

**CONFERENCE PROCEEDINGS**



**Teaching and Education Research Association**

**25th International Conference on Teaching, Education & Learning  
(ICTEL), 10-11 October 2017, Dubai, UAE**

**10-11 October 2017**

Conference Venue  
Flora Grand Hotel, Near Al Rigga Metro Station, Deira, Dubai, United  
Arab Emirates

**25th International Conference on Teaching, Education & Learning (ICTEL), 10-11 October 2017, Dubai,  
UAE**

Flora Grand Hotel, Near Al Rigga Metro Station, Deira, Dubai, United Arab Emirates

**TERA**

**KEYNOTE SPEAKER**



**Dr. K. Ravichandran**  
**Director of Experiential Education, Associate Professor, School of**  
**Management, New York Institute of Technology, Abu Dhabi,**  
**UAE**

**KEYNOTE SPEAKER**



**Dr. Deepak L. Waikar**

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**Managing Partner, EduEnergy Consultants LLP, Singapore**

**PLENARY SPEAKER**




**Hwangji Lu**  
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 <p><b>Dr. Mahdi Shafieyan</b> GICICTEL1711051</p>	<p style="text-align: center;"><b>Syllabus for Literary Courses: A Program-Based Design</b></p> <p style="text-align: center;"><b>Dr. Mahdi Shafieyan</b> Assistant Professor of English Literature, Imam Sadiq University, Tehran, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Professors in English Literature, as a major, are seldom following principles in language teaching, rarely adopting and adapting them to the courses they lecture, although certainly they can be useful when it comes to how to teach and test literature. The excuses our colleagues teaching in English Literature offer are as follows: The nature of the two fields are different; one treats of pure theoretical foundations, yet the other is linked to innumerable cultural possibilities, which are too burdensome to be brought under any particular rubric. In English Teaching, courses are usually teacher-oriented and text-based, yet English Literature usually lends itself to be managed by a self-study with different approaches in literary criticism that are not restricted to text-based, historical, or author-intended methods, rather subject to reader-response-orientated meanings. Nevertheless, the task of a literature teacher is to conduct various updated theories in his/her methodology in order to be more effective as far as he/she is concerned. What is going to be presented here is how one can and should utilize various TEFL approaches in terms of syllabus design to undertake our literary pedagogy better.</p> <p>In this paper, the researcher will provide some diverse theories of curriculum development and syllabus design along with their differences. They will be, then, applied and fitted to English Literature courses predicated on the researcher's experience and some scholars' research results, mostly in the teaching context of Iran. Some new aspects which are pertinent to the quality of literature classes will be added. The findings confirm that in spite of the difference between syllabus and curriculum in definitions in the theoretical scope, in literature they are interwoven, not simply in the hierarchical form but in presentation. That is, in order to motivate better, to instruct more efficiently, and to gain the intended effect sooner, what, how, when, and to what extent one should pose in his/her classes have to directly be coupled with a center's program, which here could be the department.</p> <p><b>Keywords:</b> literary pedagogy, teaching, syllabus design, curriculum development</p>
<p><b>Mariam Khachatryan</b> GICICTEL1711052</p>	<p style="text-align: center;"><b>Unethical Purchase of Academic Papers in Public Universities of Armenia</b></p> <p style="text-align: center;"><b>Mariam Khachatryan</b> Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p>

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	<p style="text-align: center;"><b>SonaBudaghyan</b> Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p style="text-align: center;"><b>Kristine Goroyan</b> Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p style="text-align: center;"><b>NarineGevorgyan</b> Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p style="text-align: center;"><b>LilitManvelyan</b> Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p style="text-align: center;"><b>SirushVardazaryan</b> Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p style="text-align: center;"><b>IrshatMadyarov</b> Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Academic dishonesty is known to be a widespread phenomenon in higher education institutions. A type of academic dishonesty, unethical purchase of academic papers among students of public universities of Armenia, is a topic of discussion in the country. However, no empirical study has been conducted on the type of academic dishonesty. This study is aimed at contributing to filling this gap and exploring current trends in unethical purchase of academic papers among students and the kind of measures taken to regulate academic integrity in public universities of Armenia. Faculty members and experts from governmental and non-governmental organizations, as well as employees of specialized centers that sell academic papers were interviewed to get insight into current academic integrity policies and reasons that drive students to unethically purchase papers. Based on the interview results, a survey was administered to 623 students from different fields of study in 12 public universities of Armenia to confirm findings of the interview and reveal current trends in the purchase of papers by students. As findings suggest, there is no government regulation concerning academic integrity and such problems mainly receive university-level solutions. Most universities do not have written policies on academic integrity despite the fact that it is required by newly operating accreditation standards. Nevertheless, interviewed faculty members and administrative staff of the universities have negative attitude towards the phenomenon. Based on the study results, a number of reasons, such as laziness, desire to get high grades and scholarship, lack of academic writing skills, lack of literature and laziness may be essential factors in driving students to obtain papers written by others.</p> <p><b>Keywords:</b> academic integrity, plagiarism, academic papers, unethical purchase, Armenian universities</p>
<p style="text-align: center;"><b>Ziad Mahmoud El Menawy</b></p>	<p style="text-align: center;"><b>Time Management and Its Relationship with the Academic Performance Of Medical, Dental And Pharmacy Students In University Of Sharjah, UAE</b></p>

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**Abstract**

**Aim:**Is there a relationship between time management and academic performance of medical, dental and pharmacy students?

**Method:**Descriptive cross-sectional study in which 390 students from Medicine, Dentistry and Pharmacy colleges were enrolled by simple random sampling. Self-administered time management questionnaire developed by Britton and Tesser were distributed, each having a 5-point scale consisting of the responses always (5), often (4), sometimes (3), rarely (2), and never (1). In addition, 5 close ended questions were added regarding demographics and academic achievement which was self-reported. The total score of the time management questionnaire ranged from 18 to 90 in which higher values corresponded to better time management practices.

**Results:**Out of 390 questionnaires distributed, 107 (27.4%) were males and 283 (72.6%) were females. Most of students 71.5% (n= 279) possessed a time management score at the moderate level, however, the majority also believed there's place for improvement.

A significant difference (p=0.006) was noted between medicine and pharmacy students in their time management overall scores.

A significant (p=0.028) nearly perfect positive correlation (r= 0.99) between the overall time management score and the GPA of each student was noted.

**Conclusions:**To conclude, the results showed that time management is a significant predictor of academic achievement. Therefore, raising awareness regarding time management should be taken into consideration for future generations due to its importance.






**MuhammdAjiHadejia**  
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**Effect of Class Attendance Punctuality on Students' Academic Performance**  
Case Study: Primary Education Department, Jigawa State College of Education Gumel, Nigeria

**Muhammad AjiHadejia**  
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	<p style="text-align: center;"><b>Abstract</b></p> <p>The problem most students have that contributes to their poor academic performance is lack of proper study habit. For an excellent performance, there is need for the student to form good study habit. Many practical studies are carried out to investigate factors affecting college students' performance. The focus of this research is that to find out the effect of class attendance punctuality on student academic performance. The research is based on student profile developed on the bases of information and data collected through assessment from students of level 200 primary education department, Jigawa state colleges of education (JSCOE) Gumel.</p> <p><b>Key words:</b> Study habit, Class attendance punctuality, Academic performance</p>
 <p><b>Samson AbiodunAtolagbe</b> GICICTEL1712056</p>	<p style="text-align: center;"><b>Pre-Service Teachers And Their Initial Problems: Implications For Teacher Education</b></p> <p style="text-align: center;"><b>Samson AbiodunAtolagbe</b> School Of Education,Federal College Of Education (Special), Oyo, P.M.B. 1089, Oyo, Oyo State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>There is no doubt that pre-service teachers are often confronted with initial problems. Such problems may include threat by the students they are supposed to teach, sourcing instructional materials, attitude of co-operating teachers, and involvement in co-curricular activities and arguing with authorities. As these are initial problems they may first come in contact with, the ability of these pre-service teachers to positively combat the issues may go a long way in affecting their entire activities during the teaching practice programme. There is, therefore, the need to acquaint pre-service teachers with some of the identified problems with a view to reducing their effects on both the pre-service teachers and the teaching practice programme itself. This paper addresses the concept of pre-service teacher, purpose of pre-service teaching, initial problems of pre-service teachers and dwells on the implications of such identified problems for teacher education. Such implications relate to teacher preparation, self-confidence, the role of cooperating teachers and the colleagues of pre-service teachers.</p> <p><b>Key Words:</b> Pre-service teachers, Initial problems, Teacher education, Teacher preparation, Teaching practice, Cooperating teachers, Instructional materials, Self-confidence, Co-curricular activities.</p>
 <p><b>Mrs Alice Abiodun Atolagbe</b> GICICTEL1712057</p>	<p style="text-align: center;"><b>The Influence of Yoruba Language Teachers' Personality on Learners: Implications for Teacher Educators</b></p> <p style="text-align: center;"><b>Mrs Alice AbiodunAtolagbe</b> Department of Yoruba Language, School of Secondary Education (Language Programmes), Federal College of Education (Special),P.M.B. 1089, Oyo, Oyo State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>One of the most impactful activities in the classroom is the unconscious influence of teachers' personality on their students. Since the influence is unplanned, unconscious and, therefore, a part of the "hidden curriculum" in schools, it is often overlooked by most people. This classroom issue cannot be underestimated as it has long-lasting positive and negative effects on the lives of students. It is in the light of this that this paper discusses the influence of Yoruba language teachers' personality on their students in relation to selected factors like sense of humour, communication,</p>

	<p>knowledge, friendliness and kindness. To do this, however, the concept of Yoruba language, teacher education and personality are addressed. Recommendations were also made on the identified implications of teacher's personality with a view to encouraging Yoruba language teachers to positively influence their students. These include being kind, updating oneself with knowledge constantly even beyond one's subject area and improving communication skills. It is hoped that the recommendations would assist teachers to positively influence their learners from time to time in their classrooms.</p> <p><b>Key Words:</b> Influence, Yoruba language, Teachers' Personality, Learners, Teacher education, Hidden curriculum.</p>
<div style="text-align: center;">  <p><b>Ali Mohammed Kukawa</b> GICICTEL1712058</p> </div>	<p style="text-align: center;"><b>Implications Of Security Challenges In Teaching And Learning In Senior Secondary Schools (A Case Study Of Maiduguri Metropolis, Borno State)</b></p> <p style="text-align: center;"><b>Ali Mohammed Kukawa</b> Department Of Early Childhood Care And Education, Kashim Ibrahim College Of Education Maiduguri, Borno State Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study determines the implications of security challenges on the teaching and learning in secondary schools in Maiduguri Metropolis, Borno State, Nigeria. The objectives of the study were to examine the effect of security challenges on teaching and learning and also identify the factors responsible for the security challenges and proffer solutions to the problems of security challenges teaching and learning in Maiduguri Metropolis. Two research questions were answered and two hypotheses were tested. Survey research design was used. The population of the study consisted of five (5) senior secondary schools within Maiduguri Metropolis, Borno State. Simple random sampling technique was used to select a sample of three hundred and twenty students (320). Frequency counts and percentages were used to answer the research questions while independent sample t-test was used in testing the two hypotheses. The findings of the study revealed that destruction of the schools facilities and exposure to conflicts affects teaching and learning process. The result further revealed that, there is significant difference in the performance of the students in the affected areas in terms of schools destructions and also there is significant difference in performance based on exposure to conflicts in the study area. The study recommended that government and other agencies should support those affected by the security challenges.</p>
<p><b>Dr. Lauren B. Birney</b> GICICTEL1712059</p>	<p style="text-align: center;"><b>Curriculum And Community Enterprise For The Restoration Of New York Harbor With New York City Public Schools</b></p> <p style="text-align: center;"><b>Dr. Lauren B. Birney</b> School Of Education; The STEM Collaboratory NYC, Pace University, New York, USA</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Research consistently shows that children who have opportunities to actively investigate natural settings and engage in problem-based learning greatly benefit from the experiences. They gain skills, interests, knowledge, aspirations, and motivation to learn more. But how can we provide these rich opportunities in densely populated urban areas where resources and access to natural areas are limited? This project will develop and test a model of curriculum and community enterprise to address that issue within the nation's largest urban school system. Middle school students will study</p>

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	<p>New York harbor and the extensive watershed that empties into it, and they will conduct field research in support of restoring native oyster habitats. The project builds on the existing Billion Oyster Project, and will be implemented by a broad partnership of institutions and community resources, including Pace University, the New York City Department of Education, the Columbia University Lamont-Doherty Earth Observatory, the New York Academy of Sciences, the New York Harbor Foundation, the New York Aquarium, and others. The project focuses on an important concept in the geological, environmental, and biological sciences that typically receives inadequate attention in schools: watersheds. This project builds on and extends the Billion Oyster Project of the New York Harbor School. The project model includes five interrelated components: A teacher education curriculum, a student learning curriculum, a digital platform for project resources, an aquarium exhibit, and an afterschool STEM mentoring program. It targets middle-school students in low-income neighborhoods with high populations of English language learners and students from groups underrepresented in STEM fields and education pathways. The project will directly involve over forty schools, eighty teachers, and 8,640 students over a period of three years. A quasi-experimental, mixed-methods research plan will be used to assess the individual and collective effectiveness of the five project components. Regression analyses will be used to identify effective program aspects and assess the individual effectiveness of participation in various combinations of the five program components. Social network mapping will be used to further assess the overall "curriculum plus community" model.</p> <p><b>Keywords;</b> Environmental Restoration, Citizen Science, Inquiry based Learning, Educational Technology, Collaborative Learning Models</p>
<p style="text-align: center;"><b>Bassey E. Effiom</b> <b>GICICTEL1712060</b></p>	<p style="text-align: center;"><b>Effect Of Gestalt-Based Instructional Method On Reading Comprehension Performance Of Senior Secondary School Students In Cross River State, Nigeria</b></p> <p style="text-align: center;"><b>Bassey E. Effiom</b> <b>Department Of English, School Of Languages ,Cross River State College Of Education Akamkpa, Cross River State, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>By policy and practice in Nigeria, English language is the primary medium for communication in diplomacy, politics, commerce, officialdom, teaching, etc. The high premium placed on the knowledge of English for effective functioning in the society motivated this study meant to investigate the effect of Gestalt based methods on reading comprehension achievement of senior secondary school students. 101 respondents were drawn from two schools in Calabar Educational Zone of Cross River State. Achievement test was administered on the students using the Pre-test and Post-test experimental design, while Independent T-test Statistical Analysis was employed to compute and analyze the obtained data. Findings and consequent recommendations support the use of Gestalt based approaches in reading comprehension.</p> <p><b>Keywords:</b> Gestalt, method, learning, reading comprehension</p>
<p style="text-align: center;"><b>Prof. Hellen Roselyne L.Shigali</b> <b>GICICTEL1712061</b></p>	<p style="text-align: center;"><b>Deconstruction of Genre –Centrism: An Analysis of Multiple Genres in NgugiwaThiong’o’s Petals of Blood (1977)</b></p> <p style="text-align: center;"><b>Prof. Hellen RoselyneL.Shigali</b> <b>Department Of Literature, Theatre &amp;Film Studies, Moi University, Eldoret, Kenya</b></p>

