hong Kong) students and zero otherwise. Gender is equal to 1 if students are male and zero otherwise. P-values are reported in parentheses.

	(a)	(b)	(c)	(d)	(e)	(f)
(a) Final Exam	1					
(b) Midterm	0.500 (<.0001)	1				
(c) Project	0.201 (<.0001)	0.532 (<.0001)	1			
(d) Nationality	0.407 (0.2151)	0.289 (0.031)	0.131 (0.002)	1		
(e) Gender	-0.037 (0.377)	-0.123 (0.029)	-0.092 (0.027)	-0.170 (<.0001)	1	
(f) Participation	-0.021 (0.609)	0.010 (0.8025)	0.035 (0.396)	-0.078 (0.061)	-0.054 (0.198)	1

TABLE 3: Determinants of Students' Subject Academic Performance: This table provides the regression results for assessing the effect of classroom experiment method (project) on students' academic performance. The dependent variables are Mid-term Mark, and Final-exam Mark. Project is the group project scores of the classroom experiment that students obtain. Participation is the class participation scores that students obtain. Nationality is equal to 1 if students are local (Hong Kong) students and zero otherwise. Gender is equal to 1 if students are male and zero otherwise. P-values are reported in parentheses. The robust standard errors method of Petersen (2009) one-dimension clustering is used, and t-Statistics are reported under each coefficient (two-tailed). All numbers are rounded. ***, **, and * indicate statistical significance at the 1%, 5%, and 10% levels, respectively.

	Mid-term Mark	Final-exam Mark	Panel Data
Intercept	12.38*** (23.36)	9.26*** (3.25)	8.82*** (4.23)
Project	2.642** (1.98)	2.138** (2.14)	1.985** (2.32)
Participation	6.215** (2.28)	4.271** (2.36)	6.238** (2.12)
Gender	-1.271 (-1.78)	1.418 (0.27)	-0.753 (-0.37)
Nationality	-0.824	-1.523	-1.78

	(-1.73)	(-1.58)	(-1.69)
Adj-R ²	0.112	0.252	0.135
Sample Size	48	48	48

Integrated Management System in Education



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Abstract: The importance of integrated management systems (IMS) is growing more and more for organizations. Interest in this subject indicates that IMS is seen as “management systems of the future”. IMS is one of the most effective tools to lead effectively and make processes in the organization fluent. According to that, the aim of this article characterizes the possibility of building IMS through the identification of common elements and specific requirements by the ISO 9001, and ISO 45001 professional references. Part of the article is about the methodology of building IMS in educational organization. To achieve this aim, I will try to demonstrate the importance of an integrated management system in the frame of quality management and occupational health and safety in educational organization. An integrated Management System (IMS) includes all aspects of an organization’s systems, processes, and standards into one smart system. This system allows a business to have effective management tools, save time and increase efficiency. IMS is a combination of all elements as one whole system.

Keywords: Integrated Management System; PDCA cycle; ISO 9001; ISO 45001

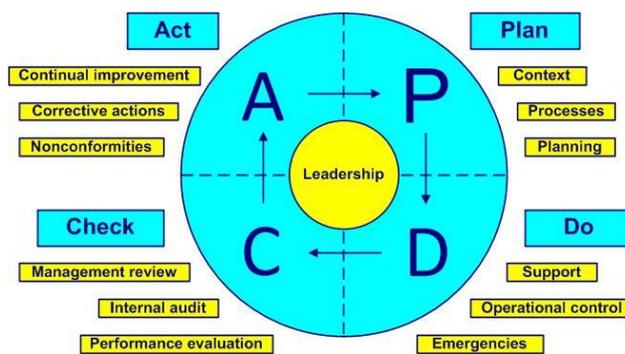
Introduction: An integrated Management system in education combines the integration of an effective quality management system (QMS), occupational health and safety system (OHSAS), and information Technologies systems (ITS). Especially during the pandemic situation, when the whole educational system in the world had to turn online, we have seen the importance of using technologies not only in teaching but also in leading and management. For Quality Management Systems, ISO 9001 is the most common and effective way to establish an appropriate management system in the organization. ISO 9001 is defined as the international standard that specifies requirements for quality management systems (QMS). Organizations use the standard to demonstrate the ability to consistently provide products and services that meet customer and regulatory requirements. ISO 9001 is based on the PDCA cycle, which will be discussed later in this article, and provides the organization with all the necessary aspects for effective quality management systems. As for the Occupational Health and Safety System, ISO 45001 is a way to establish the standard and make health and safety system procedures and processes effectively in the organization. Unfortunately, not all leaders understand the importance of this standard in education, and mostly it is considered a standard for construction or oil production companies. Later in the article, we will see the importance of integration of both these standards for effective education management. Finally, Information Technology Management has become vitally important, especially while teaching and working online. It is important to combine Information Technology standards into the IMS to have

effective human resources management. The most common and spread standard for implementation is ISO/IEC 20000-1:2018.

PDCA Cycle in Integrated Management: H. James Harrington said: “Measurement is the first step that leads to control and eventually to improvement. If you cannot measure something, you cannot understand it. If you cannot understand it, you cannot control it. If you can’t control it, you can’t improve it.” (Harrington, n.d.). William Edward Deming, a prominent American researcher, similarly to Japanese, believed that management staff and all employees should be involved in the process of continuous improvement. He created 14 principles that later became the basis of the philosophy of quality in the organization and continuous improvement cycle PDCA (Plan - Do - Check - Act), called the Deming wheel. The Deming cycle is a sequence of actions that aim at improvement. This cycle is also designed to solve quality problems and implement new solutions. PDCA model is extremely versatile and it can be successfully used in any type of business (Deming, n.d.). The first “Plan” cycle in integrated management is one of the most important as far as it takes a longer period than the other cycles and requires more work. “A man who does not think and plan long ahead will find trouble right at his door.” – Confucius. In PDCA Cycle Plan includes such important business components as analyzing previous work with strong and weak sides; setting effective preventive actions; risk assessment; Design and revising business process components to improve results. So, planning in IMS for both, Quality Management and Occupational Health and Safety directions should include all the components for effective planning. Planning in the IMS of Education organization includes: Analyzing the previous year’s academic achievements, Employees’ evaluation results, Customer satisfaction, KPIs achievement, Incidents and their root causes, Non conformances and their root causes, Risk assessment, Customers and other interested parties’ expectations. According to all mentioned above, the next step is making an effective plan, where all the employees will be involved and feel like part of the team. Therefore, to sum up, the “Plan” cycle, starts with analyzing the previous work to make an effective action plan. However, just because we made a good plan, does not mean that it will occur. Hence, the next step of the Deming Cycle is “Do”. Here the top management of the education organization needs to implement all the planned processes. Here is very important the term teamwork as far as the teachers, lecturers, technical personnel and other employees should be involved in doing the process. Otherwise, the aim of the organization will not be achieved as effectively as with their involvement. Every process in business should be studied or checked. Within PDCA (Plan – do-check-act) Cycle Deming also uses PDSA (Plan-Do-Study-Act) cycle. To study or check, we should first have effective measurement tools. By this I mean, objective and reflective employees’ observation forms; appropriate, customer satisfaction questionnaires, where both, quality and occupational health and safety standards requirements will be included. At the stage of Check/Study, we should make clear feedback as far as this stage is tightly connected with continuous improvement. Our Academic Personnel’s professional development is based on an effective evaluation system. At the same time, incidents, non-conformances, risks, and near misses should be studied and investigated deeply to set effective preventive actions and avoid them in the future. (Weinstein & Vasovski, 2004). The final stage of the Cycle is “Act”, which includes taking actions based on the results of measurement. Setting effective actions to reduce the risks and avoid incidents and/or nonconformance is a path to continuous improvement. The act is a part of the cycle, which analyses all other stages and leads to improvement. PDCA cycle and its implementation in an integrated management system are given below in Figure 1. It is important to mention that in November 2021 there was made small research in educational organizations (private and public schools and Universities of Tbilisi, Georgia). Participants of the survey were teachers/lecturers, top managers, and customers (parents and students). According to the research, 100% of interviewed educational organizations have an action plan and they are aware of it. However, 75 % of the public sector and 40% of the private sector mentions that the plan is not based on the analyses of the previous academic year and/or employees do not have any information about last academic year’s achievements, strengths,

and weaknesses. It may lead us to doubt whether the plan can be effective and oriented toward continuous improvement. Moreover, there is another question about the consideration of interested parties' expectations. Most of the interviewed customers say that they have an access to the calendar of the educational organization, however, they do not have any information about the achievements, strengths, and weaknesses of their institution. 94.4% of interviewed employees notice that they have systematic observations and receive the observation feedback on time. However, the result of Teachers' Subject Area Examinations according to the statistics of the Ministry of Education and Science of Georgia, does not even exceed 25%. (<https://edu.aris.ge/news/ramdenma-pedagogma-gadalaxa-minimaluri-zgvari-ratom-uchirs-naeks-am-informaciis-damushaveba.html>). As for the Occupational Health and Safety, unfortunately, there are no schools or Universities in South Caucasus with this Standard, while top Universities in the United Kingdom, the US, and Western European countries are proud to have the standard and effective integrated management system of ISO 9001 and ISO 45001. In the list of these educational organizations are such top institutions as Boston College in the UK, University of South Carolina, Imperial College of London, University of Warwick, and others. To sum up, PDCA or Deming Cycle is a method of leading the educational organization effectively; however, case of implementation of PDCA in an integrated management system (IMS) is much more beneficial for business operation and managing educational organization, which finally should lead to the good educational system in the country.

Figure 1



Source: <https://www.pqbweb.eu/platform.php?i=&if=69&ch=1853>

Quality Management in Integrated Management System of Education: Quality Management means that the organization is focused on customer satisfaction through an integrated system of tools, techniques, training, and other different methods. This involves the continuous improvement of organizational processes, resulting in high-quality products and services. According to Deming, a system of quality improvement is suitable for any organization, which aims to launch a product or is involved in any type of service. The industrial analogy that compares workers and managers to students and teachers/lecturers is accurate and appropriate. In schools, students are the workers and products. Teachers and administrators are managers. The difference between success and failure of the educational organization depends on the quality of their work. Teachers are the first-level managers. Therefore, the teacher is a class leader, who emphasizes giving students the correct direction and teaching them how to learn and thus teach themselves. In modern teaching, teachers are managers, who show students the correct directions. Heads of Departments/Deans are the middle and upper-level management. The productivity of any educational institution depends mostly on the skills of those who directly manage the workers, i.e. the teachers/lecturers. According to Deming, their success in turn depends on how well they are managed by the administration above them. Therefore, any attempt at educational quality is best centered around organizational improvement efforts. The Board of Education is the board of directors thus responsible directly to the clients, and board members are overseers of the administration (Deming, n.d.). To promote quality management in educational organizations, there is a need to change management philosophy. The new management philosophy focuses on achieving quality, which is defined as meeting and exceeding the needs and expectations of clients. According to PDC(S)A cycle, customers' and other interested parties'

expectations must be considered at the planning stage when the organization is focused on creating a strategic plan. Hence, the goal and aim of the organization should consider customers' and interested parties' expectations and interests. A second focus is on the acceptance of continuous improvement. The philosophy of continuous improvement is based on the readiness of the top management and the whole staff to be involved in analyzing work and setting effective corrective action plans. To provide leadership for quality management and mostly for integrated management, people in leadership must be able to understand and apply these concepts:

Systematic Thinking – this is the interdependence of functions with their sub-processes and the organization with its people.

Theory of variation – this is the understanding of the difference between common and special causes. An understanding of variation will enable educational leaders to work toward quality within the framework of individual differences. The existence of variation is why a state of zero defects does not occur and why numerical goals are not feasible. (Lisa Flook, 2019).

Theory of Knowledge – only through a theory of knowledge can one understand the past and predict the future. A major component of total quality management is prediction. Only through prediction and long-term perspective can educational organizations expect to succeed over a long period.

Knowledge of Psychology – the new philosophy is based on the understanding of people and their differences, and a commitment to applying systems thinking to the people system. School leadership aims to free up the potential of the different attributes of the people of the organization. (Lisa Flook, 2019). Quality comes not from inspection but from improvements in the process. In education, teachers/lecturers need to involve the student as a worker to evaluate the quality of his/her work, product, or outcome. When students buy into the self-evaluation process the quality of their work is greatly enhanced. Using reality therapy techniques to find out what students want and what they are doing to get what they want sets the stage for this process of self-evaluation.

Occupational Health and Safety System in Education: The integration of occupational safety and health (OSH) into the educational system is an essential aspect of the development of a risk prevention culture. This allows everybody, teachers/lecturers, students, and parents alike to learn how to live and work safely and in a healthy environment. The educational staff must be aware of the risk factors in their working environment and must realize the importance of accurate investigation of any incidents and near misses. They must also become acquainted with the legal regulations on safety and health at work to prevent accidents at the workplace. An educational institution must be a safe and healthy working environment for all the staff, students, and other persons involved with it to make it suitable for the teaching and learning process. Implementation of Occupational Health and Safety into the integrated management system of education is not as simple as it may seem. First of all, it is mostly connected with the educational organization staff's philosophy and mentality. Employees and top managers should feel and understand the importance of an integrated management system within OHS as a path to an effective management system. A very good and effective way to implement OHS Standard is ISO 45001. To ensure occupational health and safety in educational institutions managers must implement an occupational health and safety system. This should be part of the overall management system and include the following elements: development of an occupational health and safety policy, a management system that allocates responsibilities in the field of occupational health and safety, a risk assessment of health and safety at the workplace to be reviewed whenever conditions change, occupational health and safety auditing, training, information, and instruction on health and safety at work, emergency procedures -periodical analysis of the system to ensure that it is efficient, storage of documentation and records to ensure continuity.

OHS system in educational organizations should include the following directions: Medical service. It is one of the most important parts of the system, which consists of doctor and psychologist's work. When we talk about educational institutions, medical service is vitally important for schools, as the school age is regarded as the most important phase of childhood life during which the child enters the society training system and emerges

as a contributing member of the community. If the child does not maintain adequate health, the benefits of education will be lost because of absenteeism or lack of attention due to ill health and consequently poor academic performance. School health services deal with health appraisals, control of communicable diseases, record keeping, and supervision of the health of school children and personnel. This aspect concerns itself with evaluating the health of an individual objectively. Healthcare service allows the school authorities to detect signs and symptoms of common diseases as well as signs of emotional disturbances that could impede the learning activities of children. Psychologists should have a big role in the process of observing employees' psych-climate, evaluating students' and employees' mental health, and giving effective consultations to both students and employees. There are a lot of fields, which must be studied by the educational organization's psychologist, from students' and teachers/lecturers' relationships to the psych-climate between the employees inside the institution. Another very important object for psychological service is the parents of students in schools. Unfortunately, a lot of parents have wrong attitudes towards children's raising methods and psychologists should be an intermediary link to build a correct relationship between parents and children. Health services are both preventive and curative services and it helps in providing information to parents and school personnel on the health status of school children. It also provides advisory and counseling services for the school community and parents. It includes pre-entry medical screening, routine health screening/examination, school health records, sickbay, first aid, and referral services. Other services rendered include health observation (which involves the physical inspection of the physiology and behaviors of students/children), health examinations (screening tests and medical diagnosis), and health records (keeping of records of the health histories of students/children) (Robert P Olympia, 2005).

Security Service. This is the second biggest department in OHS for educational institutions. This service should work due to regulations for keeping safety in educational institutions. This service aims to strengthen security and emergency preparedness best practices; reduce safety risks and liabilities; improve students' and employees' perception of safety. Security service should not only guarantee security in all aspects of educational organization but also lead the process of incidents and near misses investigation, set together with other responsible employees effective preventive and corrective actions and conduct training for the employees and students to keep safe and make people understand the importance of it.

Logistics Service, which should be responsible for infrastructure, purchasing, transportation, and other services.

Sanitary – Hygiene Service, which is responsible for keeping the whole infrastructure clean following the regulations and norms of the standard and being involved in teaching students (in schools) how to keep and role of cleanliness of their own space.

Food Service, which is responsible for providing employees and students with healthy food. Usually, the menu must be confirmed by the doctor and food manager.

These are the services, which make the occupational health and safety system work in the educational organization. However, it is important to remember how these services work, the organization should decide and plan appropriately, make a clear policy, strategy and aim and follow the local regulations and norms of the Occupational Health and Safety Standard. Figure 2 shows a clear connection between these services in the Occupational Health and Safety system of educational organizations.

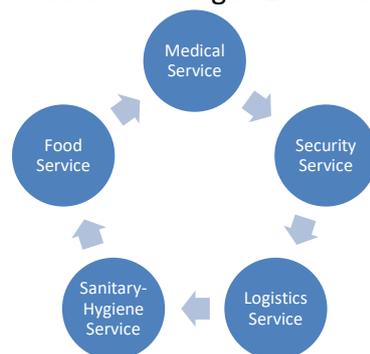


Figure 2: Interrelated services in the Occupational Health and Safety system of the educational organization

Role of Technologies in Integrated Management System: Technology has revolutionized the field of education. The COVID-19 pandemic is quickly demonstrating why online education should be a vital part of teaching and learning. By integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers can harness online learning as a powerful educational tool. Technologies have been used to a major extent in the governance and administration of educational institutions. The role of ICT has become one of the biggest in the effective management of educational institutions. Educational governance today increasingly needs to be understood as digital educational governance. The monitoring and management of educational systems, institutions, and individuals are taking place through digital systems that are normally considered part of the backdrop to conventional policy instruments and techniques of government; technical systems that are brought into being and made operational by certain kinds of actors and organizations, and that are imbued with aims to shape the actions of human actors distributed across education systems and institutions. In internal administration, the use of technologies has been recognized on a comprehensive scale. Educational administration is the process, by which methods, principles, and procedures are put into practice within the educational institutions. The individuals need to carry out these functions by the goals and objectives. When the individuals are carrying out the governance and administrative functions, they need to ensure that they can achieve academic goals effectively. (Oyedemi, 2015). Today technologies in managing educational institutions can be used not only as a way of effective communication, but also correct time management, effective planning, and decision making, and objective measurement and monitoring tool. Nowadays, in the era of timeless, effective, and fast communication is one of the most important in management. People should have free and fast access to necessary information. The communication process between the individuals within the working environment is an easy and less time-consuming process. Individuals can access various forms of technology. In other words, connectivity is promoted among departments through technology and they are required to work in greater collaboration and integration. Through the use of technology and the internet, individuals can acquire information and augment their understanding in terms of concepts and fields. It facilitates organizational learning and adaptation to the changing global environment by the way of partnership, participation, information sharing, and delegation. To sum up, there is a need for new approaches to enhancing education for sustainable development in universities and schools. Implementation of an integrated management system in educational institutions provides an active, safe, and healthy environment for sustainable development and it also causes an increase in their quality levels. Implementation of IMS not only causes continual improvement but also familiarizes the public with new management systems, which would be a good pattern for using efficient management and policies.

Smart Phones and Online Education

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Abstract: American university freshmen come to campus with many personal electronic devices, and a high percentage of these students are “glued” to their mobile phones during every waking hour of the day. These digital gadgets, driven by the exponential expansion of technological development, are rapidly changing both quantitatively and qualitatively their interpersonal communication and social relations. Apparently, today’s students are profoundly different from those who were educated before the

invention of the Internet. Current students juggle a much more complex life with school, work, family, and social interactions, and therefore have different expectations from their higher education. They want to access educational material and work on their assignments at the time, pace, and place that is most convenient for them. However, it seems that most of the students' access to the "universe" takes place through the constricted space of a monitor. Thus, as a consequence of working in solitude rather than with a group, physical interactions get shifted into virtual online spaces, playing a major role in the physical sociofugal aspects of student lives. The 19th-Century vision of education that takes place at a single societally-based institution, in a single classroom, and at a specific time is becoming outdated. Education is shifting to learning that occurs anyplace and anytime, and that is what most students are now already doing on their own. Online education, which has become more and more popular in the last decade has, among its many challenges, brought students together through simulative interaction based on having a sense of community. This notion was essential to the now dying-away old educational paradigms, which are being redefined, to say the least. Among other things, I will present in this paper how an online class uses the smart phones to incite students' music creativity.

