Conference Proceedings

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Preface:

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KEYNOTE SPEAKER

Dr Malgorzata Wójcik

Assistant Professor, SWPS University, Katowice, Poland

Topic: The Culture of Bullying in Schools – Grounded Theory Study

Dr Malgorzata Wójcik is an assistant professor at SWPS University in Katowice. Before entering the field of research she had been working as a middle school teacher and educator. Her research interests are connected with peer group dynamics, bullying, victimization as well as the effectiveness of school prevention programs. She has implemented research-based anti-bullying program for students during the transition to middle schools which has proven to be successful in reducing five types of bullying behaviour. She has also conducted Participatory Action Research with university and high school students. Her latest research concentrates on peer group as the main context for understanding and preventing bullying.

<u>KEYNOTE SPEAKER</u>

Dr H M Belal

Senior Lecturer, Liverpool Business School (LBS), Liverpool John Moores University (LJMU), UK

Topic: A Transformative Service Research Approach to Value Co-creation and Well-being: An Institutional Perspective

Dr. H.M.Belal is a Senior Lecturer in Liverpool John Moores University (LJMU) at Liverpool Business School (LBS). He attained his Global MBA from Nagoya University of Commerce & Business (NUCB), Japan and the PhD in Knowledge Science from Japan Advanced Institute of Science and Technology (JAIST), Japan. Before he joined in LJMU, he served as a Senior Lecturer in Universiti Utara Malaysia (UUM) at the School of Technology Management and Logistics (STML). He was also a Research Fellow of Knowledge Science Research Lab at the same school of Universiti Utara Malaysia and led Service Science Research Group. He also worked with JICA (Komagane training centre) as a consultant and trainer. He is an expert in the Service Science (servitization, service innovation, transformative service research, service ecosystem), Knowledge Science (knowledge management, knowledge co-creation process), Business Model Innovation, Strategic Technology Management, SMEs, and Social Well-being Solution. He has published papers including in the world reputed Journals and other Japanese research papers. He presented his papers at the famous conferences as well, such as; PICMET (Portland International Conference on Management of Engineering and Technology).

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Facebook: https://www.facebook.com/hm.belal.96
Research Gate: https://www.researchgate.net/profile/Hm_Belal

PLENARY SPEAKER

Mr K.A.D. Ranga Perera

Senior Lecturer, Faculty of Music affiliated to Visual & Performing Arts University, Colombo, Sri Lanka

Topic: Perception of Teaching Music in Higher Education Institution

Mr K.A.D. Ranga Perera is a Senior Lecturer working in Faculty of Music affiliated to Visual & Performing Arts University, Colombo Sri Lanka. He is specializing in research areas of teaching Indian classical music forms, historical and theoretical aspects of Rhythmic instruments and higher education teaching methods. He has conducted and participated in practice-based research projects locally. He has been working in the University for almost ten years and before appointing as a lecturer He was a Junior Research Fellow of University of Kelaniya, Sri Lanka. He completed his post-graduate from Indira Kala University in India in the stream of Classical Indian Music. He has participated in many international level conferences as a presenter and delegate. Apart from the academician, Mr Ranga is a performer and well known Tabla Player performed in both local and international level.

PRESENTERS

Dr. Shanti Tejwani
ERCICRTEL191852

Study the Effect of the Flipped Classroom Instruction Strategy on 9th Class Students Academic Achievement in Economics and Reaction towards the Flipped Classroom Instruction Strategy

Dr. Shanti Tejwani
Shri Vaishnav College of Teachers Training , Scheme No. 71, Gumasta Nagar Indore,Devi Ahilya Vishwavidyalaya, Indore, Indore (M.P.) India

Mrs. Archana Kumari
Contractual Lecturer, SOE, DAVV, Indore, India

Abstract

The aim of this study was to investigate the effect of the Flipped Classroom Instruction Strategy on students' academic achievement in economics. The objectives of the stud were: (i) To compare the adjusted mean score of academic achievement in economics of experimental group and control group students by considering pre-academic achievement in economics as covariate (ii) to study the reaction of the students towards the flipped classroom instruction strategy. Thirty three students of experimental group were taught in a blended learning context where the flipped classroom instruction strategy was applied, while the lessons in the thirty students of control group were carried out through traditional blended learning. Both groups were administered a test before and after the treatment. To analyze the data, a One-way ANCOVA was conducted to compare the adjusted means of test scores of each group. The results showed that there were statistically significant differences between the adjusted mean scores of the two groups and found that flipped classroom instruction strategy was better as compare to the traditional method for the academic achievement in economics. Further reaction towards the flipped classroom strategy was taken from the experimental group. Items in the reaction scale were categorised in to four aspects i.e. Content, Motivation, Assignment and Learning. The reaction of the students was found positively favourable.

Parvez Ahmed Pirzado
ERCICRTEL1918053

Talking about Human Rights in Pakistani Classrooms: Evidence from the field

Parvez Ahmed Pirzado
University of Technology Sydney (UTS), Australia

Abstract

Pakistan ranks at the lowest end of human development in the world. In the Human Development Index 2017, Pakistan ranks at 147th position (out of 188 countries). Pakistan is signatory to a number of international human rights Conventions and thus has pledged to protect the rights of citizens. However, recent international and national reports portray the overall human rights situation in the country as inadequate. The teaching of Human Rights is not formally included in Pakistani curricula, and there is lack of research on the subject of Human Rights Education in Pakistan.

This paper attempts to explore the place of human rights within the existing policy documents and school curriculum in Pakistan and barriers in teaching human rights concepts in primary schools of Pakistan. The paper will focus on the situation of human rights education with reference to the policy documents and existing curricula of Social Studies and Islamic Studies subjects and a review of textbooks. The study seeks to identify the opportunities and constraints related to teaching of human rights concepts in schools, and possibilities of teaching human rights concepts in Pakistani schools, through the examples from classrooms. The paper will discuss about opportunities and barriers towards reaching human rights in Pakistani classrooms.
Keywords: Education, Human Rights Education, Education Research

Margaret Maja
ERCICRTEL1918055

The Perceptions of Mogodumo Circuit Intermediate Phase Learners in Learning English First Additional Language

Margaret Maja

Curriculum and Instructional Studies, University of South Africa, South Africa

Abstract
South Africa is a rapidly growing country with many developments in technology and fast growing business markets. The country has to attain certain standards in order to match the competitive international environment. English First Additional Language (EFAL) is a language of learning and teaching (LoLT) in most of South African Intermediate Phase (Grade 4 to 6) public primary schools. However, most of the learners struggle with this language during the oral activities in the classroom. The purpose of this study was to explore the Intermediate Phase learners' perceptions and attitudes in a social learning using the EFAL at Mogodumo Circuit. This article holds an interpretivist perspective using qualitative case-study approach. A purposeful sample of 60 Intermediate Phase learners from Grade 4, 5 and 6 in four public primary schools formed part of six focus group interviews where each grade was interviewed separately. The findings indicated that learners enjoy learning and using the language though there are some frustrations. Those who try to use this language are sometimes mocked, criticised and labelled by peers as they practice using the language inside and outside the classroom to improve their communication skills. Recommendations were made as to how EFAL teachers can motivate and support learners in enhancing peer mutual learning that develop communicative competence in EFAL.
Keywords: Communicative Competence, Social Learning, Learners, English First Additional language

Innocent Uroko Ochai
ERCICRTEL1918060

English Language and National Integration

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Abstract
Language is a natural endowment to man by God and the most viable means human beings use for communication and interaction. It is generally, an essential element in human life. English language is a colonial legacy now so deeply entrenched in Nigerian heritage that has apparently become indispensable. In the country, English language is already widely recognized as an instrument par excellence for socio-cultural, economic and political integration. It is for this reason that much importance is attached to the language nationwide and at all levels on nation's educational system. In this paper, the writer discusses the advent of English language in Nigeria, its importance in international politics, multilingualism and the problem of national integration, English language and national integration and concludes by demonstrating the significance of English language potentials in national integration. Finally recommendations are made of the continued use of English language in view of its unique roles in national development and integration.

The Effect of Using Guided Discovery Learning Approach Towards Students' Reading Comprehension

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Nunung Fajaryani S.Pd, M.Pd
Thesis Advisor

Robi Soms S.Pd, M.Pd
Thesis Advisor II

Delvia Muharramah
ERCICRTEL1918062

Abstract
Reading which is taught in English subject at school is very influential for students because through reading we can get an experience, new concept, problem solving and knowledge. Students can broaden their knowledge and information in English by reading books, articles, and texts. They need a lot of exposure if they want to be proficient in English. The exposure can be gotten from various sources, especially from written texts. If they read a passage, they can learn new vocabulary which will help them to learn English. This research was aim at finding out the effect of applying

Guided Discovery Learning Approach toward the eight graders' reading comprehension at SMP N 1 Kota Jambi. This research was quasi experimental design. There were two classes namely, experimental and control classes, Guided Discovery Learning Approach was applied in the experimental class, meanwhile, Grammar translation method was applied in the control class. There were seven meetings for each class including pre-test and post-test. The result of this research showed that Guided Discovery Learning Approach affected on students' reading comprehension. The enhancement was proven by the increasing of students' reading score after the treatment. The result of this research showed that the average score in the first meeting (pre-test) was 69.25 and the average score of post-test result was 94.64. the difference between pre-test and post-test was 25.39. Hence in control class, the average score of pre-test result was 65.57 and the average of post-test result was 80.02 with the difference between pre-test and post-test was 14.45. So, it was indicated the method in this research was significantly increase on Students' Reading Comprehension.

Md. Arif-Uz Zaman
ERCICRTEL1918063

PhD Proposal Title: Investigating the Role of Open and Distance Learning (ODL) towards Improving English Language Teaching (ELT) at Secondary Level of Education in Bangladesh

Md. Arif-Uz Zaman
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Abstract
It is hoped by the government of Bangladesh that it would be able to achieve Sustainable Development Goals (SDGs) along with the goals of Digital Bangladesh, where quality education is one of them, through the efficient uses of Information and Communications Technology (ICT). Secondary level of education serves as a foundation for learners and it is found in research that most of the English teachers at that level are not very good at pedagogical skills and ELT techniques particularly in rural Bangladesh. It is also found in research that most of the teachers are staying far away from the conventional Teachers' Training Colleges (TTCs) due to different constraints and challenges e.g., time constraint and family problems. Since English language plays a significant role in the global communication and ICT, Bangladesh needs more and better English teachers to achieve SDGs. As the major role that open learning, distance education and technology-mediated learning has played and continues in both pre-service and in-service teacher education is not being fully appreciated in Bangladesh, the main objective of the study is to investigate the role of ODL towards improving ELT at secondary education in Bangladesh. The study will also assess the efficiency of the Bachelor of Education (B.Ed) programme of Bangladesh Open University (BOU). A mixed method research has been adopted by using a questionnaire, classroom observation and interviews with school administrators, English teachers and students. It is hoped by the researcher that the result of this research will apprise the policy makers in Bangladesh more fully about the potential of ODL.
Keywords: ODL, ELT, SDG, ICT, Teacher Education

Adewale Adekolu
ERCICRTEL1918064

Effect of Teachers Qualifications on Teaching of Mathematics Science Technology Education (MSTED) in K-10, k-11 in Ogun State Nigeria

Adewale Adekolu
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Abstract
The objective of teaching mathematics is active and creative proficiency of knowledge that will be durable and applicable in practice, hence the need for competent teachers. This paper examines the extent to which teachers' qualification affect the teaching of Mathematics Science Technology and Education (MSTED) in both K-10 and K-11.
A descriptive survey design was used for the study. The qualification of teachers was compared using the Tukey (HSD) post hoc comparison of student performance. A total of seven hundred and seventy teachers formed the sample space over a period of five academic sessions.
The result finding indicates that teacher's qualification play significant role in student academic performance. Since performance is an indication of how well a student understand a concept, teachers academic qualification should be given topmost attention so that the concept (MSTED) will be properly communicated to the learners
Keywords: MSTED, Qualification, Academic Performance, Learners

Dr. Moses Acheneje Ejigbo ERCICRTEL1918065	**Assessment of the Non-Cognitive Domains of Learning among Primary Schools in Kogi East, Nigeria**
	Dr. Moses Acheneje Ejigbo **Department of Psychology, Kogi State College of Education, Ankpa, Kogi State, Nigeria** **Dr. Joseph Aninavi Onimisi** **Abstract** The place of non-cognitive domains in students' academic success and career development has continued to gain attention among scholars, researchers and educational assessors. Such learner characteristics as sociability, integrity, dexterity, situational awareness, or resilience are crucial factors both in scholarstic achievement, effective human relationships, and technological development. Unfortunately however, most institutions of learning, employers of labour and particularly, Nigerian society have continued to emphasise the assessment of the cognitive domain to very serious neglect of the non-cognitive domains, with its devastating consequences. Primary school as the foundation of very significant educational pursuit was investigated. Basic Education Teachers' Needs-Assessment Instrument (BETENASI), designed by Universal Basic Education Commission (UBEC), was administered to 450 teachers from 90 primary schools in three Local Government Areas in Kogi East Zone. 90 Head teachers and 9 Local Government Authority supevisors of schools were also investigated. Findings were that, 98% of the teachers do not assess the affective domains while 85% do not assess psychomotor domains. Also, 90% of the teachers award arbitrary grades representing possession of the required non-cognitive domains in the student's dossiers, while 98% of the respondents do not know the instruments for assessing non-cognitive domains. Recommendation is that, on-the-job training on assessment procedures should be mounted on frequent basis to build teachers' capacity for assessment. Keywords: non-cognitive domain, learner characteristics, Kogi East Zone, educational assessors.
Aljawharah Alsalamah ERCICRTEL1918067	**Qualitative Insights into the Results of Training Programmes for Head Teachers in Saudi Arabia, Based on the Kirkpatrick Model**
	Aljawharah Alsalamah **School of Education, University of Lincoln, Leicester, United Kingdom** **Abstract** The evaluation of training effectiveness is the measurement of improvement in employees' knowledge, skills and behaviour within their institutions as a result of training programmes. Thus, the process of evaluation indicates whether the programme has been able to deliver its intended goals and objectives. The aim of this study was to gain a better understanding the impact of training programmes for head teachers in Saudi Arabia and to review the Kirkpatrick model of training effectiveness in this context. Results of the evaluation can be used to assist planners of training programmes and can inform the planning, design and implementation of such programmes. The focus of this paper is Donald Kirkpatrick's last evaluation stage, the 'results' stage. Twelve expert supervisors of head teachers' training programmes took part in semi-structured interviews. Their answers can be divided into four main themes: non-specific effects for training programmes; head teachers' performance results; benefits for educational institutions; and factors affecting a positive impact. Overall, supervisors seemed confident that high-quality training programmes had a positive impact upon head teachers and institutions, but that there was still room for improvement. The barriers of training programmes were identified, and improvement suggestions provided; these can inform future research.
 Senny Oso	**Integrating Technology into Teaching and Learning: Bridging the Gaps** **Oso Senny Oluwatumbi (Ph.D)** **Faculty of Education, Department of Vocational and Technical Education, Ekiti State University, Ado-Ekiti, Nigeria** **Abstract** Technology in education is a paradigm shift in learning. The introduction of technology into