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	<p style="text-align: center;"><b>ABSTRACT</b></p> <p>A petal of Blood (1977) is the Kenyan writer NgugiwaThiong'o's fourth and last novel he wrote in English. Thereafter he turned to writing in his vernacular Kikuyu first before the works are translated into English and other foreign languages. The text has received extensive critical analysis from various perspectives. In this paper I argue that the many interpretations are validated by the multiple genres in the four parts of the text: PART ONE: WALKING..., PART TWO: TOWARD BETHLEHEM, PART THREE: TO BE BORN, and PART FOUR: AGAIN LA LUTA CONTINUA! The book has aspects of various genres of modern literature and orature including poetry, narrative fiction and even elements of drama. It contains tragedy, comedy, romance, satire, allegory, epic, and myth in varying degrees. It fits in various thematic categories such as socialist realism, postcolonial discourse, gender perspectives in literature and so on. There is multilingualism---including vernacular sub-texts that are deliberately left untranslated. There are complex stylistic strategies of deviation and foregrounding, and numerous stylistic devices by which the strategies are achieved combining to create a literary artifact that transcends any one genre. waThiong'o has even been accused of creating a propagandist text .That is yet another sub-genre. The function of deconstruction of genre- centricism is an act of moving the centre from Eurocentrism in multiple ways. This in turn defines Afrocentric post-colonial writing at its best by way of problematising the rigid boundaries imposed on dynamic literary art by the 'Other'. This is why some post-colonial texts, such as Chinua Achebe's 'Things Fall Apart' were initially described as non-novels by critics who operated in the realm of mono/genre-centrism.</p> <p><b>KEYWORDS:</b>genre-centrism,multi-genre,multlinguilism,Eurocentrism,Afrocentrism,mono-centrism</p>
<p><b>Karen Rene Stackhouse</b> <b>GICICTEL1712063</b></p>	<p style="text-align: center;"><b>“Using Reader’s Theatre to Teach Content Area Material”</b></p> <p style="text-align: center;"><b>Karen Rene Stackhouse</b> Special Education, Colorado Christian University, Scottsdale, AZ, USA</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Readers’ Theatre is an activity in which students, while reading from scripts, are able to tell a story or share information in an entertaining form, without props, costumes, or sets. This is a reading activity where students are not asked to memorize their lines. They are, however, encouraged to "ham it up" and use intonation and gestures appropriate to their characters and their characters’ words. While Reader’s Theatre is often used in reading or language classes, it is becoming more popular in content area disciplines such as science and social studies as well. This workshop will share strategies for using Reader’s Theatre in these areas.</p>
<p><b>Ahmed Jibril Wushishi</b> <b>GICICTEL1712065</b></p>	<p style="text-align: center;"><b>The Integration of Information and Communication Technology ICT for Teaching and Learning at Nigeria’s Colleges of Education</b></p> <p style="text-align: center;"><b>Ahmed JibrilWushishi</b> Department of Technical Drawing, Niger State College of Education, Minna, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Information Communication Technology ICT plays an important role in today’s global development and thus more and more emphasis is being</p>

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	<p>placed on the education sector of nations to contribute efficiently in meeting global challenges by making our students ICT literate and competent. The use of ICT in teaching and learning is paramount for life and schools are the best place for ICT training. ICT in the classroom have been to better prepare the students for a workplace where ICT is becoming more and more ubiquitous and the ability to use ICTs effectively and efficiently is thus, seen as representing a competitive edge in an increasingly globalizing job market. ICT is used more at the workplace than in the classroom mainly due to the lack of its extensive integration into the curriculum. With the increasing use of ICT in our society, teachers must be at the forefront of it use in order to train their students in its proper use. Colleges of Education (COE) are colleges established to train and equip teachers who are assigned to teach in the Nations Primary and Junior Schools. One of the functions of the Colleges as spelt out in the Decree establishing them is to provide full-time courses in teaching, instruction and training in Technical, Vocational, Sciences and Arts and this can meaningfully be achieved through the use of ICT. Finally, the study made some recommendations among others the provision of adequate ICT laboratories where the teacher-trainees are taught how to practically use the computer and its accompanying productivity applications.</p> <p><b>Keywords: ICT, ICT integration, Teaching and Learning, COE</b></p>
<p><b>Fatima Yusuf Goje</b>  <b>GICICTEL1712068</b></p>	<p style="text-align: center;"><b>Designing Effective Teaching writing Materials for Adult Learners in FCT Adult School Centres Abuja-Nigeria</b></p> <p style="text-align: center;"><b>Fatima Yusuf Goje</b>  School of Languages, Department of English, ,Federal Capital Territory College of Education, School of Languages,Department of English, ,Zuba-Abuja, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Designing effective materials for teaching writing skills to Adult ESL/EFL Learners is a characteristic term for producing effective and motivational material that can support student learning and increase success in writing skills class. Ideally, the teaching materials will be designed to tailored the contents in which they're being used to support and motivate student learning.Wale(1975) was of the opinion that the use of teaching materials would make discovered facts glued firmly to the memory of students. Arouse students' interests by giving them something practical to see and do, and at the same time helping them to think things out themselves.Designing effective material related to the basic contents of a course or a lesson, helps in depth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn.</p>
<p><b>DjeffalSofiane</b>  <b>GICICTEL1712071</b></p>	<p style="text-align: center;"><b>Constructively Aligned Assessment : An Approach to Translation Teaching and Learning</b></p> <p style="text-align: center;"><b>Mr.DjeffalSofiane</b>  Department of English Language and Literature -Faculty of letters and languages,Mascara University, Mascara, Algeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>It is an undeniable fact that evaluating translation is one of the most grueling tasks in translation teaching. Despite the considerable development of translation studies since the 1970's, rare are the theories that handled translation assessment given the fact that they focused on the problem of</p>

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	<p>translation ( linguistic school) or the interdisciplinary aspect of the field (the functional and cultural theories of translation). In fact, evaluation in translation has been said to be based on continuous assessment. However, we observed a number of misconceptions in applying this mode of evaluation. Hence, this paper tends to shed light on the importance of adopting constructive alignment in order to facilitate translation teaching process. It aims at analyzing the translation teaching dichotomies, questioning translation teacher’s mode of evaluation, analyzing the most common misconceptions in translation teaching and suggesting constructive alignment as a solid pedagogical framework for translation training. In addition, it highlights the usefulness of continuous formative assessment as compared to continuous summative assessment.</p> <p><b>Key-words:</b> Translation teaching, constructive alignment, formative assessment, summative assessment, translation evaluation.</p>
<p style="text-align: center;"><b>Hariat Olojede</b> GICICTEL1712072</p>	<p style="text-align: center;"><b>Teaching Method In Science Education: The Need For A Shift Of Emphasis To Cooperative Learning Strategy In Nigeria Schools</b></p> <p style="text-align: center;"><b>HariatOlojede</b> Department Of Chemistry,Federal Capital Territory College Of Education, Zuba-Abuja,Abuja, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The importance of science and technology in a nation cannot be overemphasized. Pursuit of science education leads to national reconstruction and development for self-reliance. Thus the economic and social development of both the developed and developing nations such as Nigeria are to a large extent dependent on the level of scientific and technological literacy of her citizens. All branches of science have important contribution to make in nation’s technological advancement. Despite the importance science education in Nigerian schools is faced with many challenges which has crippled the realization of national goals for scientific and technological advancement. The paper discusses the concept of science education, science teaching methods, challenges of science education, cooperative learning strategy and the need for shift of emphasis to this strategy.</p>
<p style="text-align: center;"><b>DjeffalSofiane</b> GICICTEL1712071</p>	<p style="text-align: center;"><b>In the Search of New Approaches to Translation Teaching: Social insights as models</b></p> <p style="text-align: center;"><b>Mr.DjeffalSofiane</b> Department of English Language and Literature -Faculty of letters and languages,Mascara University, Mascara, Algeria</p> <p style="text-align: center;"><b>DrKazi-tani Lynda</b> Department of English Language and Literature -Faculty of letters and languages,Mascara University, Mascara, Algeria</p> <p style="text-align: center;"><b>Mr.ChamiAbdelkarim</b> Department of English Language and Literature -Faculty of letters and languages,Mascara University, Mascara, Algeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>It is an undeniable fact that evaluating translation is one of the most grueling tasks in translation teaching. Despite the considerable development of translation studies since the 1970’s, rare are the theories that handled translation assessment given the fact that they focused on the problem of</p>

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	<p>translation ( linguistic school) or the interdisciplinary aspect of the field (the functional and cultural theories of translation). In fact, evaluation in translation has been said to be based on continuous assessment. However, we observed a number of misconceptions in applying this mode of evaluation. Hence, this paper tends to shed light on the importance of adopting constructive alignment in order to facilitate translation teaching process. It aims at analyzing the translation teaching dichotomies, questioning translation teacher’s mode of evaluation, analyzing the most common misconceptions in translation teaching and suggesting constructive alignment as a solid pedagogical framework for translation training. In addition, it highlights the usefulness of continuous formative assessment as compared to continuous summative assessment.</p> <p><b>Key-words:</b> Translation teaching, constructive alignment, formative assessment, summative assessment, translation evaluation.</p>
<p><b>Dr Alan Bhekisisa Buthelezi</b> GICICTEL1712074</p>	<p style="text-align: center;"><b>Participative Management As A Component Of Staff Delegation At Secondary Schools In The Post-Apartheid SouthAfrica: Perceptions Of Subject Heads In The King Cetshwayo District Of Kwazulu-Natal Province</b></p> <p style="text-align: center;"><b>Dr Alan Bhekisisa Buthelezi</b> Lecturer: Educational Management, Leadership &amp;Law,University Of Zululand,Republic Of South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this paper is to explore the perceptions of subject heads with regards to the relationship of participative management and staff delegation at secondary schools in the King Cetshwayo district of KwaZulu-Natal province in South Africa. The objective of this study was to assess the extent in which participative management is regarded as a component of staff delegation at secondary schools in the post-apartheid South Africa. Apart from the literature, the study reports on a study in which empirical investigation based on qualitative data was used to collect data from subject heads in the King Cetshwayo district. Interviews were used in order to facilitate the process of data collection. The findings of this study revealed that there is a great need for principals to devolve powers to subject heads and other senior staff members in schools.</p> <p><b>Key words:</b> participative management, staff delegation, decentralisation of decision making, devolution of power</p>
<p><b>Osatimehin Janet Abiola</b> GICICTEL1712075</p>	<p style="text-align: center;"><b>Broken Home As A Variable Of Girl Child Drop Out Of Schools In Ikere Local Government Area Of Ekiti State Nigeria</b></p> <p style="text-align: center;"><b>Osatimehin, Janet Abiola</b> Curriculum Studies Department, School Of Education,College Of Education,Ikere - Ekiti, Ekiti State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study investigated the broken home as a variable of girl child drop out of schools in Ikere-Ekiti Local Government Area of Ekiti State. Three research questions were raised for the study. The population consists of all secondary schools girls in Ikere- Ekiti. One hundred and 60 girls were randomly selected from the schools. A questionnaire tag drop out in schools was used (QDS) adapted Likert scale. The instrument had a reliability coefficient of 0.68. The data collected were analysis frequency count, percentage, mean and standard deviation. The study revealed that factors in parents and girl child contributed to the rate of drop out of girls. Based on these findings, it was recommended that parents should play parental roles</p>

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	<p>adequately by bring their children up well and providing for their basic needs. Periodic lectures and symposium on the value of girl child education should be given to the parents in Ikere local government area. <b>Keywords: Broken Home; Drop out</b></p>
<p style="text-align: center;"><b>Okonkwo Onyekachihuoma GICICTEL1712076</b></p>	<p style="text-align: center;"><b>Teaching Adults In The 21st Century In Adult Education Centers In Nigeria: The Role Of Information And Communication Technology (Ict)</b></p> <p style="text-align: center;"><b>Okonkwo Onyekachi (Mrs)</b> School of Adult and Non-Formal Education and Special Needs, Federal College of Education (Tech)Gusau, Zamfara State</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This is a descriptive survey research designed to examine the roles of information and communication technology (ICTs) in teaching adults in adult literacy education centres in Nigeria, in the 21st Century. The purpose of the study is to identify the educational needs of the adult learners as well as the suitable ICTs that could enhance adult learning. The research also sorts to find out from the respondents whether ICTs can actually enhance adult learning. Three research questions were raised and a researcher's questionnaires were administered to 384 participants, male and females adult learners. Majority of the respondents agreed among others that adult learner need education for enlightenment, personal growth and for skills development. Majority of the respondents also identified computer as the most suitable ICTs for adult learners in the adult literacy education centres in Nigeria while agreeing that ICTs can actually enhance adult learning in the 21st Century. It therefore, recommend among others that teachers and instructors should be educated on the best ways to use ICTs in teaching and learning especially as it relate to adult learners in adult literacy education centres in Nigeria.</p>
<p style="text-align: center;"><b>Jocelyn Grira GICICTEL1712078</b></p>	<p style="text-align: center;"><b>Rationality and Students' Misconduct at University: Empirical Evidence and Policy Implications</b></p> <p style="text-align: center;"><b>Jocelyn Grira</b> College of Business and Economics, UAE University, United Arab Emirates</p> <p style="text-align: center;"><b>Louis Jaeck</b> College of Business and Economics, UAE University, United Arab Emirates</p> <p style="text-align: center;"><b>Abstract</b></p> <p>We investigate the determinants of students' misconduct at University. Using a sample of 310 surveyed students, we find that students are more likely to cheat when they have previous misconduct records, when they perceive academic integrity policy as being poorly enforced and when perceived instructors' tolerance toward misconduct incidents is high. Moreover, misconduct behavior tends to increase with students' seniority and the perceived level of course difficulty. Surprisingly, students' motivation toward reading, writing, and learning do not seem to have valuable impact on the likelihood of students' misconduct. Students' nationality partially explains the cross sectional variation in misconduct rates. Our findings have important policy implications that relate to university culture of academic integrity, instructors' tolerance vis-à-vis students' misconduct behavior, and the effectiveness of punitive actions. <b>Keywords: Misconduct; Motivation; Performance; Ethics; University Policy</b> <b>JEL Classification Codes: A20; I21; I28; J45</b></p>
<p style="text-align: center;"><b>Ragnar Purje</b></p>	<p style="text-align: center;"><b>Responsibility Theory A new consideration in classroom behavior</b></p>