1. Introduction: The university in America is understood to be an educational institution intended for the instruction of students in many divisions of advanced learning. The tradition of the academic campus dates back to medieval European universities where students and teachers lived and worked together in a secluded environment. The physical layout of the university campuses should ideally be planned as a sociopetal space, which encourages communication while bringing people together through stimulating interactions across overlapping and merging paths. For example, having different departments housed in reclusive buildings across the campus may bring their academic populations together by putting a cafeteria in the middle of the campus. This gathering space, where people usually go to eat, may serve as the central place of social interaction through which significant learning may occur. The human brain is a social brain; thus, most learning involves other parties socially interacting while building interpersonal relations. Many years were spent scientifically studying learning as experienced by individual learners, but more and more we are coming to realize that learning is fundamentally social and inseparable from engagement in the world. This idea is elaborated in Etienne Wenger's *Communities of Practice* [1] Community is considered as being essential for powerful learning to occur, and it requires a greatly interactive and loosely organized social network with close relationships grounded in personal encouragement and interdependence. Thus, in a very broad sense, the community may be also understood as an environment where paying attention to each other through mindful and responsible interactions take place. Moving toward important collective goals while acknowledging each other's needs becomes the essence of community. However, the academic environments and their communities face significant challenges as the incoming students and their ways of life contradict the very notion on which the sense of community (as described above) was built. The current educational system, with its sense of community, was shaped during the Industrial Revolution, and was created to efficiently convey information from the instructor to the students in the traditional classroom setting. This system was based on linearity, conformity, and standardization. Now, since the Information Age took over from the Industrial Age, the educational models are being forced to follow that transformation because the character of the incoming student population is rapidly changing every year. As the American Academy of Paediatrics describes, the dominant forces in children's lives come from the media; either traditional television or the "new media" (including cell phones, iPads, and social media). The average 8- to 10-year-old devotes approximately 8 hours a day to a variety of different media contents, while older children and teenagers devote >11 hours per day [2]. Adolescents now spend more time with media than they do in school—it is the principal activity for children and teenagers other than sleeping [2] [3]. TV still remains the predominant medium of choice (>4 hours per day) but almost 1/3 of the TV programming gets viewed on non-TV platforms such as computers, iPads, or cell phones. Practically all youngsters have access to

the Internet (84%), usually high-speed, and 1/3 have access in their own bedroom. The time spent on a computer amounts to 1.5 hours per day; out of which half is spent on social networking, playing games, or viewing videos. New digital technology has made a huge impact on the life of youngsters: 75% of 12- to 17-year-olds now own cell phones, up from 45% in 2004. Nearly all teenagers (88%) use text messaging. They actually talk less on their phones than any other age group except for senior citizens [4] [5]. Half of the teenagers send 50 or more text messages per day, and one-third send more than 100 per day [4]. Teenagers mostly access social media sites from cell phones [5]. They are also avid multitaskers, often using several technologies simultaneously [2]. Digital and social media allow today's students to learn from each other in informal settings anywhere and anytime while accessing educational material and working on their assignments at the time, pace, and place that is most convenient for them. Unfortunately, the universities, being large institutions that are consequently "slow in taking action," have an increasingly hard time appropriately responding to these continually changing demands. As virtual dwelling spaces, as well as online educational environments, more and more begin to replace "in the flesh" communication and interaction, there is a pressing need for creating effective virtual learning communities, that may attempt to function as efficiently as the physical ones.

2. Sociofugality of Online Instruction: Today's students are considered "digital natives" because they juggle a much more complex life at school, work, family, and myriad social interactions, and they are profoundly different from those students who attended universities before the invention of the Internet. Now, students are active and proficient in their use of technology while being comfortable simultaneously navigating both their physical and virtual worlds. Understandably, these students have different expectations from their higher education. They want to access educational material and work on their assignments at the time, pace, and place that's most convenient for them. However, it seems that most of the students' access to the "universe" takes place through the constricted space of a monitor. Thus, as a consequence of working in solitude rather than with a group, physical interactions get shifted into virtual online spaces. This plays a major role in physical sociofugal aspects of student life. Nevertheless, the convolution of real and virtual is the world students comfortably dwell in, and mobile technology greatly contributes to this fluidity, as it is representing students' preferred method of communication. The ability to connect anytime, anywhere in students' everyday lives has created an expectation that their educational activities in their academic and student lives must follow the same suit. When they engage in selecting which schools to attend and go through their tenure at a particular educational institution, students expect to receive, comparable to their non-academic life, a kind of interaction in order to fulfil their responsibilities. That is a high benchmark for the universities to achieve and it goes far beyond the 24x7 access to grades, assignments, and calendars of campus events. One of the new educational modalities is an online education, which has become more and more popular in the last two decades. Among its many challenges, online education struggles with bringing students together through simulative interaction, which is based on having a sense of community. This was essential to the fading old educational paradigms, as it is essential to online education. Today, through technology, students who participate in online virtual learning communities are only separated by space, but not time. However, as technology developed, it played an important role in the sociofugal reorganization of people. In the fifties, families would gather in the evening in front of the TV to watch their favorite show at 8 PM. Now every family member may watch his/her own favorite show streamed onto the individual mobile device at any place and any time, without any need to communally socialize around "an event." The interpretations of "the events" and social interactions related to them may be transferred into the virtual spaces of online forums or social networks. People may get to know each other virtually rather than physically. Though these new technologies and online education create far-reaching opportunities, they also bring substantial social challenges. For example, the university campuses provide a common physical space for a diversity of students to interact in the real world while being educated about prejudice, tolerance, and

social justice. This would be hard to attain through online-based instruction alone. Another example may be associated with the inclusiveness of online learning communities as related to the students with disabilities who could have difficulty participating.

3. Virtual Learning Communities: Monastic and madrasa-like educational spaces for meetings, socialization, and exchange of ideas had been effective for centuries because of their ability to initiate the creation and preservation of community, which provided fertile grounds for dialogue and engagement in learning. This educational landscape is rapidly changing, driven by technology that is affordable, user-friendly, and mobile; but at the same time, it provides instant access to various types of information. It is safe to say that soon, the most popular student congregational spaces and learning halls are going to be far more virtual than physical, while being available anytime, anywhere, and also individualized to the personal preferences of the user. How can we embrace this change and focus on creating virtual (online) learning communities where, through social networking and computer-mediated communication, students may experience at least a simulacrum of the cloistered-type education? Let me briefly address some essential aspects of online education. In an online learning community, students share knowledge via textual discussion (synchronous or asynchronous), audio, video, or other Internet-supported media. Synchronously they may exchange instant messages in the online chat rooms or directly communicate using a variety of online videoconferencing software applications. Asynchronously they may use message boards and educational blogs (edublogs) as instructional resources where personal journaling may create platforms for deliberation. Collaboration through the use of wikis; where modification, extension, or deletion of its content and structure may be initiated in many creative ways. The inescapable social networking sites may allow students to create their profile and communicate with other students with whom they wish to share information the content. Most of these notions do fall into a category of social learning where students work as a community to achieve shared educational objectives. Universities that want to promote effective online learning need to pay close attention to the uniqueness of the new virtual social setting. This does not only mean simply providing the technological resources required for online learning, but, more importantly, offering a faculty with the professional development to foster excellence, distinction, and additional compensation. In order to teach an online course, instructors need significantly different skills from those used in the traditional classroom setting. One can find many university courses all over the web, which are simply an electronic version of the classroom instruction course—a videotaped lecture that only challenges the student to watch and read presented material from which to extract information. In this case, the technology is used to transmit the information in a single direction, rather than to create online learning communities that permit and encourage dialogue and bi-directional communication. This is why the lack of interaction and engagement among students in many online education courses are identified as major factors in their failure. Many of today's students have already been exposed to and have participated in massively multiplayer online games (MMOG), which allow hundreds of thousands of players to play the same game together. The virtual world of these games is housed centrally, and metaphorically exists as a place where individuals arrive from any geographical location. So, the experience of a virtual community already exists, but an online instructor should strive to develop “a virtual community of inquiry” which may resemble a game design to which students are already accustomed. This is where genuine online discussion should take place, where students offering assumptions and responding to the ideas of other students, becomes the norm. Online assignments should be designed to inspire students to use chat rooms and other ways of online interactions and work with other students through problem-solving activities. In addition, these activities may be helping students to improve their skills in making arguments through engagement in on-line discussions. Knowing how to ask questions has always been a fundamental device to gain information, but also to initiate dialogue through which a sense of community may be fostered. Therefore, in an online virtual learning community, the instructor should facilitate peer-to-peer learning, which goes beyond what is possible

today within the physical confines of a classroom. For example, all interactions that are not audio-visually based may engage and empower shy students who are generally hesitant to speak in the physical classroom setting. Being “protected” by the online-created physical “distance” from their peers, students may emphasize their individuality and subjectivity. This may be good but also problematic, and therefore a nonintrusive instructor’s moderation of these online student interactions becomes highly desirable and sensitive. One of the difficulties of moderation and/or instructor participation in these online exchanges is that, as mentioned earlier, they take place at any time, and an instructor cannot be omnipresent. Thus, the best we can do is to define chat room protocols and expect that students conduct themselves on the discussion forums with respect towards other fellow students. Constructive criticism becomes a welcome and valued part of educational discussions where students can take advantage of other students’ feedback and insights. However, inappropriate posts and comments that lead to flame wars and verbal abuse should be removed, with repeat offenders appropriately sanctioned as violators of the net’s ethics. This may contribute to the creation of the student-responsible virtual learning communities that may facilitate negotiation, intimacy, commitment, and engagement. Ideally, through online communication and social interactions, students should form distinct impressions of other course participants and develop a sense of belonging in the course. Different levels of virtual intimacy among the students may be formed as the sense of community develops. This intimacy through student engagement must have the immediacy of embarking onto free and meaningful discourse, where communication becomes essential to the concept of creating virtual online learning communities. To increase the sense of immediacy, prompt (usually one business day) instructor feedback regarding all class communication is essential for the online student to manage his/her learning experience and have a sense of belonging to the community. Online instructors may punctually provide two kinds of feedback: “information feedback” and “acknowledgement feedback.” The former provides information or evaluation, such as an answer to a question, or an assignment grade and comments, while the latter confirms that some event has occurred. In order to achieve this sense of intimacy and belonging, instructors must do the same things they would employ in a face-to-face classroom, which is to interact with students as much as possible and develop intellectual and personal bonds with them. The same type of bonding can happen in an online setting, thus instructors must “be present.” This means to show their presence several times a week, and at best, daily. Being clear about when one will be present and not, by setting regular hours when a meeting in a virtual classroom can take place, just like real-time office hours, can be invaluable to students. At no time should students feel abandoned or alone if the virtual learning community is established successfully. Having a supportive online course community ideally requires a class with a balanced set of dialogues: faculty to student, student to student and student to resource. However, the encouragement of peer-to-peer, student-to-student engagement is extremely important in the building of a course community. Indicators of engagement in the online classroom may be monitored through participation in asynchronous discussions, assignment activity, and course involvement. Further assessment of student engagement and success of the online learning community may also be evaluated through examining students’ self-motivated class interests that go beyond the graded expectations of the course. The higher the activity, the stronger the community.

4. Discussion: Tensions between the traditional models of education and the new uses of digital media widely exist, in spite of the urgencies of these technologies and their inevitable reshaping of the old system of education. According to a recent U.S. Department of Education study, students who took all or part of their instruction online performed better, on average, than those taking the same course through face-to-face instruction. All this points out that an extremely urgent endeavor will be necessary to develop coherent models for the future of education in a rapidly changing technological age. Perhaps the conviction on how one teacher has affected us all may be rapidly disappearing in this new educational environment. Pondering about the notion how we hardly remembered what the core curriculum was and

what the courses were, but how we always remembered the one teacher who affected us the most may be quickly becoming a thing of the past. In a rapidly changing world, employment opportunities are changing as well. Education needs to facilitate teaching knowledge, but there is a general consensus emerging that we need better prepare young minds for an uncertain future. Universities have been notorious for being slow in adopting changes, but the society and the profile of students who are enrolling into the universities is changing at a speed that is becoming increasingly difficult to adjust to. Accommodating these new generations of changing students is going to be a monumental task for the higher educational institution. We should also keep in mind that online students are mostly students who will otherwise not register for a traditional on-campus course, or even enroll in the university as a degree-seeking student. Online education made higher learning more accessible—specially to working adults, single parents, students with disabilities, and others who have schedules and responsibilities that are incompatible with their attendance in traditional face-to-face classroom instruction, or even international students. Catering to this widely diverse student population requires extremely flexible online delivery techniques and approaches that are less institutionalized and more personalized. Traditional models of teaching and education which were established a long time ago for a rather uniformed student-body are now becoming increasingly obsolete, ineffective, and unattractive for the new generation of diverse students. These educational approaches must change as universities rethink their traditional roles and their modes of operation. Embarking onto completely new roles and missions, driven by the global social, technological, and economic change is going to be a rather painful process. Usually, when we think of culture, we think of a current, established entity that slowly transforms and evolves over long periods of time. But there is another sense of culture, one that reacts to its environment organically. Not only does it adapt to environmental changes, but also integrates the very notion of change into its processes as one of its environmental variables. Only this kind of culture can be flexible enough to survive the exponential rate of change which the information age has brought upon us. Thus, by exploring play, creativity, and the refinement of the inventiveness as foundations of education, we may embark onto the future of learning that is attainable, scalable, and one that flourishes along with technology.

5. Teaching Example: I have created at Loyola Marymount University in Los Angeles a class which uses smart phones to stimulate music creativity in college students age 20-22. In this class I ‘substituted’ my lectures to already available online videos. Making eMusic class teaches students the most general concept of musical creativity by using the technology, they are already familiar with. This class belongs to the university core under the category of creative experience. Courses in this area challenge students both to explore their own intuition and imagination and to reflect critically on the work they and others produce. As students engage with the artistic process, they will invoke imagination and informed intuition in the process of giving creative form to ideas. Courses in Creative Expression emphasize both theory and practice; that is, an active, experiential engagement with the creative process informed by critical analysis and self-reflection. Students can fulfil this requirement either through creative arts and creative writing classes that include critical analysis as one component or through critical arts and literature courses that include at least one substantive creative project. While the creative project need not have as its goal artistic perfection, it should engage students in the creation of artifacts or performances that call for individual and/or collaborative expression and that can be shared with others in coherent and meaningful ways. More specifically, students will

- engage with the process necessary to produce a creative work and, in so doing, use imagination and informed intuition to ask questions and solve problems.
- learn to critically evaluate art and art making—including their own—through aesthetic and structural analysis, discussion and writing.
- strengthen and apply skills of critical analysis, observation, concentration, and imaginative exploration.
- develop an awareness of the diversity of creative expression across and within cultures.
- value the rigorous and often collaborative nature of creative work.
- value imagination and intuition as modes of experience that communicate knowledge.

The class is organized as six-week 100%

asynchronous online class during the summer session. Every week there is a new different learning module where students make music on iPhones by using simple music making apps. The modules are: Week #1 Creativity, Counting Beats, Song Structure Week. #2 Remixlive. Week #3 Launchpad (and BlocsWave). Week #4 AUXY (and Loopseque). Week #5 Garage Band. Week #6 NodeBeat (generative music) Starting week #2 (for the subsequent five weeks) students must do the following every week: 1. Create a 3-minute-long music project draft and send it to the instructor. 2. Receive feedback from the instructor 3. Submit the final version of their project 4. Listen to all class projects and provide a critique. After the anonymous student critique and ranking of the projects I inform the students of the rankings and provide all the students critique in an Excel spreadsheet. This way, in addition to my feedback, students might learn from the critique provided by their peers. Besides, the rankings might also stimulate the students by sparking competitiveness among them. At the end of the semester, as the final project, students pick their favorite music making App and create a 5-minute-long musical project. In addition, they must provide the analysis of all e-music making Apps and rank them to their liking. In my presentation of this paper, I will provide many appropriate audio examples of the projects that students created in my Making eMusic class.

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STEM Education in KSA: Problems and Solutions

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Introduction: STEM education is an approach that includes the four pillars of science, technology, engineering and mathematics. It is defined as “the creation of a field based on the integration of knowledge from other fields into a new 'whole'” (Morrison, 2006; Sanders, 2009). When STEM education removes the boundaries between the four disciplines and integrated them into one single discipline, students developed the ability to integrate and treat the world as one. Integrated STEM curricula and instruction provide societies with highly qualified scientists, engineers, engineers and mathematicians and propel these societies toward economic prosperity. Therefore, it is important to design well-designed integrated STEM curricula and train teachers to teach effectively (Harris & Felix, 2010; Rogers & Portsmouth, 2004). STEM education has emerged as one of the fastest growing areas of educational innovation worldwide. Unfortunately, while the program has been successfully implemented in most countries, it has not been successful in Saudi Arabia due to lack of clarity in the general description of what STEM means and its purpose and scope. In 2009, the Ministry of Education (MOE), in partnership with Obeikan Research Development Company, introduced a new math and science curriculum as an adapted series of science and math textbooks produced by American publisher McGraw Hill. The adapted curriculum seeks to create meaningful connections between students' lives and educational experiences

by implementing new educational practices that include student-centered inquiry strategies and problem-based learning. STEM education is also recognized as a way to enhance mathematics and science curricula. Despite global recognition of its STEM benefits in education, its application and educational practice remains limited (Czajka and McConnell, 2016; English, 2016; Tofel-Grehl and Callahan, 2016).). For example, general science education may fail to develop and improve students' critical thinking skills. In addition, we follow a lecture-based teaching method that focuses specifically on accepting facts completely detached from context and meaning. However, these limitations are not only practiced, but are overcome by the most valuable problem-solving techniques in STEM education (Trueman, 2013). Furthermore, Furner & Kumar (2007) point out that the use of integrated education increases opportunities for learners to have more stimulating experiences. It can also ensure student-centered learning and improve higher-level thinking and problem-solving skills (Bell, 2016; Stohlmann, Moore, & Roehrig, 2012; Ellis & Fouts, 2001; King, & Wiseman 2001). Similarly, Morrison (2006) argued that integrated STEM education can improve students' problem-solving, innovation, invention, and reasoning skills. Integrated STEM curriculum can improve student learning, but teachers find it difficult to transition to this type of integrated curriculum based on their experience with traditional preparatory programs.

Literature Review: STEM education can be seen as "a means by which teachers support constructivist approaches to learning in order to facilitate and support meaningful learning in their students" (Becker and Park, 2011). In their study, Kennedy and Odell (2014) identified several factors for successful implementation of quality STEM education and curriculum. The first element is a strict instruction on the science and mathematics curriculum. The second component is the integration of engineering and technology into the math and science curriculum. A third component is to encourage teachers to tend to ask questions during the survey. The fourth component is to create opportunities and expand the workforce for STEM educators and learners. Michelich et al. (2016), on the other hand, provided insight into the importance of developing student learning in various social science studies. It emphasizes that it tends to the study further emphasized the inclusion of STEM in the curriculum of K-12 students. Zeidler (2016) focused on the sociocultural and social scientific aspects of STEM education. ElDeghaidy and Mansour (2015), on the other hand, investigated Saudi science teachers' perceptions of STEM education and its interdisciplinary nature. The results of this study demonstrate the need to develop a professional model to analyze the shortage of science teachers in relation to educational content that facilitates her adoption of STEM education in the classroom. A similar study was conducted by her Madani (2017), examining teachers' perceptions and teaching practices of science and mathematics curricula as a positive step towards implementing her STEM education in the Saudi Arabian education system. The findings indicate a degree of ambiguity regarding the concept of STEM education in the curriculum. Also, the Saudi Arabian Ministry of Education's new education strategy has been found to be equally effective in implementing STEM education.

Challenges: Challenges include pace/time, student understanding of content and process, scheduling issues, and district policy concerns. A major challenge for educators in implementing this reform is developing the ability to teach an interdisciplinary curriculum. The Kingdom of Saudi Arabia (KSA) does not currently have a long-term teacher training programme. Most of KSA's training and development programs for science and math teachers are too short, lasting less than a week. Studies (CaSE, 2014; Dearing & King, 2006; Myers, 2006; Smith, 2011) indicate a perceived concern among teachers that students may prefer non-STEM subjects. Regarding the difficulties perceived by the teacher, after six days of her STEM program, the teacher's concerns about teaching integrated STEM subjects appeared to decrease. Saudi teachers, who had mandatory training credits that they had to obtain each year, discussed some of the negative aspects of the Ministry of Education's training program. Overall, the Ministry of Education's training programs have not met the needs of Saudi teachers for a number of reasons. Teachers emphasized that the topics in the training program were repetitive and had nothing to do with their work.

Teachers are generally dissatisfied with the quality of teaching. Because it lacks educational practices, is too brief, and has little impact. Solutions: Al Salami, Makela, and De-Miranda (2017) showed that short PD sessions help change teachers' attitudes towards teaching an integrated STEM curriculum. Teachers' positive awareness and interest in teaching the STEM curriculum should be increased. Shifting teachers from specific disciplines to interdisciplinary curricula is a major challenge, and skills in teaching this kind of approach need to be improved in order to increase teachers' interest in teaching STEM education. Attitudes, along with student performance, are one of the factors that influence a teacher's interest in teaching a particular subject. Further vocational training measures must be organized on a regular basis. There is an urgent need to improve the practical implementation of STEM education in Saudi Arabian schools. Due to the lack of supporting research available in Saudi Arabia, further research is recommended to provide a coherent vision for new mathematics and science curriculum reform. More regional studies (like Najran) should be sought. In addition, it was found that there was little research on coherence between mathematics and science subjects in their respective curricula, and more research was needed to examine how curricular coherence affects students. Introducing reformed teaching approaches and their teaching methods should be the focus of teacher training programs and workshops. Additionally, due to a lack of understanding of inquiry-based education, the complexity of the approach, and its pedagogical importance to future educators and STEM professionals, the provision and research of inquiry-based STEM professional development is justified. Agencies need additional investments to optimize interaction and collaboration among math and science teachers. This could take the form of establishing an educational platform that would bring together curriculum developers, educators, and teachers to provide resources and reference sources for formulating best practices related to STEM reform in the Kingdom. Furthermore, for the successful implementation of STEM education, there is a need to improve and facilitate coordination among teachers of different STEM subjects. Implementing her STEM education in Saudi Arabia requires greater emphasis on organizing and developing inter-theme relationships within individual STEM subjects. In addition, the development of professional development programs and workshops should be reframed according to educational needs and standards and should be as beneficial as possible to meet the aims and objectives of the new mathematics and science curriculum. There is a positive association between teachers' attitudes towards science and their individual effectiveness in teaching and choice of effective teaching strategies. Teachers can therefore teach STEM-related curricula more effectively if they see them as relevant to themselves and society. Involving teachers in integrated STEM professional development can increase attitudes and interest in teaching this approach. Students will be able to put into practice the knowledge and skills they have learned in a STEM context and use them to solve the problems ahead. Teacher skills are improved through preparatory programs to enable them to be more attentive and responsive to rapidly changing educational trends, including the current emphasis on teaching interdisciplinary subjects. and the need to change attitudes. Future professional development (PD) programs should focus on training science and mathematics teachers who specialize in all areas of science and mathematics to teach integrated STEM subjects. A professional development (PD) program should continue throughout the year, not in short sessions. Short sessions have been shown to be less effective in changing teachers' attitudes towards teaching her integrated STEM curriculum. PD (Professional Development) programs should be implemented in schools so that all science and mathematics teachers, rather than a limited number of teachers, can participate in the programs.