ERCICRTEL1918070	teaching has rendered the traditional method of teaching obsolete and irrelevant in the contemporary classroom by providing a mirage of opportunities for teachers to use in instructional delivery. Traditional classrooms no more prepare students for the future. Most of today's careers will soon become automated and today's students are curious, innovative and resilient. For them to be able to adapt to the digital world, the method of teaching has to change. Regurgitation of information, memorisation of facts which results in boredom and graduation of students into unemployment life has to be replaced. It is imperative for teachers to be able to instruct with technology tools. The study examined "Integrating Technology Into Teaching And Learning: Bridging The Gaps". The study employed descriptive design of the survey type. The sample consisted of 724 teachers selected through multistage sampling techniques. A structured questionnaire was used to collect data which were analysed using simple percentage, mean and standard deviation while the hypotheses were tested using t-test at 0.05 level of significance. The findings revealed that teaching with technology tools makes learning exciting, motivating and enhances students' performance. Based on the findings, it was therefore recommended that government should provide technology tools and teachers should integrate integrated them into the teaching and learning process. Teachers should be trained properly in the use of technology tools in teaching through well organised workshops and seminars. Keywords: Integrating, Technology, Teaching And Learning, Bridging, Gaps
Pita Elaigwu Onoja **ERCICRTEL1918073**	**Elections and Democratic Consolidation in Nigeria: Strategies for Actualization** **Pita Elaigwu Onoja** **Department of Political Science, College of Education Oju, Oju, Nigeria** **Abstract** One of the fundamental principles of democracy is the ability of the electorate to have alternatives in electing their political leaders. Since the return of democratic rule in Nigeria in 1999, the expectations the electorates in electing their political leaders to fill vacant positions created by the General Abdulsalmi Abubakar transition programme has been high due to prolong military rule. Elections is important in a democratic environment in the sense that it offers the people the opportunity of electing credible leaders to represent them at the local, state and federal levels. However, in as much as election is a good avenue where people can confidently elect their leaders, the Nigerian situation is a sad story. In the political history of Nigeria right from the pre-independence to post independence era, elections conducted in Nigeria has not been free and fair. When the departing colonial masters conducted independence elections, there was little sanity at that time. Nevertheless, the elections were rigged by the British for their selfish interests. Subsequently, the 1964 – 65, 1979, 1993, 2003, 2007 and 2011, general elections conducted in Nigeria have not been free and fair. The sustainability of any democracy lies primarily with the conduct of credible elections. It is against this background that this section examines the issue of elections as a panacea for consolidation of democratic rule in Nigeria which will go a long way to address fundamental challenges that are facing this country.
Dr Olukayode Solomon Aboderin **ERCICRTEL1918074**	**Analysis of Factors Predicting Academic Performance of Distance E-Learners in A Nigerian University** **O.S Aboderin** **Adekunle Ajasin University, Nigeria** **D.W Govender** **University of KwaZulu-Natal, South-Africa** **A.O Odukoya** **Adekunle Ajasin University, Nigeria** **Abstract** With the introduction of e-learning in distance learning program, there has been a growing interest in determining the factors that predict academic performance of distance e-learners. The purpose of this study was to analyze the predictors of academic performance of distance e-learners. One

thousand and twenty-five (1025) distance e-learners from the National Open University of Nigeria (NOUN) in South Western Nigeria served as the sample for this study. A mixed method approach was used for the collection of data for building the model. This study applied ordinal regression analysis in searching for the best predictors among the variables under investigation in predicting academic performance of distance e-learners. The variables under investigation are students' ICT literacy levels, socio-demographic status (Age, Gender and Marital Status), frequency of engagement with ICT, Socio-economic status (Parent Education, Home background, Family Income), interactive learning(Learner-Learner-Interaction, Learner-Instructor-Interaction and Learner-Content-Interaction), learning styles, student entry/previous qualification, , previous academic performance, family size, employment status, hours spent on internet per day, hours spent on social media per day, hours spent on computer for studies per day and work experience .An ordinal regression analysis was used to analyze the hypothesized relationships conceptualized in the research model. A quantitative approach was used to determine the best predictors while qualitative approach was used to support the quantitative results and to reveal other variables that were not covered in the questionnaire. Results showed that five variables best predicted academic performance and together they explained 10% of the variance in academic performance after considering all the rules that guide ordinal regression analysis. Frequency of engagement with ICT was found to be the strongest predictor followed by students' ICT literacy levels, marital status, previous academic performance and entry qualification. The model developed has the potential to policy makers, universities and other educational stakeholders to understand the impacts of e-learning after implementation in order to justify the total investment based on ICT.

Based on the findings of the study, it was recommended that policy makers, educational stakeholders should fully support the implementation of e-learning in Nigerian universities.

Keywords: Factors, Predictors, Academic Performance And Distance E-Learners

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Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines

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Abstract

As the time passes and culture is passed on to different generations, the elements of tourism diverse. With the prevalence of technology in our country, its citizens will have a better grasp of what tourism actually is. This paper tackled and delved deeper on how beneficially technology can affect and be the bridge to connect the gap between tourism and culture. In the modern era, technology is ever-evolving, and it can be a great enhancement or tool for boosting tourism especially through digital tourism. Whilst its social costs, both globalization and modernization cannot be ignored; digital tourism can transform the imagery and identity of a locality. The scholars used the method of semi-structured interviewing and analyzed their accumulated data through thematization for this phenomenological study. The researchers have identified the elements of Digital Tourism mainly focused on programs, technology and media. Meanwhile, the researchers also determined the implications of Digital Tourism to the locals, the tourists and the government. The following influences of Digital Tourism are also scrutinized by the researchers on culture and the development of the city. As a conclusion, the scholars have found out that Digital Tourism is firmly applicable to the City of Baguio and is adhered by tourists, locals and the government.

Keywords: Tourism, Technology, Culture, Identity, Globalization

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Hierarchical Linear Modeling Analysis on the Impact of Effective School Model Factors on Students Science Academic Achievement in Vietnam and Singapore

Quang-Vinh Trinh
Vietnam National University Ho Chi Minh City, Vietnam

Quang-Vinh Trinh
ERCICRTEL1918080

Abstract

One of the factors in evaluating the effective school is to have a positive impact method on student' academic achievement. It also reflects motivation, confidence, and learning strategies for the student. This study aims at exploring the characteristics of the effective school and establish Effective School Model (ESM) in Vietnam and Singapore. To answer research questions, it uses

	data mining methodology to explore the PISA 2015 database. The total number of samples is 11,941 students, ranging from 15.3 to 16.2 year-olds and 365 schools from Vietnam and Singapore. Based on the key findings, the study proposes helpful recommendations for principals as well as governments of these two country can use the effective school model to improve educational quality. Keywords: Effective School Model (ESM), science academic achievement, Vietnam, Singapore
Onimisi Joseph Aninavi ERCICRTEL1918082 + Ejigbo Acheneje Moses ERCICRTEL1918082	**Influence of the Socio-Political Environment on the Learning Motivation of Students in Kogi State, Nigeria** **Onimisi Joseph Aninavi** **Department of Integrated Science, Kogi State College of Education, Ankpa, Kogi State, Nigeria** **Ejigbo Acheneje Moses** **Department of Psychology, Guidance and Counselling, Kogi State College of Education, Ankpa, Kogi State, Nigeria** **Abstract** **The critical role of Education in national development is well verified and documented in research reports around the globe and the predictable negative consequences of poor educational development have as well been reported. This study looked at the influence of the growing socio-political challenges in Nigeria on learning motivation on Students in Kogi State of Nigeria with a view to discovering the state of the phenomenon and recommending appropriate measures to stakeholders in and policy makers for the sector. Three research questions and three hypotheses gave direction to the study. Data for the study were collected from 1000 students, 200 teachers and lecturers randomly sampled across the state. Data collection instruments were documents, questionnaire and interview. It was found among others that there is general disillusionment because of the pervading feeling of uncertainty about jobs after graduation and security of life. Also, it was reported that the enormous power wielded by the poorly educated people in power over the highly educated discourages school learning motivation. Consequently, a recommendation among others was that the international community should intensify engagement with the Nigerian's political class with a view to intervening in the crisis that threatens the realization of all expected globally expected goals.** **Keywords: Learning, Motivation, Nigeria, Political Class**
Zijun Wei ERCICRTEL1918083	**The Potential Benefits of Online Education** **Zijun Wei** **The Linsly School, The Linsly School, Wheeling, West Virginia, USA** **Abstract** **In recent years, as the technology has been developing rapidly, many new emerging industries have caught people's attention, and they just thoroughly changed people's typical thoughts about how these industries have a tremendous impact on our economy. It is true that many of the new types of industries are growing with the development of Internet. For instance, Esports are more and more popular among teenagers and they have generated huge economic benefits with billions of dollars globally. However, a brand-new industry with far more economical potentials has rising and developing very fast. In most people's stereotypes, education is a procedure of gaining knowledge from teachers in classrooms. However, people would have more choices to learn whatever they want in many different ways. Audios and videos have become a more popular way that people learn knowledge. But the most favored and the type with the most economical potentials is online education. With its unlimited benefits and economical effect, online education has become more and more important in most people's daily life with the tremendous economical values it creates directly, convenience that is brought to people's life economically, and the future economical results in an innovative way it has changed traditional type of education.** **As a new type of industry, online education has created incredibly abundant economic benefits to the society including many of the employment opportunities to those undergraduate students who are in need to be employed. As the most populated country in the world currently, China has the biggest market demand with more the 90% of its population, which also needs myriad of people to be engaged in this industry. An official report about China's education in 2017 states that "In 2016,**

the number of enrolled students in online education was 2.3 million, and the number of enrolled students in ordinary colleges was 7.49 million. Online education has become an important supplement to higher education in China" (199it), which provides detailed information to indicate that there is a huge amount of people who are working on and preparing to work on online education.

With such a huge talent pool, online education would be allowed to develop so rapidly. As a country with the most population, China has infinite potential to perfect its online education system. And of course, with such a large population support, the market of online education increases its scale and value of output from 90 billion RMB to 230 billion RMB, and it is going to reach 500 billion RMB in 2020 estimated. How would people's life be changed with such a huge amount of money? First of all, such a great amount can provide myriad of employment opportunities to the society, which can significantly help

After searching on the CNNIC, all the listed data on this website are proved to be credible by the authoritative information of the national statistic department. In the article, "Analysis of Online Education in 2017", by Pengfei Liu, the charts directly lead reader's attention to those numbers of economic benefits brought by online education.

In 2018, the market size of online education in China will increase to 230 billion RMB, and only 10% of the population is actually using the resource of online education; still, there is 80% of the population that is potentially in need, which is an enormous number. It can be deducted that, China's online education market is incredibly huge and still waiting for people to dig more deeply then to find treasure. Although China has the biggest online education market in the world so far, most economical benefits are undeveloped and still has infinite potential to be found. As the popularization of online education is becoming more efficient, people are not only focusing on studying extra new knowledge or doing revision online, but they also need to finish their work in a more convenient way. The recent shape of online education is able to provide such types of service: equally sharing resources, cutting off unnecessary prime cost, applying management in a large scale, timely and flexible process, interaction and individuation, and automatic management.

And finally, the future of online education is full of demand and opportunities. All the statistic data and informational charts indicate that so far, the market of online education is very demanding: the demand of the market is far more than the resources have provided. In the future, there will be more young people participate in the development of online education in various way. Directly being a teacher teaching online courses is not enough, more types of online services will appear in people's life. Just in a few years, the whole online education market will be developed completely. For instance, people can spread out those high quality online courses throughout the entire nation, to those people live in poor places but in need; as the popularization of online education is improved well enough, the price of online courses will be cheaper and more people from different social classes can enjoy the same great services; and more types of knowledge can be found online so people will not worry they cannot find the relevant service on online education websites, etc. therefore, in a very long period of time, online education will be developing boomingly with economic benefits that are incredibly potential.

In conclusion, online education is an innovative and convenient way to receive knowledge. People can learn whatever they want without the limitations of distances, financial problems, and time. With the aid of online education, people can choose all types of online courses wherever and whenever they would like to. Not only the way people study become more efficient, but this new industry can also bring a lot of economic benefits to the society by creating millions of job opportunities and push the economy forward. Hence, the development of online education is inevitable as it satisfies the demand of most people in the world.

Olukemi Oyetubo ERCICRTEL1918084	**Ethical Issues and Classroom Management in Shomolu Local Government Area of Lagos State Nigeria** **Olukemi Oyetubo** **Department of Primary Education, Federal College of Education, Technical, Akoka, Lagos, Nigeria** **Abstract** The study investigated the relationship between ethical issues and classroom management in Somolu local government area of Lagos state. The sample comprised of 50 school administrators of basic education schools. The sample was randomly chosen. A pretest- post-test control research

design was adopted. Observations were also carried out through recorded classroom interaction between the administrators and their pupils. Three hypotheses were tested. A questionnaire was also developed for the school administrator to generate information on the topic. Using the chi-square statistics, the results show that there was a positive relationship between ethical issues and classroom management. Administrators who had ethical dilemmas also had problems managing their classrooms effectively. Also it was revealed that ethical problems also affected classroom communication which in turn created an environment of chaos in the classroom. It was therefore recommended that a climate of trust and understanding is essential as a basis for building a positive relationship which is essential to determine the appropriate behavior for the growth and development of the institution. In addition, school administrators should be encouraged to learn reality therapy or behavioral modification as a strategy to solving management problems in the classroom.