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<p><b>GICICTEL1712079</b></p>	<p>management</p> <p><b>Ragnar Purje</b> School Of Education And The Arts,Central Queensland University,Rockhampton, Australia</p> <p><b>Abstract</b> Responsibility Theory® brings with it a specific question, followed by 10 precepts. When introducing Responsibility Theory® the students are informed they are responsible for and have power over what they think, do, say, choose and learn. The program points out there is immense constructive academic and social potential in recognising the power of one's own thinking, attitude and behaviour. Juxtaposed with brain plasticity, the students are also informed their thinking and behaviours rewires their brain. <b>Keywords: personal responsibilities, self-directed learning, neurology, self-talk, self-empowerment, positive choices, academic gains.</b></p>
<p><b>EmekaNwachukwu</b> <b>GICICTEL1712081</b></p>	<p><b>Challenges To Policy Formulation And Implementation In Colleges Of Education In Nigeria</b></p> <p><b>NwachukwuEmekaAloh (Ph.D)</b> Department Of Educational Foundations, Ebonyi State College Of Education, Ikwo Ebonyi State, Nigeria</p> <p><b>Abstract</b> This study discusses the challenges to policy formulation and implementation in Colleges of Education in Nigeria. It went further to state that for sustainable educational development to be achieved, hence the need to ensure that the educational policies formulated are implemented inline with the policy guidelines of the government. It also examines the history of teacher education in Nigeria. Steps in policy formulation and implementation which includes: non-involvement of the target beneficiaries at the planning stage, poor communication and inadequate resources among others were discussed. The article emphasizes the strategies for effective policy formulation and implementation which includes: the involvement of target beneficiaries at the planning stages, effective communication between the target beneficiaries at the planning stages, effective communication between the target beneficiaries and the implementers of policy programmes etc. The paper concludes that since teacher education is a very important development sector in Nigeria, it is believed that by the adoption of these strategies, teaching and teacher education should be made very attractive professional pursuit. The study recommends, among others that accountability and transparency should be ensured in the implementation of policies in Colleges of Education in Nigeria. <b>Keywords: Colleges of Education, Formulation, Implementation, Policy, Teaching and Learning</b></p>
 <p><b>Okpe Priscilla</b></p>	<p><b>Mentoring On Students For Effective Teaching And Learning</b></p> <p><b>Okpe P.U. Ph.D</b> Department Of Educational Management,Michael Okpara University Of Agriculture,Umudike,Abia State, Nigeria</p> <p><b>Okeze, Wilson Obinna</b> Department Of Educational Management,Michael Okpara University Of</p>

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<p><b>GICICTEL1712082</b></p>	<p><b>Agriculture, Umudike, Abia Stata, Nigeria</b></p> <p><b>Abstract</b></p> <p>The study provides an insight into how alternative mentoring and clinical supervision could be used on students (would be teachers) for teacher instructional effectiveness using the quasi experimental design. The study was carried out in Michael Okpara University of Agriculture, Umudike (MOUAU) in Abia state of Nigeria. The population of the study comprised all the 77 third year undergraduate students (32 males and 45 females) in the department of educational management 2015/2016 academic session. Three research questions and three null hypotheses guided the study. The instrument used for data collection was a 19 items teacher effectiveness test that had a test retest reliability index of 0.77. Data analysis carried out using mean and analysis of covariance (ANCOVA) revealed that there is a significant positive gain in students' performance with regards to instructional effectiveness when exposed to alternative mentoring and clinical supervision than traditional mentoring and supervisory model. The study recommended among other things that alternative mentoring and clinical supervision approach is a 21st century compliant pedagogic innovation technique for teacher instructional effectiveness</p> <p><b>Keywords:</b> Alternative mentoring, Clinical supervision, Traditional mentoring, Teacher instructional effectiveness.</p>
<p><b>ChayataViriya</b> <b>GICICTEL1712083</b></p>	<p><b>The effects of genre awareness instruction on students' writing ability</b></p> <p><b>ChayataViriya</b> <b>English As An International Language, Chulalongkorn University, Bangkok, Thailand</b></p> <p><b>Punchalee Wasanasomsithi</b> <b>Chulalongkorn University, Thailand</b></p> <p><b>Abstract</b></p> <p>The present study aims to investigate the effectiveness of the genre awareness instruction on the development of EFL undergraduate students' writing ability, students' awareness of genre, and students' attitudes. The participants consisted of 27 undergraduate students that were enrolled in an English foundation course. They were all classified as low level of proficiency. Data were collected during a 24-hour course at a public university in Bangkok, Thailand. Students took a writing test, a genre awareness questionnaire, an interview at the beginning of the course. Then, the treatment, which is genre awareness instruction, was employed. At the end of the course, a writing test, a post-genre awareness questionnaire, and an interview were provided to students to explore the changes in the students' writing ability, awareness of genre, and students' attitudes. The results of a t-test, frequency, and content analysis revealed that the students' writing ability and genre awareness knowledge improved after receiving the treatment with statistical significance. Also, the genre awareness instruction benefited students by enabling them to be aware of how texts were shaped for different communicative purposes. As for the students' attitudes, the findings showed that the students were satisfied with the course objectives, teaching steps, and teaching materials. Based on the study findings, recommendations for teaching practices and further research are given.</p>





Mia Le Roux  
GICICTEL1712086

**The outcomes of intervention on English vowel production in young English second language (EL2) learners in South Africa**

Mia Le Roux

Department Of Speech-Language Pathology And Audiology, Faculty Of Humanities, University Of Pretoria, Pretoria, South Africa

**Abstract**

**Background:** In a multilingual South Africa the majority of learners are first language (L1) speakers of an African language, but receive instruction through the medium of a second language (L2), namely English. These learners are often not proficient enough to succeed at academic activities. Research indicates that instruction through a second language is frequently detrimental to academic progress (Prinsloo & Heugh, 2013). Researchers blame the low literacy abilities of South Africans on learners' insufficient proficiency levels in English (Prinsloo & Heugh, 2013). Seeff-Gabriel (2003) mentions that the extensive difference in vowel inventories of English and the African languages results in EL2 learners being at a disadvantage when starting the literacy acquisition process.

**Research objectives and methodology:** A quasi-experimental and comparative study was undertaken with young EL2 and English first language (EL1) learners. The aim was to investigate whether additional input on the vowels of English will a) enhance the experimental group's perception and subsequent production of the English vowels, b) enhance their phonological awareness skills, and c) enhance their literacy abilities. The outcomes of the intervention on the participants' phonological awareness skills and literacy abilities were reported in an article recently published. This current paper focuses on the outcomes of intervention on the EL2 participants' perception and production of the English vowels. This was done by acoustic between-group comparisons of the vowel spaces produced by EL2 participants with those of EL1 learners, before and after intervention.

**Findings:** Before intervention, the EL2 participants' vowel spaces strongly resembled the vowel space of their first language (Setswana) and did not resemble the vowel space of the EL1 participants. After intervention, however, there was a stronger resemblance to the vowel spaces of the EL1 participants, indicating that the perception and articulation skills of the EL2 participants improved because of the additional input given to the participants in the experimental group. As these participants' perception of the English vowels improved, their phonological awareness skills improved, which resulted in their literacy skills improving as well.

**Key words:** second language, phonological awareness, literacy acquisition

Nur Adam Imam  
GICICTEL1712087


**Strengthening The Standard Of Biology Teacher In Secondary Schools**

Nur Adam Imam

Umar Ibn Ibrahim El-Kanemi, College Of Education Science And Technology Bama, Borno State, Nigeria

**Abstract**

It is a settled fact that education is the key to national development and modernization. It is also a truism that teachers hold the key to sound education. In this paper, we provided the way that if followed it would strengthen the standard of Biology Teacher Education in particular and teachers at all levels in general.

 <p style="text-align: center;"><b>Idris Ibrahim</b> GICICTEL1712088</p>	<p style="text-align: center;"><b>Improvisation Of Instructional Materials For Achieving Classroom Effectiveness In Secondary Schools</b></p> <p style="text-align: center;"><b>Idris Ibrahim</b> Curriculum Department, School Of Education, Aminu Saleh College Of Education, Azare, Bauchi State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The focus of this paper is on improvisation of instructional materials for achieving classroom effectiveness in teaching and learning in secondary schools. The paper will look into the meaning of improvisation of instructional materials, types of improvisation, tools/ method of improvisation of instructional materials, improvisation of instructional materials for effective teaching and learning, attitude of teachers toward improvisation, teachers roles in the improvisation, relevance of improvisation in classroom teaching and learning was explained and relevant recommendation was that the Government the teachers', learners and community should display right attitude to improvisation in the classroom.</p> <p><b>Keywords: Improvisation, instructional materials, classroom effectiveness.</b></p>
<p style="text-align: center;"><b>Celestine N. Nwele</b> GICICTEL1712089</p>	<p style="text-align: center;"><b>Extent Of Awareness Of Safety Instruments In Science Laboratories In Secondary Schools In Ebonyi State Nigeria</b></p> <p style="text-align: center;"><b>Celestine N. Nwele</b> Department Of Chemistry, Ebonyi State College Of Education, Ikwo, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The research study investigated the extent of awareness of safety instruments in science laboratories in secondary schools in Ebonyi State. It investigated the extent science students in rural and urban secondary schools in Ebonyi State are aware of safety instruments in science laboratories. The researcher used 45 secondary schools selected through stratified random sampling technique. SS3 classes were selected using purposive sampling technique while 900 students were selected through random sampling. The researcher adopted a descriptive survey design. A 15-item, four-point scale structured questionnaire was developed by the researcher to enable him collect data for the study. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypothesis at 0.05 alpha level of significance. Results of data analysis showed that the extent to which science students in secondary schools in the rural areas are aware of safety instruments in the laboratory is high; the extent to which the science students in secondary schools in urban areas are aware of safety instruments in science laboratory is also high. Based on the findings of the study, the researcher recommended that the state government should provide all the required safety instruments in secondary schools in the state and that science students should not only be exposed to these instruments, they should be taught how to use them. Ebonyi State government should ensure that science teachers are posted proportionally to all secondary schools in the State.</p>
<p style="text-align: center;"><b>Masha Krsmanovic</b> GICICTEL1712090</p>	<p style="text-align: center;"><b>The Impact of First-Year Seminars on Student Academic Performance and Success</b></p> <p style="text-align: center;"><b>Masha Krsmanovic</b> Higher Education &amp; Policy Studies, College of Education &amp; Human</p>

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	<p style="text-align: center;">Performance, University of Central, Florida, Orlando 32826, Florida, United States</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study examined the impact of SLS 1501 (first-year seminar) on academic performance and success of students who took the course at the University of Central Florida. More specifically, it examined whether the enrollment in SLS 1501 had positive impact on students' overall first-year experience, transition to college, self-efficacy, resilience, and academic persistence and success. The overall purpose of the research was to improve student first-year experience, and to positively impact student retention. Finally, the study aimed to identify specific academic challenges of first-year students so that the findings can be used to better assist this student population.</p>
<p style="text-align: center;"><b>Francisca Anwa</b>  <b>GICICTEL1712091</b></p>	<p style="text-align: center;"><b>Using E-libraries to support and enhance e-learning</b></p> <p style="text-align: center;"><b>Francisca Anwa</b>  <b>Library Department, Ebonyi State College of Education Ikwo, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><i>Digital Libraries complement other e-learning environments, such as those provided in distance education and other online courses. They offer opportunities for e-learning that are not possible in their physical counterparts; this is because digital libraries provide flexibility of time and place. They also have potentials to offer unprecedented resources to support and enhance e-learning. The paper explores the context of e-learning and how it can be supported by the library environment; the functionality of digital library and how e-learning resources are imbibed therein. The paper will also x-ray the advantages of digital libraries for e-learning and the types of learning that can be supported by them. The keenness towards the use of e-library for learning is already there but the awareness is lacking. The paper concludes with discussion on the role of digital libraries and the influence of digital libraries and online resources on e-learning.</i></p>
<p style="text-align: center;"><b>Roseline Onyinyechi Egwu</b>  <b>GICICTEL1712092</b></p>	<p style="text-align: center;"><b>Pupils perception of indigenous languages as a medium of instruction in Ebonyi State</b></p> <p style="text-align: center;"><b>Roseline Onyinyechi Egwu</b>  <b>School of languages, Ebonyi State College of Education, Ikwo, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p>

	<p><i>This study was interested in finding out whether primary school teachers in Ebonyi State use the indigenous language for instruction and the perception of the pupils about the use of the indigenous language. The study involved pupils in both public and private primary schools in Afikpo Educational zone of Ebonyi State. Twenty eight primary schools were used and five hundred and sixty pupils were the sample used in the study out of the total population of 14,000. Data were collected using on instrument titled "Pupils' Perception of Indigenous Language as a medium of Instruction Questionnaire" (PPILMIQ). The instrument was validated by experts in Educational Measurement and Evaluation. Data collected were analyzed using simple percentage. The study found out that the Igbo Language is not used as a medium of instruction in most of the primary schools sampled, especially in the private schools. This places the English Language as a choice language above the Igbo language in the lives of the pupils in Ebonyi State. The study recommends that the Nigerian Indigenous Languages should be used at the primary school level to inculcate in the Nigerian child the value for language prestige and maintenance.</i></p>
<p><b>Hannah Lois Pancho</b>  <b>GICICTEL1712093</b></p>	<p style="text-align: center;"><b>The Impact Of School Environmental Factors To The Motor Development Of Students With Autism Spectrum Disorder (Asd) In Pinaglabanan Elementary School, San Juan City</b></p> <p style="text-align: center;"><b>Hannah Lois Y. Pancho1</b>  <b>Master Of Arts In Education, Major In Special Education - St. Jude College, Manila, Philippines1</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Environment has a big impact to every child's development. It can affect their social, emotional or physical development. Thus, this study aims to determine the impact of the school environmental factors to the motor development of students with Autism Spectrum Disorder (ASD). The study is both descriptive and qualitative in nature. It restricted its respondents only to the administrator, SpEd teachers and parents/guardians of the students. And it has been limited to the use of self-administered survey questionnaire and interview questionnaire. A cross sectional study design was utilized to determine the impact of the school environmental factors to the motor development of students with autism spectrum disorder (ASD) ages 5 to 12 years old that were under the school year 2013-2014 in Pinaglabanan Elementary School San Juan City, Philippines. Based on the summary of the impact of environmental factors on the motor development of students with ASD assessed by the school administrators and SpEd teachers it resulted with the average impact (X = 2.3) and likewise, the parents strongly agreed the same level of impact was also on the average, (X =2.66), respectively. Given that, in Special Education the environmental factors should not be taken for granted. This should be included in the school's main priorities for improvement. The school administrator should review and check the different school environmental factors and its importance. The evaluation of the school environmental factors should be strengthened. Concrete evaluation of the motor skills of the students should then be done and properly documented.</b></p> <p><b>Keywords: Autism Spectrum Disorder (ASD), motor development, school environment</b></p>
<p><b>Yvonne Loong</b>  <b>GICICTEL1712096</b></p>	<p style="text-align: center;"><b>Enhancing Cultural Competence Via Online Micro-learning Modules</b></p> <p style="text-align: center;"><b>Yvonne Loong</b>  <b>Independent Learning Centre, Chinese University of Hong Kong, Hong Kong</b></p>