Conclusion: There is an urgent need to improve the quality of science and mathematics education in Arab countries. The dire state of mathematics and science education presented above should encourage educators and policy makers to make the necessary efforts to improve education for current and future generations. Traditional approaches to educational reform in Arab countries have not led to improved student achievement, so new approaches must be used. With proper planning and implementation, STEM

approaches can be implemented using locally developed and validated teaching materials, adapted to the needs of Arab students and Arab countries, and evaluated by well-informed researchers which may produce positive results in Arab countries. Moreover, successful adoption of STEM approaches requires not only teacher preparation but also changes in assessment and teaching methods. Borrowing approaches that have worked in the West are no guarantee of success in the Arab context. Indeed, it does not guarantee success in other contexts different from the original context in which the approach was initiated and applied. With the above conditions in mind, educators in schools and universities in Arab countries should strive to create an environment in which STEM-like innovations thrive and students are ready to live and work in 21st century.

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Learning and Practicing Assessment in a Pre-service Teacher Education Program: Comparative Perspective of UK and Pakistani Universities

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Abstract: This paper explores the barriers to application of learning-supportive assessment at teaching practicum while investigating the role of university teachers (UT), cooperative teachers (CT), prospective teachers (PT) and heads of the practicum schools (HPS) in the selected universities of Pakistan and the UK. It is a qualitative case study and data were collected through the lesson observation of UT in the pre-service teacher education setting and PT in practicum schools. Interviews with UT, HPS, and FGDs with PT were conducted too. The study has concluded that as compared to the UK counterpart, PT in Pakistan faces significant barriers in applying learning-supportive assessment in the school practicum settings because of large class sizes, lack of institutionalised collaboration between universities and schools, poor modelling of the lesson, ineffective feedback practices, lower order thinking assignments, and limited opportunities to use technology in school settings.

Keywords: Assessment, Pre-Service Teacher Education, Theory-Practice Gap

Introduction: Discoveries in the field of cognitive science have brought about revolutionary changes in learning and assessment practices that have replaced traditional testing and examination practices with student-centered active learning approaches (Sweller; 2009; Anderson & Krathwohl, 2001). Now assessment, instead of a reward-punishment and fault-finding activity, has become a learning supportive process to facilitate a learner to achieve learning goals (Burke & Fanshawe 2021; Ayalon and Wilkie, 2020). Contrary to the above discussed view, assessment practices at different levels of education in Pakistan (primary, secondary, tertiary) have become excessively anxiety-laden, and stressful processes for learners (Bashir, 2002; Chohan, & Shiekh, (2019). Along with other factors such as the role of policymakers, nature

of the curriculum, parents' expectations; the major contributors of this situation are teacher educators who design, teach, and implement the assessment practices in pre-service teacher education. Moreover, they teach to test, not teach to learn, and above all the grading race amongst the students has increased pressure and is becoming detrimental for learning too. The assessment of higher-order thinking skills (analytical, critical, creative, problem-solving) is not given its due share in teaching and assessment at practicum schools too. Consequently, the PT regurgitating the rote learnt content, without understanding to get high grades (Naeemullah, Inamullah, Sarwar, Muhammad & Hussain, 2010; Bashir, 2002). The preparation of teachers, based on National Professional Standards for Teachers in Pakistan (NPSTP), approved by the Higher Education Commission of Pakistan, is the sole responsibility of Teacher Education Institutions (TEI). The NPSTP aimed at obtaining competence in Ten broad areas: subject matter knowledge, human growth and development, knowledge of Islamic values, instructional planning and strategies, assessment, learning environment, effective communication and proficient use of information communication technologies, collaboration and partnerships, continuous professional development and code of conduct. Among the approved NPSPT, ensuring assessment competence is one of the significant areas in pre-service teacher's education programs (Government of Pakistan, 2009). For instance, pre-service B. ED 4 Years program, consisting on 134 credit hours, eight semesters, designed with USAID's assistance, emphasises the theoretical aspects of assessment and testing with less attention to the practical aspects such as constructing questions that may promote the teaching and assessment of higher-order thinking skills (Chohan & Shiekh, 2019; Behlol & Cajkler, 2018). It has also been observed that assessment techniques currently taught in pre-service teacher education programs are not fully employed because of poor and minimum practice at teaching practicum; and the role of CT (school teachers who mentors prospective teachers at teaching practicum) is also almost missing. Further, it has been argued that in Pakistani settings, the training provided often fails to enable the PTs to adapt learned assessment strategies and theoretical understandings of assessment to classroom situations. Therefore, PTs tend to continue with traditional methods of assessment which negates the whole purpose of training (Chohan & Shiekh, 2019). This line of argumentation leads to identifying an issue i.e., how the PTs can be assessed to develop their knowledge, understanding, and practical competencies to promote classroom assessment practices at teaching practicum. Thus, the focus of this paper is to explore the barriers in applying and adapting assessment techniques to teaching practices while investigating the role of UTs, CTs, PTs, and heads of the practicum schools (HPS). This places a particular emphasis on the teaching practicum elements of pre-service teacher education program. Therefore, the role of CTs in schools that are partners with higher education teacher education providers (TEPs) to offer opportunities for PTs to develop their practice is important too. Moreover, the study investigates the practices of TEPs in the UK in translating theory into practice about the understanding and applying for assessment techniques of PTs enrolled in the Post Graduate Certificate in Education (PGCE) Program. This all is to learn lessons and introduce reforms in the preparation of PTs by the TEPs in Pakistan. Further, it helps to initiate a multi-level dialogue among teachers and teacher educators aimed at helping to bridge the gap between theory and practice and inform classroom practices including helping impact policy development. The findings reported in this paper are related to the following research questions: 1) How do prospective teachers in Pakistan and UK learn about assessment in a pre-service teacher education program? 2) How do cooperative teachers and university teachers in Pakistan and UK support prospective teachers on teaching practicum to learn about how to use assessment?

Conceptual framework: The conceptual framework identifies main concepts and explains their relationships in the study.

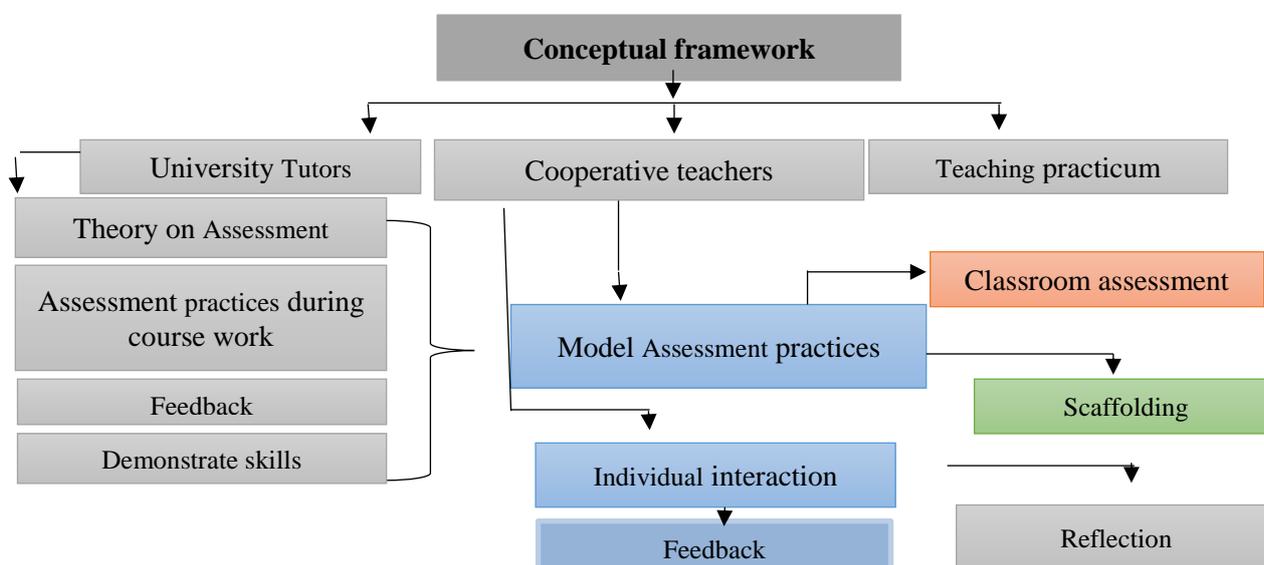
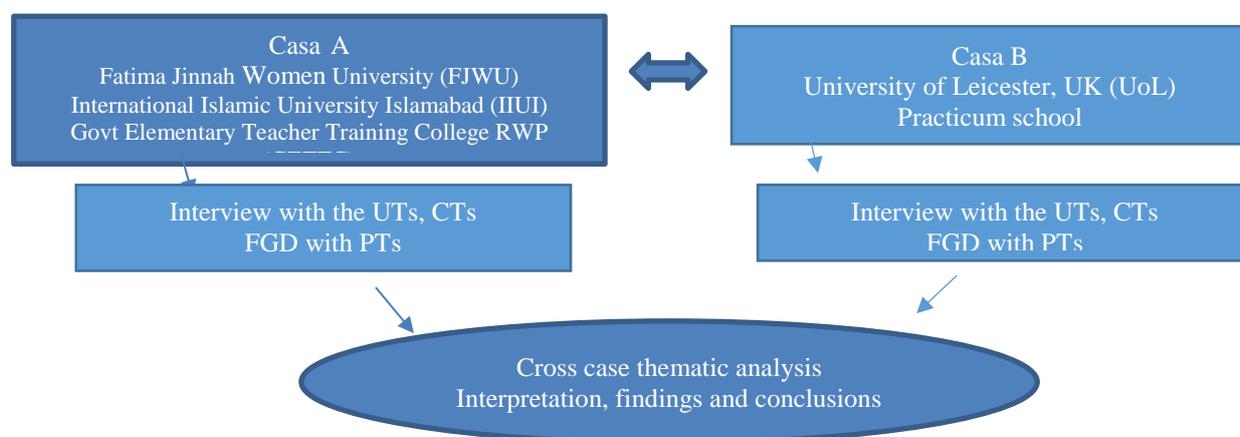


Figure 1: Conceptual framework

Methodology for the Study: A multiple embedded case study design was considered appropriate to investigate the complex nature of the research problem that required holistic investigation and involved more than one sub-unit of analysis within the case. The design was useful in understanding PTs, UTs, CTs perspectives, learning and practicing assessment at teaching practicum in B. ED 4 Years pre-service program in comparative perspective. Patton (1999) recommends that the case study is the best method when the researcher intends to: (i) define the topic broadly and not narrowly; (ii) cover the complex and contextual conditions; and (iii) rely on multiple sources of evidence rather than single. Furthermore, the embedded nature of the design allows the researchers to combine the multiple means of data to triangulate the study results.

Figure 1: Overview of the research design



Case Selection: Two cases were selected from Pakistan and UK TEPs. Case A includes three universities (FJWU, IIUI, GETTC) and practicum schools. Case B includes the University of Leicester, UK and practicum schools. PTs, CTs, UTs, and HPS supervising teaching practicum for learning and practicing assessment at teaching practicum were selected applying purposive sampling technique. According to Creswell (2013) “purposive sampling helps the researcher to select the individuals and sites for research because it can purposively inform an understanding of the research problem” (P.125). Eight heads of institutions (4 male & 4 female) participated from Pakistani schools, whereas the heads and senior teachers of the cooperating schools linked to the University of Leicester participated in the study at the occasion of orientation training organised by the University. Major and sub-themes were discussed, triangulated in detail to draw findings and conclusions of the study. A summary of the data collected in phase three of the study is presented in Table 2.

Table 2: Summary of data collected in Pakistan and UK (UoL) about the observation of teaching sessions

and interviews of prospective teachers

	Pakistan			UK (UoL)		
	Ses- sion	Time	Partici- pants	Ses- sion	Time	Partici- pants
TEP Session observed	5	400 min.	230	5	260 min.	174
School sessions ob- served	5	240 min.	440	5	240 min.	180
University Teacher in- terviewed	-----	255 min.	8	----	225 min.	8
School co-operative teachers interviewed	----- ---	150 min.	8	----- --	195 min.	7
School leaders	----- ---	130 min.	4	----- ----	145 min	4
FGDs with PTs	1	51 min.	11	1	55min	10

The Instruments of the study: The research team formulated semi-structured interviews and FGD schedules in consultation with the wider steering group to collect richer information about the situation from those involved in the teacher education provision. The primary constructs of the interview questionnaire are: challenges of assessment practices, assessment techniques and their practice, grade and accountability focused assessment, the role of assessment criteria, nature of PT assignments, support from cooperative teachers in learning about assessment, dialogical approach to learning about assessment, and the role of feedback. The instrument was reviewed by the experts of UoL-UK and experts of FJWU in Pakistan. It has helped identify issues associated with the learning of assessment techniques and their application on teaching practicum by the PTs with the support and guidance provided by the UTs and CTs. Open-ended interviews were conducted with the UTs and CTs to explore the perspectives and understanding of assessment at teaching practicum. Open-ended questions provided the researchers freedom to change the question approach as per the need of the situation (Cresswell, 2007) and to dig deep into the teachers' perspectives. Focused group discussions (one in each institution) with PTs were also conducted to cross-check the data provided by UTs and CTs.

Data collection and analysis: The members of the research team collected data after gaining approval from the relevant research ethics review boards of the FJWU and UoL. The researchers tried to remain unbiased and controlled personal effects during interviews through impartial attitude, but the researchers observed the participants by their pitch of voice and body language during interviews and jotted down in field notes. The wider study, from which the data used in this paper to address the research questions was collected of the enacted curriculum through observation of classes of the UTs, interview with CTs and Uts, and FGDs with PTs. This helped to collect richer information about the learning of assessment practices as well as closing the gap between theory and practice. Interviews with the Uts and CTs and FGDs with PTs were audio-recorded and were later transcribed. Cross case thematic analysis was carried out by open coding, axial coding, analytical coding, and selective coding. The coding matched well except for some minor differences. Approximately 90% yielded consistency in the coding, however, differences were removed through discussions. Themes were extracted from the transcribed interview data through codes. All the collected and analyzed data from multiple sources were then triangulated to provide the pieces of evidence regarding the research questions.

Analysis of Qualitative Data: The themes which emerged from this integration of qualitative interview, FGDs and learning session observation in the Three TEPs of Pakistan and One TEPs of UK, and Eight practicum schools in Pakistan and Thirteen practicum schools of UK were as under: 1. Introducing assessment techniques and their practice 2. Grade and accountability focused assessment 3. The role of assessment criteria in assessment practices 4. The nature of PT assignments 5. Support from cooperative teachers in learning about assessment 6. A dialogical approach to learning about assessment 7. The role

of feedback

Analysis and Discussion: Each of the emergent themes is discussed concerning both the Pakistani and UK perspectives and evidence from data sets collected in this project is drawn.

1. Introducing assessment techniques and their practice: Pakistani Perspective: Teacher educators (UTs) reported that they teach a range of assessment techniques such as portfolio assessment, reflective journals, interview skills, observation and peer assessment in B. ED programme. However, all these techniques were not reflected in the reported practices at the teaching practicum. The PTs viewed that reflective journal, interview skills are not practiced and supported by the UTs and CTs at teaching practicum. Although, this was valued by UTs as an important component that may enhance PTs learning and application of assessment practices was made mandatory for all students, yet PTs viewed that above mentioned assessment techniques were not regularly or systematically included in their teaching practice. The reflective journal supported by UTs aims to equip the PTs with theoretical knowledge about these modern assessment techniques but did not contribute to the development of the skills about how to use such techniques and assess any progress in such application. It was also observed that time allocated for the practice of assessment skills was also not sufficient enough for learning and developing expertise. This was linked to a lack of modelling by UTs & CTs for the PTs, which implies that there is a need for further training of the UTs and CTs that could see them more directly applying to the model of the assessment practices in classroom situations both in the TEP and in schools. PT C viewed: "We need more practice in class in a safe environment (microteaching) to improve assessment skills. It is needed to place practicum earlier for us to develop our practice. We need individual attention and clear understanding about the key concepts taught in pre-service teacher education programs". UK Perspective: UTs from UK, as in Pakistan, accepted that it is difficult for PTs to apply the assessment techniques that have been learned in university lessons because of classroom situations that demand multiple activities such as scaffolding, behaviour management, classroom management, grooming confidence, command of the topic, and sufficient time, teacher standards and accountability. They viewed that they solve these challenges by providing modelling opportunities to PT. UT A viewed: "We demand from the PTs not only to explain the assessment concepts but also apply these in the classroom in the form of writing learning outcomes, design assessment techniques, measure learning and provide feedback for enhancing learning". Modelling is a standard expectation from both UTs and CTs in UK, and it forms part of CT and UT training. More regularly in UK, TEP uses portfolio assessments, reflective journals, interview skill observations and peer assessment to assess students' learning during the teaching practicum. The reflective journal is a very important component that is considered to enhance PTs' learning and implementation of assessment practices. PTs are expected to complete ongoing critical evaluations not only of what they have experienced in taught sessions as part of the program but also of their observations of classroom practice led by in-service teachers and their own trial classroom experiences. PTs learn how to conduct such critical self-evaluations through feedback on their reflective journal, as part of a wider portfolio, which is reviewed regularly. The reflective journal forms a stimulus for debate and discussion of practical and theoretical aspects to sharpen the assessment skills of the PT.

2. Grade and accountability focused assessment practices: Grade and accountability geared assessment practices have significant effects on teaching and assessment. It may focus the UTs, CTs, PTs and HCS' attention on get grades instead of experiencing and learning of innovative, authentic and performance-based approaches to learning and assessment. Pakistani Perspective: The teacher educators viewed that PTs are assessed in terms of grades based on semester results. The PT and the entire education system including the policy makers, parents and teacher educators focus their attention to grades; and the institutions display in print and electronic media, chalking on walls to establish their worth in society. However, grade-focused assessment has led to the promotion of rote learning habits, use of unfair means for making progress, and potential nervous breakdown of both students and teachers both. Certainly, it

can be argued that a focus on learning of knowledge, skills and dispositions, including higher order thinking skills are not valued so much so they are not incorporated in these high stake's examinations. This situation is perpetuated in teacher education settings, in which the assessments are organised on a similar basis and with similar values, leading to a similar de-prioritisation of competency and higher order thinking skills development. UK Perspective: It is notable that practical examinations of skill competency are on the decline in UK TEI examination as a result of recent curriculum changes. However, a range of the Blooms' level skills has been integrated into examination design. Performance and competence, of course, are inbuilt for the assessment of teacher education programs and teachers need to meet the standards of Qualified Teacher Status. Regardless of their route to teaching, they are examined by portfolio and observation of practice. In addition, they can study teaching academically to gain further qualifications, e.g., through bachelor B.Ed or postgraduate courses which include additional academic submissions as written essays and reports of inquiries into practice. There is, therefore, a disconnect between PT and school student forms of assessment, unlike the situation in Pakistan, in response to the development of professional accreditation and academic assessment in line with regulation and developments in UK professionals (in this case the Department for Education) and Higher Education institutional practice more generally.

3. The role of assessment criteria in promoting assessment: The assessment criteria used for grading have a significant influence on learning and assessment.

Pakistani Perspective: The awareness and use of criteria for teaching assessment to PTs was also lacking clarity. UTs viewed that they provide theoretical explanation and practical orientation for teaching 'criteria' for valid assessment. However, PTs did not agree to the views of UTs and viewed that practice about the identification of criteria and writing descriptors have not been provided for them. Resultantly, evaluation of the essay type questions to assess the performance of the students at teaching practicum in majority of the cases is subjective. Particularly, there is no inclusion of assessment of the reflective skills of the PTs either during the program or as they complete it and enter into the teaching field. It has been noted from our analysis that, unlike the UK situation, assessment criteria are not linked to Teacher Standards that have been formulated by the Higher Education Commission of Pakistan. UK Perspective: In UK, teacher standards are divided into eight categories with descriptors of what a teacher should be able to do concerning each standard. The PTs are trained on the basis of assessment standards, and also are made to play active part in pre- and in-service teacher preparation from the beginning of their pre-service teacher education program. They are encouraged to be reflective and to evaluate themselves against the given standards. They are trained to use descriptors to measure learning on achievement test. This does not rely on evaluations and grades of single lessons but is about performance across time i.e., the reliance on a reflective journal and portfolio. Unlike in Pakistan, CTs are responsible for completing assessment forms and grading the practice of students in each practicum setting. In this way, PTs begin a process of professional development, which will support them into their in-service career, moving from apprenticeship to competency and ongoing reflection (Fox, 2018). Thus, the school mentors and university tutors play an important role in quality assurance and this is possible due to an ongoing professional and program development process in partnership between the TEP and its cooperative schools.