Eyitope Olateju **ERCICRTEL1918085**	**Adult Vocational Education-An Imperative for Women Empowerment in An Era of Global Economic Crisis** **Eyitope Olateju** **Department of Educational Foundations, Federal College of Education, Technical, Akoka, Lagos, Nigeria** **Abstract** **As the process of development is changing through globalization, it becomes necessary for Nigeria as a nation to effectively benefit and participate fully in facing the challenges thrown on her economy. This will in no small way depend on her ability to build and take advantage of human resource capacities. In building such capacities, women should not be left out because they constitute about fifty per cent of Nigerians population. The purpose of this study was to examine the various Adult 'Education Vocational Programmes available for women in Nigeria. Survey research design was adopted. Three hundred women from various Ministries of women affairs all over the federation were randomly sampled. A 26- item questionnaire was used for data collection. Its reliability estimate was 0.864. Data collected was analyzed with frequency, percentage, standard deviation and t-test. The result revealed that factors such as: discrimination against women, high illiteracy among women and corruption among others are factors hindering women from acquiring vocational skills. It was therefore recommended that more vocational training institutions should be established by both Government and non-governmental agencies in Nigeria to train women in vocational skills.** **Keywords: Adults, Vocational Education, Women Empowerment**
Amal Al-Sagoor **ERCICRTEL1918086**	**Is It Beneficial to Use Twitter for English Language Learning?** **Amal Al-Sagoor** **School of Education, Durham University, Durham** **Abstract** **Twitter has become a major form of communication ways in today's age and time. The findings of the present study will definitely enrich the corpus of work conducted on the influence on teaching English as a foreign language. The literature review shows what studies have been done so far in terms of using Twitter for foreign language learning and it illustrates the importance of using grounded theory to address the gap of lacking a sufficient theory that explains what happens when using Twitter for teaching English language learners. This paper identifies possible factors that encourage learners and teachers to use Twitter for English language learning. This study aims to answer these two questions:** • **How to use Twitter for foreign language learning?** • **Why to use Twitter for foreign language learning?** **Therefore, the data was gathered using interviews, participant digital observation, and memo writing. The findings have revealed the important concepts that construct the suggested language theory.**
Oga Michael Enze **ERCICRTEL1918089**	**Challenges of Nation Building in 21st Century in Nigeria** **Oga Michael Enze**

Social Studies, College of Education, Oju, Benue State, Nigeria

Abstract

Nigeria nation came into being in 1914. Nigeria is said to be the giant of Africa. Even though some modest achievements has been made. Nation building is a very complex task that requires the fixing of so many contending issues. With attainment of independence from the colonial master-British in 1960, it was expected that Nigeria would emerge as a technologically strong and industrialized nation that would command respect in committee of nations. Ironically, there are still some policy, human attitudinal contradictions, religious crisis, tribal/ secessionist, poverty, unemployment, cultural relativity, political violence, instability of regional resource control are all indices that Nigeria is faced with the dotting challenges for sustainable development and as such, some people argue that the amalgamation of southern and Northern protectorates in 1914   was a mistake because some people have not succeeded to get elected or appointed into their desired public offices which they dream to hold, for them this can be possible through making Nigeria ungovernable or have it disintegrated that they would get the opportunity to connect and control those in power or hold positions of authority themselves to secure economic power to have more influence. This paper is to examine the above mentioned challenges and national identity etc will forestall national unity and promote sustainable development in Nigeria.
Keywords: Nation, Nation Building

Christopher Lapade
ERCICRTEL1918094

The Place of Education in Nigerian Economy Recession and Attainment of educational Goals in The 21ST Century

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Abstract

Economy and education of any nation are tools for development and advancement. However, education keeps the economy feet to the ground. The study examined the Nigerian economy recession and the attainment of educational goals. This was carried out in some selected schools in Ikeja, Lagos State, Nigeria. It assessed the teaching and learning outcomes from the students' performances. This was with the view to improving teaching and learning for goal attainment. National Examination Results in the last two years (2017-2019) revealed that students' performance was too weak which account for many Nigerian youth roaming the streets due to their inability to gain admission into the universities. It was gathered that many students could not get adequate support for their schooling and thereby failing in meeting the school requirements. Thus, some became truants, lazy and without focus. It was concluded that economic constraints of the nation affect education sector which resulted to education goal achievements' failure. Suggestions were made that; government should set education as priority because it is one and the best of all other tools for national development. Entrepreneur education should be emphasized and sponsored by the government so that students can be well equipped and skillful in self-employment. Government should endeavor in teaching personnel management, to enhance effective curriculum implementation.
Keywords: Economy, Education, Goal-attainment and Recession

Bashir Ibrahim
ERCICRTEL1918096

Language, Literature and Pedagogy: The Case of Teaching Hausa Through Ruwan Bagaja

Bashir Ibrahim
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Abstract

This study is premised on the argument that Hausa language can best be taught through its literature especially the novel. The study explores that the four basic language and communication skills, namely, listening, speaking, reading and writing, especially in Hausa language can be taught via an integrative approach that hybridizes both concept of language and literature symbiotically. This is to be the effect that the language teacher could utilize literary concepts as pedagogic materials for effective teaching of some linguistic aspects such as vocabulary development, grammar or syntax and many others. This could be achieved through studying literary text like

novels or short stories.

Environmental Education As An Instrument For Improving The Monthly Sanitation Exercise In Kano Metropolis

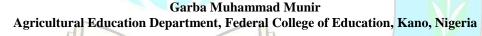**Dr. Ibrahim Kabuga Adamu**
Department of Geography, Federal College of Education, Kano State, Nigeria

Dr. Ibrahim Kabuga Adamu
ERCICRTEL1918098

Abstract
The Paper discusses some observable environmental problems resulting from man's continuous interaction with the environment in kano metropolis. It was found necessary to use environmental education as an instrument to educate the people for better improvement of the monthly environmental sanitation exercise in the state. The monthly environmental sanitation exercise is carried out in the state at the end of every month in the last Saturday of the month. The exercise usually last for 3 hours starting from 7:00a.m to 10:00am with the hope of cleaning and keeping the environment tidy. Field observation and interview were used to generate data for the study. The simple random sampling technique was used to select samples needed for the study. Tables and percentages were used to analyze the date. The study found that many people in the city usually seat at their homes within the said hours without cleaning or doing anything during the exercise. It was also found that the exercise is not properly monitored or supervised in the metropolis, except in some major roads and high ways leading to the city. The study recommends that environmental education is an important instrument that can be used to improve the monthly sanitation exercise in the metropolis. Social media and GSM text messages can equally be used to disseminate information to the general public on the exercise for effective participation in the city. Civic defense, karota and Hisba personals should be involved in the exercise for more proper participation and effectiveness.
Keywords: Environmental Education, Monthly, Sanitation

Repositioning Technical Education for Sustainable Development in Nigeria

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Garba Muhammad Munir
ERCICRTEL1918100

Abstract
This paper focuses on the importance of technical education towards enhancing sustainable development in Nigeria. It also examines the philosophy and development of technology education in Nigeria since independence; and drawing example from some selected countries of the world. The concepts of sustainable development, challenges, strategies and the role of technical education as appropriate tools towards development of both individuals and the nation at large are discussed in this paper. This is more to the problem facing technology education in Nigeria such as inadequate financing, lack of adequate training facilities, lack of awareness, inferiority complex between technical education degree and other regular academic degrees. The strategies and model for re-designing technical education such as the Chinese and Japanese system of education are also discussed. Recommendations such as more funding, less dependence on foreign technology and expertise were made, that would make for sustainable human and national development.

Amina Ali
ERCICRTEL1918107

Testing the Effect of Activity-Based Teaching Strategies in the Suppression of Stage Fright in Pre-Service Science Teachers

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Abstract

	Many science education researchers are concerned with the benefits associated with various teaching methods in the dissemination of knowledge. In science teacher training it is perceived that creative teaching methods can be employed to produce science teachers with adequate content knowledge alongside desired teaching methods. To this effect in Nigeria Nigerian Integrated Science Teacher Education Project (NISTEP) suggested that science teacher education reform should stress on the use of Activity-Based method as the main method of teacher training. In this paper it is conceived that enshrined in the proposed Activity-based teaching method are more benefits than the facilitation of learning and desired pedagogical skills. The psychological state of the teacher like stage fright is viewed as a factor that can affect the teachers' proficiency. The potential of Activity-based teaching method in treating this factor is investigated and it was deduced that indeed the method can be employed as a tool for the total formation of a science teacher as it played a great role in suppressing signs of stage fright like sudden loss of idea, stammering, dizziness, and being shaky in front of the audience. It is suggested that science teachers and teacher trainers should broaden the goals of using Activity-based teaching method to encompass curtailing such psychological problems that are identified to inhibit good delivery despite the possession of good knowledge of science concept and teaching skill.
Oyetakin Akinrotimi Iyiomo ERCICRTEL1918108	**Household Income and Students Choice of Courses in Universities in Ondo and Ekiti States of Nigeria** **Oyetakin Akinrotimi Iyiomo** **Department of Educational Management, Adekunle Ajasin University, Ondo State, Nigeria** **Shitu Ganiyu Bakare** **Department of Educational Management** **Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria** **Abstract** The study examined the growing cost of university education which have incapacitated many parents to sponsor their children to study courses of their choice in the university. Previous studies revealed that this complexity on the part of university students to rationally make education decision are traceable to various factors such as job opportunities, parental influence, peer group influence , professional prestige. However, this study determined the influence of household income on student on students' choice of courses in university in Ondo and Ekiti States of Nigeria. A descriptive research design of the survey type and the expost facto research design were used in the study. The population for the study consists of all year one full time undergraduate students for 2017/2018 academic session from four public universities in Ondo and Ekiti. The population for the study consists of 400 undergraduates selected using the simple random sampling technique. Three research questions were raised and answered while three hypotheses were formulated and tested. Percentage, frequency count, mean, standard deviation and chart were employed to answer the research questions while hypothesis one was tested with the use of Pearson Product Moment Correlation Coefficient, while hypotheses two and three were tested with use of t-test all at 0.05 level of significance. Results from the analysis revealed that there was no significant relationship between household income and students choice of courses (r (-0.035) = 0.770; p> 0.05). Also, income on students' choice of courses between Federal and State universities revealed there was a significance difference (t (-2,658) = 0.198; p < 0.05). The finding also revealed that significance difference on household income and student choice of courses between Sciences and Social /Management of (t (-0.356) = 0.160; p<0.05). The study concluded that students' household income does not determine choice of their courses in universities in Ondo and Ekiti States. Based on the findings, it was recommended that Government should ensure a prompt and regular payment of workers' salaries, improve and expand other sources of household income, university administrators should organized a career talk for prospective secondary school leavers and ensure stability in their charges for all course in the university. Keywords: Household Income, Disposable Income, Choice, Courses, University
Olajide Ilesanmi Olusola	**Influence of School Infrastructural Facilities on the Management of Secondary Schools in Ekiti Central Senatorial District of Ekiti State, Nigeri**

ERCICRTEL1918111	**Olajide Ilesanmi Olusola** **Educational Management and Business Studies, Federal University, Ekiti State, Nigeria** **Abstract** **This study investigated influence of school infrastructural facilities on the management of secondary schools in Ekiti Central Senatorial District of Ekiti State, Nigeria. Two research questions and two hypotheses guided the study. Descriptive survey research design was employed for the study. The population of the study comprised 2638 teachers in secondary schools in Ekiti Central Senatorial District of Ekiti State. A sample of 396 teachers was selected from 12 secondary schools using simple random sampling technique. A 10-item structured four-point rating scale questionnaire titled "School Infrastructural Facilities Questionnaire (SIFQ)" with reliability coefficient of 0.81 was used for data collection. Data obtained from the field study were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions while the Chi-square ($\chi2$) test of goodness of-fit was used to test the null hypotheses at 0.05 level of significance. The findings indicated that laboratories and libraries have significant influence on the management of secondary schools Ekiti Central Senatorial District of Ekiti State, Nigeria. It was recommended among others that Government should ensure adequate provision and maintenance of school laboratories facilities so as to enhance effective and efficient management of schools.** **Keywords: School Infrastructural Facilities, Management of Secondary Schools, Laboratories Libraries**
Sylvia Olayemi Oyetakin **ERCICRTEL1918112**	**Impact of Management Information System (MIS) on Secondary School Administration in Secondary Schools in Education District IV of Lagos State, Nigeria** **Sylvia Olayemi Oyetakin** **School of Education, Topmost College of Education, Alaja Brown Street, Ipaja, Lagos, Nigeria** **Abstract** **This research work which is on the Impact of Management Information System (MIS) on Secondary School Administration in selected Secondary Schools in Education District IV in Lagos State. A descriptive survey research design was adopted using questionnaire as the main instrument. One hundred respondents were randomly selected across the school in the Education District IV.The use of information technology in educational management has rapidly increased due to its efficiency and effectiveness. In the initial stages of its development, management information systems (MIS) main purpose and usage was to improve the efficiency of school office activities. It was used to store student and personnel data. The most concern was being focused on data entry and collation, rather than upon data transfer or analysis. The value of management information was recognized during its integration stages. Overall review of literature highlighted positive impact of MIS on school administration and management including better accessibility to information, more efficient administration, higher utilization of school resources, and reduction in workload, better time management, and improvement in the quality of reports. A number of inhibitors to MIS use are evident in the literature; foremost among these are lack of time, lack of confidence or skills, lack of training, lack of senior management support, and lack of technical support. MIS can provide administrators and teachers with the information required for informed planning, policy-making, and evaluation. MIS have changed school management in the areas of leadership, decision making, workload, human resource management, communication, responsibility, and planning. These systems can assist the school manager in determining the aims of the school, formulating strategic plans, distributing resources, and evaluating staff performance as well as organizational success.** **Keywords: Planning, Management Information System, Efficiency, Workload, Policy**

Improving Grade Seven Students' Speaking Ability through Picture-based Activities

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Nipawan Narueprempree ERCICRTEL1918114

Abstract
This research was classified as classroom action research. The author conducted an experimental research to investigate the effectiveness of picture-based activities used in English subject (E21101). This study also explores students' attitudes towards using picture-based activities in the classroom. The subjects of this research consisted of 31 grade seven students from Demonstration school, University of Phayao, selected by convenience sampling. The duration of this implementation was 8 weeks excluding the pre-test and post-test. Grade seven students' attitudes toward picture activities questionnaire were administered after teaching experiment. The data were both qualitative and quantitative. The qualitative data were obtained through observations and interviews with 31 grade seven students. The data were in the forms of field note and interview transcripts. While the quantitative data were obtained from the pre-test and post-test and questionnaire. The results revealed statistical difference between grade seven students' scores of their English-speaking ability before and after learning through picture-based activities. The findings also showed that the leaners had the positive perceptions and attitude toward using picture-base activities Moreover, grade seven students 'learning process of speaking was believed to be effective to improve their speaking skills. Their satisfactions toward picture-based activities were at the high levels. Their speaking skills were measured quantitatively by comparing the mean score of pre-test and post-test. The result revealed that the mean score of the students' speaking performance increased from14.70 in the pre-test to 20.90 in the post-test.
Keywords: Picture-Based Activities, Speaking

Maryame Lamsisi ERCICRTEL1918116

Overexpression of Long Noncoding RNA Hotair in Breast Cancer and its Biological Significance

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Abstract
Breast cancer is the second most prevalent malignancy worldwide. It is the fifth cause of of cancer related deaths and the principle one among women. The global burden of breast cancer exceeds all the other cancers and the incidence is growing each year. Due to limitations of the noninvasive methods used for diagnosis and prognosis of breast cancer, our objective is to understand the molecular mechanism underlying this pathology to establish better strategies to prevent it. In the present work, we are interested in studying the use of the long non-coding RNA Hotair as a biomarker of breast cancer.