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	<p style="text-align: center;"><b>Abstract</b></p> <p>In view of the global higher education trend of internationalisation, and aiming specifically to support our students on their exchange programmes, the Independent Learning Centre (ILC) at The Chinese University of Hong Kong has developed a series of online micro learning modules titled “Interacting Across Cultures” (IAC). One of the features of the IAC is that it caters to the specific needs of students from places of high-context cultures, such as Hong Kong and China, while developing their cultural competence at the academic, linguistic, personal and cultural levels so that they can maximise the benefits from their exchange experience which usually takes place in countries of low-context cultures, such as the United States and Europe. The IAC series is divided into five micro modules: 1. Cultural Differences; 2. Communication Styles; 3. Achieving Your Goals; 4. Culture Shock and Other Obstacles; and 5. How to Make Sense of the Experience. The content can be accessed via interactive webpages on desktops and mobile devices. With appealing visuals, interactive exercises, reflection activities as well as further independent learning resources, the modules aim at engaging students from before their departure until after they have returned to Hong Kong. The presentation will report results from a pilot study which focussed on how the IAC series was used by various units in the Chinese University of Hong Kong in their specific contexts. Students’ feedback on the IAC as well as their written submissions will be discussed. The presentation will conclude by providing suggestions on how the online micro learning modules can be most effectively used when they are made available to all students later.</p> <p><b>Keywords:</b> e-learning; micro-modules; cultural competence; intercultural communication; Hong Kong</p>
 <p><b>YarhandsDissou Arthur</b> GICICTEL1712097</p>	<p style="text-align: center;"><b>Students’ Background Students’ Motivation and Students’ Perception as Predictor of Students’ Interest in Mathematics</b></p> <p style="text-align: center;"><b>YarhandsDissou Arthur</b> Department of Interdisciplinary Studies, College of Technology Education, University of Education, Winneba-Kumasi Campus, Kumasi, Ghana</p> <p style="text-align: center;"><b>Samuel Asiedu -Addo</b> Department of Mathematics Education, Faculty of Science Education University of Education, Winneba-Kumasi Campus, Ghana</p> <p style="text-align: center;"><b>Charles Assuah</b> Department of Mathematics Education, Faculty of Science Education University of Education, Winneba-Kumasi Campus, Ghana</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The dependence of scientific and technological advancement on mathematics requires investigation on what predict students’ motivation in mathematics. The present study investigated the influence of students’ perception (SP), students’ background (SB) and students’ motivation (SM) as predictor of students’ interest in mathematics (SIM). The study further presented an empirical structural equation model (SEM) that predict students’ interest, students’ motivation and students’ perception in mathematics. Using cohort samples of randomly selected 1,263 participants completed a self-designed validated questionnaires instrument whose a-reliability was 0.74, 0.7, 0.68, 0.82 and 0.94 for SIM, SB, SM, SP and overall instrument reliability respectively. The results from the study at 5% a-level indicated as statistically significant relationship between SP,SB,SM and</p>

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	<p>SIM.SP,SB,SM explains 27.9% of variance in SIM. The study further revealed statistical significance between SB and SP such that SB explains 32.1% of variance in SP. The study finally established statistically significant relationship between SB, SP and SM; the study confirms that SB and SP explain 31.6% of SM. The study concluded that students' interest in mathematics is related to student perception, students' background, and students' motivation. The study further concluded that student motivation is related to students' perceptions and students' background although students' background predicts students' perception about mathematics. It is recommended by this study to educators and educational stakeholders to focus attention on determinants of students' mathematics interest by introducing positive interventions from the very beginning of students' mathematics educational.</p> <p><b>Keywords:</b> Students' perception, Students' Motivation, Students' interest, High school, Ghana</p>
 <p><b>Yusuf Musa Kibiya</b> GICICTEL1712098</p>	<p style="text-align: center;"><b>Television Watching Behaviour and Academic Achievement Among University Students</b></p> <p style="text-align: center;"><b>Yusuf Musa Kibiya, PhD</b> Faculty of Education, Department of Arts and Social Sciences Education, NorthWest University, Kano Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This is a study on Television watching behaviour and Academic achievement among University Students. Two research questions and two hypotheses were raised, answered and tested in the research using descriptive design with a population of 1,518 students of the Faculty of Education NorthWest University, Kano Nigeria. Using Slovin formula for sample extract a sample of 316 was drawn from all the departments of the Faculty. Instrument used was a valid and reliable questionnaire on Television watching behaviour among University students. Statistical tools used were mean, Pearson product moment correlation coefficient and t-test analysis. The result shows that there is significant relationship between watching television and students' academic achievement which means that significant proportion of the students used much of their time in watching television irrespective of their gender differences, and most of them believed that watching television cause negative impact on their academic achievement. Recommendations including establishment of functional Guidance and Counselling programmes in all the faculties in Universities, instilling study and time management skills in the students as well as proper orientations and group counselling programmes for University students were proffered.</p> <p><b>Keywords:</b> Watching television, Academic achievement, University Students.</p>
 <p><b>Dr. Athanatius IfeanyiIbeh</b> GICICTEL1712099</p>	<p style="text-align: center;"><b>Enhancing Quality In Higher Education Though Curriculum Innovations In Nigeria</b></p> <p style="text-align: center;"><b>Dr. Athanatius, IfeanyiIbeh</b> Department Of Social Studies, Ebonyi State College Of Education, Ikwo, Ebonyi State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The commitment to quality in higher education must be a continuous process. Curriculum innovations have become a mechanism that can be used to achieve the continuous expansion and improvement of knowledge,</p>

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	<p>skills and ability in higher education and curriculum innovations. The paper examines the concept of quality in higher education and curriculum innovations. It will also examine the various areas through which curriculum innovations can be used to enhance quality in higher education. It further examined the various models of curriculum innovations, challenges to curriculum innovations in sustaining quality in higher education. In conclusions, the writher concluded that calls should be made for private sectors to join government n providing technological infrastructure, incentives and other efforts as a way forward to maintain higher quality in our education sector.</p> <p><b>Key Words:</b> Quality education, Higher Education, Curriculum and Curriculum Innovations</p>
 <p><b>SabriaOuld Si Bouziane</b> GICICTEL1712100</p>	<p style="text-align: center;"><b>The Use of Language Learning Strategies to Improve Students Pragmatic Competence A Case Study of EFL Learners at the Intensive Language Teaching Center of Mostaganem, Algeria</b></p> <p style="text-align: center;"><b>SabriaOuld Si Bouziane</b> The Intensive Language Teaching Center, Faculty of Foreign Languages and Literatures, Abdelhamid Ibn Badis, University, Mostaganem, Algeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The growth of English and its further implementation in various domains have become more and more vital in Algeria. Learners are highly interested in the English language and its use effectively and appropriately. Thus, the ability to use English adeptly is essential if language learners are to achieve communicative competence to develop pragmatic competence. Many researchers have tended to heed largely on the teaching of pragmatics rather than on how students acquire pragmatic competence. Its importance has been increasingly carried out, but a few researches on how to achieve it have been done. For this reason, this study investigates students' use of language learning strategies (LLSs) to improve pragmatic competence and to enhance the learning of English as a foreign language as well. It aims also at raising learners' awareness of the importance of pragmatic knowledge and LLSs for classroom instruction. To carry out this investigation, a sample of 10 pre-intermediate, 10 intermediate and 10 advanced learners was taken. To collect data, a questionnaire was given to students in which, they are asked to fulfil the LLSs they think are necessary to improve their pragmatic competence. The results showed that applying LLSs, namely, direct strategies could help them achieve communicative competence and hence become pragmatically competent learners.</p> <p><b>Keywords:</b> language learning strategies, pragmatic competence, communicative competence</p>
<p><b>IuliiaBoginskaia</b> GICICTEL1712101</p>	<p style="text-align: center;"><b>Higher education of students with disabilities: the experience of Russian universities</b></p> <p style="text-align: center;"><b>IuliiaBoginskaia</b> Department Of Socio-Educational Technologies And Pedagogy Of Deviant Behavior, Humanities And Education, Science Academy (Branch) Of V.I. Vernadsky Crimean Federal University, Yalta, Russia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The article highlights the conditions of accessibility of higher education institutions for students with disabilities. The author reveals the content of conditions aimed at ensuring the availability of education. The analysis of the system of teaching youth with disabilities in the universities of Russia is</p>

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	<p>presented. The directions of accompanying students with special needs in the service departments of universities are described. Many Russian universities have support and training services for students. The Regional Center for Higher Education for People with Disabilities uses different forms and methods of work, takes into account the psychophysiological characteristics and needs of youth with disabilities.</p> <p>Keywords: students with disabilities, higher education, accessibility, barrier-free, conditions.</p>
<p><b>Dr.Shahbaz Ahmad</b> GICICTEL1712103</p>	<p style="text-align: center;"><b>The Analysis Of Course Entry Level And Course Level Taught By The University Lecturers Towards Ict Utilization In Instruction In Pakistan</b></p> <p style="text-align: center;"><b>Dr.Shahbaz Ahmad</b> Department Of Education, Faculty Of Social Sciences, University Of Lahore (Sargodha Campus), Sargodha, Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The ICT (Information &amp; Communications Technology) utilization in instruction among university and college lecturers is gaining in prominence in many countries in the world, including Pakistan, for the purpose of globalization and enhancing the quality of instruction and learning. The purpose of the study was to examine the benefits of ICT utilization, the extent of success factors, problems and constraints encountered in ICT utilization in instruction among lecturers in universities of Islamabad. A cross-sectional questionnaire survey was used to find out the level and extent of ICT utilization in universities of Islamabad. The sample from the study consisted of 260 lecturers drawn from the 14 universities of Islamabad. The data were analyzed using descriptive statistics and inferential statistics such as Pearson correlation, and chi square. Results of the study showed that there were significant relationships among the 14 areas of ICT utilization, significant relationships between ICT utilization and lecturers' characteristics, and significant relationships between ICT utilization and university demography. There were positive correlations between ICT utilization and some demographics such as lecturers' age, working experience, experience in computer use, frequency of ICT use, computer use at home, ICT training duration, extent of ICT knowledge, awareness of ICT and ICT written / published in university. The findings of this study could be used for improving instruction among lecturers and for designing a training model for instruction among lecturers in the pursuit of enhancing excellence and quality of education in universities. This study was subjected to several limitations that include online assessment, incorporating audio video conferencing tools, giving more sophistication to educational management software.</p>
<p><b>Dr B T Gamede</b> GICICTEL1712104</p>	<p style="text-align: center;"><b>Development Of Entrepreneurship Education In Technical And Vocational Education And Training (TVET) Colleges: Lecturers' Experiences.</b></p> <p style="text-align: center;"><b>Dr B T Gamede</b> University Of Zululand, Kwazulu-Natal, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this a paper is to investigate experiences of TVET college lecturers on entrepreneurship education. Entrepreneurship has become important to people who want to pursue career in business and economic fields. South Africa needs an economic science and entrepreneurship curriculum that is skills- based and career -orientated as the corporate industries desire workers who are in possession of appropriate</p>

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	<p>entrepreneurship skills. The aim of this article is to investigate the TVET college lecturers' experiences on the role played by the Department of Education in development and management of entrepreneurship at TVET Colleges. Apart from a literature review on the experiences of TVET College lecturers the role played by the Department of Education in development and management of entrepreneurship TVET Colleges, the article reports on a study in which empirical investigation based on quantitative research paradigm was used to collect data from TVET college lecturers.</p> <p><b>Key words:</b> Corporate, Development, Management, Entrepreneurship, economic growth.</p>
<p><b>Mustapha Mohammed Tajordeen GICICTEL1712105</b></p>	<p style="text-align: center;"><b>Analysis of Non-parametric Qualities of Undergraduate Biology Examinations in a Nigeria University: Implications for quality assurance and students learning</b></p> <p style="text-align: center;"><b>Mustapha Mohammed Tajordeen</b> Department Of Science Education, Faculty Of Education, Ibrahim Badamasi Babangida University, Lapai, Niger, State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This is a longitudinal study carried out to ascertain non-parametric qualities of undergraduate biology examinations in a Nigerian university. It is an ongoing research carried out to cover a five year examination sessions from 2012/2013 to 2016/2017. All the twenty six available; 200, 300 and 400 levels examination question papers in 2012/2013 with a total 318 questions made up of mainly essay and sub-essay questions were collected for this study. Using descriptive content analysis method, the study analysed the content validity and the cognitive content of the 2012/2013 session biology examination papers as base line for the 5 year longitudinal study. Descriptive statistics, mainly percentage was used to determine the proportion of the questions set on the content of each course in context of the National Universities Commission (NUC), Benchmark for Minimum Academic Standard (BMAS) and the university academic prospectus undergraduate biology curriculum. The analysis revealed that (i) 80% of the content of the biology curriculum was tested and (ii) the examination tested more of lower order cognitive abilities; knowledge and comprehensive (66.35%), application/problem solving (1%) and higher order cognitive abilities (32.7%). The implications of the findings to quality assurance and students learning were discussed. Appropriate recommendations that could lead to improvement of the content validity of the examinations, increase proportion of problem solving/application and broad range of higher level thinking questions were made. It was concluded that the examinations items are, to a good extent, suitable tool for quality assurance of students learning towards attainment of the cognitive objectives of biology of the undergraduate program.</p> <p><b>Key words:</b> Non parametric qualities, biology examinations, quality assurance, students learning.</p>
<p><b>Dr.GaliSaidu GICICTEL1712108</b></p>	<p style="text-align: center;"><b>ICT Competencies and Training Needs of Public Librarians In Kano State: Implications for Counseling Education Programme</b></p> <p style="text-align: center;"><b>Dr.GaliSaidu</b> Department of Adult Education and Community Services, Bayero University, Kano, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p>