4. The nature of PT assignments: Pakistani Perspective: Using traditional assessment techniques, factual knowledge-based assignments that do not value practical learning on the part of PT. Therefore, there is a need to reformulate assignments that allow assessment beyond covering knowledge recall i.e., they include only competency-based assessment and assessment of higher order thinking skills. Currently, assignments are rigidly focused to the textbook and its content instead of the skills and the application of knowledge. In particular, they do not require reflection on the part of PTs and lack relevance to the real-life situations of classroom practice. PTs need to be self-evaluated; and UTs and CTs need to be open-minded and happy to self-evaluate their own practice and modelling too. This should cover the full range

of teaching competencies expected in the Pakistan teacher standards, i.e., relationship building, professionalism and commitment to continuing professional development. UK Perspective: UTs point to the handbook that PTs take on to practicum placements with them, within which are pages devoted to a description of a range of tasks (science tasks, maths tasks, English tasks, more professional tasks like report-writing), a checklist of what to do in each week, and templates for them to complete their lesson plans and self-evaluations. UT C viewed: “Before sending PTs to a practicum placement, for example, with science, we would go through the task with the students. We would talk them through the expectations of the task and why they’re doing that task and link it”. Students are guided to write notes on the tasks, observations of the children’s ideas of what to include in their reflections. Their first placement tasks lead to the first assignment where PTs reflect on the theoretical approaches covered in the program about what they observe in the classroom, linking theories to the practice they have seen and showing their understanding through a written assignment. The tasks can be enacted in any classroom and based on observations of individual children or groups of children. UT C viewed: “So every assignment from each student is very, very different because they’ve done different things and they’ve made different observations and they’ve drawn out and analysed what the children have done in different ways. So, although the task is the same for every student, the way that it’s enacted is quite different and it’s really fascinating to read different assignments and how the same task actually has been carried out and interpreted differently”.

5. Support from cooperative teachers in learning about assessment: Pakistani Perspective: Teacher educators viewed that support on the part of CTs was not something that was systematically organised into the current B. Ed programme for learning assessment. PTs are dispatched to cooperative schools without any orientation and capacity building for the CTs. In some schools, PTs on practicum was seen as a chance to get some relief from the CTs’ heavy teaching workload; in others, periods of practicum were seen as disruptive to the disadvantage of pupils and the school. This lack of support and guidance on the part of CTs results in challenging situation for learning assessment at teaching practicum. UK Perspective: Assessment mentoring is an effective and efficient component of the PGCE at the UoL. At the start of each practicum session, CTs are invited by the University for the training to start their work with each new cohort of PTs. These training sessions are designed on the basis of feedback from previous sessions and updated in the light of problems and needs voiced by the cooperative primary and secondary schools. The mentors are trained to work with PTs for their professional development and briefed about their role in PT evaluation. The responsibilities of the mentors have clarity with sequenced activities to engage in with PTs. The mentors take no more than two students, and the school is paid a fee per student. For this purpose, the University selects schools, and the mentors are appointed after consultation between UTs and CSHs. Thus, the mentors get recognition for this role as part of their professional development and its service to the profession.

6. A dialogical approach to learning about assessment: Pakistani Perspective: The collected evidence supported the hypothesis that PTs found it difficult to practice teaching and assessment techniques in government school settings on account of a chain of barriers. According to UTs, large class size, lack of continuity in practice, lack of opportunity to be involved in planning sessions, limited opportunities to use technology in school settings and opportunities to expand a repertoire of no/low-cost resources, and insufficient time for practice are the major barriers in the path of student-centered assessment techniques application. However, the key finding was that the multiple perspectives needed to address these challenges were not brought together sufficiently to explore solutions. In particular, those who support trainees in schools were found to have limited awareness of and therefore commitment to the aspirations of the B.Ed curriculum. What is needed is a shift from a culture of obligation to a culture of collaboration between the university and school participants in initial teacher education, which establishes a learning orientation for all involved in Pakistan. UK Perspective: Teacher educators from the UK talked about the

importance of dialogic teaching to strengthen assessment practices of PTs. This involves the theoretical rationale for dialogic teaching and associated group work, collaboration, and dialogic strategies to be presented to students based on the published research in this area for PTs to discuss. When PTs come back from their placements, and they have occupied place in directed tasks where they have had to plan for group work and reflect on it, they reflect as a group around questions such as, 'How did you do that? How did it work for you? What did you do? What was good? In this way, in cycles of theory, practice and reflection, a range of teaching and assessment strategies are developed throughout the year. This pedagogic process built into the TEP provision accepts that although learning may happen individually, it doesn't happen in isolation. Like the school students, they are to teach, PTs learn a great deal from others around them. Further, teachers, whether UTs in TEPs or CTs and PTs themselves in schools, together with textbooks, are not considered the only source of nourishment because knowledge is often constructed during shared experiences through the interplay of many minds confronting a challenge together. Furthermore, social learning is considered to provide a powerful vehicle for such learning. As in the school classrooms, PTs are to enter as teachers, ongoing feedback and engagement between teacher and learner create connections and provide the social safety net which allows learners to take risks in their learning and give teachers the opportunities to add to the discussions from their expert knowledge. This sees assessment practices as embedded in the process of teaching and learning with an important formative role.

7. The role of feedback: Pakistani perspective: UTs reported that they valued it as important to gather feedback from PTs and provide feedback for enhancing learning. However, PTs viewed that CTs did not regularly provide oral and written feedback during teaching practicum. CTs were thought to provide PTs with oral feedback on their teaching practicum but not about formalised target setting or progress towards meeting the standards as this was not something they had been prepared for. This means that PTs do not get the opportunity to identify their weaknesses and identify how they might overcome them. Feedback in respect to a progress continuum across the program, as in the UK setting, is missing. Microteaching practices were thought to be an effective technique to overcome the weaknesses in applying theory to practice in terms of practical teaching skills and an opportunity for feedback to PTs. However, it was found to be inconsistently used on the B.Ed, assumed to be a lack of confidence and training on the part of UTs. One issue with the practicum in terms of developing meaningful CT-PT relationships and opportunities for practicing feedback was the limited duration of each placement. PTs need to experiment with new ideas, try them out and see how they work in different contexts with proper feedback. This requires time to practice, reflect, argue, and try again through receiving continuous feedback. Thus, it can be said that PTs, CTs and UTs need to be confident to be explicit about different learning practices such as reflecting on one's own mistakes and successes, explaining new ideas to peers, asking peers and teachers for help, taking part in discussions and group work. This might require further development of CT and UT skills. UK Perspective: UTs and CTs in interviews reported similarly to their Pakistani counterparts that they valued the importance of providing feedback to PTs on their use of assessment practices. CTs offer feedback to PTs to help them reflect on classroom practices and, either in schools or in the TEP, organise microteaching to make up for identified areas for development. Regarding PT practical work/presentations, criteria covered in feedback are: content quality, use of multimedia, eye contact, student involvement, and question and answer responses. A PT reflects on the value of CT and UT feedback:

"We need the kind of feedback that tells us our strengths, weaknesses, and how to overcome them. Self-learning in a friendly environment promotes and enhances feedback and, consequently learning. We need someone sitting behind when we are microteaching, pointing out mistakes and guiding how to develop. We need criteria and the proforma for all assessment tasks, which makes assessment fairer" (PT C).

Discussion and Conclusions: PTs face difficulties in applying student-centred assessment practices owing

to several factors in the B. ED 4 Years program in Pakistan. These include: a lack of modelling in both TEP and cooperative school settings, challenges related to the large class sizes in schools, a lack of continuity and alignment of provision between cooperating schools and TEPs as part of their program, and insufficient time in teaching practicum experiences. Results agree to the findings of Burke & Fanshawe (2021); Arnold & Mundy (2020)) that lack of modelling opportunities to PTs is a barrier in the path of leaning the praxis and students centred assessment. When we see PTs enrolled in the UK setting, they also face difficulties in bridging the gap between theory and practice about assessment practices. However, the PTs' modelling and practice of assessment techniques in UK are found more rigorous, structured, and effectively supervised. Theoretical underpinning guide and facilitates the enhancement of assessment competence that is missing in the practice of Pakistani counterparts.

The use of a reflective journal is more regular in UK TEP than in Pakistan. By reflective journal, PTs learn implementation of assessment practices and conduct ongoing critical evaluations of what they have experienced in taught sessions as part of the program and their own observations of classroom practice led by in-service teachers and their own trial classroom experiences. Studies conducted by Gogus (2012), Harris et al. (2018) and Biggs (2014) agree that 'transfer' of experiential learning to bridge theory practice gap require to develop meaningful activities that "involve students in 'real' experiences and encourage reflection on those experiences in order to facilitate meaningful learning". In Pakistan, the reflective journal is valued by UTs as an important component that may enhance PTs learning and application of assessment practices. However, it is not regularly or systematically included in their teaching practice. PTs are equipped with theoretical knowledge about these modern assessment techniques but are not made to develop their skills to use such techniques and assess any progress in such application. As a result, PTs continue to practice the traditional assessment techniques (paper and pencil test) at teaching practicum that may not support and enhance the learners' academic achievement, despite holding appropriate knowledge about a wider range of practices. PTs need to develop their expertise to use it to assess the learning of students in school settings by consuming enough time for the practice of assessment skills and a more structured provision of their opportunities to observe, experiment and reflect on assessment practices during the practicum in Pakistan, as has been done in UK. This could involve systematic observation of practice in teaching practicum by CTs, then discussion with PTs and UTs to inform evaluation and self-evaluation. Grade-focused high-stakes assessment in Pakistan is detrimental to learning higher-order thinking of creativity, critical, problem-solving, and imaginative skills. It is killing the creative, innovative, and critical thinking potential of the PTs, and also leading to the promotion of rote learning habits, use of unfair means, and potential nervous breakdown of both students and teachers. Whereas in the UK, PTs have enough space to learn and assess higher order thinking skills in performativity mode based on Qualified Teacher Status. Fundamentally, the assessment of the PTs to enter the profession would be best aligned to the teacher education standards already prescribed by the Pakistan Ministry for Education (Government of Pakistan, 2009). Currently, assessments are not aligned to these teacher standards. This would be best developed through collaboration between all stakeholders in the teacher education provision so that everyone is empowered to understand what is required of the teachers and have a voice in operationalizing how this assessment might best work in practice. In the UK, there is no written examination for the PTs in PGCE program. They are judged and graded on National Teacher Standards that are divided into eight categories with descriptors of what a teacher should be able to do concerning each standard. In conclusion, a more collaborative school-university partnership model could be developed in which the professional development of PTs, CTs and UTs are considered and fulfilled together. As in UK, Pakistani CTs can also find a status in which they can share in the pride they feel in mentoring new entrants to their profession and the schools in which they work. Education Department may recognise their valuable services in sustainability for the profession. This sees CTs and UTs as having an equal role in the support and evaluation of PTs as well as PTs, CTs, CSHs and UTs all having a place in

the program's development. The nature of assignments in Pakistan is theory-based, checking factual information, and repeated textbook-based questions. The study conducted by Masood & Behlol (2020) also verifies that theory-laden assignments have little scope for promoting the practice in the PTs enrolled in pre-service teacher education programs. Whereas in UK, assignments are well structured, based on emerging challenges of classroom learning and research-orientation. The evaluation role expected to be performed by CTs is also missing due to the lack of alignment between school and TEP elements of the B. ED programme. There is a missed opportunity for using communication technologies to maintain connections amongst PTs, CTs and UTs both for coordination of the programme and professional development of all concerned. However, in UoL, the role of CTs is an effective, efficient, systematic, professional and financially recognized component of the PGCE program. They are trained how to work with PTs for their professional development and briefed about their role in PT evaluation.

Recommendations: We recommend that a new assessment policy is needed which allows examinations to be expanded beyond covering knowledge recall to include competency assessment. This should include observance of the Pakistani teacher standards and a reflective portfolio, some of which are already in place in Pakistan, however. The UTs, CTs are required to be trained in providing assessment learning opportunities to the PTs to enact assessment techniques instead of only providing theoretical knowledge of assessment. Because only theoretical understanding about the reflective journal writing of the PTs, CTs and UTs is not sufficient enough to develop reflective journal writing competence in B. ED 4 Years program. UTs and CTs working with PTs have to learn the practice and modelling of the students-centred assessment practices such as the writing of critical journals, critical review assignments, interview skills and conducting case study action research. We further recommend that textbook wording and factual knowledge-based assignments must be replaced by the problem-solving projects that require PTs' reflection, critical input, imaginative and multi-dimensional input. Observation feedback forms, as well as training in lesson analysis, will provide evaluation tools for supporting and assessing classroom practice.

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Intrapreneurship as An Employable and Future Ready Character: Effect of Entrepreneurial Education and Personality Traits

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Abstract: Development of human capital had been come into the main stage for nearly a decade, meanwhile lots of senior management in various industries still faced the challenges in locating any right talent to join the organization. While entering the era of Industry 4.0, technical skills are regarded as ‘trainable’ and recruiter starts focusing on personality traits and personal character of job applicant. This paper aims to establish a conceptual framework starting from the undergraduate students with respect to the latest development of entrepreneurial education and general education in helping students thinking ahead of their career orientation. Structural equation modelling was deployed for model formulation. The study supported the hypotheses of positive and significant influence of entrepreneurship, achievement ambition and cross-functional capabilities towards intrapreneurship, thus one of the key employable and future ready character demanded by recruiter.

Keywords: Intrapreneurship, Entrepreneurship, Achievement Ambition, Cross-Functional Capabilities, Personality, Human Capital, Young Talent

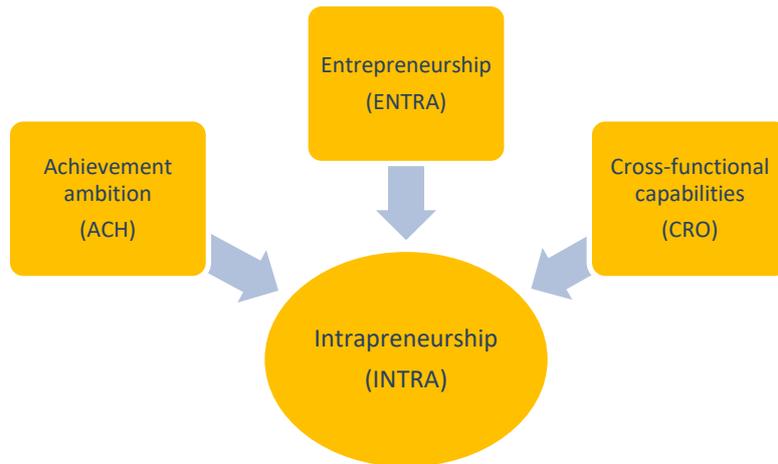
1. Introduction and literature review

Developing human capital has been one of the greatest challenges (Singh et al, 2022). While entering the era of Industry 4.0, technology and innovation become dominated and the workforce shall be able to cater to the demands of the new knowledge economy (Chiarello et al, 2021). Human capital theory outlines how an employee acquires any employability skills and develops a capable workforce as a whole (Baranchenko et al, 2020). However, employers commented facing headache of locating right employee with the right skills according to Canada NewsWire (2018). Employer especially those of multinational corporations condemns the big skill gaps between the skills in need and the skills of the recent graduates possess (Jordan & Bak, 2016). While mentioning about the difficulty of locating capable graduates or practitioners with relevant skills, lots of university are transforming itself trying to developing student with technical and employability skills simultaneously (Betti et al, 2022). On one hand, it has been a good sign or direction for the future, meanwhile on the other hand, it indirectly accepted that the current curriculum and recent graduate could be only good at technical or hard skills, but lack of sufficient soft skills. While students may have technical skills, a comprehensive set of competencies are necessary for the workplace of the 21st century (Gretter & Yadav, 2016). Perhaps, technical skills or colloquially termed as hard skills are ‘trainable’. Hiring or recruiting managers were relatively easy to locate and recruit the target employee with reference to students’ field of study in the university, meanwhile found difficulty to uncover the intrinsic personal attributes of the applicants in terms of non-technical or soft skills through their submitted written resumes. More importantly, given the technological advancement in recent years and lots of technical tasks would be handled by computer or artificial intelligence systems. In other words, personal connections interpersonal relations internally among various departments or externally among

up and downstream supply chain partner becomes crucial (Mitsea et al, 2021). Fundamental challenge among employer and employee is bound to the hiring and job hunting process respectively, in which similar to a couple matching game. In other words, 'do the fresh graduates or young talents as potential employee know well about themselves and job market?' and 'can the employers or hiring managers be able to identify any key characteristics of job applicant through the hiring process?' Back in year 2012, thus more than ten years from now, IBM conducted interviews with more than 1700 CEOs around the world Survey results and had already anticipated the trait of successful employee going to be able to collaborate with others (Rao, 2015). In other words, its recruitment strategy had been in line with the old motto of 'Hire for Attitude, Train for Skills', thus literally refers of hiring those candidates equipped with relevant soft skills and meanwhile training them up the hard skill later (Taylor, 2011; Suhail, 2022). Such old motto further echoed with the editor's viewpoint from a newspaper article published in 2019 that employer did demand for a highly caliber candidate even though a graduate was not trained up in such as way (Singletary, 2019). While entrepreneurial development has been widely embedded into university and college curriculum in many countries (Obschonka et al., 2017), intrapreneurship and career adaptability are increasingly recognized as the next wave of development from the human capital development perspective (Woo, 2018). Given that intrapreneurship becomes more and more crucial as an employable and future ready character, this paper aims to study any causal relation of intrapreneurship to any personality traits that normally being identified during the hiring process. This paper is to explore and establish a conceptual framework of intrapreneurship by examining the associated effects from entrepreneurial education and personality traits of the the young talent, aiming to nurturing an employable and future ready character.

2. Intrapreneurship model and research hypotheses

The formulated hypotheses in this study were established based on the personality traits including a personal achievement ambition or need for achievement (Sun et al., 2020), Cross-functional and collaborative capabilities or Pi-shaped skills (Elayan et al., 2022), entrepreneurship and intrapreneurship characteristics (Chan et al., 2017). Survey questions were established by using four constructs: ACH (Achievement ambition), CRO (Cross-functional capabilities), ENTRA (Entrepreneurship) and INTRA (Intrapreneurship). Students answering the survey would input the extent to which they agreed or disagreed with each statement using a 7-point Likert scale, starting from 1 (extremely disagree) to 7 (extremely agree). The higher the ratings at each statement they chose, the more agreeable they perceived with the statement. ACH was referred to a subset of item extracted from Sun et al (2020), ENTRA and INTRA were extracted from Chan et al (2017), and CRO was extracted from Elayan et al (2022). The measurements were subjected to analyze by their factor loading and reliability tests. Those loadings with less than 0.7 were dropped out and another exploratory model was then examined (Hair et al., 2019), such that the corresponding Cronbach's alpha reaching at 0.82 or above, thus reaching an acceptable internal reliability level for the establishment of a measurement model (Hair et al., 2010). While closing to the end of the questionnaire, survey respondent was asked some demographic information for developing respondent profile, such that it adapted for addressing of any bias at the data collection stage. In other words, questions had been included to uncover the respondents' gender, ethnic, age, educational level, major stream of studies, past academic performance and personal development plan for the next five years etc.



Achievement ambition: ACH is able to drive a person to struggle for success and perfection (Sagie & Elizur, 1999; Sun, 2020). High ACH are more probable to behave higher creatively and entrepreneurship (Langan-Fox & Roth, 1995; Koh, 1996; Sun, 2020). H1: Achievement ambition have a positive and direct influence on intrapreneurship.

Entrepreneurship: ENTRA refers to those persons who are interested in setting up their own business, taking on financial risks in the hope of profit. High ENTRA is anticipated of whom as highly individualistic and self-directed individuals and are motivated to challenge convention or tradition as well (Chan et al, 2017). H2: Entrepreneurship have a positive and direct influence on intrapreneurship.

Cross-functional capabilities: CRO enable a person to communicate with others in project team environment. High CRO represents of higher capability to relate, collaborate and exercising teamwork with others. (Elayan et al, 2022). H3: Cross-functional capabilities have a positive and direct influence on intrapreneurship.

Intrapreneurship: INTRA refers to those persons or employee who are tasked with developing an innovative idea or project within a company. High INTRA is not unique to only entrepreneurial person, and are shown with strong leadership and professional motivations (Chan et al, 2017).

3. Methodology and measurement model

3.1 Data Collection: The survey was conducted during November and December 2022. Questionnaire was distributed to the class of student enrolled into a university-wide general education course about their choice of future career. Student in this course is designed for the undergraduate program who would like to learn how to plan for their career. No restriction was applied but open to student with major in any discipline for course registration. The fundamental elements of career consideration include not only the job market and availability of job opening, but also through better understanding about the students' characteristics including personal own value, interests and personality. Total 55 responses were received out of 79 students that attending the lecture session in-person in the theatre.

3.2 Measurement model evaluation: Structural equation modelling was deployed for model formulation. PLS-SEM algorithm was deployed to examine the intrapreneurship model, including its internal consistency reliability, convergent and discriminant validity.