Therefore, we first performed qPCR in order to measure the expression of long noncRNA HOTAIR in breast cancer tissues in comparison to controls. Then, we adopted a computational methodology based on Protein to Nucleic Acid Docking and Virtual Matching to study the interaction between HOTAIR and key oncoproteins along with tumor suppressors.

The qPCR results showed a significant overexpression of HOTAIR in breast cancer samples. Furthermore, the structural modeling of 200 nt of the 3'region in HOTAIR showed its direct interaction to proteins. These interactions differ according to the 3D nature of the protein. Particularly, HOTAIR showed strong binding to P53, indicating a possible inhibitory interaction between these molecules, which could be involved in breast cancer development.

In conclusion, our results suggest a role of HOTAIR in breast cancer, which can partly be explained by its direct binding to tumor suppressor gene P53. In addition, the differential expression of HOTAIR provides new approach of detection as a putative biomarker.

Keywords: Biomarker; Breast cancer; HOTAIR; NcRNA; Oncogenes; P53

Tanzia Sultana
ERCICRTEL1918117

The Clients satisfaction of internet banking services in Mutual Trust Bank Ltd in Bangladesh

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Dr.Chandran Abraham

Faizatul Amrah

Abstract
With the dynamic ever growing information driven economy, the banking industry of Bangladesh found itself booming in online banking laying down a strong base for low cost banking and increase in the use of mobile phones for financial capacity especially in rural areas. As there is minimal study about this topic, it is hope that the focus on Online Banking Services (OBS) has become a common household name in Bangladesh. This study is on "The Clients' Satisfaction of Internet Banking Services in Mutual Trust Bank Ltd in Bangladesh" and it attempts to evaluate the overall internet banking condition and its impact on the customers of Mutual Trust Bank Bangladesh limited. It focuses on the necessity, variables and gaps of the Internet Banking process of MTBL in the internal context of its Bashundhara branch. The report aims to evaluate Online Banking Services (OBS), how these service quality dimensions are used to measure the quality of OBS and how customers perceive the quality of different aspects of OBS they use. This study can be used by the management in the banking industry to improve on customer policy toward satisfaction as it looks at aspects that aid in the reduction of customer complaints, ensure the ease of access to services rendered so that the customer expectations are always met or exceeded. This will lead to better relations with the customers and boost the company's performances.

Joseph Sunday Adegboro
ERCICRTEL1918118

Knowledge of Cervical Cancer Prevention Among Female Undergraduate Students of Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria

Adegboro Joseph Sunday
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Abstract
This study examined the knowledge of cervical cancer prevention among female undergraduate students of Adekunle Ajasin University Akungba Akoko. A descriptive survey design was used for the study. A sample of 200 respondents was selected using multistage random sampling technique. A self-constructed questionnaire was used for data collection. Descriptive statistics of percentages

and frequency count were used for the demographic profiles of the respondents while Pearson Product Moment Correlation Coefficient was used for data analysis and testing of hypothesis respectively. Hypotheses were accepted or rejected at 0.05 significance level. The result revealed that there is adequate knowledge of cervical cancer prevention among female undergraduate students of Adekunle Ajasin University Akungba Akoko, Ondo State; Age and Religion were significant influencing factors of knowledge of cervical cancer prevention among the respondents but family background has no significant relationship with knowledge of cervical cancer prevention among respondents. It was recommended among others that advocacy for health education programs should be incorporated in the school curriculum to teach students how to ensure good healthy practices most especially during the adolescent stage to prevent cervical cancer.

Keywords: Knowledge, Cervical Cancer, Female Undergraduates

Dr. Ayeni Adeolu Joshua **ERCICRTEL1918127**	**Total Quality Management and Teachers Productivity in Secondary Schools inOndo North Senatorial District of Ondo State, Nigeria** **Adeolu Joshua Ayeni** **Ph.D., Department of Educational Management, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria** **Idayat Mobolaji Sadiku** **Department of Educational Management, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria** **Abstract** **The stakeholders in the education sector has been persistent in expressing concern about the dwindling quality of secondary education in Nigeria, which seems to be attributed to the perceived inadequacies in principals' management strategies and teachers' productivity. This study therefore investigated the levels of principals' involvement in Total Quality Management (TQM) and determined the level of teachers' productivity in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria.** **Descriptive research design of the survey type and ex-post facto research design were adopted. The sample comprised 30 principals and 600 teachers randomly selected from 30 public secondary schools. Data were collected using three research instruments titled Teachers' Productivity Questionnaire (TPQ), Total Quality Management Questionnaire (TQMQ), and Students' Academic Performance Proforma (SAPP). Three research questions were raised and six hypotheses were formulated. Research questions were analyzed using frequency count, percentage and mean score while the hypotheses were tested using Multiple Regression Analysis and Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.** **Results revealed that the coordination strategy ($\beta = 0.390$), the communication strategy ($\beta = 0.415$), and teamwork strategy ($\beta = 0.439$) had the highest values and positive contributions to teachers' productivity. Capacity development strategy has the least contribution to teachers' productivity ($\beta = 0.099$) at < 0.05. The result further indicated that there was a significant relationship between principals' coordinating strategy and teachers' productivity [$r = 0.586 > 0.195$]; also there was a significant relationship between principals' communication strategy and teachers' productivity [$r = 0.772 > 0.195$]; there was a significant relationship between teamwork strategy and teachers' productivity [$r = 0.667 > 0.195$]; there was a significant relationship between capacity development and teachers' productivity [$r = 0.698 > 0.195$]; and there was a significant relationship between principals' total quality management and students' academic performance [$r = 0.698 > 0.195$].** **It was concluded that the level of TQM in secondary schools was above the average and contributed significantly to teachers' productivity. Based on the findings, it was recommended that the school principals should intensify the use of coordinating, communication and teamwork strategies to improve teachers' productivity. Also, the state government should provide more opportunity for principals to attend conferences, workshops and seminars on total quality management to update their skills and knowledge for quality management in order to improve the level of teachers' productivity in secondary schools.** **Keywords: Total Quality Management, Coordinating Strategy, Communication Strategy, Capacity Development, Teachers' Productivity**
Mohammad Nadeem	**Comparison of Academic Motivation between Public and Private Sector Schools in Southern**

ERCICRTEL1918129	Punjab, Pakistan. This will help in understanding the nature of the environment in the public and private sector schools. Motivation is known to be the basic element in effective teaching and the current research helped in understanding the factors of motivation in schools.

Mohammad Nadeem
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Abstract
Motivation is known to be the reason for willingness for work. Motivation has been considered as one of the main reasons for school attendance and academic performance of the school children. Following research compared the level of academic motivation in public and private sector students in Southern Punjab. Southern Punjab consists of ten districts out of thirty six districts of Punjab province. Majority of population of Southern Punjab lies below the poverty line and have a low HDI index. Both two types of schools are different in terms of infrastructure, curriculum, instruction, administration, and socioeconomic conditions of students. Five schools from both the public and private sector were selected from each district of Southern Punjab for studies. The participants, 300 public school and 300 private school students of 8-14 years old were selected as sample of the study. A questionnaire was used as a tool to collect quantitative data about their academic motivation. Motivation was studied on two dimensions named intrinsic and extrinsic motivation. The intrinsic motivation was then attributed to the factors; such as autonomy, self-efficacy, goal setting and interest. Extrinsic motivation has been attributed to factors; like the reinforcement, the sanctions, the rules and the competitive environment. A factorial analysis revealed that the differences were significant between (levels 5 to 8). Autonomy and self-efficacy as intrinsic motivators were found to be higher in public sector schools, while the establishment of objectives and interest were slightly higher among schoolchildren in the public sector. In addition, students in the private sector showed more motivation due to the reinforcement and competitiveness as extrinsic motivators. Whereas, the students of public sector schools were motivated to the studies due to punishment and rules as an extrinsic motivator.
Keywords: Motivation, Intrinsic Motivation, Extrinsic Motivation, Reinforcement, Self-Efficacy, Autonomy

Managing Higher Education Quality Enhancement through Research and Competent Teaching Staff

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Amir Nadeem
ERCICRTEL1918130

Abstract
The main objective of the current study in hand was to identify the significant role of Research and Teaching staff in enhancing the higher education quality in Pakistan. The primary data was collected through proper designed questionnaire having five point Likert scale from 1= strongly agree to 5=Strongly Disagree by 300 respondents including Administrator officer, Educationist and faculty members of fifteen universities including both public & Private universities situated at Peshawar, Islamabad and Punjab in Pakistan by using stratified random sampling technique. Keeping in mind the research questions/purpose, reliability and validity of the research instrument was checked and found correct. The collected data was analyzed with SPSS ver. 23 and applied various statistical techniques. The hypotheses and proposed conceptual frame work was tested through applying the structural equation modeling (SEM)/Amos technique for model fitting of the current research study. The results of the SEM show that the Research and Teaching staff enhance the higher education quality. It was recommended that research process and competent teaching staff create the critical thinking, skill and knowledge.
Keywords: Quality Education, Competent Teaching Staff, Measurement Model, Path Diagram, Structural Equation Model

Frank Ababio Duku ERCICRTEL1918135	**Educational Reforms in Ghana Past and Present**

Frank Ababio Duku

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Abstract

This historical study addresses the question of inconsistency in the Educational policies of Ghana focusing on the impact on Senior Secondary School Education. It examines the persistent adjustment of Educational reforms witnessed in Ghana whenever there is a change in government. The study acknowledges the frantic efforts made by successive governments since independence to reform the educational system of Ghana to meet the basic requirements to meet the developmental needs of the country. The study traces the history of colonial education and the tremendous contributions of missionaries in the establishment of formal education in the region. The effort of Dr. Kwame Nkrumah to inculcate African Studies into the British inherited system of Education is discussed in this study. Various adaptations of foreign models of education were also examined. Using qualitative approach and secondary sources, the study highlights the structure of Ghana's Educational System and the major educational reforms introduced by both Military and Civilian Governments. The study further highlights the fundamental reasons behind the implementation of various reforms by Governments when in power.

Keywords: Education, Senior High School (SHS), Reforms, Ghana

Yuda Satria Nugraha ERCICRTEL1918136	**Ethnomathematical Review of Luwunese Traditional Values in South Celebes Indonesia (A Cultural Preservation Effort Through Mathematics Learning)**

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Widya Nessa
Mathematics Teaching Department, Bandung Institute of Technology, Bandung, Indonesia,

Abstract

Indonesia is one of the countries with a high level of diversity in the world. It makes Indonesia to be rich of culture and has many traditional values that must be upheld. Traditional values are part of the cultural identity possessed by a society group, not exception for Luwunese, one of the cultural groups in South Celebes Indonesia. The traditional values of Luwunese such as Getteng, Lempu', Tongeng, and Adele' are four of fundamental characters that must be preserved and passed on to each next generation. One effort in preserving these aspects of culture is through education. Education is seen as the best effort in inheriting values and culture because it is the preparation process of the younger generation in living life and achieving life goals effectively and efficiently. Both of education and culture cannot be separated, so that every learning in school is expected to be integrated with culture. In mathematics learning, ethnomathematics is one of the learning approaches that links mathematics and local culture. Through this approach, learning mathematics in schools is expected to be able to internalize traditional values that apply in the local society. This research is a qualitative research in the form of a literature study with an ethnographic approach to uncover the traditional value philosophy of the Luwunese and to give some school mathematics topics related to it, such as number, algebraic equation, geometry, sequence, and others. This study aims as a form of effort to preserve traditional values to students and preventive efforts of an opportunities for pluralistic nation disintegration.

Keywords: Ethnomathematics, Traditional Values, Luwunese, Mathematics Learning

Paulina Sepulveda ERCICRTEL1918137	**Bringing to Light English Language Teachers' Voices for Continuous Professional Learning in Chile**

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Abstract

In Chile, the national policy English Opens Doors (Programa Inglés Abre Puertas, PIAP) was established in 2004 by the Ministry of Education as a plan to stimulate the learning of English as a foreign language providing support for learners to enhance their communicative skills, and opportunities for teachers to engage in continuous learning (Ministerio de Education, n.d. a).

Throughout the year, an extensive range of workshops are offered for English Language (EL) public school teachers, however, the professional needs that have prompted these initiatives have for long been overlooked and unheard. This critical exploratory study aims to provide the participants a voice to question these current professional development activities and to raise awareness of their particular professional needs. Semi-structured online interviews were conducted with 6 EL public school teachers who have actively participated in PIAP activities. The findings show that the workshops do not cater to teachers' professional needs generating frustration within the profession. Further, as there is not a solid needs analysis process that shows the basis for these initiatives, an inaccurate public school context that perpetuates the social and economic inequalities among educational establishments is presented through these workshops. Some collaborative initiatives that put teachers at the heart of the process in order to design and enact meaningful professional learning activities are suggested.