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	<p>This paper attempted to explore the ICT competencies and training needs of public librarians in Kano State, Nigeria and to implication for counselling education programme. To achieve these objectives four objectives were formulated which focused on identification of ICT competencies, ICT training needs, challenges faced by public librarians among others. Descriptive survey research design was adopted in this study. The population of the study consist up of 45 and 1,672 public libraries and public librarians and where 20 public libraries and 368 public librarians were sampled for this study and simple random and stratified sampling techniques was employed in the selection of sample. A self designed questionnaire was developed for this study and it was validated by experts from library and information science and counsellors. A reliability of 0.74 co-efficient was obtained using test re-test technique. The findings of this study include among others that most of the public librarians lacks skills in knowledge resources particularly ways and other internet resources. Therefore, most of them lack skills which they can utilize to create ICT awareness among users, lacks ICT skills related to operating systems like windows, UNIX, LINUX, word processing excel, word processing, it was found that challenges faced by public librarians include economic problem lead to inaccessible to subscribe to e-books, e-journal and other e-resources related to ICT facilities, equally the poor funding affect grossly the provision of internet service, epileptic power supply in public libraries, dilapidated infrastructures with resources and building are among the challenges faced by the public librarians.</p> <p><b>Key Words:</b> ICT Competencies; Training Needs; Public Librarians; Counseling Education Programme</p>
<p><b>Afolabi Festus Oluwole</b> GICICTEL1712110</p>	<p style="text-align: center;"><b>Teaching And Learning In Nigerian Schools And The Changing Moral Values Of The Youth Implications For NationalDevelopment</b></p> <p style="text-align: center;"><b>Afolabi Festus Oluwole</b> Department Of Educational Administration And Planning, School Of Education, Adeyemi College Of Education, Ondo State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>It is no superfluous that the progress of a nation is decided and determined primarily in the classroom where the minds of the futures leaders to shape and preside over the destinies of the nation are formed. In a typical Nigerian classroom the teacher explains illustrates, asks questions, gives assignments, raises problems, uses learning resources, holds discussion, conduct tests, summarizes the salient points on the chalkboard, and so on. All these classroom activities are carried out in order to mould ideas, habits and attitudes of the pupils with a view to socially upright, morally sound and emotionally stable. Ironically, the moral values of many Nigerian youths who have received formal education in Nigerian schools have changed rapidly in the last two decades. Many Nigerian youths seem more power conscious, more money conscious, and more clothes conscious, more materialistic and more susceptible to changes in sexual mores. The various social vices pervading the nation in recent times such as armed robbery, rape, arson, bunkering, political thugery, kidnapping and cultism are being perpetrated by the youths. The moral virtue such as honesty, courtesy, humility, perseverance and dignity of labour, inculcated into the individuals through formal education received in the schools have been jettisoned by most Nigerian youths. It becomes imperative for the Nigerian youths as the future leaders to develops desirable morals and values, attitudes and norms that would have positive impact on the development of Nigeria</p>

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<p style="text-align: center;"><b>AdlineAtonuje</b> <b>GICICTEL1712113</b></p>	<p style="text-align: center;"><b>Fossilization of errors among language learners; A Remedial Perspective</b></p> <p style="text-align: center;"><b>AdlineAtonuje</b> <b>English language,College of Education,Warri, Delta State, Nigeria</b></p> <p style="text-align: center;"><b>Abstracts</b></p> <p>The existence of human language dates back to prehistory. Questions as to when and where language came from have been the preoccupation of all ages. The capacity to acquire, learn and use language is a key aspect that distinguishes humans from other organisms. Though forms of animal communication exist, they have limited range of non – syntactic structured vocabulary. Every language learner must have acquired a first language(L1) from the moment of birth to about the age of six. The second language (L2) acquisitive learning is not like the L1 acquisition. The L2 concept brings issues of L1 transfer, and interference coupled with others in the place of interlanguage and language teaching/learning. Fossilization is a phenomenon where incorrect language becomes a habit in the language of a learner which fossilized errors among language learners. The descriptive survey design methodology is employed and theoretical framework hinged on Selinker’s theory of interlanguage and fossilization . The paper suggests that L2 learners should consciously notice differences between their efforts and standard language forms in speech / writing and seek the input necessary to fill the gap amongst other suggestions.</p> <p><b>Keywords:</b> Fossilization, first language, second language, interlanguage and language teaching / learning.</p>
<p style="text-align: center;"><b>OmolasoyeAdesoye</b> <b>GICICTEL1712114</b></p>	<p style="text-align: center;"><b>Institutionalizing Informal Education in Nigeria through “The ÌlṛinIslamically Influenced Yorùbá Oral Genres”.</b></p> <p style="text-align: center;"><b>Ọmí Ṣ Adéyí</b> <b>Yorùbá Department,Federal College of Education,Okene, Kogi State, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The paper foregrounds the extent at which the use of Yorùbá oral genres could serve as a remedy for the alarming state of bastardization of educational system and curriculum in Nigerian schools. Data are sourced from waxed records, interviews, observations and live performances of some randomly selected artistes, in Islamically-influenced Yorùbá oral genres, across gender, drawn from Ìlṛin, the state capital of Kwara State and the only Yorùbá Emirate in Nigeria. The paper adopts the theory of sociology of literature to enunciate the thematic trajectories of ‘the ÌlṛinIslamically-influenced Yorùbá oral genres’. It is believed that if Education policy makers could head suggestion proffered, this might go a long way at reviving her education system which, hopefully, will also have positive effects on her neighbouring states and ECOWAS in general.</p> <p><b>Keywords:</b>Informal Education, Yorùbá oral genres, Islamically-influenced Yorùbá oral genres</p>
<p style="text-align: center;"><b>Beauty Umukoro</b> <b>GICICTEL1712115</b></p>	<p style="text-align: center;"><b>Literature: A Resource to Language Learning and the Question of Methodology</b></p> <p style="text-align: center;"><b>Beauty Umukoro</b> <b>Department of English Language,College of Education,Warri, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Literature plays a vital role in the teaching of English Language and the</p>

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	<p>acquisition of communicative competence. Sadly though, this role has not been sufficiently realized because emphasis is not laid on the significance of the subject in the learning process. There have also been poor or inappropriate teaching methodologies observed in literature teaching at all levels of education. It is very important at this time to consider critically, strategies for effective teaching of the subject in order to utilize fully literature's function as a resource for the teaching of English Language and acquisition of communicative skills. This paper therefore examines the different approaches to or teaching methods to the subject, literature. The paper will also help to identify the most appropriate methods to maximize benefits and get the best results. Through an empirical observation, common classroom learning situations are identified and examined in this paper.</p> <p><b>Keywords:</b> Literature, Communicative Competence and Empirical Observation</p>
<p style="text-align: center;"><b>Stephen Kekeghe</b>  <b>GICICTEL1712117</b></p>	<p style="text-align: center;"><b>Literature in Psychiatric Education: Deconstructing Mental Conditions in Chris Abani's Becoming Abigail</b></p> <p style="text-align: center;"><b>Stephen Kekeghe</b>  <b>Department of English, College of Education, Warri, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Contemporary academic studies have revealed the role of literature in enhancing practices in bioscience. In addition to the socio-political and historical configuration of literature over the years, current studies in Europe and North America have shown that literary texts can help improve the state of society's physical and mental health. This consciousness has given rise to the discipline of literature and medicine and its subspecialty, literature and psychiatry, with reputable academic journals that sustain their emergence as independent fields of inquiry. The focus of Literature and psychiatry as an academic sub-discipline is to foreground mental abnormalities through literary texts, unfolding the various socio-economic strains that trigger a number of mental symptoms. Besides the obvious narration of mental disturbances, the novelist also consciously distorts the texture of the language and narrative such that is remarkably reflects the lunacy of the subject. However, the synergy between medicine and literature has not received adequate scholarly attention in Nigeria. This article examines bipolar and hypomanic episodes in Chris Abani's Becoming Abigail. The analysis rests on psychoanalytic and postmodernist orientations. The combination of these critical theories helps to account for the ailing mentation of the invented persons as well as the overall disintegration from the norm of healthy human behavior. Thus, the two approaches deployed in this article help to examine the gradual process of mental derangement of the protagonist and other characters in the text as manifest in content and the use of dissociative language. In addition to the neurotic and psychotic episodes manifested by characters in the text, Abani's systematic use of dislocated narrative utterance reflects the psychological state of the characters.</p> <p><b>Keywords:</b> disintegrated inwardness, hypomania, bipolar disorder, literature and psychiatry</p>
<p style="text-align: center;"><b>RukhshandaMushtaq</b>  <b>GICICTEL1712118</b></p>	<p style="text-align: center;"><b>Perceptions Of Teachers &amp; Students Regarding Capacity Building Initiatives For Special Children Education Of Khyber Pakhtunkhwa, Pakistan</b></p> <p style="text-align: center;"><b>RukhshandaMushtaq</b></p>

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	<p style="text-align: center;"><b>Institute of Education and Research, University of Peshawar, Pakistan</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study was designed to investigate the perceptions of teachers and students regarding capacity building initiatives for special children education of Khyber Pakhtunkhwa, Pakistan. Those children who are facing any sort of slight impairment can easily be able to acquire education with normal children but those children who are having severe and moderate impairment for these children specific education system designed which is known as special children education, it contains own methodology and instructions. The objectives of the study was to identify the perceptions of teachers and students regarding capacity building initiatives undertaken by different special education institutions for the special children education and formulate workable suggestions for the improvement of special children education. The quantitative method was used in the study to collect data, therefore a self-structured survey questionnaire was designed which were collected from special children and their teachers from ten special children schools. The quantitative data were analyzed through statistical procedures by using t-test. It was found out from the responses of the respondents that curriculum needs to be equipped with the national and international requirements because the present curriculum needs modification. The results reflect that teacher is good researcher and tackle classroom and special children problems therefore they concerned in planning and policy making process. In every special children schools there is a shortage of teachers it is recommended that all vacant posts of the teachers in the schools need to be filled up as, Established teachers training institutes in the province, initiate awareness campaign on regular basis in order to develop awareness in people and remove the negative attitude towards special children.</p>
 <p><b>Tshimangadzo Sikhwari</b> GICICTEL1712121</p>	<p style="text-align: center;"><b>Investigating First Year Students' Abilities to Make Appropriate Career Choices</b></p> <p style="text-align: center;"><b>Tshimangadzo Sikhwari</b> Centre for Higher Education Teaching and Learning, Academic Development Unit, University of Venda, Thohoyandou, Limpopo Province, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The choice of a career is one of the most crucial challenges currently facing adolescents in South Africa. The purpose of the present study was to investigate first year university students' abilities with regard to career planning, awareness of their career interests, career decision-making and exposure to career information. A cross-sectional survey design was used. Four hundred and thirty (430) participants were randomly selected from a population of first year students at a rural university in Limpopo Province of South Africa. The data was collected through a self-constructed questionnaire and analysed by means of the Statistical Program for Social Sciences (SPSS). The results indicated that students were not fully informed about the 'realistic' type of careers, that is, careers where they use hands, tools and machines. In addition, students were found to lack self-knowledge with regard to their career interests. The recommendations were provided to the Student Counselling and Career Development Unit in the university to address the issue of career guidance in secondary schools in the Vhembe District of Limpopo Province.</p> <p><b>Keywords:</b> Career, decision-making, self-knowledge, planning, occupation.</p>

<p><b>Blessing Ighalo</b> GICICTEL1712122</p>	<p><b>Influence Of Economic Recession On Quality Basic Education At Junior Secondary School Level In Nigeria</b></p> <p><b>Blessing Ighalo</b> School Of Education,College Of Education, Igueben,Edo State, Nigeria</p> <p><b>Abstract</b></p> <p>Education is vital for human and societal survival. Every nation pays much attention to providing quality education to all citizens. This resulted to the launching of Universal Basic Education (UBE) in Nigeria on 30th October 1999. Since the inception of UBE, it has been witnessing a lot of challenges relating to provision of quality education for children at Junior Secondary (JSS) level. This situation worsens in this era of economic recession. Quality education is multi-dimensional and concerned with the total needs of children. This is because quality education goes beyond good teaching methods and learning outcomes to also include, the health and nutritional status of learners, adequacy of facilities, services and supplies and safety of the learning environment. There are complaints and cries from the public over the quality of education provided at Basic Education particularly at JSS level. On this backdrop, this work investigates the influence of economic recession on quality basic education at JSS level in Nigeria. The Work examines the extent to which Federal Government fund UBE, the adequacy of facilities provided and the overall sustainability by the stakeholders. The study area is Edo Central Senatorial District. The population of the study comprises all public JSS teachers. The research design is descriptive survey. Four research questions were raised and structured questionnaires were used to collect data. Simple random sampling technique was used to sample fifty JSSs. Two hundred teachers were used as respondents for the study. The research questions were answered using mean scores and standard deviation. The research findings revealed anomalies in Nigerian Basic Education system. There is inadequate funding in UBE. The Federal Government needs to adequately fund UBE if it's objectives are to be achieved</p> <p><b>Keywords: Economic recession, Basic education, Quality education</b></p>
<p><b>RendaniMakhwathana</b> GICICTEL1712126</p>	<p><b>Effects of Teachers' Emotions in Teaching and Learning in the Foundation Phase</b></p> <p><b>RendaniMakhwathana</b> Department of Early Childhood,University of Venda,South Africa</p> <p><b>N. P. Mudzielwana</b> MTECH Education, Department of Early Childhood Education, University of Venda, South Africa, Thohoyandou, South Africa</p> <p><b>S. A. Mulovhedzi</b> MTECH Education, Department of Early Childhood Education, University of Venda, South Africa, Thohoyandou, South Africa</p> <p><b>T. J. Mudau</b> MTECH Education, Department of Early Childhood Education, University of Venda, South Africa, Thohoyandou, South Africa</p> <p><b>Abstract</b></p> <p>A conducive environment coupled with positive emotions create a good platform for teaching and learning. This paper sought to describe the effects</p>