Table 1: Construct reliability and validity (>0.7 for all; AVE>0.5 for all)

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
ACH_	0.898	0.915	0.918	0.616
CRO_	0.835	0.837	0.889	0.668
ENTRA_	0.822	0.856	0.893	0.735

INTRA_	0.874	0.876	0.914	0.726
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Table 1: Discriminant validity – HTMT (<0.90 for all)

	ACH_	CRO_	ENTRA_	INTRA_
ACH_				
CRO_	0.634			
ENTRA_	0.407	0.786		
INTRA_	0.701	0.890	0.797	

Table 2: Discriminant validity - Fornell-Larcker criterion

	ACH_	CRO_	ENTRA_	INTRA_
ACH_	0.785			
CRO_	0.579	0.817		
ENTRA_	0.376	0.652	0.857	
INTRA_	0.657	0.765	0.698	0.852

Table 3: Discriminant validity - Cross loadings

	ACH_	CRO_	ENTRA_	INTRA_
ACH_1	0.734	0.321	0.152	0.282
ACH_2	0.758	0.271	0.124	0.33
ACH_3	0.834	0.489	0.327	0.557
ACH_4	0.838	0.617	0.422	0.653
ACH_5	0.807	0.415	0.224	0.483
ACH_6	0.727	0.522	0.378	0.518
ACH_7	0.789	0.404	0.292	0.588
CRO_1	0.424	0.796	0.557	0.56
CRO_2	0.499	0.816	0.518	0.674
CRO_3	0.52	0.821	0.468	0.627
CRO_4	0.444	0.835	0.595	0.63
ENTRA_2	0.38	0.599	0.896	0.715
ENTRA_3	0.361	0.544	0.832	0.476
ENTRA_4	0.222	0.53	0.843	0.563
INTRA_1	0.531	0.682	0.709	0.86
INTRA_2	0.42	0.683	0.679	0.884
INTRA_3	0.64	0.643	0.509	0.843
INTRA_4	0.656	0.596	0.466	0.822

Figure 1: Conceptual model of intrapreneurship with factor loadings (>0.7 for all items)

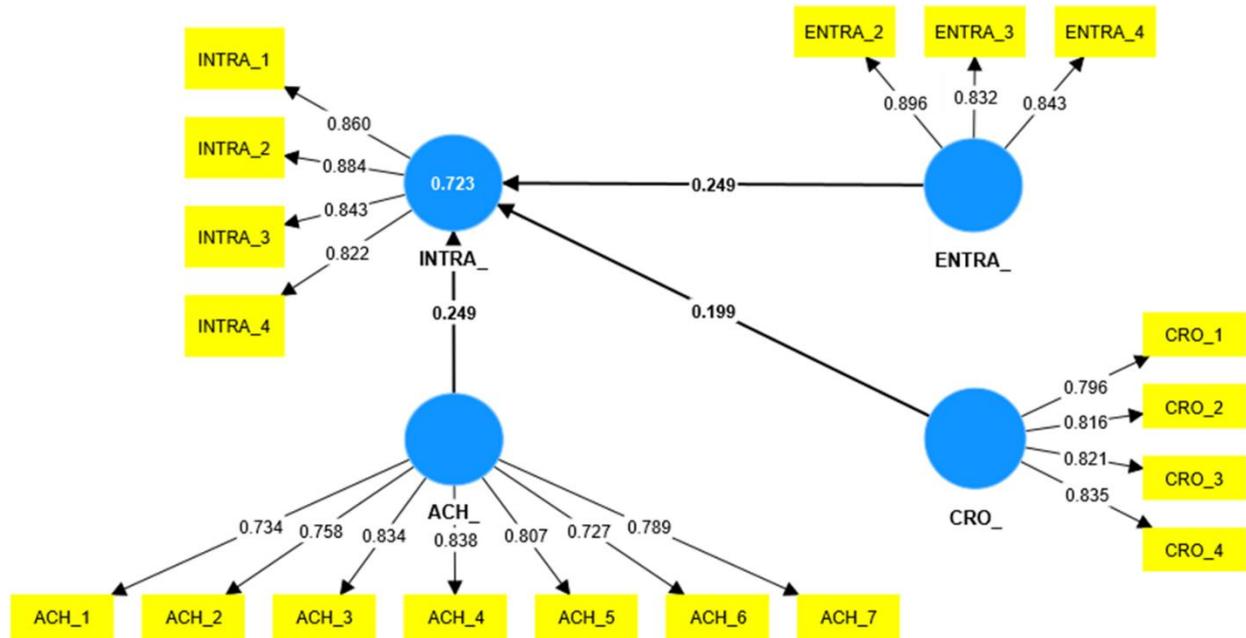


Table 4: Collinearity statistics – Variance Inflation Factor (<3 for most items)

	VIF_
ACH_1	3.013
ACH_2	2.969
ACH_3	2.47
ACH_4	2.31
ACH_5	2.216
ACH_6	1.707
ACH_7	1.969
CRO_1	1.766
CRO_2	1.717
CRO_3	1.814
CRO_4	1.92
ENTRA_2	1.914
ENTRA_3	1.869
ENTRA_4	1.772
INTRA_1	3.007
INTRA_2	3.338
INTRA_3	2.348
INTRA_4	2.212

4. Conclusion and future research: This paper aimed in establishing a conceptual model for anticipating intrapreneurship through the measurements of entrepreneurial education, and achievement ambition & cross-functional capabilities under personal traits. The result illustrates that the measurements had positive and significant influence on persons' / students' intrapreneurship, thus hypothesis of H1, H2 and H3 were supported. Few limitations were identified in this study such as: (1) the survey only focused on students enrolled in a general education course in a university of Hong Kong. Future research can be enlarged of including other local universities and even to other countries; (2) the study was based on a cross-sectional survey. Longitudinal study for longer period on intrapreneurship by measuring

entrepreneurial education, personality traits as well as other characteristics like innovation and motivation following to the latest skills requirement from human capital perspective.

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The Motivational Challenges of Teachers in Junior Secondary Schools in Agbor, Ika South Local Government Area of Delta State

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Abstract: This paper investigated and identifies the key factors influencing teacher motivation in Junior Secondary Schools in Agbor, Ika South Local Government Area of Delta State. The study aimed at identifying the motivational challenges of Junior Secondary School teacher in Agbor, Ika South Local Government Area of Delta State. The paper adopted the qualitative research approach a descriptive research design and sampled ten (10) teachers selected from five schools with two teachers selected from each school. Primary data was used in the study and data was collected using interviews and the data was analyzed using thematic analysis based on the objectives and research questions of the study. The paper concluded that the current motivational techniques used by the ministry of education and the Nigerian education service are ineffective. The paper concluded that, intrinsic motivations like teachers enjoy teaching as a profession that gives them great deal of satisfaction, teaching giving teachers recognition and respect, teaching giving teachers a sense of control over others and teaching making teachers more useful in the society increase the moral of teachers to a lower extent. The paper also concluded that, extrinsic motivation such as teachers receiving low salaries, lack of free accommodation, lack of prompt payment of salaries, lack of recognition and difficulty in getting financial assistance in difficult times does not increase teachers' moral to a large extent. The paper also concluded that, the motivational techniques used by the Nigerian education service in Agbor, Ika South Local Government Area of Delta State include the fact that, teacher promotions are based on the number of years of teaching in the school and not on performance, teachers are not rewarded for putting in extra efforts in teaching, headmasters/mistresses punish teachers when they go wrong and teachers are not allowed to take part in key decision making. The paper concluded that, teachers are not motivated by the motivational techniques used by the Nigerian Education Service and in addition, teachers do not also feel the urge to remain teaching in their various schools because of the existing motivational used in their schools. The paper recommended that, the ministry of education of Nigeria should to immediate steps to implement actionable and immediate solutions including recognition of good work done, payment of competitive salaries and involvement of teachers in decision making. To improve on motivation and reduce teacher dissatisfaction and improve job morale, the study recommended that both the Agbor, Ika South Local Government Area of Delta State, Nigeria education service and the ministry of education should make efforts to find out what motivate each teacher since different teachers have different backgrounds, personal attitudes and expectations and efforts must be made to provide such motivational needs to all teachers in the Agbor, Ika South Local Government Area of Delta State.

Keywords: Teacher Motivation, Intrinsic Motivation, Extrinsic Motivation

1.1 Introduction: Education can be described as being exposed to superior knowledge, quality knowledge

and empowering people with the required knowledge in order for them to acquire critical thinking skills and faculties in order to make quality, better informed and better decisions, which will improve the quality of lives and the lives of others (Bu & Han, 2019). Education is process of improvement and development as it provides people with alternatives and opportunities, reduces the burden of poverty and disease and offer an objective and respected view in society. However, for education to achieve its objectives, the contributions of teachers cannot be ignoring, as they are the primary agent of education. Learners are influence by the commitment, love, character and affection of teachers. In most cases, students choose their goals and plans by consulting their teachers (Dou, Devos and M. Valcke, 2017). Therefore, a good and forward-looking teacher can contribute significantly in shaping the future of learners. The formation of a desirable behaviour of the teacher is associated with the level of motivation and the attitudes and behaviour of the teacher. Low levels of teacher motivation occupy a crucial role in the educational process has adverse effect on the achievement of Secondary standard in education (Gan, Nang, & Mu, 2018). The level of motivation of an individual is dependent on the social and material benefits they get from their work places (Gan, Nang, & Mu, 2018). The level of motivation is not just about the physiological needs of the work but also it includes the social and psychological needs are also required. Teacher motivation has been a major contributor to the behaviour of teachers in recent times and it is imperative to examine the motivational challenges of teachers in order to find better ways of motivating the teacher. Teacher motivation in the Agbor, Ika South Local Government Area of Delta State has been a major challenge for some time now as many teachers in the local area have complained about poor condition of service for teachers' despites all the efforts made by the government to motivate teachers. It is therefore imperative to uncover what really motivate teachers because it appears that, not all that government has done to motivate teachers have still achieved its intended objective of motivating teachers. This paper therefore attempts to the factors that that really motivate teachers in the Agbor, Ika South Local Government Area of Delta State. To do this, the paper examined the extent of teacher motivation in the area, explore the existing motivational techniques used and how teachers respond to them and identify the factors that really motivate teachers in the Agbor, Ika South Local Government Area of Delta State.

2. Literature Review

2.1 Definition of Motivation: According to (Jansen in de Wal, van den Beemt, Martens & den Brok. 2020), motivation is an internal process that gives that energy and direction to a particular action. These goals include your goals, beliefs, perceptions, and expectations. He further argued that individual beliefs about the causes of failure and success in the current job influence his / her motivation and behavior in future jobs. McMillan, McConnell and O'Sullivan (2016) also defined motivation as a drive that leads to a physiological or psychological need or need, or goal or incentive to activate behavior. According to Liu, Yuan and (2018), motivation is a psychological process that creates the excitement, direction, and sustainability of spontaneous goal-oriented behavior. Motivation is the reason for doing something. Motivation deals with the factors that influence people's behavior in a particular way. According to Ping, Schellings, Beijaard and Ye (2020), motivation brings desirable behavior to subordinates. It is to induce the desired behavior in the subordinates. Nhung (2014) states that "the underlying concept of motivation is the driving force of an individual to achieve a particular goal in order to meet a particular need." Whether or not you do something to meet, a particular need is an emotion or urge. Knowing and understanding what motivates people is important to management as it affects job performance, attitudes, and retention. Employees also need to consider what their expectations are for their work and whether they are happy with their work. Motivation forces and enables choices when considering how best an individual spends his or her energy and time. Activities and relationships that provide the greatest perceptual reward motivate individuals.

2.2 Sources of Motivation: 2.2.1 Intrinsic Motivation: Intrinsic motivation is a stimulus that comes from within a person or from the activity itself, which has a positive impact on behavior, performance, and well-

being (Vulley, 2021). In contrast to extrinsic motivation, intrinsic is when the action is performed for itself and not for material or social reinforcement. In this paper, the essential motivations of teachers are job satisfaction by teaching, enjoyment of teaching, challenging and competitive nature of teaching, awareness, career advancement, dominance over others, and it includes teaching as the purpose of life.

2.4.2 Extrinsic Motivation: According to Vulley (2021), external motivation arises from earning externally controlled rewards such as rewards like prestige, pay, positive evaluations from others and material possessions. In this study, teachers' external motives include salaries, free housing, free meals, weekly services and additional tuition, prepaid financial problems, vacations, and external management fees such as free medical care.

2.5 Characteristics of Motivation: According to Zhang and Wong (2018), four main features can categorize motivation, which underlines the definition of motivation. These features include:

- Motivation is usually intentional: It is assumed to be under the control of the worker, and behaviors that are influenced by motivation such as effort expended, are seen as choices of action.
- The main purpose of motivation is to analyze the factors that cause an individual to make changes in their normal pattern of behavior and the internal and external forces of motivation that contribute to an individual's choices in a particular period.
- Motivation is multifaceted and the two factors of greatest importance include what get people activated and the force of an individual to engage in desired behavior.
- Motivation is typified as an individual phenomenon: Every person is unique and all the major theories of motivation allow for this uniqueness to be demonstrated in one way or the other

2.6 Teacher Motivation: There are broad views on teacher motivation in Africa and South Asia, most of which vary from country to country. However, an unacceptably high percentage of teachers working in public school systems in several developing countries receive little motivation because of a combination of low morale and job satisfaction, lack of incentives and poor management, and other behavioural sanctions. There seems to be growing concern that it is declining. For instance, Bennell (2007) reports on Pakistan's EFA Country 2000 rating that, the decline in teacher motivation is a huge problem that is seriously exacerbated by political intervention. Zhang and Wong (2018) argues that teachers' low motivation is reflected in worsening standards of professional behaviour, such as serious misconduct (inside and outside of work) and poor professional performance. Teacher absenteeism is unacceptably Secondary and rising, and the time spent on assignments is low and declining. Educational practices are associated with limited effort that relies heavily on traditional teacher-centered practices. Teachers spend less and less time on extracurricular activities, class preparation, and grade evaluation. The 2004 World Development Report nicely summarizes these concerns about teachers. Cases of teacher misconduct are surprisingly present in many situations. Teachers only appear drunk, physically abused, or do nothing. This is not a poor teaching – this is not teaching at all” (Yan, 2015). The reported morale was secondary on several occasions when teachers and principals were asked directly about their motives. As part of a study of the impact of the AIDS epidemic in Botswana, Malawi and Uganda on education, the researchers asked a representative group of elementary and junior Secondary school teachers if they agreed that the school's teachers were secondarily moral. Botswana and Uganda's morale were good, but Malawi seems to be more concerned, especially in primary school (see Scherer, Nilsen & Jansen, 2016). Despite the reported morale, this study examined whether teacher motivation boosted their achievement morale. Another study in Ghana also concluded that teacher morale was secondary (Akafo & Boateng, 2015). Only 13% of the teachers surveyed said they did not enjoy teaching, but nearly one-third said they did not intend to stay in the teaching profession. Conversely, more than 80% of primary school teachers surveyed in Sierra Leone said they did not want to be teachers. Nevertheless, another study of primary schools in Sierra Leone showed that primary school principals, if possible, replace less than 20% of teachers due to lack of motivation (Bennell et al, 2007). Similarly, in this study, which investigated the effect of motivation

on the performance of elementary school teachers in the Kimagna Cabakza Division by Bennell, Bulwani, and Musikanga (2007) found that teacher morale also differed significantly between schools in the same region.

2.7 Intrinsic Motivation and Employee Morale: Intrinsic rewards such as cognition create role models and convey standards. These make up great performance. According to Scherer, Nilsen and Jansen (2016), the emergence of a large private education sector has further diversified teachers and raised their awareness. Tutors work hard and usually have low salaries, so parents and the public often take a more positive view, but they achieve better learning outcomes. With strong public approval (as in the Masaka district) and rapid growth in private sector supply, this is a strong intrinsic motive for downward pressure on teacher status. Therefore, in this paper, we examined the effect of intrinsic motivation on the performance of teachers in the in Agbor, Ika South Local Government Area of Delta State. A study by (Liu, Yuan & 2018) to find motivators for senior management revealed dissatisfaction with top management's leadership style and traditional attitudes that took things for granted. Good work and quality performance were often not recognized. The old style and culture of passive interaction persists, especially in ministries and other governmental organizations, and some top managers actually called "old guards" who have not changed. Lack of awareness is not always a direct result of the existence of old values and traditional leadership styles. Herman, Prewett, Savala and Reinke (2020), as part of their work, pointed out that poor human resource management seriously demotivates employees. The management of teachers at the national and sub-national levels is chaotic in many countries. In most parts of Africa, almost all government agencies involved in teacher management lack clear rules and tend to cause conflicts, power vacuums and duplications. Leadership styles are usually authoritarian, with limited involvement, delegation, and communication regarding the leadership role of major schools. Teachers exposed to this kind of management feel treated like children. How well you deal with teacher complaints is also an important issue. Secondary turnover rates for principals are particularly troublesome in many countries and are often demoralizing teachers. Many managers act for a very long time. Effective management training programs for school leaders needs to lead to concrete improvements in teacher behavior and performance. Gan, Nang and Mu (2018) states that workers are interested in improving economic conditions, but there are many others, such as the opinions of colleagues, the comfort and enjoyment of work, and the long-term safety that hinders direct automatic positive reaction to the incentive plan. This means that employees must be motivated by showing gratitude in order to achieve better results. According to Jansen in de Wal, van den Beemt, Martens and den Brok, (2020), most teachers want to transfer to a city school for both professional and personal reasons. The large disparity between urban and rural areas in most countries creates a major barrier to transferring to rural schools. The author pointed out that teachers want to stay in urban areas for a variety of reasons. In particular, the availability of excellent education for their children and employment. The social contracts between teachers and school authorities is not at a realistic level in many countries given the material rewards, workload, working and living conditions. Due to the large number of students in the class and the amount of work compared to wages (labor prices for work), teachers are resisting the introduction of new teaching methods and other innovations. The student-teacher ratio is secondary in many countries, but it does not appear to have increased significantly in most developing countries over the last 10-15 years. However, introducing free primary education for everyone in SSA generally tends to create more classes, burden teachers, and discourage teachers, especially in the lower grades. Dou, Devos and M. Valcke (2017), found that relatively low levels of client trust and respect, and inadequate levels of teacher accountability, were key factors that led to a decline in teachers' professional status in many developing countries. In fact, the author points out those parents' views of teachers are often contradictory and even paradoxical. This has probably increased public awareness of the role of teachers in the past, as parents generally know little about education and school education. However, lack of understanding and unrealistic expectations lead

to frustration and negative stereotypes among teachers. In many cases, the views of local schools heard directly by parents are far more positive than the perceptions of the school and teachers as a whole.

2.8 Extrinsic Motivation and Employee Morale: According to Gan, Nang and Mu (2018), housing in some countries in sub-Saharan Africa is very problematic. The author pointed out that many primary school teachers were given small housing allowances to support their settlements and made them live in poorhouses. Scherer, Nilsen & Jansen (2016), on the other hand, also observes that teachers who could not find accommodation in educational institutions had to find accommodation elsewhere. A situation that demotivates teachers to be effective at work. According to Herman, Prewett, Savala and Reinke (2020), compensation in the form of salary has a strong impact on employee performance. Zhang & Wong (2018) agrees with Wayne when he states that wages are one of the most powerful motivational tools. Similarly, Yan (2015) emphasizes the value of external motivation when it states that money provides a means to achieve various goals. Most notably, he claims that money in the form of payments is the most obvious external reward. Gan, Nang and Mu, (2018) in their study of worker job satisfaction, workers' salaries should be paid in a timely manner, and worker promotion should be accompanied by a corresponding increase in wages they earn. The author states that, salary was a powerful force to keep teachers at work. Researchers believe that this acknowledges that salary is important to employee satisfaction and can therefore affect performance. Gaertner and Brunner (2018) reviewed a study of differences between employee levels related to compensation and found that compensation for illness salaries, contribution pension schemes, free life insurance, subsidized cafeterias, etc. was significant for employees at all levels. Similarly, Bu and Han (2019). found that salaries for junior staff at universities in Uganda are a factor in job satisfaction, but salaries for senior non-faculty and academic staff are not a factor in strong satisfaction. Therefore, every teacher in the school needs a desire to be satisfied with the work, and when all teachers are motivated, their performance will definitely improve and they will find meaning in what they are doing. Complaints about the heavy educational burden of teachers have been reported by (Vulley ,2021). On the other hand, McMillan, McConnell and O'Sullivan (2016) confirmed this by applying Maslow's motivational theory of desire hierarchy to school situations. Zhang and Wong (2018) found that teachers need to ensure the sustainability of the above fundamentals in order to continue to pursue the goals of the organization. According to Gaertner and Brunner (2018), the teaching profession has suffered significantly from the negative effects of the economic crisis and coordination policies, which have seriously affected the standard of living of teachers. This phenomenon has a profound effect on their morale, involvement and motivation. Liu, Yuan and (2018) observed that, if teachers' incomes do not keep pace with the cost of living, their real incomes reduces, their moral reduces and the most qualifies ones seek for better paid jobs thus reducing the quality of instruction. However, other factors such as actual educational conditions, the environment in which the school is set up, the teacher's involvement in the issues that affect the teacher, job security, and the level of commitment to the school's goals are all crucial factors influencing teacher motivation. Similarly, Scherer, Nilsen and Jansen (2016), emphasizes the value of monetary rewards when it states that money provides a means to achieve various goals. de Wal, van den Beemt, Martens and den Brok, (2020) in their study recommended that workers' salaries should be paid in a timely manner, and worker promotions should include a corresponding increase in the salaries they earn. Therefore, the above expressions show that monetary rewards have a greater impact on primary school teachers' performance than non-monetary rewards. Herman, Prewett, Savala and Reinke (2020) found that teachers have low morale in many countries because they don't have a good position, they don't have the opportunity to get promoted, they have low salaries and they have to teach under inadequate conditions.