Keywords: Continuous Professional Learning, Professional Needs, Critical Theory, English Language Teachers

Relationship Between Computational Thinking And Number Sense Ability Among Fifth-Grade Students In Bandung Indonesia

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Abstract
Computational Thinking is the skill set of the 21st century that involves logical and algorithmic thinking approach. This skill is a highly valuable skill that has significant benefits associated with it. One of areas in which it may be applied is mathematics education. Number sense is one of major areas of emphasis in mathematics education that has many effects to mathematics achievement. Beside the skill of number, a Number Sense test requires students to think logically. While Computational Thinking focuses on algorithmic thinking, Number Sense contains problems in which both solution and method of solution are not obvious. This research aims to determine the relationship between Computational Thinking and Number Sense Ability of Bandungnese students in Grades 5. The subject of this research is from two different elementary schools (N=62). Data were collected separate tests on Computational Thinking and Number Sense. The test of Computational Thinking contains 3 problems with 7 questions both multiple choice and essay. Number sense test has 25 about multiple choice and short answer questions. Bandungnese students' overall ability on Number Sense was lower than their performance on Computational Thinking. The results revealed correlation between these two aspects about 0.565 and provide that Bandungnese students have different levels on Computational Thinking and Number Sense Ability.
Keywords: Computational Thinking, Mathematics, Number Sense Ability

Training and Retraining Business Education Pre-Service Teachers for Human Capital Development in Tertiary Institutions in Lagos State, Nigeria

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Egbe Roseline Onyinyechi
ERCICRTEL1918143

Abstract
The study examined the Influence of Training and Retraining of Business Education Pre-Service Teachers for Human Capital Development in Tertiary Institutions in Lagos State. Two research questions and two hypotheses guided the study. The study was a descriptive survey in which an 18- item structured questionnaire was used to collect data. The researcher's developed questionnaire was validated and pilot tested and the internal consistency using test-re-test method was 0.87. The respondents were six hundred and eighty six (686) final year Business Education Pre-service teachers from three tertiary institutions (two Universities and one College of Education) from Lagos State, Nigeria. A sample of 315 respondents emerged using simple random sampling technique. Data obtained were analyzed using frequency counts, percentages, means, standard

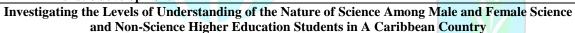|	
	deviations and t-test statistic. The result revealed that the pre-service teachers lacked the relevant skills for effective and quality delivery of the curriculum. Hence post pre-service training and retraining is of utmost importance to turn out quality teachers for human capital development. Keywords: Business Education, Pre-service Teachers, Human Capital Development, Training and Retraining, Tertiary Institution
Malla Ramu Naidu **ERCICRTEL1918144**	**Early and Elementary Education-Teaching Pedagogues** **Malla Ramu Naidu** **School of Wonder Kids, Malla Bureau of Child Development, Vijaya Co-Operative Layout, V.I.P Road, Visakhapatnam, Andhra Pradesh, India** **Abstract** **Malla Bureau of Child Development has conceptualised a Pedagogical System in light of curriculum negotiation that promotes scientific teaching. The curriculum is designed as per the changing needs and caters individual students who hail from different cultural backgrounds, yet within the framework of our National Educational Policy.** **Our School educational system is;** • **Tailored curriculum designed as per the changing needs** • **Teaching Pedagogies for effective implementation of the curriculum in a strategic way as per the cross-cultural background of individual students** • **Unique way of Assessments conducted under the supervision of teaching faculty, parents and educational experts.** • **Learner friendly** • **Personalised to cater individual learning** • **Emphasis on languages skills** • **Child centric approach** • **Holistic development**
Babalola J. Ogunkola PhD **ERCICRTEL1918156**	**Investigating the Levels of Understanding of the Nature of Science Among Male and Female Science and Non-Science Higher Education Students in A Caribbean Country** **Babalola J. Ogunkola PhD** **School of Education, Faculty of Humanities and Education, The University of the West Indies, Cave Hill Campus, Bridgetown, Barbados** **Abstract** **This study investigated the levels of understanding of the nature of science among male and female science and non-science students in the University of the West Indies. 200 students consisting of 100 science students and 100 non-science students; 100 male and 100 female students, were used for the administration of the survey to measure the understanding of the nature of science. A validated instrument called Understanding of the Nature of Science Questionnaire (UNSQ) with Cronbach alpha value of 8.2 was used for collecting data in this study. Quantitative procedures which were mainly descriptive and correlational were used for the analysis of the data collected. Means and frequency tables resulted in the determination of the levels of understanding of the nature of science of the students. A determination was also made of any significant differences between the understanding of nature of science of science and non-science students, as well as male and female science students and male and female non-science students. Science students were found to have higher understanding of the nature of science than the non-science students but there was no significant difference in the understanding of the nature of science and non-science students. Although, male science students exhibited a higher understanding of the nature of science than their female counterparts, the difference was found to be insignificant. The same trend was observed among the male and female non-science students. These findings are significant in that they corroborate the views of science education professionals of low levels of understanding of the nature of science among higher education students and show the importance of influence of gender on the understanding of the nature of science among the higher education students. It is recommended university-wide course on scientific literacy be introduced as a compulsory course for all students.** **Keywords: Nature Of Science; Understanding; Higher Education; Students; Science Students; Non-**

	Science Students
Rajat Bagga **ERCICRTEL1918163**	**Higher Education In India : Challenges and Opportunities**

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Abstract
Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private sector initiatives. There are genuine concerns about many of them being substandard and exploitative. Due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned. The regulatory system has failed to maintain standards or check exploitation instead, it resulted in erecting formidable entry barriers that have generated underside results. Voluntary accreditation seems to have no takers from amongst private providers and apparently serves little purpose for any of its stakeholders.
The higher education system in India grew rapidly after independence. [1] By 1980, there were 132 universities and 4738 colleges in the country enrolling around five percent of the eligible age group in higher education. Today, while in terms enrolment, India is the third largest higher education system in the world (after China and the USA) with 17973 institutions (348 universities and 17625 colleges) and is the largest higher education system in the world in terms of number of institutions.
[2] There are different types of universities and colleges in the higher education system in the country. They vary terms of their academic, administrative and financial arrangements. Universities can either be established by an Act of Parliament or by the state legislatures. Those established by the Act of Parliament are the central universities and the ones set up by the state legislatures are state universities. Some higher education institutions are granted the 'deemed university' status by the central government through gazette notifications. A few institutions are established by the Parliament / state legislatures as institutions of national importance. Universities, deemed universities and institutions of national importance are degree-granting institutions.
The expansion of higher education system in India has been chaotic and unplanned. The drive to make higher education socially inclusive has led to a sudden and dramatic increase in numbers of institutions without a proportionate increase in material and intellectual resources. As a result, academic standards have been jeopardized. There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender and ethnic imbalances. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under enrolled and have extremely poor infrastructure and facilities with just a few teachers. Apart from these, the system of higher education has met several setbacks with regard to its regulatory framework, finding and frances and the much debated and controversial move of privatization of higher educational institutions. These underlying issues will be identified and addressed in the paper.

  H. M. Lalitha Kumari **ERCICRTEL1918164**	**A Study on Instructional Supervision By Principals in Type 1C Schools in Sri Lanka**

H. M. Lalitha Kumari
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Abstract
Human resources are very important to an organization than any other resource. Instructional supervision has been identified as the most important mechanism and also a key factor in terms of professional development of teachers. Also it has been found that the main purpose of instructional supervision is to support teachers to identify their strengths, areas that need improvement and thus improve their teaching skills which directly benefit students' high level of educational performance. This study focused on investigating the role of instructional supervision of type 1C school principals in Sri Lanka. The objectives of this study were to identify how principals of type 1C schools perceive the concept of instructional supervision; find out how principals of type 1C schools engage in instructional supervision; and identify challenges principals face when engaging in instructional

	supervision. Altogether eight schools, eight principals and120 teachers were selected for the study. Both semi structured interviews and questionnaires were used to gather data necessary. The findings revealed that all the principals in the type 1C schools have positive perception about the role of instructional supervision and have formed an instructional supervisory team including the principal. However the study revealed that the majority of principals in the type 1C schools do not engage in role of instructional supervision due to the major challenge of having engage in general administration roles than the instructional roles. The study further revealed that the existing internal supervisory team engage in instructional supervision role rarely and do not conduct post observational discussions which facilitate teachers to identify their strength and the areas that need further improvement Keywords: Instructional Supervision, Type 1C Schools, Perception
Njideka Ifeoma Okoroikpa **ERCICRTEL1918165**	**Impact of Self-Concept on Adjustment of in-School Adolescents with and Without Hearing Impairment in Enugu Nigeria** **Njideka Ifeoma Okoroikpa** **M.Ed, B.Ed, NCE, Ebonyi State College Of Education, Ikwo** **Leonard Tochukwu Ugwuanyi** **University Of Nigeria Nsukka** **Abstract** **The study investigated the impact of self-concept on adjustment of in-school adolescents with and without hearing impairment in Enugu state. Two research questions guided the study. The design of the study was descriptive survey design. The sample of this study was forty (40) in-school adolescents with and without hearing impairment. The instrument for data collection was Self-concept and Adjustment Questionnaire (SCAQ) adapted from Piers Harris Children's Self-Concept Scale, Second Edition (2002). The SCAQ was carefully validated by research experts leading to a high internal reliability of 0.95. Frequencies and percentages were used to answer the research questions posed to guide the study. T-test statistics was used to test the null hypothesis stated at 0.05 level of significance. The study recommended that efforts should be geared towards building self-concept of in-school adolescents with hearing impairment to facilitate their proper adjustment in school.** **Key Words: Self-concept, Adjustment, In-school, Adolescents, Hearing impairment.**
Rachappa I. Ingalalli **ERCICRTEL1918174**	**Philosophy of Education and its Relevance** **Rachappa I. Ingalalli** **Professor of Philosophy (Rtd) and Former Dean, Faculty of Social Sciences, Karnataka University, Dharwada 580003, India** **Abstract** **In the long tradition, human culture was transmitted spontaneously from one generation to another,so that the younger species can survive if they assimilate some beliefs about the world and attitude towards it, in order to solve practical problems with some skill in the world. And the culture of the elder generation is a source of information and practical wisdom. The authority of culture and civilization is based on the trustworthy assertions of the seers, priests, and enlightened scholars, to advocate value based education.Meaning and definition of 'Philosophy of Education'. In the human intellectual tradition, beginning with Vedic seers in India and Plato in the west, there are cardinal ideas in the field of human education. In Plato's Republic, there is paradigm of a definition of 'Philosophy of Education. Accordingly the educational theory implies about the facts of human nature and society so on that basis, there were recommendations about the methods, curriculum and the administration of education, in order to reach the goal of just and good citizens living in a just and good society. The ethical theory justifies value system. And epistemology explains the effectiveness of teaching methods including human capacity to perceive truth and obtain useful knowledge. Accordingly, any theory of education,, ought to contain ethics to justify the goal , metaphysics explains the psychological and sociological facts of the theory of education. And an epistemology explains certain methods of teaching and learning as effective and indicates human ability to know the truth within its conceptual framework. However, many theories of education do**

not contain the reference to the subjects with which ancient Rishis and Plato were concerned. It is to be noted that Ancient model of 'Philospohy of Education', is useful in fixing the meaning of that phrase, so that any model of educational theory, resembles in some respects may be called as 'Philosophy of Education'. In modern times, many able philosophers like, J. Locke, I. Kant, J.S .Mill, J.Dewey,and others have contributed to the field of philosophy of education. There is a way of understanding the history of philosophy of education regarding the attitudes of philosophers toward the justification and explanation of an educational theory in the present context of global harmony and peace with ecological awareness.

Adeeba Ahmad **ERCICRTEL1918176**	**Grade Retention Practices And Student Scores** **Adeeba Ahmad** **College of Languages, Literature and Culture, Faculty of Liberal Arts and Human Sciences, Ziauddin, University, Karachi, Pakistan** **Abstract** **Research Objective: This research study was conducted to explore the grade retention practices in private schools of Karachi. The study focused on the impact of grade retention and investigated its effectiveness in terms of its merits versus demerits.** **Research Questions: 1. To what extent grade retention practices are effective in enabling students to achieve better scores?** **2. What are the criteria for the teacher to decide whether to retain a student or to promote him?** **3. What role does gender play in student performance?** **4. How do the principals perceive their grade retention policy with relation to student academic performance?** **Hypotheses: H1: Repetition of same class does not have impact on students" performance** **H1.1: In English subject H1.2: In mathematics subject** **H2: Students" performance does not differ by their different grades (including VI, VII, and VIII)** **H3: Students" performance does not differ by their different genders (including Male and Female)** **Methodology: This study focused on the mixed research design. The study began with collecting quantitative data from six private schools in Karachi. Data of at 84 failed students were collected and tested .The researcher conducted interviews of six teachers and three principals after informing the school management of the current study and transcribed and decodes the interviews before categorizing the themes that emerged.** **Keywords: Academic Achievement, Grade Retention, Promotion, Student Cognition, Student Score Cards, Teacher Attribution**
 Udeni Jayasinghe **ERCICRTEL1918181**	**Tracking Emotions through Facial Expressions in Online Education Systems Based On Transient Emotion Peak** **Udeni Jayasinghe** **Department of Information Systems Engineering, University of Colombo School of Computing, Colombo, Sri Lanka** **Abstract** **Two types of students' performance evaluation mechanisms are called formative and summative. In order to have productive results at the summative evaluation, the students must have had frequent constructive feedbacks throughout a course. It is not an easy task for a teacher to give frequent feedback. As a solution for that, online tests can be introduced with feedback. A Constructive feedback should at least consists of three features, i.e. Appreciation, Advice and Evaluation. When incorporating the appreciation in a feedback in an online education system, the emotions can be analysed to appreciate the effort that the student has put in answering. The most feasible way to analyze the emotions is through the facial expressions in an online system. However, there should be a systematic way to track the emotions based on each question, while the students have been engaged in answering. This research proposes a time interval based on the transient emotion peak taking into account the time taken to read a question as the stimulus activity to cause an emotional change, to capture the emotional changes. A series of photographs were captured by using a webcam for each question and analysed the emotions by using MS-emotion-API. At the end, a single photograph was selected based on the transient emotion peak, tracking the most different emotion

out of the series. A video recording was taken simultaneously and it was analysed by a psychiatrist and kept as the benchmark dataset. At the end, cross validation test was done based on the output of API and the benchmark dataset. It was noticed that the sensitivity of the calculations, if an image was detected within the defined time that emotion would be recognized correctly at a 93.52% accuracy. Specificity that means if the emotion was captured out of the defined time interval there is a 70.83% chance of having a misclassification.