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	<p>of teachers' emotions in learning and teaching in the Foundation Phase. This paper adopted a qualitative approach with a population of two primary schools and a purposive sample of six teachers. Data were collected through an open-ended questionnaire. Data were analysed and coded according to themes. It was found out that positive emotions made teaching effective. Negative emotions made teachers to lose control, shout, and become careless when talking. Teachers' negative emotions made learners humiliated, scared and ultimately withdrew from talking during learning. It was also found out that negative feelings, thoughts and actions encourage negative behaviour. It is recommended that teachers be trained through workshops and short courses on anger management during class time. Teachers should be competent in training learners on anger management. <b>Keywords: Anger Management. Anxiety. Cognitive. Motivation. Negative Emotions Positive Emotions</b></p>
<p><b>Muhammad AjiHadejia</b> GICICTEL1712128</p>	<p style="text-align: center;"><b>Effectiveness Of Supervision On The Academic Standard Of Schools In Jigawa State, Nigeria</b></p> <p style="text-align: center;"><b>Muhammad AjiHadejia</b> Jigawa State College Of Education, P.M.B 1002, Gumel</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study is to investigate the effect of supervision on the academic standard of education. A total of 35 schools out of 40 schools were physically inspected to determine the effect of supervision in promoting educational standard in Jigawa state. A study of comparative analysis was set out between two groups named "A" and "B" of schools and colleges. Two local government Areas in the North East Senatorial district had been seriously disturbed by obstruction on a road during rainy session and no access to carry out supervision in that areas for more than a term. This study therefore, compares the average supervision results of these two groups, the result of the study revealed that, regular supervision contribute much in academic standard and disciplinary level of any institution; and such institutions are always more effective in most educational activities. Also, the last supervision reports, remarked that there was a lot of laxity found in the teaching staff on their primary assignment; some indiscipline in students and a lot of financial misappropriation in respect of most schools in road problem area. Nevertheless, there was no significant difference discovered between co-educational schools and single (female) schools in term of academic performance and competency. <b>Keywords: Effectiveness, supervision, academic standard.</b></p>
<p><b>Mubarak Muktar</b> GICICTEL1712129</p>	<p style="text-align: center;"><b>Effect of Class Attendance Punctuality on Students' Academic Performance</b> <b>Case Study: Primary Education Department, Jigawa State College of Education Gumel, Nigeria.</b></p> <p style="text-align: center;"><b>Mubarak Muktar</b> Jigawa State College Of Education, P.M.B 1002, Gumel.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The problem most students have that contributes to their poor academic performance is lack of proper study habit. For an excellent performance, there is need for the student to form good study habit. Many practical studies are carried out to investigate factors affecting college students' performance. The focus of this research is that to find out the effect of class attendance punctuality on student academic performance. The research is</p>


	<p>based on student profile developed on the bases of information and data collected through assessment from students of level 200 primary education department, Jigawa state colleges of education (JSCOE) Gumel. Key words: Study habit, Class attendance punctuality, Academic performance</p>
<p><b>AguLivinusAnayochukwu</b> <b>GICICTEL1712131</b></p>	<p style="text-align: center;"><b>The Effect Of External Debt On Economic Growth In Nigeria</b></p> <p style="text-align: center;"><b>AguLivinusAnayochukwu</b> <b>Department Of Final Accounts And Budgets, Institute Of Management And Technology (Imt) Enugu, Enugu, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The phenomenon of external debts towards developed and undeveloped country portrays that the portion of a country's debt that was borrowed from foreign lenders including commercial banks, governments or international financial institutions is suffering from external debt. These loans, including interest, must usually be paid in the currency in which the loan was made. In order to earn the needed currency, the borrowing country may sell and export goods to the lender's country. Therefore a debt crisis can occur if a country with a weak economy is not able to repay external debt due to the inability to produce and sell goods and make a profitable return. In Nigeria External debt management refers to the establishment of the conditions of issue and redemption of foreign loans. It follows that debt itself is not evil but lack of optimal utilization of externally derived fund should be associated with proper debt management and servicing problem. The International Monetary Fund (IMF) is one of the agencies that keep track of the country's external debt. External Debt in Nigeria increased to 11,406.28 USD in the fourth quarter of 2016 from 11,261.89 USD in the third quarter of 2016. External Debt in Nigeria averaged 6,920.43 USD from 2008 until 2016, reaching an all time high of 11,406.28 USD in the fourth quarter of 2016 and a record low of 3627.50 USD in the first quarter of 2009. The data were collected from the Debt Management Office (DMO) quarterly report. Keywords: External debt, Debt management office, Optimal utilization, International monetary fund.</p>
<p><b>Tunde Oke</b> <b>GICICTEL1712132</b></p>	<p style="text-align: center;"><b>Percieved Effects Of Labelling On Emotional And Social Orientation Among Adolescents In Ogun State, Nigeria</b></p> <p style="text-align: center;"><b>Tunde Oke</b> <b>Department of Psychology Guidance and Counselling School of Education, Federal College of Education, Abeokuta Ogun State Nigeria</b></p> <p style="text-align: center;"><b>Omotola Kubura Ayodeji-Oyalowo</b> <b>Department of Psychology, Guidance and Conselling, School of Education, Federal College of Education, Abeokuta Ogun State, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>A label is a word or phrase applied to a person or group especially one that is not quite accurate or true, such a word or phrase tend to portray the labeled in bad light. Labelling therefore is a pattern of conduct rooted in a power differential which induces fear or causes emotional distress in an individual. It is an abuse of power that tends to be chronic and often experienced in a public manner. It is also a form of humiliation that generates attention while it degrades a student in the presence of others. Adolescent students experience differential social and emotional orientation.</p>


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	<p>The differences could be traceable to labelling by teachers in the school environment. It is not in doubt that adolescent students that are labelled by teachers more often than not experience confusion, anger, fear, self doubt and profound concerns about their academic and social competencies. It is against this background that this study examined the perceived effects of labelling on emotional and social orientation among adolescents in Ogun State, Nigeria. Three null hypotheses were generated to give focus to the study. The research design used for the study was a descriptive survey. The sample comprised three hundred and sixty(360) adolescents that were selected from twelve (12) public senior secondary schools in Ogun state, Nigeria using both simple and stratified random sampling techniques. The instrument used for data collection was a questionnaire developed by the researchers tagged “perceived effects of labelling on emotional and social orientation scale” (PELESOS). The analyses of data collected were done with 2-way analysis of variance (ANOVA) statistical technique. The results of findings were found to be significant at 0.05 alpha level. The results of the analyses showed that there was a perceived effect of labelling on emotional and social orientations of adolescents. It was equally established that there was a significant gender difference in emotional and social adjustment of adolescents in secondary schools as a result of labelling. Furthermore, labelling was seen to exert significant effect on academic achievement of the secondary school adolescents. Based on the findings of this study, it was recommended among others that, teachers, parents and significant others should be discouraged from labelling young adults negatively through concerted, systematic and developmental sensitization programme. <b>Key words: Labelling, emotional adjustment, social orientation, adolescents</b></p>
<p style="text-align: center;"><b>RadoslawJanik</b> <b>GICICTEL1712133</b></p>	<p style="text-align: center;"><b>Beyond the Novelty of Creativity in Education: Bringing to bear the importance of the utility and novelty in creative ideation</b></p> <p style="text-align: center;"><b>RadoslawJanik</b> <b>Department of English, Research Development Unit, Ministry of Education, Dubai, United Arab Emirates</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Many educators believe creativity is whimsical behavior and should be reserved for the arts and unusually gifted. However, the scientific community provides considerable evidence that answers the question: Why creativity and why now? Real-life examples of leading and teaching for creativity and assessing its outcomes will be presented along with theoretical constructs and definitions of creativity and motivational theory. <b>Keywords: Creativity, Creativity Assessment, Creativity in Education, Motivation, Motivational Theory</b></p>
 <p style="text-align: center;"><b>Esther Ukpoma</b> <b>GICICTEL1712140</b></p>	<p style="text-align: center;"><b>Effect Of Economic Meltdown On The Management Of Public Secondary Schools In Igueben Local Government</b></p> <p style="text-align: center;"><b>Esther Ukpoma</b> <b>Department Of Economics, School Of Social Sciences, College Of Education, Igueben, Edo, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study investigates the effect of economic meltdown on the management of Public Secondary Schools in Igueben Local Government Area of Edo State, Nigeria. The study adopted a survey research design which utilized researcher made questionnaire based on likert four point scale to answer the three research questions raised in the study, with the view to identify the</p>

	<p>effects of economic meltdown on the provision of funds; constraints imposed by economic meltdown on availability of infrastructure and staff. The entire population of the study was 10 Public Secondary Schools in Igueben Local Government of Edo State. Data collected were analyzed using Simple percentage. The study found that there are adequate provision of facilities and teachers while economic recession has effects in the area of government providing subvention for salaries, daily running of the school administration and general school's maintenance. The study therefore, recommended that government should be more proactive in following the allocation of 26% of the national budget recommended by UNESCO to Education and the supervisory section of Public Secondary Schools from Ministry of Education should be monitored.</p> <p><b>Key word: Secondary School, Management, Economic Meltdown</b></p>
<p><b>Afolabi Festus Oluwole</b> GICICTEL1712141</p>	<p style="text-align: center;"><b>Tackling Economic Recession Through Equitable Teacher Education In Nigeria</b></p> <p style="text-align: center;"><b>Dr. Afolabi, F.O.</b> Department of Educational Administration and Planning, Adeyemi College of Education, Ondo, Ondo State Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Nigeria is painfully passing through a period of pervasive economic recession, which has further aggravated problems of poverty and youth unemployment, compelling many jobless Nigerians to engage in various nefarious activities and social vices. All these forms of criminality pose a serious threat to economic growth of the nation. This paper takes a cursory look at the concepts of economic recession and equitable quality teacher education. It identifies the various factors responsible for poverty in Nigeria. Such factors include attitude of Nigerian youths toward traditional education in Nigeria, improper integration of entrepreneurship education into the curricular of teacher education institutions; defective infrastructural facilities, poor management of resources, defective economic policies, high propensity to consume expensive foreign materials and problem of extended family. It examines the impact of economic recession on teacher education in Nigeria and the effectiveness of inclusive and equitable quality teacher education in combating economic recession in Nigeria. It was recommended among other things that curricula of teacher education institutions in Nigeria should be more pragmatic and have built-in-job training programmes which will enable all students to acquire relevant entrepreneurial skills required for self-employment and wealth creation. Also, all teacher education institutions in Nigeria must have spacious, aesthetically pleasing and well equipped Entrepreneurship Centres. While the supervisory and regulatory agencies notably National Commission for Colleges of Education and Teachers' Registration Council of Nigeria should be more empowered for effective service delivery.</p> <p><b>Keywords: Economic Recession; Equitable Quality Teacher Education; Combating.</b></p>
	<p style="text-align: center;"><b>Prior Knowledge Activation And Academic Performance Of Secondary School Students In English Language</b></p> <p style="text-align: center;"><b>Ajayi Oyedokun Samuel</b> Primary Education Studies, College Of Education, Ikere Ekiti, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study investigated the effect of prior knowledge activation and</p>

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<p><b>AjayiOyedokun Samuel</b> GICICTEL1712143</p>	<p>Academic performance of Secondary School Students in English Language .The purpose was to find how different strategies could be used to activate Students’ prior knowledge. There hypotheses which were translated to research question were used for the Study. The research design was a quasi – experimental design with the population of all public Secondary School Students in Ekiti State.The sample was 160 with three experimental groups and a control group. The research instrument was a so-question item which was tagged “prior knowledge Actuator Question” (PKAQ). Data were analyzed with both descriptive and inferential Students of Analysis of covariance (ANCOVA). The findings showed that Students whose prior knowledge was activated performed better than those whose prior knowledge was not. The Study recommended the activation of prior knowledge for effective mastery. <b>Key words: Scaffolders, Strategies, Prior Knowledge</b></p>
<p><b>Umar Kudu</b> GICICTEL1712144</p>	<p style="text-align: center;"><b>Assessment Of Blocklaying/Bricklaying And Concreting Teachers In Technical Colleges North Central Nigeria</b></p> <p style="text-align: center;"><b>Umar Kudu</b> Technical Drawing,College Of Education, Minna, Niger State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study was designed to assess blocklaying, bricklaying and concreting (BBC) teachers in Technical Colleges in North-Central States Nigeria. Specifically, the study seeks to determined: (i) teaching methods in BBC, (ii) training materials in BBC and (iii) evaluation methods in BBC. A descriptive survey research design was adopted for the study. The population for the study was 132, comprising 97 BBC teachers and 35 BBC workshop personnel all from North-Central States, Nigeria. There was no sampling for the study because the population was manageable. The instrument for data collection was Blocklaying, Bricklaying and Concreting Questionnaire (BBCQ). The BBCQ was subjected to face validation by five experts from the Universities, Technical Colleges and Ministry of Works. The BBCQ was trial tested on BBC Government Vocational College Teachers and BBC workshop personnel to establish its reliability. Cronbach Alpha method was used to establish the reliability of BBCQ which yielded coefficient value of 0.89. Data collected were analyzed using mean and standard deviation to answer the research questions while ANCOVA was used to test the hypothesis at the probability of 0.05 level of significance. The findings of the study revealed that demonstration, learning by doing and discussion are the methods employ in teaching BBC. The results also showed that spirit Levels, head Pans, sand, bricks and water are some of the materials that were available for student’s practical work. Some of the recommendations made in line with the findings are that BBC teachers should adopt the use of relevant teaching methods, Government at all level should provide technical colleges with adequate practical materials and Workshops, seminars and conferences should be organized by government for BBC technical college teachers to improve their knowledge and skills. <b>Key words: Blocklaying, bricklaying and concreting (BBC); Technical Colleges Teachers and North-Central States Nigeria</b></p>
<p><b>James ChataSalawu</b> GICICTEL1712146</p>	<p style="text-align: center;"><b>Effects of Collaborative Learning Method on Students Achievement in Metalwork in Technical Colleges</b></p> <p style="text-align: center;"><b>James ChataSalawu</b> Department of Metalwork Technology, School of Technical Education Niger State College of Education, PMB 39 Minna, Niger State, Nigeria</p>