2.9 Theoretical Framework: The two theories that explain the motivational challenges faced by elementary school teachers are Expectancy Theory and Herzberg's Two-Factor Theory. These two theories show that, teachers get motivated only when their needs are fulfilled and satisfied. Both theories points

to the fact that, when teachers are motivated, it will help in retaining them and at the same time offer them the opportunity of building quality social, psychological and physical learning environment.

2.9.1 Expectancy Theory: The Valency Instrumental Expectancy Theory of Vroom (1964) underpins this paper. Vroom's (1964) Valence Instrumental Expectancy Theory explains why people like teachers work and act as they do in terms of effort and direction. It also describes what organizations do to encourage people / teachers to achieve their desired goals and use their efforts and skills to meet their individual needs. The Valency Instrumental Expectancy Theory believes that people are always predicting potential and leading to expectations for future events. Therefore, according to Vroom, motivation is valence (the value of the perceived result), instrumentation (the belief that the result will be achieved if a particular action is completed), and expectation (the belief that am able to complete the actions). The theory argues that the strength of acting in a particular way depends on the strength of the expectation that the action will be followed by a particular result, the attractiveness of the result to the individual. The theory talks of a monetary belief that, a particular action can have a particular outcome (Vroom, 1964). Therefore, the belief that diligence leads to rapid promotion is the expectation that individuals can pursue to meet their needs. The Theory assumes that teachers are motivated to produce only when they expect productivity to lead to the goals they evaluate. More effort leads to more performance. That is, satisfaction from the first effort must be efficiently large or fair for the effort to be valuable, and there must be feedback. Therefore, this theory was adopted to guide the assessment of teachers' tasks related to motivation in Agbor, Ika South Local Government Area of Delta State.

2.9.2 Herzberg's two Factor Theory: Herzberg (1959) in his proposal observed that, the fulfilment of needs is largely dependent on individual satisfaction and categorizes the satisfaction into two main groups;

1. Factors related to hygiene which does not satisfy the individual needs but result in dissatisfaction (Examples: job benefits, working environment, job security, and salary etc.)
2. Factors related to motivation which offer individuals positive satisfaction. (Examples: recognition, work challenges, and responsibility etc.)

Herzberg's theory factors accurately represent the importance of personal, social, and professional factors, as shown in literature reviews. These factors lead to dissatisfaction and teacher turnover: low wages, poor working conditions, gender restrictions, low status, heavy education workload and associated stress, lack of organizational support, fears of beginning teachers and lack of professional knowledge of senior teachers. However, if all of these factors are met, it can have a positive impact on the teacher's decision to stay in the profession. In addition, Secondary-order needs are usually met by intrinsic factors. The motivating factors including autonomy, recognition, rewards, professional development and accomplishment activities motivate teachers as they can cope with difficult tasks and work efficiently and effectively. As a result, both theories show that teachers' needs are and should be met, which ultimately motivates teachers. Not only does it help maintain teachers, it also provides them with the opportunity to build a quality physical, social and psychological learning environment.

Method: Procedure and Participants: The study purposely sampled ten (10) teachers from five (5) schools in the in Agbor, Ika South Local Government Area of Delta State. The paper adopted a qualitative research approach and collected qualitative data using in-depth interviews. The author personally visited the five (5) selected schools to conduct the interviews and each interviewee was given approximately thirty (30) minutes to respond to the interview questions. The author sorts the approval of the selected schools and the interviewees before carrying out the interviews. The author also made sure that, participation in the study was purely voluntary.

Measures: The interview guide focused on the existing motivational techniques used, how teachers respond to motivational packages and the factors that really motivate teachers in the Agbor, Ika South Local Government Area of Delta State. The interview session was done in an enclosed location where no third party could have access to the proceedings of the interview.

Data Analysis: The qualitative data collected were analyzed using thematic data analysis based on the objectives and research questions of the study. Consent from the interviewees were sort before including them in the sample in order to address the ethical issues that comes with in-depth interviews. Getting teachers to interview was quite difficult because of their tight and busy schedules.

Results: The extent of teacher motivation in Junior Secondary Schools in Agbor, Ika South Local Government Area of Delta State

On the intrinsic motivation among teachers in Agbor, Ika South Local Government Area of Delta State, respondents indicated that, teachers enjoy teaching as a profession as it gives them great deal of satisfaction, recognition and respect and a sense of control over others as well as being more useful in the society. The responses also pointed out that, teacher get satisfied with good and democratic school administrators who allow teachers to take part in decision making. The following were the responses from respondents. “Well, for me, the teaching profession have given me recognition and respect and the community and I can boldly say that, I am very useful in the community”.

“In my opinion, good human relations and democratic leadership styles of school administers motivate me a lot and make me satisfied in the teaching profession”.

On the extent of how intrinsic motivation increase their moral, the responses show that, all the teachers indicated that, intrinsic motivation increase their moral to a small extent as evidenced in the following quotes.

“In my opinion, intrinsic motivation increases my moral to a small extent”.

“Hmm, intrinsic motivation does not increase my moral to a greater extent even though it does influence my moral in way or the other”.

On the extrinsic motivation among teachers in Agbor, Ika South Local Government Area of Delta State, respondents indicated that, they are not paid salaries that is enough to cater for my basic needs, their schools do not provide them with free accommodation, they do not receive their salaries promptly, teachers who perform well are not given prizes and teachers are not able to get financial assistance when they have financial difficulties. The following quotes are the responses from the respondents.

“In my school, we are not given free accommodation, our salaries are not paid promptly and the worst part is that, our salaries are not enough to cater for our basic needs”.

“For me, I will say teachers who perform well are not appreciated by the school and it is very difficult for teachers to receive financial assistance in case of financial difficulties”.

On the extent of how extrinsic motivation increase their moral, the respondents indicated that, the extrinsic motivation does not increase their moral to a large extent because of the low extrinsic motivation in their schools. This is how the respondents answered the question.

“Extrinsic motivation does not increase my moral to teach because it is very low in my school where I teach”.

“Well, in my opinion, extrinsic motivation increases my moral to teach to a small extent because it is almost non-existent in my school”.

The motivational techniques used by the Nigerian education service at in Agbor, Ika South Local Government Area of Delta State.

On the motivational techniques used by the Nigerian education service at in Agbor, Ika South Local Government Area of Delta State, respondents indicated that, teacher promotions are based on the number of years of teaching in the school and not on performance, teachers are not rewarded for put in extra efforts in teaching, headmasters/mistresses punish teachers when they go wrong and teachers are not allowed to take part in key decision making. The response as provided by respondents are quoted as follows.

“Hmm, in my school, teachers are not promoted based on performance but on the number of years of teaching and teachers are not rewarded for putting in extra efforts”.

“I would say that, teachers are left out when it comes to the taking of key decisions in the school and the little mistake a teacher makes, he/she is severely punished”.

How teachers’ responds to motivational techniques used by the Nigerian Education Service

On how teachers respond to the motivational techniques used by the Nigerian Education Service, the result show that, teachers are not motivated by the motivational techniques used by the Nigerian Education Service and in addition, teachers do not also feel the urge to remain teaching in their various schools because of the existing motivational used in their schools.

The following are the responses offered by respondents.

“In my opinion, teachers are not motivated by the techniques used by my school and personally I am not motivated by the existing motivational techniques used by my school”.

“For me, I would say that, I do not feel the urge to remain with the school because of the motivational techniques used in the school”.

Discussion: The Extent of Teacher Motivation in Junior Secondary Schools in Agbor, Ika South Local Government Area of Delta State. When it comes to the extent of teacher motivation in the study area, the study found that, teachers in Agbor, Ika South Local Government Area of Delta State, enjoy a significant amount intrinsic motivation. This is because, teachers enjoy teaching as a profession as it gives them great deal of satisfaction, recognition and respect and a sense of control over others as well as being more useful in the society. The study demonstrated that, teachers study area are satisfied with democratic school administrators for the reason that, they are allowed to participate in decision-making. This finding is consistent with previous literature as intrinsic motivation was found to have a positive effect on teacher motivation. For instance, Herman, Prewett, Savala & Reinke (2020) who found that, poor human resource management seriously demotivates employees, supports the finding. This finding is also consistent with the Valency Instrumental Expectancy Theory of Vroom (1964) which states that, people work and act as they do in terms of effort and direction. As the findings suggests, teachers put in a lot of efforts in their work in order to be recognized and respected by society as espoused by the Valency Instrumental Expectancy Theory of Vroom (1964). The study also demonstrated that, teachers are motivated by extrinsic motivation like prompt payment of salaries and allowances, pay increase and appreciations of teachers for their work. This suggests largely, when salaries are increased and their employers and administrators appreciate teachers, they become motivated and vice versa. Yan (2015) found that, the value of extrinsic such as money provides a means to achieve various goals support this finding. Most notably, he claims that money in the form of payments is the most obvious external reward. Gan, Nang and Mu (2018) study recommended that, workers’ salaries should be paid in a timely manner, and worker promotion should be accompanied by a corresponding increase in wages they earn also support the finding. The author states that, salary was a powerful force to keep teachers at work. Researchers believe that this acknowledges that salary is important to employee satisfaction and can therefore affect performance.

The motivational techniques used by the Nigerian education service at in Agbor, Ika South Local Government Area of Delta State. The findings from the study suggests that, the technique use by the Nigerian education service at in Agbor, Ika South Local Government Area of Delta State is teacher promotions based on years of service and not on teacher performance. In addition, the responses suggest that, when teachers go wrong they are severely punished and they are given little room to participate in decision making in the school. All of this demotivate teachers and as a result, teachers react negatively to these techniques. This finding is consistent with Herzberg (1959) two factor theory which proposes that, the fulfilment of needs is largely dependent on individual satisfaction and categorizes. The theory specifically states that, factors related to motivation offer individuals positive satisfaction. (Examples: recognition, work challenges, and responsibility etc.). This finding is further supported by Gaertner and Brunner (2018) who found that compensation for illness salaries, contribution pension schemes, free life

insurance, subsidized cafeterias, etc. was significant for employees at all levels. How teachers' responds to motivational techniques used by the Nigerian Education Service. The findings of the study demonstrated that, teachers at the Agbor, Ika South Local Government Area of Delta State do not respond positively to the motivation techniques applied by the Nigerian, Education Service. In other words, the motivational packages by the Nigerian Ministry of Education does not motivate teachers at the Agbor, Ika South Local Government Area of Delta State. This finding is in line with the expectancy theory of Vroom (1964) which describes what organizations do to encourage people / teachers to achieve their desired goals and use their efforts and skills to meet their individual needs. The finding is also consistent with Herzberg (1959) two factor theory which states that some individual factors including low wages, poor working conditions, gender restrictions, low status, heavy education workload and associated stress, lack of organizational support, fears of beginning teachers and lack of professional knowledge of senior teachers cause dissatisfaction among teachers.

Limitations of the Study: Getting teachers to interview was quiet difficult because of their tight and busy schedules. In addition, some teachers feared granting the interview for fear of victimization by school administrators

4.2 Conclusion: The paper concludes that the current motivational techniques used by the ministry of education and the Nigerian education service are ineffective. The paper concludes that, intrinsic motivations like teachers enjoy teaching as a profession that gives them great deal of satisfaction, teaching giving teachers recognition and respect, teaching giving teachers a sense of control over others and teaching making teachers more useful in the society increase the moral of teachers to a lower extent. The paper also concludes that, extrinsic motivation such as teachers receiving low salaries, lack of free accommodation, lack of prompt payment of salaries, lack of recognition and difficulty in getting financial assistance in difficult times does not increase teachers' moral to a large extent. The paper further concludes that, the motivational techniques used by the Nigerian education service in Agbor, Ika South Local Government Area of Delta State include the fact that, teacher promotions are based on the number of years of teaching in the school and not on performance, teachers are not rewarded for putting in extra efforts in teaching, headmasters/mistresses punish teachers when they go wrong and teachers are not allowed to take part in key decision making. Again, the paper concludes that, teachers are not motivated by the motivational techniques used by the Nigerian Education Service and in addition, teachers do not also feel the urge to remain teaching in their various schools because of the existing motivational used in their schools. The paper recommends that, the ministry of education of Nigeria should to immediate steps to implement actionable and immediate solutions including recognition of good work done, payment of competitive salaries and involvement of teachers in decision making. To improve on motivation and reduce teacher dissatisfaction and improve job morale, the study recommended that both the Agbor, Ika South Local Government Area of Delta State, Nigeria education service and the ministry of education should make efforts to find out what motivate each teacher since different teachers have different backgrounds, personal attitudes and expectations and efforts must be made to provide such motivational needs to all teachers in the Agbor, Ika South Local Government Area of Delta State.

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A Critical Examination of Implementing and Establishing a Professional Learning Community Using Affective Management

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Abstract: This research sought to examine the outcomes of the implementation of a professional learning community (PLC) at a large K-12 international school in the United Arab Emirates (School X). Professional Learning Communities (PLC) are seen as an innovation to harness teacher potential in order to increase instructional quality to result in greater student attainment. A case study is used to provide for nuance in PLC implementation. Rather than focusing on data driven metrics, affective management is utilized as the impacts of social factors on the success of implementation is often unexplored. At School X, the implementing a PLC was desired to increase connections amongst the school community, given the transient teacher population, by allowing individuals to learn from each other. Working with and learning from each other would allow for innovation and change in the classroom, increase job satisfaction and contribute to teachers' professional development. An established PLC would help provide continuity in the face of constant change in a transient region like the UAE. Affective management was chosen as the framework for examination of the PLC at School X as I believe that teachers are the most crucial element in this type of innovation and inclusion of the human/emotional element provides a more holistic understanding of outcomes. Affective management of change is important as emotion and reasoning capabilities are pivotal in teachers' ability to implement educational change. Teachers' identities are intricately connected to perceiving themselves as successful in the emotional labor and practicalities of teaching. The implementation of innovation which introduces changes to an established dynamic can have a large impact on teachers' self-esteem, role in the classroom and overall relationship with the school. However, vulnerability and discomfort produced by innovation can cause anxiety which leads to defensive behaviors. These behaviors undermine the effectiveness of individuals and groups, reducing the success of the innovation. Although these emotional responses are seemingly irrational, they are necessary to reasoned decision-making and vital in navigating the components of an innovation. Successful management and support for teachers during times of change is needed to realize positive outcomes. Distributed leadership can be an important tool in management as it aids in the creation of a culture of trust, respect and shared decision-making, thereby contributing to the success of innovations. In the case of School X, the outcomes of PLC implementation did not meet expectations. This is the result of hasty implementation, poor supporting infrastructure and limited incorporation into the context of the school. Additionally, affective containment had not been instituted and was missing the elements that would have allowed for harnessing teachers' positive emotions to improve educational outcomes. In order for a PLC to be successful, teachers need to trust managers, goals should be agreed upon, and processes must be democratized to create an environment that fosters teacher engagement. Ultimately, affective management can play an important role in the success of change implementation.

Netspeak and its Effect on the English Language Teaching

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Abstract: The current research aims to investigate the relationship between the use of social media and

language change, mainly Twitter as a conversational medium on social media. The study focuses on two main parts: The first part is to elicit the unconventional linguistic properties of Netspeak in Saudi Arabia, and their effect on the Saudis' literacy, by analyzing mainly grammar, syntax, and spelling. The study's data are collected from various public Saudi groups on Twitter. Furthermore, the study sheds light on the use of certain symbols which play a role in Netspeak compositions. The second section is based on a questionnaire designed to elicit the attitudes of Saudis toward using Netspeak as a new electronic language. The findings of the study show that Netspeak is a new code for digital communication that saves effort and time, gives identity to its users, and is not classified as a language for now. It is characterized by many lexical, typographical, and syntactic adaptations that differ from the standard. The study also shows a statistically positive attitude of Saudis to use Netspeak as an appropriate electronic written dialect which nowadays satisfies electronic needs, yet, in informal conversations only. However, its excessive use may threaten good and proper literacy like forgetting the correct spelling.

Keywords: Netspeak, Internet, English. Language Teaching, EFL

How Applied Projects affect Academics' Research in Mainland China

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Abstract: The Chinese government actively promote knowledge transfer from universities to the business world to facilitate economic development in recent years. Policies promulgate to strongly encourage academics' participation in applied projects. This study employed a qualitative research method to interview 32 informants in one first-tier and one third-tier university in Mainland China. Our study observed first that academics faced a limited problem choice in applied projects. Second, enterprises exerted detailed control of the process of conducting a project. Third, academics spent a lot of effort to gain a funder's trust by speaking the business language and ensuring the least risk. Some tried to retain a certain amount of professional space to persuade the funder not to stick to an outdated approach.

A Quasi-Experimental Response to Greater Diversification of Activities, Greater Integration of Student Profiles

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Abstract: Although several studies have assumed that learners' approaches to learning develop into deeper approaches to higher education, there appears to be no clear theoretical basis for this assumption and no empirical evidence. As a scientific contribution to this discussion, a pedagogical intervention of a quasi-experimental nature was developed, with a mixed methodology, evaluating the intervention within a single curricular unit of Marketing, using cases based on real challenges of brands, business simulation and customer projects. The present study concludes that the students' response can be described as: students who reinforce the initial deep approach, students who maintain the initial deep approach level and others who change from an emphasis on the deep approach to one closer to superficial. The result of this investigation points to the inclusion of pedagogical and didactic activities that integrate different

motivations and initial strategies, leading to a possible adoption of deep approaches to learning, since it revealed statistically significant differences in the difference in the scores of the deep/superficial approach and the experiential level. In the case of real challenges, the categories of “attribution of meaning and meaning of studied” and the possibility of “contact with an aspirational context” for their future professional stand out. In this category, the dimensions of autonomy that will be required of them were also revealed when comparing the classroom context of real cases and the future professional context and the impact they may have on the world. Regarding to the simulated practice, two categories of response stand out: on the one hand, the motivation associated with the possibility of measuring the results of the decisions taken, an awareness of oneself and, on the other hand, the additional effort that this practice required for some of the students.

Keywords: Experiential Learning, Higher Education, Mixed Methods, Reflective Thinking, Marketing

A Sociocognitive Study on Writing Strategies in EFL Writing by Skilled and Unskilled Students in a Saudi University

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Abstract: Cognition is central to writing and its development (Nishino & Atkinson, 2015). It is embodied and influenced by social factors. Cognition, writer, and context are intertwined elements in any writing activity. Therefore, they are important elements to consider when examining writing strategies, especially in contexts where social factors play an important role in strategy use, such as in the Saudi context. Although there is a considerable body of research on writing strategies, little is known about current EFL writers' sociocognitive writing strategies. This study addresses the call to investigate L2 writing from multiple perspectives achieved through sociocultural affordances that involve interaction with humans and resources (Atkinson, 2011; Cumming, 2016). By reconceptualizing L2 / EFL writing as a sociocognitive activity (Atkinson, 2014), the study aims to understand the current EFL writing strategies employed by skilled and unskilled writers. The study also aims (a) to provide an understanding of how EFL skilled and unskilled writers mediate their cognitive load during the writing and explain the similarities and differences between the two groups and (b) to explain the influence of the sociocognitive factors on the use of the writing strategies by the two groups of writers. To address the research gap, the study employs a qualitative interpretive approach. The study will analyze semi-structured interviews, writing strategies logs, diaries, stimulated recalls, and writing texts. Applying the theoretical framework of sociocognitive to EFL writing, this research hopes to provide a detailed picture and understanding of students' writing strategies. In addition, based on the study outcomes, the research will offer recommendations to curriculum designers to exploit writing strategies in the writing curriculum design to help improve and develop the writing practices of Saudi undergraduate students and enhance the quality of their writing skills.

Keywords: L2 Writing, Strategy, Sociocognitive Approach, Sociocultural Affordance

For a Decompartmentalized Teaching of Languages in an Algerian School Context



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Abstract: This contribution is a continuation of a larger research that focused on exploring the effects of L1/L2 interdisciplinary transfer. By L1 we mean the language of reference or the first language which sometimes refers to the mother tongue of Algerian learners (dialectal Arabic or Tamazight), sometimes to the first language of schooling (i.e., Arabic literary) but which may for some learners designate one of the foreign languages mastered by the student at this level (English or other). In the same way the L2 is used to avoid entering into the second language and the foreign language since the status of certain languages in Algeria and in particular that of French is quite ambiguous. The study is thus situated at the crossroads of integrated language teaching and cognitive psychology and starts from the assumption that teachers of the secondary cycle do not perceive the positive impact of the approach interdisciplinary for lack of too specialized training, we will present at this event the results obtained following the analysis of a research protocol composed of interviews carried out with thirty of secondary school teachers on their representations with regard to interdisciplinarity and the crossover between L1 and French L2 and modalities of their implementation. To do this, we rely on the work of Maingain and Dufour (2002), Francis Blanquart and Celine Walkowiak (2013) and de Lenoir (2015) according to which, academic success is only possible if the teacher manages to do dialogue and cooperate between disciplines in order to allow learners to weave links between the compartmentalized knowledge that he receives and which remains for him very removed from the complex reality of society and especially the world professional because of an excess of specialization.