Keywords: Online Education Systems, Transient Emotion Peak, Online Feedback, Emotions, Facial Expressions

The School-Community Relationship

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ERCICRTEL1918182

Abstract

In the education settlement, the community plays an important role in promoting and maintaining the good standard of education through their mandatory role and participation.
The relationship promotes good and conducive atmosphere for learning and other co-curricular activities in the school. The community is a major stake holder and also part of the school decisions and other activities board. These two bodies, aside the local authorities or government always work in hand to promote good and quality standard of education. There should be always a good and healthy relationship between these two bodies.

Learn English with Facebook

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Evelina Casiello
ERCICRTEL1918183

Abstract

The research recovers core concepts on the educational use of ICT, in the search for collaborative learning, enhancer of educational processes. An experience was made in a closed group of Facebook, as complement to English language conventional teaching with secondary students, articulating with the guidelines of the Curriculum Design. The following question was raised: How can the social network Facebook be implemented as an educational and collaborative environment, enhancing the teaching of a foreign language at secondary schools? A descriptive-qualitative research process was carried out, using virtual ethnography. A program of meaningful activities was implemented, with a description of how this educational resource enhances the learning of a language. The incorporation of technology through a virtual community on Facebook, allowed students to have an educational environment in which the communicative practice of the language was performed, including the practice of coexistence, socialization and interaction among participants, aspects that cannot be left aside as they are part of the student's comprehensive learning. More enduring understandings and skills that could be transferred to other contexts and situations (cognitive residue) were linked.
Keywords: Facebook, ICT, Communicative Approach, Collaborative Learning, Meaningful Activities, Cognitive Residue

Finance in the Hospital

Zinabu Dramani
ERCICRTEL1918187

Zinabu Dramani
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Abstract

Department in Depth: The Finance department is responsible for the overall finances of the hospital and is accountable for the accuracy of all financial accounting transactions.
Financial Accounting section
The Financial accounting section has responsibility for the hospital financial functions of Accounts receivable, Accounts payable, and Payroll. The main role of this section is to underpin the financial accounting processes and controls and communications process for the payment of salaries to employees, payment of vendor invoices and proactively manage the timely billing and collection of hospital income.

	Accounts Receivable: The Accounts receivable department is responsible for the raising of all hospital invoices and timely collection of income. The cash office records all cash received by the hospital. The Health Insurance and Assessment office validates patient eligibility for treatment and ensure claims are submitted to health insurers in a timely manner. 9Accounts Payable The Accounts payable department is responsible for the recording, validating and payment of vendor invoices, reconciliation of supplier statements and ensuring compliance with Revenue requirements. **Payroll.** The payroll department is responsible for the timely preparation of fortnightly and monthly payrolls and for ensuring accuracy and validity of payments to employees. The department operates a payroll query desk accessible to all employees to assist with any queries regarding payment of salary. **Management Accounting section:** The hospital operates a devolved budgetary management process within the context of an annual service plan incorporating annual and multi-annual budgeting. In this context, the Management Accounting (MA) unit is responsibility for a range of Clinical Directorates, Corporate Departments and other Cost Centres for Pay, Non Pay and Income budget preparation. The unit is supported by 4 Finance Analysts who provide support to the Clinical directorate structure in the hospital. Monthly analysis and reporting of net outturn versus plan is a core function of this department. The department is responsible for the preparation of the annual Specialty costing exercise and the development of patient costing information systems.
Barak Levy Yael **ERCICRTEL1918194**	**Fathers Are NOT Mothers; A Mediation Model of Parental Stress, Parenting And Risk Factors In Families of Children With A Mild Intellectual Disability** **Barak Levy Yael** **Department of Pre-School Special Education, School of Education, Achva Academic College, Arugot, Israel** **Atzaba Poria Naama** **Ben Gurion University of The Negev** **Abstract** In accordance with the determinant of parenting model (Belsky, 1984) a conceptual model was proposed in which parental stress mediates the links between the child, proximal and distal risk factors and parental behavior. Participants: 156 families with children aged 4-7 (M=5.64, Std=0.62) years (59% boys). Research group: 75 two-parent families of children with Mild Intellectual Disability (MID). Control group:81 two-parent families of typically developed (TD) children. Parents completed questionnaires and parent-child interactions were videotaped. Results indicated differences between groups in levels of parental stress, child and proximal risk factors, but not in the distal risk factor. Furthermore, the paths between the proximal and child levels of risk to maternal parenting were mediated by maternal stress for both MID and TD groups. Risk factors were linked to paternal stress for all fathers, yet the mediation effect was only found for families of TD children. Distal risk significantly influenced maternal and paternal parenting, but only in families of children with MID, and with no mediation of stress. Our results, indicating that all three risk factors play a significant role in the parenting of children with MID, add a practical contribution to educational and psychological therapists, emphasizing the importance of a holistic approach, in which all the ecologies of children with MID and their parents are considered when attempting to assist them. Moreover, the differences found between the maternal and the paternal models suggest that intervention and support groups should be more specifically designed. The importance of being mindful to both proximal and distal ecologies of children with MID and their parents is discussed, as is the need to address the different influences fathers and mothers may have. Keywords: Mild Intellectual Disability; Fathers And Mothers; Parental Stress; Mediation Model; Child, Proximal And Distal Risk Factors; Paternal And Maternal Parenting Behavior

Effects of A E-Learning Package on Learning Achievement of Cellular Respiration Among Senior School Biology' Students In Ibadan, Nigeria

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ERCICRTEL1918198

Abstract
This study investigated the effects of Computer-Assisted Instructional Package [(CAIP) (a special CAI package for this research)] on students' achievement in cellular respiration and the influence of gender when exposed to Computer-Assisted Instructional Package (CAIP).A quasi-experimental, pre-test, post-test, and control group, involving a 2x2 design was adopted for the study. Two research hypotheses were formulated and tested. Four intact classes, involving 107 Senior School one (SS1) students (48 males and 59 females) from two public and private secondary schools, were purposively sampled in Ibadan, Oyo State, Nigeria. A CAIP and an Achievement Test on Cellular Respiration (ATCR) were used for data collection, after due validation with a reliability co-efficient of 0.84. t-test and ANCOVA were used to analyse the data collected. The findings of the study were that: (i) the achievement of the SS1 students exposed to CAIP on cellular respiration and those taught with Conventional Method of Instruction (CMI) indicated a significant difference, in favour of students taught with CAIP, $F(1, 104) = 133.22$, $p < 0.05$; (ii) no significant difference existed in the achievement of the students, based on gender; it can be concluded that for effective teaching – learning process to take place, Senior Secondary School students may benefit a great deal from the use Computer-Assisted Instruction (CAI). The study recommended, that CAIP should be made available for teachers' and students' use in our secondary schools.
Keywords: Computer-Assisted Instruction, Conventional Method of Instruction, Cellular respiration, Academic Achievement, Gender

Alisha Merchant
ERCICRTEL1918200

Fostering Creative Thinking through history curriculum in a religious education center: A Case Study in India

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Abstract
The research study on "Fostering Creative thinking skills in Religious Education classrooms (RECs): A case study in India" has been initiated as a part of the Masters in Arts (MA) and Masters in Teaching (MTeach) in Secondary Teacher Education Program (STEP), a two year double masters program, guided by the University College London (UCL). As a part of this program, STEP trainee teachers are allowed to select a current issue and/or a recent development and be able to offer critical insights through a four months intense field research and teaching practicum in carrying out qualitative educational research either in the form of a case study or in the form of action research. This study is a Qualitative case-study approach to understanding Creative thinking skill in the context of India through religious education (RE). The Institute of Ismaili Studies (IIS) secondary curriculum emphasizes a "STEP teacher's role as "reflective practitioners and creative thinkers in understanding their work" and "employing the best pedagogical practice" in their religious education (RE) context (IIS, 2014; pp: 13). In line with this vision, this study is an exploration of the nature of Creative Thinking Skills (CTS) particularly in the Indian context where creative thinking skill is not a usual practice in mainstream school settings. Using data collection tools such as questionnaire, interview, classroom observations and document analysis the study

examined teachers' perceptions about creative thinking as a skill, the strategies used to foster this skill and the challenges teachers face that hinder the development of this skill. The findings of this study reveal that "STEP teachers in India has diverse perceptions of CTS. In addition, one could regard their perceptions of CTS as a fluid wherein the notion of personalization remain common to all four research participants. Furthermore, the majority of the teachers perceive that this skill can both occur spontaneously and be teacher driven. While the teacher's guide demonstrates aspects that encourage creative thinking there seems to be a lack in what is considered creative.

Amini-Philips C
ERCICRTEL1918203

Classroom Management Strategies for Effective Teaching and Learning in Universities in Rivers State, Nigeria

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Abstract
Teaching and learning in a formal setting (Classroom) is not an activity for the market place because of an unsettling and ungoverned atmosphere. It is best in a quiet and controlled environment. Classroom Management refers to the skill or competence to maintain a disposition and controlled behaviour among the students with the purpose of making the environment fit for learning. The study will investigate Classroom Management Strategies lecturers adopt for effective teaching and learning in Universities in Rivers State, Nigeria. Five research questions and five hypotheses will guide the study. The population of the study will consist of all Lecturers teaching and students learning in the three Public Universities in Rivers State. A representative proportionate sample of the population will be drawn using the stratified random sampling technique. The analytical descriptive survey research design will be adopted. Data will be collected from the respondents using two sets of questionnaire – one for Lecturers and the second for the Students. The instruments will have five sub-sections in line with the research questions and variables of the study. The instruments will be validated by three experts from Measurement and Evaluation discipline. The Cronbach Alpha Statistics will be used to ascertain the reliability of the instruments. The instrument for the Lecturers will be administered during their Faculty Board Meeting while that for the Students will be given to their Course representatives to administer. Descriptive statistics – percentage, mean and standard deviation will be employed to answer the research questions while the independent z-test will be used to test the Null hypotheses at 0.05level of significance. Data generated from the field will be presented in tables, findings will be highlighted and conclusions based on the findings will be drawn.

Safia Serai
ERCICRTEL1918204

An Investigation of Translanguaging In The Algerian University EFL Classrooms

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Abstract
The monolingual approach has been challenged by the "dynamic bilingual" norm which subsides the rigid separation between languages and acknowledges the students' full linguistic repertoires. The bilingual instructional strategies and the process multilinguals follow to deploy what they do with languages is called translanguaging. As the term translanguaging is gaining increased attention in the literature, the aim of my study is to investigate its pedagogical aspect, at the Algerian tertiary level, which has been underdeveloped. In this regard, the current research endeavours toprovide a better understanding of translanguaging by focusing on the practices that involve the use of different languagesin the Algerian context where more than two languages may co-occur (English, Arabic with its varieties, French and Tamazight). Besides, the teachers and students' attitudes in the English as foreign language classrooms will be investigated to elucidate the multilinguals' views about this language practice and check whether there will be a possibility to be a valued and an acknowledged practice in the higher education language classrooms. To achieve the objectives of the study, this language practice will be investigated by conducting interviews, questionnaires and classroom observations in one of the Algerian universities. The potential findings may suggest implications for teacher education about the use of the different languages students know, and how to teach students the appropriate contexts to develop their proficiency in translanguaging. In conclusion, this research will have a significant contribution to what translanguaging is in the

	Algerian multilingual context. Key words: Algerian Higher Education, Attitudes, Multilingualism, Translanguaging
Dr. Abdu B. Mukhtar **ERCICRTEL1918205**	**Nasalization in Hausa** **Dr. Abdu B. Mukhtar** **Department of Hausa, Federal College of Education, Kano, Nigeria** **Abstract** This paper intends to look into Nasalization in Hausa Language. Hausa land originally is in West Africa. Hausa is spoken in the Northern States of Nigeria as First Language as well as in Niger Republic, and several million more in a number of other countries like Northern Dahomey, Northern Togo, Northern Ghana and is far and away the most important language of West Africa. Nasalization is something which we notice during pronunciation of some consonants segments which are accompanied with an appreciable nasal twang. There are two types of nasalization viz: nasal sounds and nasalized sounds. Nasalized sound are generally represented in phonetics transaction by the mark [~] placed above the symbol of the normal sound. Nasal sounds in Hausa are [m, n, ŋ, ɲ]. Nasalized sound are sounds (non nasal) that can be nasalized when they occur next to nasal sound. Many language have contrast between nasalized and non-nasalized (oral) vowels. One of the most common secondary vowel features is nasalization, i.e. any vowel can be nasalized. Hausa has no nasal vowel but all vowels can be nasalized. For the purpose of this presentation we arranged the paper as follows: Introductory part will take care of definition of language, and Hausa tones and vowel length. Then definition of nasalization and its types will be analyzed with relevant examples from Hausa. Also a long vowel is doubled, a grave accent (\ ) on a vowel indicates a low tone, a circumflex (^) denotes a falling tone, while a high-tone syllable will be unmarked and is Hausa example is accompanied with English gloss.
 Dr. Mohammed Marzuq Abubakari **ERCICRTEL1918206**	**Politics Over Semantics In Ghana's Political Discourse** **Dr. Mohammed Marzuq Abubakari** **Lecturer, University of Applied Management, Ghana** **Abstract** Ghana is a constitutional democratic republic in West Africa. The former British Colony is regarded as a model of democracy, where the airwaves are largely liberalized. However, in recent times, political discourse in the country has become so polarized that some sensitive words are publicly abused by politicians at the expense of national unity and semantic decency. One of these words is "tribalism." This Paper analyzes the misapplication of "tribalism" in the political circles in Ghana. As a viewpoint, the Paper conducts a normative analysis of the word from the perspectives of Semantics and Morphology in the context of political communication. The objective is to remind politicians and the civil society of the need to appreciate the dangers of irresponsible use of "tribalism." It is also to help sanitize political discourse in the country. After consulting a sample of usage authorities and discussing some related data, the Paper concludes that the way "tribalism" is applied in Ghana's political discourse is injurious to national cohesion and semantic decency. On the basis of the conclusion, the Paper makes a number of recommendations. Among these recommendations is the need for politicians to consider national interests and semantic norms in using the word "tribalism" that has already thrown some African countries into chaos. Keywords: Tribalism, Semantics, Morphology, Politics, Political discourse. National unity, Semantic decency
 Nasser Drareni **ERCICRTEL1918059**	**Using Team-Based Learning through Concept Mapping to Enhance Interdisciplinary Lifelong Learning in Risk Factors for Cardiovascular Disease** **Nasser Drareni** **Faculty of Business, Economic and Commercial, University of BLIDA02 Lounici Ali Blida , Algeria** **Abstract** Team-based learning (TBL) is a student-centered learning approach that requires both individual and group accountability to ensure a lifelong learning and to increase learner learning in a number of disciplines and interdisciplinary knowledge. Team-based learning (TBL) is an active learning