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	<p style="text-align: center;"><b>Abstract</b></p> <p>This study sought to examine the effect of collaborative learning method on students' achievement in Metal work. Two research questions were posed and two null hypotheses formulated to guide the study. The design of the study was the non-equivalent, pre-test, post-test control group, quasi-experimental research design. Stratified random sampling technique was used to draw 132 TC2 students used for the study. The experimental groups were taught using the collaborative learning method while the control groups were taught using the lecture method. The instruments which were validated by experts and used for data collection were Metal work Technology Achievement Test (MTAT). Mean, standard deviation and analysis of covariance (ANCOVA) were used to analyse the data collected. The major findings of the study are: students taught Metalwork using the collaborative learning method recorded significantly greater achievement than those taught with the lecture method. Gender had no significant influence on students' achievement. Both male and female students had high achievement when taught with collaborative learning method. It was recommended that intensive effort should be made to disseminate the information of the importance of collaborative learning method to as many teachers as possible. This could be done by including the method in the curriculum used in training teachers, and in Technical Colleges' curriculum. Education authorities should organize enlightenment campaign, workshops and seminars for teachers to create awareness of the efficacy of the method and then sensitize them on the necessity for its adoption in their various schools and colleges.</p> <p><b>Key words:</b> Collaborative method, lecture method, achievement and gender</p>
<p><b>Prof. Anthony N. Eze</b> GICICTEL1712147</p>	<p style="text-align: center;"><b>Monitoring Control and Regulation in the Education Sector</b></p> <p style="text-align: center;">Prof. Anthony N. Eze. Department of Vocational Education, NnamdiAzikiwe University, Awka</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The paper examined the extent of monitoring, control and regulation in the educational sector in Nigeria. The findings showed that most educational institutions in Nigeria are being managed at different levels by people who hold certificates in disciplines other than educational administration. The findings also showed that for effective monitoring of education system in the country, the personnel involved should comprise essentially experts in education and evaluation. The paper indicated that control in school systems cannot be efficient without proper inspection and supervision of schools from time to time. The findings further revealed that periodic review of rules and regulations governing the conduct of education would make education functional, operative and cope with new developments. Finally, the paper recommended that the education sector should be adequately re-organized and maintained to face the modern challenges in this sector.</p>
<p><b>Chaudhary Ajmal</b> GICICTEL1712148</p>	<p style="text-align: center;"><b>Quality Assurance In Teacher Education (Problems And Prospects In Open Distance Learning )</b></p> <p style="text-align: center;">Chaudhary Ajmal Distance, Non Formal And Continuing Education, Allama Iqbal Open University, Islamabad, Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p>

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	<p>The main objectives of the study was to explore the existing practices in the implementation of accreditation and quality assurance measures of teacher education programs running through open distance learning in Pakistan, to determine the efficacy of the prevailing accreditation and quality assurance system of teacher education programs in distance education institutions as imposed by Higher Education Commission of Pakistan, to probe dichotomy or policy disconnects in proposed implementation of an external accreditation and quality assurance system for teacher education program through distance education institutions and to open a debate on accreditation and quality assurance measures in teacher education programs running through open distance learning provided by Higher Education Commission. The researcher used interviews of academic leaders and analysis of documents related to institutional policies and practices in this regard. Currently the Higher Education Commission, (HEC) a regulatory body of higher education is responsible for accreditation and quality assurance in higher education institutions in Pakistan. The National Accreditation council for Teacher Education (NACTE) has been given authority to develop certain mandatory standards to be practiced by all higher education institutions of the country. It is found that distance education institutions of the country are also governed by the same accreditation and quality assurance rules/regulations which are in vogue for other higher education institutions of the formal education system that indicates an enormous dichotomy or policy disconnect. This research guided appropriate direction towards the implementation of the quality assurance and the accreditation process for institutions running through open and distance learning system.</p> <p><b>Keywords: Open Distance Learning, Quality Assurance, Accreditation.</b></p>
<p style="text-align: center;"><b>Ahmed Mudi</b>  <b>GICICTEL1712153</b></p>	<p style="text-align: center;"><b>Impact Of Instructional Materials In Teaching Social Studies Education Among Junior Secondary Schools Student’s In Jigawa State, Nigeria</b></p> <p style="text-align: center;"><b>BalaZakar</b>  <b>Department Of Social StudiesSchool Of Arts And Social SciencesJigawa State College Of Education P.M.B 1002, Gumel</b></p> <p style="text-align: center;"><b>Ahmed mudi</b>  <b>Department Of Social StudiesSchool Of Arts And Social SciencesJigawa State College Of Education P.M.B 1002, Gumel</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study focused on the impact of instructional materials in teaching social studies among junior secondary school students in Jigawa state. To achieve this, one research question and a hypothesis were formulated. The research also adopted quasi experimental design; were pre –test and post – test groups were used., after the administration of the instrument, an achievement test was conducted to get the results of the instruction .The population of the study is 79243 junior secondary school students.. Simple random sampling technique was adopted in drawing the sample for the study. The sample size was 382 students. The data collected was presented in frequency and percentage and later subjected to t – test analysis .Based on the findings of the research some recommendations were made i.e. educational visit inform of fieldtrip and excursions or inviting a resource person need to be given more priority in social studies classes, the deliberate gap created in the provision of social studies education in our educational system in Nigeria need to be bridged etc.</p> <p><b>Keywords: Social Studies, Instructional Materials, Academic performance,</b></p>

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 <p><b>Dr. SankaranarayananPaleeri</b> GICICTEL1712158</p>	<p><b>Jigawa State</b></p> <p><b>Native and Nonnative Dogmas as Precursors of Value Education: Indian Teacher Educators' Attitude towards Development and Implementation of Value Education in Teacher Education</b></p> <p><b>Dr. SankaranarayananPaleeri</b> Department of Social Science Education, NSS Training College, Ottapalam, Kerala, India</p> <p><b>Abstract</b></p> <p>Proper Education is a passport to a good, comfortable and secure life. To make man a social being to lead effective social life, education bags different imperatives time to time such as value education, moral education, human rights education, women education, environmental education, sex education and so on (Sharique, 1984). Teacher education sector must purposely flourish this wide scope of education through the practice of distinguished ideals because teacher education is that which arranges platforms for a state's future educational affairs. Meticulous teacher education is zeroed in on conscious efforts of moral and social responsibilities of the prospective teachers. Well-designed value education in teacher education may save this purpose to a certain extent.</p> <p>Value education is always essential to shape one's life and to give him/her morale of performing him/herself on the global stage. The need for value education among the parents, children and teachers is constantly increasing. Prospective teachers must be carefully trained during their teacher education course with preplanned actions for value development. Student teachers with value quintessence only can serve as value oriented teachers in future.</p>
 <p><b>Amitabh Roy</b> GICICTEL1711053</p>  <p><b>Dr. Ritwika Laskar</b> GICICTEL1711053</p>	<p><b>Attitude of Typically Developing Students towards their Peers with Disability: A Study in the State of New South Wales</b></p> <p><b>Dr. Ritwika Laskar</b> Department of Education, Department of English, AlipurduarMahilaMahavidyalaya, University of NorthBengal, West Bengal, India</p> <p><b>Amitabh Roy</b> Department of Education, Department of English, AlipurduarMahilaMahavidyalaya, University of North Bengal, West Bengal, India</p> <p><b>Abstract</b></p> <p>Inclusion does not only mean placing a child experiencing disability in a mainstream classroom. Placement within a regular classroom is just the first step towards inclusive education. Acceptance from peers and teachers followed by involvement in classroom activities are pre – requisites for successful inclusion. A small scale survey was conducted in some of the Public Schools in the metropolitan city of Sydney in the state of New South Wales, Australia to analyse the attitude of typically developing students towards their peers with disability. Random Sampling Technique was for the purpose of data collection and the data obtained from 160 students of classes VII and VIII was analysed qualitatively only. A questionnaire was conducted and its reliability was 0.88 (Chronbach Alpha Test of Reliability). Analysis of the data showed a mixed response amongst the students</p>

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	<p>regarding their attitude towards their peers experiencing disability. While some of them showed a readiness in their acceptance of students with disabilities, there were quite a few who were hesitant. However, it was difficult to determine whether the readiness for acceptance was out of sympathy or out of a feeling of equality. It is important to understand the attitude of typically developing students because it is their behaviour and approach which to a great extent determines the success of the process of inclusive education. Further studies can be conducted to find out the factors which contribute in formation of attitude of students.</p> <p><b>Keywords:</b> Attitude, Inclusive Education, Sydney.</p>
 <p><b>Hwangji Lu</b> GICICTEL1712064</p>	<p><b>Building Effective Virtual Learning Teams Through Enhanced Team Processes</b></p> <p><b>Hwangji Lu</b> Department of Healthcare Administration, Colorado Technical University, Colorado Springs, CO, USA</p> <p><b>Abstract</b></p> <p>The utilization of virtual teams to support cooperative learning becomes a leading topic in distance education. Previous research reveals that the practices of collaborative learning through team interactions enrich students' learning experiences and prepare them to embrace the real-world problems in the team-based activities. Aligned with the philosophy of learning community, virtual learning teams have reported enhanced student-to-student engagement, raised motivation, higher student satisfaction, greater retention rates, and better academic performance with improved critical thinking, problem-solving, and communication capabilities. In this article, not only challenges are identified, but also strategies to create and facilitate productive virtual learning teams are recommended. These proposed strategies are instrumental in cultivating virtual teams and can be beneficial to instructional designers or instructors who might either integrate the team component into the curriculum or facilitate virtual teams in the online classrooms.</p> <p><b>Keywords:</b> Virtual team, Learning community, Collaborative learning, Distance education, Higher education.</p>
 <p><b>FaridahAwang</b> GICICTEL1712077</p>	<p><b>Helping College Students Develop a Personal Brand</b></p> <p><b>FaridahAwang</b> Professor, Management, Marketing, &amp; International Business, Eastern Kentucky University, Richmond, KY, USA</p> <p><b>Lana Carnes</b> Management, Marketing, &amp; International Business, Eastern Kentucky University, Richmond, KY USA</p> <p><b>Abstract</b></p> <p>The importance employers place on one's personal brand has been well documented. Whereas one's professional reputation used to be a standard measure of an employee's potential success, the online personal brand is now used for this measure (Lipschultz, 2016). Potential employers supplement formal interviews and resume reviews with Internet searches to learn more about a candidate's character, verify information, and view work samples (Arruda, 2014; Jobvite, 2015; Lipschultz, 2016). A recent survey found that 93 percent of recruiters use or plan to use online searches to learn more about candidates during the hiring process, with 92 percent of</p>

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	<p>those recruiters reviewing candidates' LinkedIn accounts (Jobvite, 2015). The takeaway is that while it may be intimidating for a student to create and monitor an online brand, investing time into this endeavor is important. The objective of this research is to help college students learn what a personal brand is and encourage them to create such a brand for themselves. College students at the sophomore and junior level will be surveyed to gain their perceptions concerning the following topics: technology tools used to enhance a professional presence, networking strategies to build a personal brand, elements of a personal brand, and actions taken to create a personal brand. The findings of the surveys will be analyzed and used to create a meaningful assignment to further encourage students to develop their personal brand. The research results, assignment, and suggestions for future directions will be provided during the presentation.</p> <p><b>Keywords: Personal brand, social media, professionalism</b></p>
<p style="text-align: center;"><b>Jocelyn Grira</b> GICICTEL1712078</p>	<p style="text-align: center;"><b>Rationality and Students' Misconduct at University: Empirical Evidence and Policy Implications</b></p> <p style="text-align: center;"><b>Jocelyn Grira</b> College of Business and Economics UAE University, United Arab Emirates</p> <p style="text-align: center;"><b>Louis Jaeck</b> College of Business and Economics UAE University, United Arab Emirates</p> <p style="text-align: center;"><b>Abstract</b></p> <p>We investigate the determinants of students' misconduct at University. Using a sample of 310 surveyed students, we find that students are more likely to cheat when they have previous misconduct records, when they perceive academic integrity policy as being poorly enforced and when perceived instructors' tolerance toward misconduct incidents is high. Moreover, misconduct behavior tends to increase with students' seniority and the perceived level of course difficulty. Surprisingly, students' motivation toward reading, writing, and learning do not seem to have valuable impact on the likelihood of students' misconduct. Students' nationality partially explains the cross sectional variation in misconduct rates. Our findings have important policy implications that relate to university culture of academic integrity, instructors' tolerance vis-à-vis students' misconduct behavior, and the effectiveness of punitive actions.</p> <p><b>Keywords: Misconduct; Motivation; Performance; Ethics; University Policy</b> <b>JEL Classification Codes: A20; I21; I28; J45</b></p>
<p style="text-align: center;"><b>Igor Balaban</b> GICICTEL1712080</p>	<p style="text-align: center;"><b>Assessing Digital Maturity of Schools</b></p> <p style="text-align: center;"><b>Igor Balaban</b> University of Zagreb, Faculty of Organization and Informatics, Zagreb, Croatia</p> <p style="text-align: center;"><b>Nina BegičevićRedep</b> University of Zagreb, Faculty of Organization and Informatics, Zagreb, Croatia</p> <p style="text-align: center;"><b>Marina KlačmerČalopa</b> University of Zagreb, Faculty of Organization and Informatics, Zagreb, Croatia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this paper is to identify and describe the current state of</p>

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	<p>digital maturity of primary and secondary schools in Croatia. It reveals key steps in the development of an instrument for assessing digital maturity of schools and gives a brief overview of a Model for Digitally Mature Schools in Croatia, which is a base for the instrument. The instrument evaluation involved 151 primary and secondary schools in Croatia that were assessed against maturity levels. Descriptive statistics is used to elaborate on reliability of measurement scales and to identify and explain correlations between 38 indicators of digital maturity of schools. The main drivers of digital maturity are also identified. Results obtained from the instrument show that 50 percent of schools in Croatia are in the initial phase of maturity and 43 percent of them are E-enabled which in respect to 5 different maturity levels corresponds to levels 2 and 3 respectively. An on-line system developed for this purpose, besides it features the instrument itself and enables schools to benchmark between themselves, identifies critical indicators for each school that require improvement in order for school to make progress against maturity level.</p> <p><b>Keywords.</b> Digital maturity, maturity framework, instrument, e-schools</p>
 <p><b>MostefaMeddour</b> GICICTEL1712084</p>	<p><b>I am not ready for teaching! Graduates of English Major Challenges and Expectations of the profession</b></p> <p><b>MeddourMostefa</b> Department of Foreign Languages, Biskra University, Algeria</p> <p><b>Abstract</b></p> <p>Every school year, Algerian Ministry of Education recruits hundreds of university Masters' Graduates to occupy job vacancies in teaching English both in Middle and Secondary schools. However, students' graduates who eventually become novice teachers are often blamed of being unprepared and unqualified for the profession. Students' graduates alike express their dissatisfaction of the quality of teacher education they have received during their university career and the lack of training in different areas of teaching. This paper seeks to investigate the level of readiness and preview the forecasted challenges that university graduates of English may encounter as they enter the school life. To do so, a questionnaire was administered to 136 Masters' Graduates of English at Biskra University to survey their major challenges and expectations of the teaching profession. The results revealed that students are reluctant to join schools as they are ill-equipped and untrained to become teachers though they see teaching as a promising job for the future. They also express their need to have pre-service teacher training sessions along their academic career in which some elements of teaching need to be practiced and simulated especially lesson planning, classroom management and teaching language skills. The surveyed students expressed their uncertainties of dealing with teenagers' discipline problems in large classes especially in Secondary Schools, and preparing lessons from a textbook they have never trained to work with.</p> <p><b>Keywords:</b> University Graduates, Teaching English, Algeria, teaching challenges, profession readiness</p>
 <p><b>Ogieriakhi Anne</b> GICICTEL1712106</p>	<p><b>Topic Professional Development Of Senior Secondary School Biology Teachers On Inquiry-Based Teaching</b></p> <p><b>Ogieriakhi Anne</b> Biology Department, College Of Education Akwanga, Nasarawa State, Nigeria</p> <p><b>Abstract</b></p>