On the Role of The Discipline-Culture Approach and Multi-Viewpoint Ontology in Meaningful Learning of Prospective Mathematics Teachers: A Case Study in The Field of Geometry



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Abstract: The Discipline-Culture (DC) approach suggests a holistic knowledge structure of the subject matter converting a discipline to a discipline-culture, and the univocal learning to the polyphonic cultural one by displaying each scientific theory in the context of alternative and complementary scientific theories. In this study, we applied the DC approach to support and accelerate meaningful learning by revealing and discerning by the students the complex multi-vocal meaning of the concepts in Geometry by constructing a multi-viewpoint ontology. A multi-viewpoint ontology provides a harmonized representation of diverse and even contradictory statements on the given knowledge domain by assigning each of them to a certain viewpoint or theory in which they are valid and distinguishing between the consensual and viewpoint-dependent knowledge representation. In our three-stage qualitative study eight undergraduate students (future junior-high mathematics teachers) were asked to define some mathematical concepts whose content is not within the consensus in different mathematical theories (e.g., parallel). Then, they were taught the different definitions of the concept of “angle” in different historical and modern theories, and in which way this diversity of definitions may influence the current mathematics curricula and textbooks. Next, the students were asked to build a basic multi-viewpoint ontology for Geometry by extending the univocal Euclidean Geometry ontology with basic concepts, axioms and results of Riemannian Geometry. Finally, they were asked to define anew the same mathematical concepts presented to them at the beginning of the study and reflect on the learning process they went through. Most participants recognized the importance of such an experience within the context of their meaningful learning of disciplinary knowledge and its impact on their teaching. Some undergraduates affirmed that this experience helped them to recognize the connections between the courses they learn and resulted in change of their views and perceptions of the knowledge they acquire.

Keywords: Meaningful Learning, Discipline Culture, Multi-Viewpoint Ontology, Geometry

Refining English Syntax Course for Undergraduate English Language Students through Digital Technologies

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Abstract: The English syntax course is among the key linguistic subjects in the education of future English language teachers. To extend and improve the teaching and learning of this course in philological study programmes, it was necessary to introduce a blended approach and create a course in Learning Management System Moodle that would meet the goal of developing students’ linguistic competence, their ICT and digital skills, as well as their time management abilities. The online course integrates uploaded pdf and audio lectures (recorded in Microsoft Teams), scanned study materials and exercises, as well as online assignments with solutions which serve as e-portfolios. They aim to provide feedback on students’ learning progression and achievement. The presentation evaluates the teacher’s experiences with and students’ attitudes towards the online course to find out whether the incorporation of digital technologies complicates or facilitates the teaching of the given subject. The research instruments applied are teachers’ self-reflection and a short questionnaire survey. Future research should focus on identifying the pitfalls and potentials associated with integrating digital technologies and tools into linguistic

education.

Keywords: English Syntax, Learning Management System Moodle, Digital Technologies

Critical Thinking Skills for Chinese Teachers: A Study of Mathematics Teachers' Perceptions

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Abstract: Teachers' perceptions of critical thinking may affect the enhancement of students' critical thinking abilities either positive or negative (Ozkan-Akan, 2003). Teachers who perceive that students can develop critical thinking skills which connected with individual's experience, intention, and learning needs, may show students that there is often more than one solution to a problem, and would actively encourage students in learning of critical thinking in their class (Choy, 2003). This study examines the definition of critical thinking espoused by teachers in China, with the purpose of finding more about teachers' gender, teaching experience and their perceptions of critical thinking skills in their teaching, expecting to provide significant insights on how critical thinking defined in different culture.

Methodology: quantitative and qualitative research methods. In this study, independent T-test was applied. Gender was taken as a variable. There was no significant difference between male and female in their answer to the definition of critical thinking. Compared with teachers who had rich teaching experiences, teachers who had fewer years teaching experiences might not have enough strategies in their teaching especially incorporate critical thinking. For future research, there is a need to examine obstacles toward critical thinking in China, how to implement critical thinking across curriculum, how to integrate critical thinking into current education reform, comparative teaching strategies about critical thinking, the relationship between mathematics achievement and critical thinking, and infusion method in promoting students' critical thinking.

Keywords: Critical Thinking, Gender, Teaching Experience, Mathematics Education, Teachers' Perceptions

The Foreign Language Teacher Trainees Attitudes Towards a Digitally-Supported Independent Language Learning Environment



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Abstract: An independent language learning environment (ILLE) marks the learning environment that encourages students' learning autonomy since it allows them more control over their own learning. In practical terms, ILLE gives students freedom of choice in determining their learning objectives and the

ways and tools they will use to achieve those objectives. In the context of foreign language learning, the instructor aims to create a multimodal integrative environment that encourages meaningful collaborative learning, direct interactions with peer students and a wide range of supportive resources. The paper focuses on a resource-based approach to ILLE and presents the results of the survey conducted among future teachers of English at three universities (Czech Republic, Slovakia and Poland). The students evaluated the effectiveness and practicality of various digital tools for ILLE (e.g., virtual tutors, conversational robots, online translators, text generators, audio-textbooks, video lectures with subtitles, etc.). Special attention is paid to the integrative potential of ILLE and the ways it supports the integration of students with special educational needs into mainstream educational processes.

Automatic Pronunciation Assessment in A Flipped Classroom Context

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Abstract: Automatic pronunciation assessment programs allow learners to practice pronunciation independently and receive immediate feedback based on acoustic analysis of their speech compared to a pronunciation model. The programs display a high level of reliability when assessing speakers' pronunciation accuracy. The paper aims to present the results of an investigation into a recent experimental application of an automatic pronunciation assessment online program used within the framework of flipped classroom of English phonetics and phonology course taught to foreign language pre-service teachers of English. Flipped learning approach was selected to offload the preliminary activities and tasks that do not require the immediate attention of the teacher to an online learning management system. Thus, course participants' face-to-face learning could be enhanced and more effective. The participants could practice and receive tailored feedback from an online program before the face-to-face class. They could discuss more complex questions with the lecturer and, in collaboration with fellow students, after the individual pronunciation practice. The paper will present the results of a survey among the course participants who evaluated their experience with the automatic evaluation of their pronunciation. Special attention is paid to the potential use of such programs for developing linguistic competence.

Keywords: Pronunciation, Automatic Pronunciation Assessment, Flipped Classroom, EFL

The Language of Science in Higher Education: Related Questions and Discussions

Dr. Harbhinder Singh

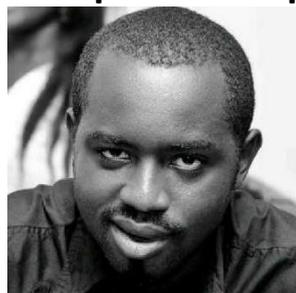
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Abstract: In the context of such linguistic diversity, there is no straightforward and simple answer to the question of which language should be the language of advanced science and technology. Many important questions related to this issue are as follows: Is it just a practical question or does it involve a deep theoretical issue? In which languages is the study of science to be done, can this question be understood without linking it with the language of study of other subjects? Can the issue of the language of science be considered separate from the development of science, capitalism, colonial history and the status and dominance of English associated with it, the worldview of the common man, etc.? Is the democratization

of science and technology education in India possible only by providing maximum reading/resource material in the eighth article 'own language' or in regional languages or languages? Will it raise the standard of basic scientific research in India as it will increase the chances of understanding the subject? In a linguistically diverse country like India, isn't it necessary for schools and higher education to be multilingual instead of monolingual? As far as deepening the understanding of the subject is concerned, we can shed light on it based on two or three experiences. An attempt was made to make the famous sociological journal Economic and Political Weekly Hindi almost three decades ago. There were many obstacles in this work. The original articles written in Hindi were not found and the papers and articles of the English Journal were translated into Hindi and a journal called Sancha was taken out. Equally important is the democratization of knowledge and the deepening of understanding of the subject. However, the question is that if higher education in science is in Hindi or other languages then how will such people get jobs? In fact, since independence, English has been dominant in almost every field except literature. There are historical reasons for this, which cannot be reversed. As mentioned above, due to colonial rule, even before independence, English was established as a language of communication, the language of power/status, language of higher education, the language of administration, and the language of scholarly discourse. Mishra (Misra, 2007) said that after independence, attempts to make Hindi or Hindustani the national language in India were unsuccessful. Given this history and current reality, why shouldn't higher education be multilingual or at least bilingual? Doesn't relying solely on translations limit the choice of reading material and increase the reliance on those who choose the material for translation? Writing in regional languages on science, making knowledge of various international languages available in Indian languages, etc., is equally important for all to have opportunities to learn English. In this paper, we present "The Language of Science in Higher Education: Related Questions and Discussions". Linguists have written and researched in depth the role of language in science. On this basis, it is clear that language is not just a medium or vehicle for communicating knowledge and ideas. Nor are there mere signs of language knowledge and conversion of ideas into code. In the process of reading and writing, everyone thinks deeply, struggles to understand concepts and make sense. Linguistics plays an important role in achieving concepts. Ford and David Pete (1988) write in their research 'The Role of Language in Science' how insensitive use of language can hinder scientific creativity. They also show how the one-way use of language by scientists creates a particular worldview. They argue that language creates images in the mind in the same way that visuals create the world. They also say that human beings have to use language for communication and therefore we have to be mindful of the power and limitations of language.

Keywords: Language, Linguistics, Literature and Culture, Ethnography, Punjabi, Gurmukhi, Higher Education

Understanding And Developing Instructional Course and Curriculum Design for Students and Practitioners in The Creative Art as A Path in Creative Entrepreneurship



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Abstract: The creative industry has begun raising its head in international business forums and most especially for developing countries like Nigeria as a possible alternative revenue generating product in the economic hubs of Africa. The creative industry of world economies has begun to come to light. With the United Nations declaring 2021 the year of creative economy and also that the cultural and creative industries significantly contribute to the world economy. The cultural sector accounts for 3.1 per cent of global gross domestic product (GDP). But creativity is not structured in such a way that strict science is for it to produce strict scientific result of which measurability is a critical aspect of what makes a scientific theory and a scientific economic report. More or most creative process and processes are fluid in nature. But this fluidity can also be observed, reformed and packaged in curriculum and taught among and to research students. This is what spurs the writing of this paper to explore and better understand the frame and scope of creative industry entrepreneurs.

Tourism Curriculum, A Contestation Space for Employability: A Case of Technical Vocational Education and Training



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Abstract: This paper evaluates the present NCV tourism program to see how well it meets the requirements of the tourism industry for employing graduates with this specific qualification. The study employed a qualitative research methodology and a case study research design. Following an interpretivist paradigm, emphasis was focused on understanding the individual participants' interpretations of the world. Tourism graduates who graduated between 2013 and 2017 were selected by systematic sampling. Four lecturers and two tourism industry employers were interviewed. Interviews and document analysis were used to collect data. The offered NCV Tourism Curriculum was evaluated to establish the degree of congruence between TVET Colleges and the industry. This research was underpinned by Dredge et al. and Wattannacharoensil's knowledge of the tourism curriculum and the human capital theory, as the study also focuses on employability skills. To analyse the data, a thematic approach was applied. The results of the study revealed that the current curriculum for tourism studies at TVET Colleges must be revised and aligned with industry needs. The study was concluded by suggesting that graduates would need more experience and practical knowledge to be employable in the wider tourism labour market. The results authenticate that more relevant NCV tourism curricula are critically important to make the qualification of greater applicability to the South African tourism industry.

Keywords: Technical Vocational Education and Training Colleges, National Certificate Vocational, Tourism Curriculum, Tourism Industry, Employability

Reliability and Validity of the Intention to Teach Inclusive Classroom: A Cross-validation Study in Hong Kong

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Abstract: Background: Inclusive education (IE) aims provides equity of learning environment opportunities for all students regardless of learning disabilities or special educational needs (SEN). Supporters of inclusive education (IE) assert that regular (mainstream) classes are a stimulating environment which would enhance students’ performance. Students with special educational needs should benefit from the learning setting by participating in the common learning classrooms with students without SEN. However, outcome studies on IE reported mixed results. One of the factors that affects the efficacy of IE is teachers’ intention to engage in inclusive practice. **Objectives:** This study aimed to establish the psychometric properties of a scale on teachers’ intention to teach inclusive classroom so that the role of the teachers in IE would be investigated with internally validity. **Methods:** A questionnaire incorporating the original scale of teachers’ intention to teach in inclusive classroom and criterion measures (e.g., teachers’ efficacy scale, attitude towards inclusive education, and concerns of IE) was designed for data collection. The questionnaire was put online and invited teachers participate. A total of 107 teachers (mean age = 49.9 years, SD = 11.4, 49.5% were males) responded to the online survey. **Results:** Reliability of the scale “Intention to teach in inclusive classroom” was satisfactory, with Cronbach’ α of the subscale of Intention to change, Intention to consult, and the total scale were .76, .86, and .89 respectively. Construct validity was demonstrated by the moderate correlation of the subscales and the total scale ($r = .20$ to $.64$, $p < .05$ to $p < .01$). **Conclusion:** The reliability and validity of the scale on Intention to teach in inclusive classroom were established. The scale can be used as one of the measuring tools in the study of inclusive education.

Keywords: Inclusive Education, Intention to Teach, Psychometric Properties, Reliability Validity

Intention	7	.62-.80	.89
To change	3	.57-.63	.76
To consult	4	.63-.74	.86

Intention correlation (subscales and total score)

	To consult	Total score
To change	.775***	.929***
To consult		.954***

Note: *** $p < .005$

	ATTIE total	Core value total	TEIP total
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To change	.342***	.461***	.624***
To consult	.199*	.332***	.579***
Intention total	.279**	.414***	.636***

Advantages And Disadvantages of The Most Popular Pre-Covid-19 Learning Method of Integrating Laptops with Wireless Internet in Teaching and Learning, The Post- Covid -19 Most Likely Learning Method

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Abstract: Online learning has grown exponentially during the period of the Covid-19 pandemic. The disease forced educational institutions to implement online learning through virtual platforms to prevent the spread of the disease. Although both students and instructors are currently well-trained, prepared, and familiar to use the available digital technologies, studies have shown that online instruction has a limited effect on supporting classroom interaction, particularly for the case-study-based and lab-based courses that require in-depth teacher student interaction. It has also involved difficulty in maintaining academic integrity, and other problems that hindered the learning process, including disengagement, distraction, and inequity of internet connection among different geographical regions. As a result, many universities are currently considering switching into complete face-to-face instruction or blended learning, face-to-face combined with online learning if the pandemic restrictions are successfully lifted. This study aims to investigate faculty perceptions on adapting the face-to-face method with laptops and wireless Internet. The benefits and the limitations of this method will be discussed based on previous studies before the outbreak of covid-19, and the feedback of a survey data from faculty members. Participants of the study were 34 faculty members from different disciplines, including statistics, econometrics, and finance, at United Arab Emirates University that mainly use mathematical modeling. Most of the participants unanimously agreed that wireless internet could cause distraction during the lecture time and possibly help cheating. They recommended to control the use of the laptops and the wireless internet, particularly during lectures and examinations.

Green Buildings Are the Future of Society

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Definitions: Green buildings are considered to provide a solution to many of the infrastructural concerns impacting our ecosystem today. The green building movement, almost two decades old, have seen the most progressive trends and outcomes in the last few years. With the amount of awareness, knowledge, and research available on the topic, green buildings have developed as a discipline of its own. Green building's structure is designed and constructed such that resource use is low in the construction and

operation of a building. Once constructed, the building continues to reduce environmental impacts; create economic benefits; and improve social and well-being outcomes. It is only when all economic, environmental, and social aspects are integrated in the building system throughout its life cycle, that a building can serve its purpose of being green.

Introduction: Almost every day, negative consequences of climate change. Greenhouse gases released into the earth's atmosphere is a major contributing factor to climate change. Buildings in general account for approximately 40% of the total energy consumption globally producing high volumes of and carbon emissions. Due to high amounts of energy consumption during their life cycle, particularly during the operational phase, buildings release attendant greenhouse gases (GHG) across its lifecycle, leading to detrimental effects on the environment. In addition to the negative environmental causes as a result of building operations, the very act of building impacts resource use. Various materials and resources, including the use of mining to make commonly used materials such as steel, concrete, and glass are consumed by the building.

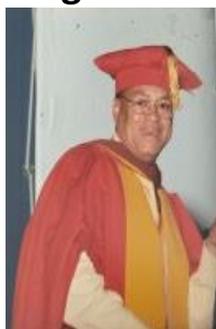
Green Buildings Benefits: 1. Economic aspects: green buildings can result in significant economic savings directly due to savings from energy, maintenance, and operational.

2. Environmental aspects: green buildings maximize energy and water efficiency, minimize waste, and utilize optimum number of resources. Other aspects considered for measuring the environmental impact is the indoor environment quality. confirm that appropriate indoor environment quality conditions have a great influence on the buildings embodied energy, and occupant.

3. Social aspects of green buildings: user behavior and comfort, and wellness.

Conclusion: Green buildings, if designed, procured and built properly can produce several benefits. These benefits may be categorized under environmental, economic, and social benefits for ease of understanding impacts. Green building tools need to be constantly updated to reflect changes in the market, development in technologies, and other international developments.

A Customized Framework for Violence: A Case of Selected Secondary Schools in Gauteng Province, South Africa



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ABSTRACT: Purpose: This paper present research findings on learner violence that has been an international concern in general and specifically from Gauteng Province in South Africa, for more than a decade. Qualitative case study as an approach to the resolve, identified the absence of an effective framework that could guide schools on how to create platforms for parental involvement in assisting combatting violence.

Design: Working within the selected case study design, was an effort to harmonise intellectual conundrum in literature and purpose in relation to qualitative methodologies including, but not limited to interviews,

observation and document analysis for convergence of data findings. The harmony has been used to research problem, well developed and argued explicitly to developed framework. Ethical considerations were observed and based on the trustworthiness of the data collected.

Findings: There is a severe violence reaching an alarming state in schools and the education authorities seem not to be effective in coming up with effective intervention strategies that could eradicate this issue. Findings include, but limited to indiscipline of learners contributed to learner violence; the abolishment of corporal punishment has worsened the situation and no other alternative disciplinary measures were put in place to ensure that there is order in classrooms; lack of discipline by teachers, uncontrolled anger and teachers not taking their daily duties seriously, are some of the factors that upset learners and lead to learner violence and more so, lack of effective strategies that could be adopted to curb learner violence.

Research limitations: This research focused only in selected Gauteng schools on South Africa within qualitative methodology.

Value: This paper aims to present findings on this phenomenon and developed customised framework in addressing learner violence for schools.

Keywords: Findings, Framework, Platforms, Qualitative Approaches, Violence

Impact of Professional Teacher Development Programme on Senior Phase Mathematics Teaching and Learning: Perceptions of Mathematics Teachers in Tshwane North District



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Abstract: This study investigated the impact of the Professional Teacher Development Programme (PTDP) for Mathematics teachers attending the mathematics programme designed for Mathematics, Science and Technology teachers (MST). The study followed a qualitative approach to investigate the impact of professional teacher development programmes on senior phase mathematics teaching and learning. The researcher explored the perceptions of mathematics teachers in the Tshwane North District. Case study research design was employed with an interpretive paradigm to investigate the MST Programme that is offered to educators as a form of continuous professional development for teachers. The population in this study consisted of a hundred and forty (140) Mathematics teachers in Tshwane North District. Purposive sampling was utilised to select fifteen (15) teachers who participated in the study. Data was collected through individual semistructured interviews. This study adopted Brookfield's (2000) lenses on evaluation as a theoretical framework. In the context of this study, two lenses were used to evaluate Professional Teacher Development Programme, namely: student and literature. Students in the context of this study were referred to as teachers undergoing training. A thematic approach was used to analyse data. The findings show that mathematics teachers recognised the impact of professional development

programmes in broadening their pedagogical and content knowledge, teaching skills and strategies to improve mathematics learners' success in mathematics. The study concludes that teachers have a positive perception of their professional development even though they are not involved adequately in the planning and organisation of the professional development programmes. The study recommended that teachers learning in PTD programmes need to focus on: The subject matter of the discipline and related curriculum; understanding the learner in the classroom, and the learning process in relation to the subject area; and improving and developing teaching methods or pedagogy used by the teacher within the classroom.

Keywords: Professional development, Professional Teacher Development Programme, mathematics education, senior phase.

Lecturers and Students Perceptions Towards the Use of Digital Teaching and Learning in The Faculty of Science



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Abstract: Prior, during and beyond COVID-19 pandemic, lecturers and students at a Study University of Technology in South Africa were empowered on the use of various digital tools including learning management system called IMFUNDO for teaching and learning. To ensure the effective incorporation of technology, the researcher developed the professional development framework for academics to enhance digital skills encourage engagement and practice. The lecturers developed, implemented and evaluated interactive online modules on IMFUNDO. To ensure valuable implementation of IMFUNDO, both the lecturers and students were provided with support. The purpose of this study was to investigate lecturers' and students' perceptions towards the use of digital teaching and learning in the Faculty of Science. The participants were 106 lecturers and 592 students from the 14 departments in the Faculty of Science. Mixed-method research was used. Data were collected through open-ended and closed-ended questionnaires, and interviews. Quantitative data were analysed using SPSS frequency distribution. Atlas.ti was used to analyse the qualitative data. The results revealed that 89% students used smartphones to access IMFUNDO. The majority 90.7% students indicated that IMFUNDO provided them with accurate information. It was found that some of the students' experienced network and data bundles challenge while learning online. The results revealed that 66% lecturers used the IMFUNDO year template for online modules. The results showed that 99.1% lecturers revealed that they used the module descriptor or study guide to establish for constructive alignment of each learning unit/chapter /topic in their online modules. The findings revealed that most of the lecturers' digital teaching experience has been great as it was easier for them to teach and grade students when using IMFUNDO. It is critical that lecturers embrace a blended approach to teaching to ensure that students acquire the digital skills required in the current scientific work environments.