approach. In recent years, medical educators have been increasingly using (TBL) through concept mapping in their lecture class. Team-based learning (TBL) is an approach that builds on both the case method and concept mapping and has been widely adopted in the sciences and healthcare disciplines. We adopted (TBL) in teaching four year medicine learners (CVS) course in Algiers medical university, Algiers, Algeria. Concept mapping can demonstrate knowledge acquisition, organization of prior and new knowledge, and synthesis of that knowledge across disciplines in a unique way providing an additional means of assessment in addition to traditional multiple-choice questions. The present study assessed learners' perception to (TBL) through concept mapping as an active learning method to enhance interdisciplinary lifelong learning in risk factors for cardiovascular diseases (CVD). Four year Algerian learners were divided into three groups (10-20) learners each. Learners were requested to respond to a questionnaire to assess their perception to the (TBL) through concept mapping and interdisciplinary lifelong learning experience. Mostly of the learners felt that (TBL) through concept mapping provides an enjoyable interdisciplinary lifelong learning experience that enhances their meaningful learning, lifelong learning, self-directed learning, critical thinking , collaborative team and ability to solve clinical and real world problems in risk factors for cardiovascular. However, majority of the learners expressed their positive perception about the effectiveness of team-based learning (TBL) using concept mapping as a teaching and learning modality in interdisciplinary lifelong learning.

Keywords: Team-Based Learning, Concept Mapping, Risk Factors For Cardiovascular Diseases, Interdisciplinary Lifelong Learning

Comparing Online vs. Paper-based Versions of a Test for Reading in English as a Foreign Language

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Anne C. Ihata
ERCICRTEL1918090

Abstract

The aim of this study is fundamentally to examine how reliable the results of the internet-based version of a reading test are, with a view to replacing all paper tests with the online versions. This is of increasing importance as universities focus on improving efficiency and supporting SDGs by going paperless. In addition, fluent reading and speaking abilities in English are often advantageous for young people in Japan looking for employment. As the Tokyo Olympics approach, this is even more evident. The study was also suggested by the need to test reading comprehension of larger numbers of students across the university and deliver as quickly as possible meaningful results on which to base intensive programmes of instruction. 20 university students took the Extensive Reading Foundation's online reading test and the (now discontinued) Edinburgh Project for Extensive Reading's placement test (paper-based), both under controlled conditions. Both tests were repeated in alternate terms as pre- and post-tests and the data was analysed for possible relationships. (Actually, only 12 students took the first paper test, although results for 20 subjects were collected for all other versions). An initial one-way ANOVA analysis of the results suggested little evidence of a relationship between online and paper-based test scores. However, further analysis using Pearson's chi square found evidence of interaction between online and paper-based versions of the test, further supported by Kendall's tau b correlations. A second ANOVA analysis, only of scores for students who had completed all versions of the test found a significant relationship between the latter paper-based and online tests. This may be due to subjects' greater familiarity with both versions of the test by then, along with noticeable improvements in reading skills. Although this is only a small-scale study, it does provide some support for the argument to adopt the online version of the test, especially as it echoes overall impressions of using both tests in past years.

Keywords: EFL, Reading, Comprehension, Assessment, Internet-/Paper-based Tests

Perception of Teaching Music in Higher Education Institution

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K.A. D. Ranga Perera
ERCICRTEL1918091

Abstract
Music is special practical art form that expresses human feelings through sensitive tones and rhythms. Vocal and instrumental are so creative forms of this art that they inter related in diverse content. Subject Area is restricted to North Indian Classical music. Objective of research was to find similarities of methods and techniques follow in teaching Indian Classical Music in both India and Sri Lanka. Hypothesis of this research was; methods and approaches of teaching Indian music in Sri Lankan institutions are different to Indian institutes although both countries would have expecting similar benefits from the content. Research problem was how Indian classical could be effectively apply in a degree program and what we could accept as outcome of such a course work except ensuring practical performing attitude of a personality. Regarding the data collection and analyzing process we gave attention to the content of syllabuses, practical components, time slots of practices, objective of course works and especially care about the evaluation procedure. We observe that objectives of the course works are so similar. They all encourage the students in new creation and improvisation in the relevant field. Although giving practical knowledge in certain classics is so limited in Sri Lanka comparing to India. Because of Lack of subject wise arguments and incorrect tentative amendments lead to discard the expected outcomes from the students.
Key words: Indian Classical Music, Higher Education Institutes, Sri Lankan Methods of Teaching Music, Objectives of Learning, Outcome Of Teaching

Christa Beyers
ERCICRTEL1918092

The Need for Comprehensive Sexuality Education: Youth as Active Participants

Christa Beyers
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Abstract
Teachers play a significant role in addition to being mere academic instructors. The high prevalence of not only HIV and AIDS, but also teenage pregnancies amongst South African youth suggests that methods of instruction and prevention should be re-examined. Sexuality education is still not given the recognition it deserves. Life Orientation as subject has been introduced with the aim of empowering learners to become healthy, responsible young people who are able to reach their full potential in a democratic society. Many young people are however confronted with conflicting and confusing messages about sex and sexuality. This is often exacerbated by reprimands, silence and disapproval of discussion about sexual matters. I propose that youth should be viewed as active participants in comprehensive sexuality education and not spectators.
Keywords: Sexuality education, Life Orientation, Youth, Teenage pregnancies

Hamad Ali
ERCICRTEL1918119

The Effect of Designing Blended Learning According to Kemp's Model on Developing Educational Technology Students' Competencies

Hamad Ali
Distance Teaching and Training, Arabian Gulf University, Bahrain

Abstract
The present study aimed at investigating the effect of blended learning according to Kemp's instructional design model on developing educational technology student's competencies in an introduction to educational technology course at the Basic Education College in the state of Kuwait. The developmental research method with quasi experimental approach with pre and post assessments was used. The virtual Learning environment Moodle was used to apply the research experiment on a purposefully chosen sample consisting of 44 students enrolled in the educational technology course during the second semester of the academic year 2017/2018. A list of instructional design criteria was derived and used to design a Blended Learning environment in line with Kemp's instructional design model. Research instruments used in the study included a cognitive achievement test and an attitude scale. Validity and reliability of both instruments were

ascertained. **Appropriate statistical analysis was carried out. Results revealed statistically significant differences ($\alpha\ 0.05 \geqslant$) between the mean scores of the cognitive achievement pre and posttests, and the differences were in favor of the post test. Results also revealed statistically significant differences between the mean scores of the attitude pre and post applications, and the differences were in favor of the post application. A number of relevant recommendations and proposals for further research were included.**

Keywords: Blended Learning, Kemp Model, Competencies, Instructional Technology Course, State of Kuwait.

Paula Alejandra Leal Tejeda **ERCICRTEL1918121**	**Students' understandings of citizenship education in the unequal education system in Chile** **Paula Alejandra Leal Tejeda** **PhD in Education – University of Sussex, Lecturer, Social Work Department, Universidad Autonoma de Chile – Temuco** **Abstract** **In Chile, there are substantial differences in what students achieve in educational terms and what they understand by citizenship and citizenship education, depending on their socioeconomic status, geographical location, gender, school administration (public or private) and the curriculum design. One explanation is that a neoliberal driven-market ideology has been shaping Chilean education since the dictatorship of Augusto Pinochet (1973-1990), creating a 'quasi-educational market', a segregated and unequal system. Neoliberal policies have not substantially changed during the democratic governments; every reform has been built on the neoliberal ground, although the public discourse refers to these reforms as in alignment with the current international and national demands. One of the reforms prompted in the last twenty years has been the review and re-design of citizenship education. I conducted a study in the south of Chile in 2013, to explore what students understand by citizenship education. My presentation aims at sharing some of the findings from a qualitative case study with grade 12 students in two secondary schools: one public-secular and one private-faith based. The focus will be to reflect on the differences in understandings of citizenship education between these two groups, which are shaped by the relationship between inequalities in the education system, neoliberal ideologies embedded in the school curriculum and their experiences of citizenship in both their local communities and schools.** **Keywords: Citizenship, Citizenship Education, Students, Understandings, Secondary Schools, Neoliberal Policies**
Jianglong Wang, Ph.D **ERCICRTEL1918132**	**Digital Media, Teaching and Learning: Pedagogical Implications For Teaching and Learning in A Participatory Culture** **Jianglong Wang, Ph.D** **Department of Communication Studies, Western Washington University, Bellingham, WA, 98225 USA** **Abstract** **The Era Of Digital Media Has Come To Create A Youthful And Pervasive Participatory Culture Featuring Different Forms Of Affiliation, Expression, Problem-Solving And Information Circulation Among Its Members. The Generation Of Digital Media Savvy Individuals Has Now Populated Classrooms All Over Our College And University Campuses. Concomitant With Their Arrival To The Campus Are The Inevitable Challenges For Educators To Instruct Effectively Members Of This Newly Created Powerful Participatory Culture. From The Perspective Of Intercultural Communication And Based On Research In Cultural Adaptation And Teaching Innovation, This Paper Examines (1) Salient Features Of The Current Participatory Culture; (2) Primary Characteristics Of The Digital Media Generation; (3) Major Components Of Cultural Competence For Educators Teaching This Digital Media Generation; And (4) Specific Relevant And Applicable Pedagogical Strategies For Educators To Enhance Their Teaching Effectiveness And Students' Learning Outcome In Their Classrooms. Impact Of Participatory Culture On Teaching Effectiveness Is Further Analyzed And Implications For Educators' Adaptation And Teaching Innovation Are Also Explored And Discussed.** **Keywords: Digital Media, Education, Teaching and Learning**

Rachel Wai-Yi Cheung **ERCICRTEL1918140**	**Vocational Education Students' Perception on Ethics Study:** **Evidence from Accounting Students** **Rachel Wai-Yi Cheung** **Assistant Professor, Macau Institute of Management, Macau SAR, China** **Abstract** Vocational education must operate within a lifelong learning context. Accounting is a vocational study. Besides core accounting knowledge, thinking and practicing capabilities are required for an accountant while judgement with ethical consideration is an important capability. Thus, accounting students should apprehend ethics. The aim of this research is to investigate accounting students' perception on the importance on 17 keyword items, students were asked to rate how important they perceive an accounting graduate should have learnt these "keyword" in a curriculum. The focus is on all students, further to the gender (male/female), and the studying year (senior: year 3 or 4 / junior: year 1 or 2). 17 Keywords rated from 1 (least important) to 5 (most important) in those questionnaires are codes of ethics, corporate governance, ethical dilemma, integrity, independence, social responsibility, devotion, perseverance, etc. Sample size is 72 accounting students of nine higher education institutions in Hong Kong. Data were collected from May to Nov 2016. Overall, students (n=72) rated "codes of ethics" the most important (no.1) and "stakeholder theory" (no. 16). Surprisingly, "independence" as no.2, this item is important but should not be in the top tier, it could be explained by Hong Kong students long for independence. Male (39) and female (33) rated differently in many keywords, e.g. male rank "corruption" the first while female the seventh, "social responsibility" male the tenth and female the third. The difference in rating between students at senior (34) and junior (38) years is narrow, with exception on "corruption", "corporate governance" and "insider trading". The findings offer a timely insight for educators in vocational based education to include appropriate ethics elements in accounting curriculum so to let students attain both core technical skills and skills for surviving in this ever-changing world. Keywords: Vocational Education, Ethics, higher education, accounting, Hong Kong
  Nnachi Esther Victor **ERCICRTEL1918142**	**Actualizing Nigeria's Economic Development and Change Agenda Through Practical Science** **Education: The Perception of Secondary School Principals** **Nnachi Esther Victor** **Department of Educational Foundations, School of Education, Federal College of Education** **(Technical) Akoka, Lagos State, Nigeria.** **Abstract** This study was carried out for the purpose of determining, if teaching practical science in secondary schools will help to bring about economic and development change in secondary schools in South East, Nigeria. The gap that warranted this research was created by the mounting unemployment in Nigeria due to the search for white collar job by young university graduate and the need to introduce economic change agenda in Nigeria. Two research questions guide the study. The study was based on the social systems theory. A 20-item structured researcher developed questionnaire with a reliabilitee coefficient of 0.75 was used for data collection. A sample of 150 secondary school principal out of a population of 2384 in the South East of Nigeria was used for the study. Data were analysed using mean and standard deviation. Findings showed that the respondents agreed that teaching practical science education in secondary schools will contribute to economic development in Nigeria and that attitudinal change through education will bring a positive change in Nigeria's economic development change agenda. It was recommended that economic development change curricular contents to be developed and taught in Nigeria schools. KeyWords: Economic Development Propeller, Entrepreneurial Foresightedness, Entrepreneurial Seriousness
Punsisi Somaratne **ERCICRTEL1918146**	**Using 3d Virtual Activities to Conduct Collaborative Work** **Punsisi Somaratne** **The University of the West of England, Bristol, UK** **Maricarmen Gil Ortega**

The University of the West of England, Bristol, UK
Liz Falconer
The University of the West of England, Bristol, UK