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	<p>This paper is based on the topic professional development of senior secondary school biology teachers on inquiry-based teaching. Being an effective biology teacher is a continuous process that stretches from pre-service experiences in undergraduate years to the end of a professional career. Science knowledge is rapidly changing and expanding in its relevance to societal issues so teachers need ongoing opportunities to build their understanding and abilities. In line with this view, the National Science Education Standards (NSES) present a vision of learning and teaching science in which students will have the opportunity to become scientifically literate. (NSES, 1996: 56). In the vision, science teachers are professionally responsible for their own professional development and for the maintenance of their teaching profession, hence this paper. Professional development refers to a variety of specialized training, formal education or advanced professional learning intended to help administrators, teachers and other educators improve their professional knowledge, skill and effectiveness (hidden curriculum, 2014). In the teaching of biology. The paper considered some major issues that leads to teacher professional development which include: professional development for biology teachers on inquiry-based teaching, teachers current teaching of biology, concept of inquiry-based teaching, student learning of biology, effective learning environment and experiences, consensus model of effective professional development programme, impact of professional development programme, researches on professional development programme, benefit and challenges of professional development programme, standards for professional development programme and conclusion. Recommendation include: coaching and support for teachers at points of implementation, professional development programs should be for a longer period of time more than what is obtainable presently, proper monitoring and evaluation of training received and its implementation among others</p>
<p><b>Dr. Joy Pattisson</b> GICICTEL1712111</p>	<p><b>Teacher trainees' understandings of mentoring within a B.Ed program in the Middle East</b></p> <p><b>Dr. Joy Pattisson</b> Assistant Professor, Higher Colleges of Technology, Dubai</p> <p><b>Abstract</b></p> <p>As part of a B.Ed program offered at the Higher Education Institution in the Middle East (HEIME) trainees spend 8 weeks on an internship in a local school in their final semester. They receive training and support from both a school-based and college-based mentor. However, the model of mentoring adopted has been largely supervisory and it was felt this needed to become more participatory. This research was explored trainees' understandings of mentoring in this context both before and after intervention. It also studied factors that influenced the development of these understandings. Data was collected primarily through two semi-structured interviews and supplemented through college classroom-based activities, observations and recordings in a research diary. The data indicate that prior to the intervention, participants viewed mentoring as a means of acquiring emotional support and consequently prioritized the relationship. Secondly, it was expressed that mentoring provided professional and pedagogic support and was largely evaluative. Post intervention, views shifted to recognizing the prioritization of pedagogic and professional support and the value of practical approaches, such as team teaching, guided teaching, tutorials and observations, to this. In most cases, there was a greater understanding of their role in the relationship. There was no</p>

	<p>mention of the evaluative aspect of mentoring. Participants reported that the primary influences on their perceptions were previous experiences of mentoring and the quality of their mentoring relationships. Additional data indicates that dominant views on teacher-student relationships were influential.</p> <p>This research is important as it challenges a prevailing discourse in the region that top-down, evaluative models are most effective, clearly demonstrating that when trainees are supported and encouraged they are willing to take risks with positive implications for their learning.</p>
<p><b>TshimangadzoSikhwari</b> <b>GICICTEL1712121</b></p>	<p style="text-align: center;"><b>Investigating first year students’ abilities to make appropriate career choices</b></p> <p style="text-align: center;"><b>TshimangadzoSikhwari</b> <b>University of Venda, Centre for Higher Education Teaching and Learning,</b> <b>Academic Development Unit,</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The choice of a career is one of the most crucial challenges currently facing adolescents in South Africa. The purpose of the present study was to investigate first year university students’ abilities with regard to career planning, awareness of their career interests, career decision-making and exposure to career information. A cross-sectional survey design was used. Four hundred and thirty (430) participants were randomly selected from a population of first year students at a rural university in Limpopo Province of South Africa. The data was collected through a self-constructed questionnaire and analysed by means of the Statistical Program for Social Sciences (SPSS). The results indicated that students were not fully informed about the ‘realistic’ type of careers, that is, careers where they use hands, tools and machines. In addition, students were found to lack self-knowledge with regard to their career interests. The recommendations were provided to the Student Counselling and Career Development Unit in the university to address the issue of career guidance in secondary schools in the Vhembe District of Limpopo Province.</p> <p><b>KEYWORDS:</b> Career, decision-making, self-knowledge, planning, occupation.</p>
<div style="text-align: center;">  <p><b>Akeem Adekunle</b> <b>GICICTEL1712123</b></p> </div>	<p style="text-align: center;"><b>Administrators’ Leadership Skills And Employees’ Job Engagement In Tertiary Educational Institutions In Ogun State Nigeria</b></p> <p style="text-align: center;"><b>Dr. Akeem A. Adekunle</b> <b>Department Of Educational Management, Faculty Of Education, University Of Lagos, Akoka-Yaba, Lagos State, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study examined the influence of administrators’ leadership skills on employees’ job engagement in tertiary educational institutions in Ogun State, Nigeria. The study was guided by three research questions. A descriptive survey research design was adopted for the study. The sample comprises 415 employees (academic and non-teaching staff) selected from six out of the 12 public tertiary institutions in Ogun State, Nigeria, using multi-stage sampling technique. A researcher–designed 30 item 4 point modified Likert rating scale instrument entitled “Administrators Leadership Skills and Employees’ Job Engagement Questionnaire” (ALSEJEQ) was used for data collection. The instrument was subjected to reliability test using the Crombach Alpha method and a reliability coefficient of 0.89 was obtained. Data obtained were analysed statistically</p>

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	<p>using multiple Regression Analysis to answer all the research questions at 0.05 level of significance. The results show that, though low, the overall model of the three administrators' leadership skills indicators significantly predicted employees' job engagement in tertiary educational institutions in Ogun State (<math>F(3, 411) = 47.195, p &lt; 0.05</math>); that, though low, the overall model of the administrators' leadership skills indicators significantly predicted employees' job engagement in tertiary educational institutions in Ogun State (<math>F(3, 411) = 47.195, p &lt; 0.05</math>); and that although, administrators' analytical skills significantly contributed to the model, the contribution was negative <math>\beta = -.284, t(411) = -3.028, p &lt; 0.05</math>. The third variable, administrators' conceptual skills did not significantly contribute to the model <math>\beta = -.048, t(411) = -.496, p = .620</math>. It was therefore recommended that appointment of Administrators of tertiary educational institutions should be hinged on evidence of haven undergone training at the National Institute for Educational Planning and Administration (NIEPA, Nigeria), and that serving institutional Administrators should as a matter of policy be required to engage in Mandatory Continuing Professional Education which serves as a refresher course from time to time so as to be kept abreast of contemporary theories and practices in educational management.</p> <p><b>Keywords:</b> Administrators' Leadership Skills, Employees' Job Engagement, Tertiary Educational Institutions</p>
<p style="text-align: center;"><b>Dr.</b> <b>SankaranarayananPaleeri</b> <b>GICICTEL1712145</b></p>	<p style="text-align: center;"><b>The Creative Dramatics As Method Of Teaching And Its Effectiveness On Achievement In Social Science, Creative Sense And Joyfulness Of Learning</b></p> <p style="text-align: center;"><b>Dr. SankaranarayananPaleeri</b> <b>Department Of Social Science Education, NSS Training College (University Of Calicut), Ottapalam, India</b></p> <p>“The School of the future will, perhaps not be a School as we understanding- with benches, blackboards and a teachers platform- it may be a Theatre, a Library, a Museum or a Conversation” Leo Tolstoy Tolstoy's prediction has taken place century ago; today, we find both receptivity and active involvement of different resources in the education of children and young people. Among many of such resources, a most useful resource that identified recently is creative dramatics or education theatre. The use of drama as a tool for teaching is not new: historically, both creative drama and theatre have long been recognized as potent means of education and indoctrination (Caslin, 1996). Though the educational system often recognizes the value and importance of the dramatic theater skills, their development not often translate into class room practice. In constructivist classrooms, social science teachers use traditional lectures, demonstrations, a few experiments, group works, dyadic grouping, paper and pencil assignments and tests and so on. These are not satisfactorily appealing to many students (Caslin, 1997). In most of the cases the constructivist approach soon becomes replication, dull and also shrinks to the repetition of group learning activities. The teachers must use methods that are innovative and make the individuals able to be active participants in the teaching sessions. They must seek new methods and strategies. Here comes the significance of the new approaches like Creative Dramatics.</p>
<p style="text-align: center;"><b>RadoslawJanik</b> <b>GICICTEL1712133</b></p>	<p style="text-align: center;"><b>Beyond The Novelty Of Creativity In Education: Bringing To Bear The Importance Of The Utility And Novelty In Creative Ideation</b></p> <p style="text-align: center;"><b>RadoslawJanik</b> <b>Department of English, Research Development Unit, Ministry of Education, Dubai, United Arab Emirates</b></p>

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	<p>Many educators believe creativity is whimsical behavior and should be reserved for the arts and unusually gifted. However, the scientific community provides considerable evidence that answers the question: Why creativity and why now? Real-life examples of leading and teaching for creativity and assessing its outcomes will be presented along with theoretical constructs and definitions of creativity and motivational theory.</p> <p><b>Keywords:</b> Creativity, Creativity Assessment, Creativity in Education, Motivation, Motivational Theory</p>
<p><b>AjayiOyedokun Samuel</b> GICICTEL1712143</p>	<p style="text-align: center;"><b>Prior Knowledge Activation And Academic Performance Of Secondary School Students In English Language</b></p> <p style="text-align: center;"><b>AjayiOyedokun Samuel</b> Primary Education Studies, College Of Education, Ikere Ekiti, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study investigated the effect of prior knowledge activation and Academic performance of Secondary School Students in English Language .The purpose was to find how different strategies could be used to activate Students’ prior knowledge. There hypotheses which were translated to research question were used for the Study. The research design was a quasi – experimental design with the population of all public Secondary School Students in Ekiti State</p> <p>The sample was 160 with three experimental groups and a control group. The research instrument was a so-question item which was tagged “prior knowledge Actuator Question” (PKAQ). Data were analyzed with both descriptive and inferential Students of Analysis of covariance (ANCOVA). The findings showed that Students whose prior knowledge were activated performed better than those whose prior knowledge were not. The Study recommended the activation of prior knowledge for effective mastery.</p> <p><b>Key words:</b> Scaffolders, Strategies, Prior Knowledge</p>
<div style="text-align: center;">  <p><b>Dr.</b> <b>SankaranarayananPaleeri</b> GICICTEL1712145</p> </div>	<p style="text-align: center;"><b>The Creative Dramatics As Method Of Teaching And Its Effectiveness On Achievement In Social Science, Creative Sense And Joyfulness Of Learning</b></p> <p style="text-align: center;"><b>Dr. SankaranarayananPaleeri</b> Affiliation: Department Of Social Science Education, NSS Training College (University Of Calicut), Ottapalam, India</p> <p style="text-align: center;"><b>Abstract</b></p> <p>“The School of the future will, perhaps not be a School as we understanding- with benches, blackboards and a teachers platform- it may be a Theatre, a Library, a Museum or a Conversation”</p> <p style="text-align: center;">- Leo Tolstoy</p> <p>Tolstoy’s prediction has taken place century ago; today, we find both receptivity and active involvement of different resources in the education of children and young people. Among many of such resources, a most useful resource that identified recently is creative dramatics oreducation theatre. The use of drama as a tool for teaching is not new: historically, both creative drama and theatre have long been recognized as potent means of education and indoctrination (Caslin, 1996). Though the educational system often recognizes the value and importance of the dramatic theater skills, their development not often translate into class room practice.</p> <p>In constructivist classrooms, social science teachers use traditional lectures, demonstrations, a few experiments, group works, dyadic grouping, paper</p>

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	<p>and pencil assignments and tests and so on. These are not satisfactorily appealing to many students (Caslin, 1997). In most of the cases the constructivist approach soon becomes replication, dull and also shrinks to the repetition of group learning activities. The teachers must use methods that are innovative and make the individuals able to be active participants in the teaching sessions. They must seek new methods and strategies. Here comes the significance of the new approaches like Creative Dramatics.</p>
<p style="text-align: center;"><b>Ahmed Mudi</b> <b>GICICTEL1712153</b></p>	<p style="text-align: center;"><b>Impact Of Instructional Materials In Teaching Social Studies Education Among Junior Secondary Schools Student’s In Jigawa State, Nigeria</b></p> <p style="text-align: center;"><b>BalaZakar</b> <b>Department Of Social StudiesSchool Of Arts And Social SciencesJigawa State College Of Education P.M.B 1002, Gumel</b></p> <p style="text-align: center;"><b>Ahmed Mudi</b> <b>Department Of Social StudiesSchool Of Arts And Social SciencesJigawa State College Of Education P.M.B 1002, Gumel</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study focused on the impact of instructional materials in teaching social studies among junior secondary school students in Jigawa state. To achieve this, one research question and a hypothesis were formulated. The research also adopted quasi experimental design; were pre –test and post – test groups were used., after the administration of the instrument, an achievement test was conducted to get the results of the instruction .The population of the study is 79243 junior secondary school students.. Simple random sampling technique was adopted in drawing the sample for the study. The sample size was 382 students. The data collected was presented in frequency and percentage and later subjected to t – test analysis .Based on the findings of the research some recommendations were made i.e. educational visit inform of fieldtrip and excursions or inviting a resource person need to be given more priority in social studies classes, the deliberate gap created in the provision of social studies education in our educational system in Nigeria need to be bridged etc.</p> <p><b>Keywords: Social Studies, Instructional Materials, Academic performance, Jigawa Stat.</b></p>

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