Higher Order Thinking Skills (HOTS) – Based Assessment: A Proposed Model for Arabic Learning



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Ihwan Mahmudi

Dosen Universitas Darussalam Gontor

Abstract: The integration of higher-order thinking skills (HOTS) in learning assessments has become a crucial issue in 21st-century learning. However, not many teachers are aware of the need to incorporate HOTS in assessments due to their insufficient knowledge and the absence of good examples. Further, there is not much research and literature on HOTS-based formative assessment that can be used as references. This research aims to fill the existing gap by providing a model of higher-order thinking skills (HOTS)-based assessments for Arabic learning. Good Arabic learning cannot be separated from the model applied. This research describes the validation of the assessment model. The proposed model of assessment may be used as a prototype for assessing Arabic language learning, which will affect to achievement of graduate competencies which include attitudes, knowledge, and skills in accordance with national goals of education.

Students as Facilitators: Enhancing Language Learning Through Collaboration and Peer-Review

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Abstract: Focussing on a collaborative project carried out within the scope of an English for Specific Purposes (ESP) course, the following poster outlines a teaching and learning strategy, by describing the underlying rationale, as well as its design, implementation, and assessment phases. The project, whose aims include fostering students' language and critical thinking skills, challenged the students to work in groups as to produce learning materials on Health & Safety topics. Involving a total of 9 groups of students attending Hotel Management programmes, this project relied heavily on the use of digital technologies, most particularly LMS, and cloud-based student engagement and graphic design tools (including Nearpod and Canva), having resulted in a set of training modules, that were peer-reviewed and later implemented, with students acting as both facilitators and reviewers. In addition to a more general description, framing the different activities, the poster reflects on how peer review can enhance students' engagement and

agency. Based on documentary research and observation, it reflects the authors' hands-on experience and offers insights that can support other ESP teachers, as well as other educators, and support future research and initiatives within this scope.

Keywords: Collaboration, English for Specific Purposes, Interdisciplinarity, Peer-review, Project-based Learning

Innovative Ways of Teaching Online



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Abstract: Online learning has grown in popularity in the current digital era. It provides ease and flexibility for both teachers and students, but it also introduces new difficulties for interaction and participation. Teachers have been experimenting with cutting-edge methods of online instruction to get around these difficulties. We shall discuss some of the innovative ways that teachers need to keep into consideration when planning, implementing and evaluating their teaching.

Addressing the Needs of Multilevel Students with Similar Educational Backgrounds



Todd Hull

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Abstract: Addressing the challenge of multilevel classrooms spans the field in different forms for foreign language teachers. The university classrooms of East Asia, for example Japan and South Korea present a different context than in the ESL classrooms of North America, Britain and other "inner circle" English speaking countries in that the learners in the basic communicative English programs in East Asia that are common for freshmen in East Asia are "false beginners." They not only have been given a significant amount of English instruction prior to entering university, but also, as a result of similar curricula in their

pre-university education, students come to class both with knowledge of English and a similar knowledge base of grammar and vocabulary. This presentation outlines a method of teaching diverse levels in these learning environments. Educators utilize learners' passive knowledge for the receptive skills of listening and reading and develop the productive skills of writing and speaking by having learners to create student-generated material for output through these channels. A common dilemma in the EFL/ESL classroom is what to do with classes in which there are learners of differing abilities. This problem takes a different form in university English programs in East Asia than in the ESL classrooms of North America, Britain and elsewhere in that the learners in the basic communicative English programs that are common for freshmen in East Asia are "false beginners." They have had a fair amount of English instruction prior to entering university. Further, as a result of the similar curricula in their pre-university educations, not only do students come to class with knowledge of English, but they come with similar knowledge bases in terms of grammar and vocabulary. This paper proposes a method for dealing with diverse levels in these learning environments in which educators make use of students' passive knowledge for receptive skills and allow learners to create their own material for productive output.

Experiential Learning: An Essential Approach to Effective Curriculum

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Abstract: It is an admitted fact that experiential learning is an essential aspect of curriculum in educational system. Education has a responsibility to equip the youth with the real knowledge and skill, by which they will be able to build up their characters to enter into the world of good and great men. Education today is undergoing diverse changes. Educational System in India has to change drastically if it has to serve the needs of the emerging 21st century society. Experiential learning is a method of educating through firsthand experience. Skills, knowledge and experiences are acquired outside of the traditional academic classroom setting, and may include internships, studies abroad, field trips, field research and project work. In experiential curriculum, students can process real life scenarios, experiment with new behaviors and receive feedback in a safe environment. Experiential learning assignments help students relate theory to practice and analyze real life situations in light of course material. India needs multi-dimensional and broad-based quality education to maintain its leadership in the 21st century. It is high time to find out ways to make experiential classroom possible to see how our education system succeeds in remaining broadly traditional and yet adaptive to new learning paradigm in order to achieve its goals at different educational level.

Keywords: Experiential Learning, Educational system, Curriculum

Leadership Style and Employee Retention in Higher Education Institutes: A 21st Century Perspective



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Abstract: Higher education institutes are operating in a highly competitive environment which requires these institutions to retain their core employees in order to gain and retain a competitive advantage in the local and global markets in the 21st century. The main challenges faced by higher education institutes in the 21st century are employee turnover and leadership style. The Millennial generation employees have some special attributes that can be very much beneficial and at the same time very unfavorable as well, depending on the organizational setting. Both local and global challenges have made 21st-century employees more susceptible to turnover, which includes diversity, equity, immigration opportunities, and a globally increased job market. Servant leadership, management initiatives such as innovation-led policies and strategies, soft HRM, work-life balance, ethical climate, and other specific demands of millennial generation employees, potentially minimize employee turnover and there is a significant relationship between 21st-century specific requirements, i.e., Job satisfaction and retention of the millennial employees. The servant leadership style however remains experiential and needs to be moved into the realm of a scientific method or theory for implementation in higher education institutes. This will be made possible by expanding the body of research on its effectiveness in the academic arena.

Keywords: Servant Leadership, Employee Retention, 21st Century, Higher Education Institutes

Reason for study Zoology and Meaning

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Abstract: Zoology is the branch of Biology that studies the animal kingdom. In a Zoology degree, you will learn about animal life from every point of view – including (but not limited to) microbiology, genetics, evolution, conservation, biodiversity, behavior, physiology, ecosystems, and husbandry. Zoology is often misunderstood as a subject. When you tell people that you are studying Zoology, many people will respond with “so you’re going to work in a zoo? And yes, if that is your chosen career path. But you are just as likely to be found running a natural history museum, managing land for conservation, digging up a woolly mammoth, or working in a lab using genetics to save a species from extinction. Top reasons for studying Zoology: Zoology is one of those courses that you choose because you simply love it. Zoology students are some of the most passionate and energetic science students because they have been waiting for this opportunity their whole lives Not convinced yet, here are the main reasons that make Zoology a choice worth considering: (1) You get to work with or study animals: People who choose to study zoology are nature lovers. If you love animals, a career in this field may be the most rewarding path for you. (2) You can make a difference in the world: Countless species around the globe are at risk of extinction. Zoologists are on the front line of conservation and work to save those species and their habitats. They are also passionate about teaching others about the animal kingdom and the benefits of protecting the natural world. (3) You get to travel: Zoology is not just for the animal-lover, it is for the

adventurer. You could find yourself in some of the most unique and remote places on Earth to conduct your work. Area to work: Zoologists are needed at any organization where animals play an important role. Typical employers include but are not limited to: Zoos and wildlife parks, NGOs and charities that focus on wildlife, Government agencies and environmental protection agencies, Animal nutrition manufacturers, Museums, Universities and research institutions.

Building Learning Spaces with RECQA: A Case Study of the Ministry of Education Malaysia



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Abstract: The COVID-19 pandemic has disrupted traditional face-to-face instruction, making digital learning platforms essential to ensure continuity of learning. RECQA, a highly customizable digital learning platform, offers institutions the ability to create learning spaces, structure and build knowledge base, and access authoring tools and mini LMS. In this research paper, we examine RECQA's features and assess how it has enhanced learning outcomes and increased accessibility to learning. We evaluate how RECQA has been used by the Ministry of Education Malaysia to serve 7 million users and trusted by UNICEF Malaysia as a platform to serve students and teachers of the marginalised communities. Our findings suggest that RECQA has provided a flexible and accessible digital learning solution that can enhance learning outcomes for students and support institutions during challenging times.

South African female academics' preparedness to work from home during the COVID-19 pandemic: Benefits and barrier

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Abstract: This study sheds light on the preparedness to work from home of some South African women academics during the COVID-19 era. Very little is documented regarding benefits and barriers of working from home by South African female academics stemming from their preparedness and the institutional support received in rendering meaningful academic service to their students. This after most universities abruptly switched to a multimodal pedagogical and assessment regime. The research adopted a qualitative research design. Data were solicited from a sample of thirteen women academics at five purposively selected public universities in South Africa. They responded to a structured open-ended questionnaire seeking their perspectives on preparedness experiences of working from home. Data were thematically analysed for its

content. The research results showed that most female academics were not prepared for 'new academic normal' characterised by an online teaching and learning format. The academics indicated also that they were underprepared and unprepared for the multimodal teaching and assessment regime. The academics possessed basic technological skills at the onset of the pandemic but benefited from academic interventions by their respective institutions, inter alia the use Blackboard, Zoom and Teams for teaching and learning purposes. Some academics reported that their research productivity plummeted due to the massive demands of online teaching. The work from home phenomenon brought by the COVID-19 pandemic presented some female academics with both benefits and barriers. South African female university academics were not adequately prepared to engage in meaningful pedagogic or instructional activities while working from home at the onset of the COVID-19 pandemic. The use of technological devices and platforms worked against their instructional effectiveness. Most institutions provided technical support to them (online workshops and material) to improve their instructional effectiveness while rendering a critical service to the students.

Keywords: Women Academics, Work from Home, COVID-19, Qualitative, Public University.

Teaching of M. Auezov's epic "The path of Abai" based on the technology of K. Bitibaeva



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Abstract: The spiritual heritage of the globally well-known writer Mukhtar Auezov is discussed in this article. He introduced Abai to the world and made the Kazakh nation famous through the novel "The Path of Abai". We focused on Auezov's historical and cultural heritage that he left to the world. M. Auezov is a writer who brought the Kazakhs' traditional values to the international cultural space. It is said in the article how well the novel "The Path of Abai" is being studied. Nowadays, the major responsibility of teachers is to bring up well-educated children cultivating national values based on a world-class civilized basis. The works and methods of K. Bitibayeva play a vital role in fulfilling this obligation. Moreover, the local and foreign scholars' works are analyzed on the issue of teaching Auezov's works in educational institutes. In particular, the works of the local methodologist-scientist, academician K. Bitibaeva are considered in the entire teaching of M. Auezov's epic novel "The path of Abai". Teacher-methodologist and academician K.Bitibaeva's outstanding works on Abai and Auezov studies are presented with careful analysis. Bitibaeva's method is suggested based on the problem and

figurative analysis. The author suggests using K.Bitibaeva's method in schools. It shows the works of K. Bitibaeva in the studies of Mukhtar Auezov, examining it very thoroughly, and studies the best practices in it in detail. The practical significance of the article prevails as effective methods and types of tasks are presented. It is concluded that the method of K. Bitibaeva is commonly practiced by local teachers as well as its innovativeness prevails significantly in the education system.

Keywords: An Epic Novel, National Values, Art of the Word, Figurative Analysis, Cultural Heritage

The Degree of Intercultural Sensitivity and Effectiveness among Students of the College of Education in Kuwait

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Abstract: The study was designed to identify the degree of intercultural sensitivity (IS) and intercultural effectiveness (IE) among students of the College of Education in Kuwait. The study sample consisted of 370 randomly selected students. A questionnaire consisting mainly of (IS) scale and (IE) scale identifying five components, was used. The results showed high score of students' responses in both the (IS) and (IE) components, which shows high levels of (IS) and (IE) towards those who are culturally different from them. The results also showed female superiority in some areas of the (IS) scale while men excelled in the relaxation interaction factor of the (IE) scale. It is hoped that these results will increase the awareness of the importance of intercultural education and help to develop a better understanding of ways to measure and to enhance and develop these important skills and attitudes in the Kuwaiti and other contexts.

Keywords: Intercultural Communication, Intercultural Sensitivity, Intercultural Effectiveness, Cultural Awareness, Kuwait University

The Research on Anxiety Evaluation of Foreign Students

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Abstract: Studying a foreign language is not a piece of cake and it demands a lot of time and effort from the learners. Especially since speaking is the most crucial skill of the basic four skills for everyone. According to technological development, studying a foreign language is becoming easier day by day. Every learner desire to speak fluently by learning a language, but anxiety wholly hinders their attempts. Anxiety is one of the main three psychological factors such as anxiety, self-esteem, and motivation that can affect the students' troubles, especially speaking in Mongolian. In this paper, our study aimed to analyze the speaking anxiety of foreign students who are studying in the Mongolian Language Preparation Course/Program at the National University of Mongolia and the Mongolian National University of Medical Science. We tried to reveal the foreign students' anxiety levels and causes of speaking the Mongolian language. The survey participants of the research were foreign students at the National University of Mongolia and the Mongolian National University of Medical Science in the 2022-2023 academic year. We used a questionnaire to carry out a survey. As a result of the study,

students' anxiety in speaking Mongolian was defined and classified by several indicators of speaking.

Keywords: Anxiety, Speaking Anxiety, Students and Evaluation

Supporting System Capacity Building during Times of Change

H. Hemming

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Abstract: During the best of times capacity building that supports system enhancement is complex and multi-faceted. In the current pandemic new challenges exist. With this in mind, it is still important to remember that “The most powerful way that school leaders can make a difference to the learning of their students is by promoting and participating in the professional learning and development of their teachers” (Robinson, 2011, p.104). Building capacity is best done as a collaborative process that builds instructional programme coherence, focusses teacher practice on student improvement, including meaningful content and processes, and provides multiple opportunities to learn (Robinson, 2011). This creates some obvious challenges during a pandemic with lock downs and school closures. With the arrival of the Covid-19 pandemic, the landscape in which capacity building occurs has changed and there is heavy reliance on technology and virtual landscapes for conducting the work. The methodology used in two capacity building initiatives is the focus of this study. The implications of those changes are important to understand as they may provide insight to inform how to support future challenges. A common approach to assist with educational change in developing countries is to engage external consultants to provide technical expertise and guidance. MindBloom Consulting an organisation which specializes in education capacity building was engaged to support a program to prepare students for their return to school when health restrictions permitted. One initiative was development of an educational research framework in 2020 in Guyana for using diagnostic assessment to inform instructional planning and another initiative in 2021 in Saint Lucia supported the enhanced use of continuous school improvement processes to improve student learning. Maintaining the integrity of key features of the MindBloom methodology which ensures that change is culturally appropriate, globally significant, practical and possible in the organisational setting were considered paramount. However, because of the pandemic, adaptations and modifications were necessary resulting in a greater reliance on technology. The model adopted in both cases was to provide professional development to leaders within the respective country and facilitate their work in providing similar professional development for others. Based on research and previous project outcomes this “train the trainers” approach was used and intended to instill confidence in education leaders, enables them to undertake and lead capacity development and extends the knowledge transfer, enhancing impact and sustainability.

Questions guiding the analysis include:

- How did the identification of needs and vision frame capacity building?
- How was two-way communication planned for and implemented?
- What steps were taken to ensure local educational leaders were engaged to support providing sustainable solutions?
- How were implementation “bridges” to effect change constructed?
- How did job-embedded professional development occur?
- How were virtual platforms used?
- How was ongoing monitoring and evaluation integrated into decision making?

The paper concludes with lesson learned about capacity building methodology to offer insight into preparation for disaster risk reduction in the future and how technology enabled capacity building might be planned for and

delivered.

Keywords: Capacity Building, Educational Development, Covid-19 Accommodations

Tokyo 2020 and Language, Culture and Education

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Abstract: In this presentation, we shed light on language, culture and education and consider what Tokyo 2020 has left in these areas. The above was examined based on newspapers, magazines, papers on Tokyo 2020, materials of Tokyo Metropolitan Government and IOC International Olympic Committee. The results are as follows: 1. There was not much discussion about Tokyo 2020 in terms of language, language education. It seems that there has been little discussion since 2020, when the nation was rocked by the coronavirus pandemic. 2. The multilingual display was attracting attention even before the decision was made to hold Tokyo 2020, but the decision was made to hold Tokyo 2020 and it was further promoted. The same applies to machine translation. Tokyo 2020 was closed to spectators, but machine translation and multilingual displays will be required in major cities when the Osaka Expo, Tokyo World Championships in Athletics are held. Unlike stadiums and the like, multilingual displays are a positive legacy along with machine translation as they can be maintained and used without significant legacy maintenance costs. 3. In Tokyo, Olympic and Paralympic education, and the Japan Sports Agency implemented a nationwide expansion project for the Olympic and Paralympic education campaign and a school viewing program, but it did not go well due to the corona disaster.

Peer support in writing classrooms: A Consideration of Experiences and Best Practices

Janine Rose

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Abstract: Peer support is well known in various educational contexts and is often advocated as an activity that is focused on facilitating the learning of individuals in a variety of age groups through practical support that is usually offered by individuals in the same age group as the individuals being helped by the peer supporters. Peer supporters, however, have slightly more expertise in the relevant subject matter than the students who are the recipient of the support being offered. This paper shares lessons learned from a peer support activity that was implemented in the form of a speaker series for a first-year writing composition course entitled Writing for University and beyond where students were introduced to writing studies scholarship. Specifically, the paper emphasizes that peer support mechanisms can be successfully implemented if peer supporters are offered sufficient guidance on the nature of their role in the classroom. The paper also highlights that instructors can learn about strategies that may be useful in their own pedagogical practices from the guidance offered by peer supporters. This analysis will enhance understanding of how peer support works and can be used in a writing class room, best practices for using peer support and areas of further research that may prove to be fruitful in relation to this topic.

The Value of Stories in Writing Pedagogy

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Abstract: Stories can be used in an intentional way by instructors to make connections between difficult or important concepts in a specific subject and personal experiences or observations. The use of storytelling has been known to stimulate greater student engagement, enhance students' ability to recall information and encourage a more welcoming atmosphere in a classroom. As such, this paper examines the value of stories or storying for strengthening writing pedagogy. Specifically, the paper considers how stories related to academic integrity, the complicated nature of the use of rhetorical appeals in a social media context and the distinct nature of boundaries in discourse communities that label themselves as secret societies help students to understand core concepts in a first-year composition course. The paper ends with reflections on how the writer (and other instructors) can be more intentional with the use of stories in teaching practice.

A Revisit of Student Ideology for The Future Challenges of Life Science Education in The University

Fai-hang Lo

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Abstract: Universities in Hong Kong are now facing a new challenge during the post-COVID era. This project aimed at providing the 'landscape' of the students dated back to 10 years ago in 2013. The findings shall be used for the comparison in our follow-up study related to ideology of current life science students. In 2013, 91 Year-One life science students in the university were successfully interviewed; they were invited to list up to eight items which were important to them. Each item was freely chosen and they were summarized into short phrases with a few words. Subsequently, the students were instructed to rate their own items based on a 10-Point Likert Scale: if they believed they 'had' nothing about the item even though it was important, it was rated as zero; on the other hand, if they believed they 'had' the item perfectly, the rating was 10. Very briefly, 38 students considered 'friends' or 'friendship' as important with an average rating (AV) of 6.84±0.26. The second most popular item was academic results (30) with an AV of 6.03±0.38. 'Studying' and 'family' were ranked third (29) and fourth (24) with an AV of 5.79±0.31 and 7.67±0.31, respectively. 'Health' was ranked fifth (23; AV=7.17±0.30); 'time management' was the sixth important (22; AV=5.27±0.31); 'independence' was the seventh important (19; AV=6.32±0.37); 'sleep' was the eighth (15; AV=6.47±0.43); whereas, academic/professional knowledge (AV=5.21±0.35) and social network (AV=4.93±0.59) were both ranked on the ninth (14). The top ten most important items were identified in terms of the popularity. Furthermore, the most highly rated items were also analyzed: for items chosen by more than 10 students, 'learning new things' (12) was the most highly rated (AV=8.33±0.47); whereas, 'family' and 'health' were second and third most highly rated items, respectively. 'Interest' (11) was ranked the fourth (AV=6.91±0.58), followed by 'friends/friendship' on the fifth. In light of the findings of this study, some follow-up analysis will be performed to search for some association among the parameters, if any, and bring some insights of the ideology of the students 10 years ago; which will serve as a very good benchmark for the comparison with current students in 2023.

Continuous Education - Looking Towards the Sustainable Future

Katrin Männik

Open Academy, Tallinn University, Tallinn, Estonia

Abstract: The major aim of the current presentation is to figure out the major trends in adult education in Europe and to share practices of Estonian universities. The continuous education field is getting more attention in the context of multi-crises. The needs of labour market are completely changed. It requires lots of extra efforts and new methods of teaching by continuous education and formal education providers of Estonia or any other country in the world. In the presentation one could make an overview of recent trends, needs and good practices with a focus on microcredentials as an emerging field in the higher education sector in Europe. Tallinn University is of the universities in Estonia to introducing three types of microcredential programmes – stand-alone, based on formal-study curricula, and also combined training programmes. There are over 130 microcredential programmes launched by three biggest universities in Estonia. In the presentation major viewpoints, good practices, and future implications are made and further research questions are raised. A special attention is given to programmes with an attention to green transformation management and sustainability.

Keywords: Sustainability in Adult Education, Microcredentials, Flexible Teaching Methods

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