Abstract

Collaborative work can be conducted either in a classroom environment or in a computer-supported environment. The virtual world is one such computer supported environment that is used to conduct group activities. In this study, we explore students' experiences in 3D virtual group activities. We conducted this study in two steps; in the first step, we explored students' experiences in classroom collaboration. After that, in the second step, we explored students' experiences in virtual collaboration. Finally, we compared the results gathered from the questionnaire and found that students had a positive attitude about virtual collaboration compared to classroom collaboration. Moreover, we analysed the interview data qualitatively and identified students' views about classroom group work and virtual group work. We conducted this study with the first-year Information Technology students in a Sri Lankan higher education institute.
Keywords: Virtual World, Collaboration, Virtual Activity, Higher Education, Sri Lankan

Nwosu Ezinwanne Nancy ERCICRTEL1918147	**Students' Perception of Innovative Teaching Strategies Utilized by Office Technology and Management (Otm) Lecturers in Federal College of Education (Technical) Akoka, Lagos, Nigeria**

Nwosu Ezinwanne Nancy
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Abstract

The paper examined students' perception of innovative teaching strategies utilized by the Office Technology and Management (OTM) lecturers in Federal College of Education (Technical) Akoka, Lagos, Nigeria. In an attempt to achieve the objectives of the study, two research questions were raised. Survey research designed was used for the study with the population which covered all the 150 Office Technology and Management (OTM) students who are currently in their final year in Federal College of Education (Technical), Akoka, Yaba, Lagos from which 40 students were sampled for the study through simple random sampling technique. Structured questionnaire was used to elicit information from respondents during working hours. All the data collected were analysed using mean and standard deviation so as to answer the formulated research questions. The study found that most of the lecturers, to a higher extent, make notes that used only key words and images, utilized picturized concepts (mind mapping) to teach OTM courses to students; utilized sense of humor and creative relevant jokes to teach some difficult concepts in OTM courses and also utilized mnemonics and dictionaries to give different uses of words to explain and teach OTM concepts in the classroom. However, they rarely utilize multimedia and social media resources to teach OTM courses. Based on these, the study recommended that, OTM Department should work with the college management to ensure that, multimedia such as projectors, interactive boards, audio-visual materials, other instructional resources should be adequately provided to enhance innovative teaching and learning among lecturers and students in the college.
Keywords: Innovative Teaching, Office Technology and Management, Perception, Strategies

Z. Vasiljevic ERCICRTEL1918154	**Metaphorical Expressions of Anger in Japanese**

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Abstract

In 1987, Lakoff and Kövecses proposed a prototypical ANGER scenario based on North American English consisting of five stages: (1) offending event, (2) anger, (3) attempt at control, (4) loss of control and (5) act of retribution. In 1995, Matsuki outlined a model of ANGER in Japanese, which partially diverges from the model above, with main differences concerning stage 3. According to Matsuki, in a Japanese scenario true emotions are contained in hara (belly). While they are in hara, these emotions can still be controlled. However, if the intensity of emotions increases, they move to mune (chest) and finally to atama (head), where they are most difficult to suppress. Matsuki argues that bearing of true emotions in hara, where they are least likely to be detected by others, reflects

sociocultural notions of honne (one's true feelings) and tatemae (behavior displayed in public). When one's inward feelings are contrary to what is expected by society, honne is suppressed, and a person adopts tatemae (acting in line with social expectations). The present paper reports the results of a survey conducted with a group of 35 Japanese college students and 10 Japanese university teachers. The participants were asked to mark the phrases that they associated with anger and answer five questions regarding the parts of the body where true emotions are felt, intensity of these emotions and their ability to control them. The results showed that some of the phrases that appeared in Matsuki's study were not spontaneously associated with anger. Furthermore, the results did not support Matsuki's claim that real emotions are stored in hara, or the idea that anger moves through the body from hara to atama as the intensity of the emotion grows. The results put in question Matsuki's model and highlight the need for further research.
Keywords— Anger Idioms in English and Japanese, Conceptual Metaphors, Emotion Metaphors, Figurative Language

| Ali Wakiso
ERCICRTEL1918173 | The Impact of ICT Spy Ware as A Platform for Combating Crime the Ugandan Situation

Ali Wakiso
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Abstract
Civil Society organizations world over have come hard on Central and Local Governments, for the latter's failures in controlling and managing crime and crime related activities in order to ensure security of lives and property. Some have even threatened to take legal action against Governments because of the increasing crime incidences and prevalence many of which have seen loss of lives and property. Governments' efforts are now directed at using information communication technology (ICT) platforms to protect citizen lives, property and rights with the goal of improving security and fighting crime. In Uganda, this has been ongoing since the seventies with the country striving to combat crime in the city and other urban settings using local crime control measurers although this has been with little success. For the last four decades, Ugandan Government has been implementing an innovative approach the Spy Technology Platform for Crime Prevention (STP-FCP). The model creates a camera-centered environment with interactive monitoring and spying technology, which records all events, criminal activities of diverse forms and sequences of the non- suspecting citizens. The recordings from the spy technology does provide first hand data that intelligence units now find a treasurable resource in their effort to bring culprits to justice. While findings from previous research underline that ICT is not per se a panacea against crime and corruption in particular (Adam, I, and Fazekas, 2018), and it can also play into the hands of corrupt officials, importantly, the existence of ICT tools does not automatically translate into anti-crime outcomes. Rather, its impact hinges on the suitability of ICT for local contexts and needs, cultural backgrounds, local support and skills in using technology (Helbig, Ramón Gil-García, and Ferro, 2009). The key question: Will the spy technology eventually bring crime under effective control. Dr. Tabangawo Tefula and Mr. Wakiso Ali of Kauthar Training Centre, reflects on the ongoing ICT crime control developments in Uganda, highlights the challenges being faced, and shares the impact of ICT's Platform on crime management and control. |
| Oladosu Adebiyi
Toyosi
ERCICRTEL1918195 | Enhancing The Learning of Basic Concepts In Biology with The Utilization of Mobile Bio-Apps among Biology Students in College of Education, Ikere, Ekiti State, Nigeria

Oladosu Adebiyi Toyosi
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Abstract
The study examined the utilization of mobile application that is biology-based in the learning of some basic concepts among NCE Part II students in the Department of Biology, College of Education, Ikere, EkitiState, Nigeria. Among all the NCE Part II students which constituted the population, 100 students were purposively chosen and eventually randomly sampled into individualized bio-apps and collaborative bio-apps of 50 students each. These bio-apps groups have functional smart phones and their smartphones have biology dictionary downloaded on them. The third group of 50 students are of the traditional classroom and were randomly selected from the population. All the groups were exposed to the same instructional contents in BIO 214 (Plant |

Pathology). The individualized mobile bio-apps group was made to check basic concepts in plant pathology from the biology dictionary on their smart phones and discussed as the classesprogressed. The collaborative bio-apps group was made to check those basic concepts in plant pathology from mobile bio-apps and collaborated among themselves while the classes progressed; while the traditional group was without mobile bio-apps and taken through traditional instructional strategy. Standardized Biology Achievement Test was administered on the three groups. Two research questions and three hypotheses were raised and answered descriptively. The results from the analyses show that students in collaborative bio-apps group performed better that their counterparts in individual bio-apps group and traditional class. Though, students in individualised bio-apps better than the students in the traditional calls but this was not statistically significant. It was therefore recommended among others that, though mobile bio-app improved students learning outcomes in basic concepts in biology, it utilization should engender collaboration among the students, so as to avoid distraction in using the mobile phone for something else other the learning parse.

Fahad Alghamdi
ERCICRTEL1918209

Exploring the Effectiveness of Technology-Enhanced Self-Access Language Learning amongst Primary Level EFL Learners in Saudi Arabia

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Abstract
English language is considered as one of the most dominant and global language throughout the world. It has been spoken and learned formally in many Arabic countries. In Saudi Arabia, English is widely spread in learning and using in many public and private sectors. It has been taught to Saudi primary level in public schools since 2004 after restricting to intermediate and secondary levels. Although the Saudi government spends a huge budget to develop teaching and learning English, there are still some problems of learning the language; such as the traditional style of English language teaching in Saudi schools which is teacher-centred. Therefore, lack of autonomous learning approaches and limited potential for self-access language learning (SALL) in Saudi school context are remarkable. In addition, little awareness (by teachers and learners) of the use of technology to develop English in most of Saudi schools. The research aims to explore the young learners' perceptions of SALL, including the use of technology in Saudi Arabia and examine the degree to which SALL succeeds, or otherwise, in promoting self-access / increased awareness of learning opportunities outside the classroom. For the theoretical background, the researcher used Socio-cultural theory in terms of self/other-regulation. Ten young learners' participants will be observed in choosing and using given resources in SALL. Multi resources will be available to the participants such as; computers, iPad, traditional story and digital story. To conclude this, the significance of the study is to get insight into how young learners acquire and develop their English through self-access, especially through technology and raise awareness amongst teachers and policy makers in relation to the potential influence of self-access and technology on learning English.

Hasana Lebbe Mohamed Fawzan
ERCICRTEL1918099

Impact of Social Media on Academic Performances of Advanced Level Students

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Abstract
The research strives to understand the impact of social media engagement its impact on the Advance Level student's examination performance. It is an established fact that Social Media has positive and negative impact on its youngsters. Scholars are of the view that as much as there are positive factors there are also negative effects on youth. But social media is here to stay and will be a main stream communication channel of the mankind.
The researcher reviewed the literature with authoritative sources literature from journal articles to understand how Social Media impacts education of the youth and to determine over use of social media has an impact on students academic grades particular that of Advance Level Students. The researcher used Mixed Method Approach of Data Collection, Quantitative and qualitative information collection was undertaken. Data was collected from three groups the advance level

	students of Sri Lanka from Kurunegala District from Public government schools and private school children. Parents of such student participated in a face to face interview to collect rich information. Furthermore a focus group discussion was carried out to collect information from Principals, vice Principals and sectional heads of 15 schools in the Kurunegala District to test if there is a negative or positive impact on the advance level students examination results if they indulge in social media engagement and networking. With the objective understanding if Social Media has an impact of examination performance on advance level students. Stringent standards of Wolverhampton University Business School was adhered in ethical standards in data collect for this study.
Wafa Alrasheed **ERCICRTEL1918214**	**Investigating the Saudi Student Voice in Education Science** **Wafa Alrasheed** **Science Education, University of York, Hull, United Kingdom** **Abstract** A major problem that Saudi students face is that they are expected to be passive learners who are not granted the right to express their opinions in the educational process, particularly regarding science and technology subjects. Therefore, the current research investigated the attitudes toward science and technology subjects of 700 Saudi students in their final year of secondary school. The students, both boys and girls, were located at 142 schools around Buraydah city. Their opinions had been investigated by employing focus group techniques as a qualitative instrument to collect data. Student voice as a concept has been considered to be pupils relating their perspective and concepts regarding the meeting of curriculum objectives, as well as greater curriculum control, which takes the concept much deeper. Thus, the carrying out of learning procedures and activities, the participation in decision making at some level, as well as the acknowledgement of pupils as having genuine and meaningful viewpoints, is implied by 'student voice'. Consequently, educational facilities' carrying out of learning procedures and activities, in addition to choices regarding those procedures, should be informed by pupils with appropriate channels for doing so. In terms of enhancing education and teaching, the lack of attention to pupils' own perspectives and opinions was still a problem. However, the right of children to provide their personal perspectives via various media forms, whether through art, texts or vocally, irrespective of location and the subject or content of those ideas, as well as the right to discover information and learn in a similar manner, is enshrined in articles 12 and 13 of the United Nation's Declaration. Consequently, social commentators, academics and teachers increasingly recognised the need to shape education in a manner inclusive of students. It is difficult to judge and describe students' reality in the educational setting without inviting the students to provide accounts of how they view their learning experiences. Adults do not always see or understand the subcultures found in every classroom, so it is important to investigate the children experience to understand what students think about their studying; the students' perspective should be an integral part of education's development. Moreover, understanding the students' viewpoint toward science and technology subjects is essential to facilitating their success in science and technology. Attending to the needs of potential science students is an essential component to maximising enrolment levels in science courses, thereby meeting the recruitment needs of industry, developing awareness of sustainability issues and helping students reach their academic potential. Student-centred science teaching allows students to become responsible citizens. The result of this particular research concludes to five factors effected by the Saudi students' attitude toward science and technology subjects, which are: first, the teaching methods that been used were not fitted to their needs and aspirant; second, the teacher's qualifications; third, the lack of practical works in class; fourth, the need to change and improve the science and technology curriculum; and fifth, future career paths, especially for girls who believe their choices are limited. Keywords: Students Voice, Attitudes, Science and Technology subjects, Secondary Schools

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Upcoming Conferences

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- 18th ICTEL 2019 – International Conference on Teaching, Education & Learning, 17-18 September, Jakarta

- 19th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 September, Hong Kong

- 20th ICTEL 2019 – International Conference on Teaching, Education & Learning, 06-07 October, Dubai

- 21st ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Prague

- 22nd ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Bangkok

- 23rd ICTEL 2019 – International Conference on Teaching, Education & Learning, 12-13 November, Singapore

- 24th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 December, Dubai

- 25th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 December, Sydney
- 26th ICTEL 2019 – International Conference on Teaching, Education & Learning, 18-19 December, Bali
- 27th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 December, Bangkok
- 28th ICTEL 2019 – International Conference on Teaching, Education & Learning, 26-27 December, Kuala Lumpur
- ICTEL 2020 – International Conference on Teaching, Education & Learning, 16-17 February, Dubai
- 2nd ICTEL 2020 – International Conference on Teaching, Education & Learning, 02-03 March, Melbourne
- 3rd ICTEL 2020 – International Conference on Teaching, Education & Learning, 24-25 March, Singapore
- 4th ICTEL 2020 – International Conference on Teaching, Education & Learning, 31 Mar – 01 Apr, Tokyo
- 5th ICTEL 2020 – International Conference on Teaching, Education & Learning, 13-14 April, London
- 6th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Berlin
- 7th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Kuala Lumpur
- 8th ICTEL 2020 – International Conference on Teaching, Education & Learning, 19-20 May, Seoul
- 9th ICTEL 2020 – International Conference on Teaching, Education & Learning, 01-02 June, Prague

➢ 10th ICTEL 2020 – International Conference on Teaching, Education & Learning, 08-09 June, Singapore

➢ 11th ICTEL 2020 – International Conference on Teaching, Education & Learning, 08-09 June, Paris