



***EURASIA RESEARCH
CONFERENCE PROCEEDINGS***

**ICTEL 2022 International Conference on Teaching,
Education & Learning, 25-26 April London**

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

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

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

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15.	Hii Puong Koh	Doctor of Philosophy, Universiti Teknologi Malaysia, Skudai, Johor, Malaysia

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32.	Boontip Siritarungsri RN	Assoc Prof, School of Nursing, Sukhothai Thammathirat Open University, Pakkret, Nonthaburi, 11120 Thailand
33.	Dr. Martha M. Day	Co-Director, SKyTeach, Associate Professor of Science Education, UTeach STEM Educators Association, Past President, Bowling Green, KY 42101

34.	Dr. Beena Anil	Assistant Professor of English, SDNB Vaishnav College for Women, India
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42.	Holger Nord	Area South East, Victorian School of Languages, Australia
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46.	Ruchitha Perera	Founder Smartlearningonline.org, CEO Kusinara International School, Principal Safehaven Day Care and Special Needs School, CEO Sri Lanka Institute of Marketing, Lecturer
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48.	Dr. Pallavi Soman	Academic Department, Symbiosis Centre for Distance Learning (SCDL), Pune, India
49.	Paloma Úbeda Mansilla	Senior Lecturer in the Department of Linguistics Applied to Science and Technology at the Technical University of Madrid
50.	Ana Sofia Saldanha	Department of Humanities, Universidade Autonoma de Lisboa, Lisboa,

		Portugal
51.	Elmira Gerfanova	Department of the English Language and Methods of Teaching, Sh.Ualikhanov Kokshetau State University, Kokshetau, Kazakhstan
52.	Vesna Marija Potočić Matković	Associate professor at the Faculty of Textile Technology University of Zagreb
53.	Dr Ruth Wong	Department of English Language Education the Education University of Hong Kong, Hong Kong
54.	Prof. M. Shaheed Hartley	Science Learning Centre for Africa, University of the Western Cape, Cape Town, South Africa
55.	David Galloway	Teaching and Learning Coach, Southern Universities Network Coordinator, Havant & South Downs College, South Downs Campus: College Road, Waterlooville, Hampshire
56.	Dr. János Kollár	Associate professor, Semmelweis University, Institute of Behavioral Sciences, Budapest, Hungary
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58.	Catherine Cheng Mei Seung	Lecturer, Division of Language and Communication Teaching CCN1003 Chinese communication for college students, and CCN2007, Business Putonghua, Hong Kong Community College, Hongkong
59.	Subrahmanian Muthuraman	Assistant Professor – MBA, Faculty of Business Studies, Arab Open University, Oman Branch, Muscat
60.	Dr. Mladen Milicevic	Clinical Professor, Recording Arts Department Loyola Marymount University, Los Angeles, School of Film and Television, California
61.	Beata Mirecka-Jakubowska	Beata Mirecka-Jakubowska, M.A. English and EAL teacher at Jakarta Intercultural School, Indonesia
62.	Anne C. Ihata	Professor, Musashino University & Graduate School, Tokyo, Japan
63.	Dr. S. Reshma	Principal, Gulf Model School, Dubai, UAE
64.	Dr. Raman K. Attri	Founder, Speed to proficiency Research, Singapore
65.	Dr. Monica Jan	Lecturer, Federation University, Sydney, Australia
66.	Mark Helman	DP Economics and MYP Humanities, Pechersk School International, Ukraine
67.	Lawrence Meda	Assistant Professor, Zayed University, Dubai, United Arab Emirates

68.	Dr Haleema Sadia	Deputy Director, DWB, NCT Delhi, Founder Principal, DPS, AJMAN UAE
69.	Brian Fairman	Asean Institute of Applied Learning, Universitas Mpu Tantular, Jakarta, Indonesia
70.	Assoc. Prof. Ts. Dr. Kung-Teck, WONG	Deputy Dean (Research & Innovation), Faculty of Human Development, Sultan Idris Education University, Malaysia



Conference Schedule

Venue: The Tomlinson Centre, Queensbridge Road, London, UK

Date: 26th April 2022

Registrations: 8:30-9:00 AM

Opening of the conference: 9:00-9:30 AM

Session 1: Keynote Talk: 9:30-11:00 AM

1.	Lynne M. Celli PhD, Dean of Graduate and Professional Studies, Lasell University, Newton, MA, US	The Mindful Leader: Focus on The Social-Emotional Development of All
2.	Dr Vincent La Placa Associate Professor of Public Health and Policy at the University of Greenwich and Senior Fellow of the Higher Education Academy, Park Row, London	Research and Social Theory
3.	Victoria Dunaeva The Co-founder and head of Activus Aspectus. Innovative Laboratory, Warsaw, Poland	Emotional awareness: overcoming the effects of childhood trauma (online)

Session 2: Team Activity and Coffee: 11:30-12:30 PM

Session 3: Technical Talk 1: 12:30 PM-1:00 PM

4.	Jakub Mróz Psychology Department, SWPS University, Warszawa, Poland ERCICTEL2203082 Julia Pawelec SWPS University, Psychology Department, SWPS University, Warszawa, Poland ERCICTEL2203082	TO B(ully)E OR NOT TO B(ully)E
5.	Artur Cisko Psychology Department, SWPS University, Wrocław, Poland ERCICTEL2203083 Emilia Konsek Psychology Department, SWPS University, Wrocław, Poland	Lost in Relations+

	ERCICTEL2203083	
	Lunch Break and Group Photo : 1:00 PM-2:00 PM Session 4: Technical Talk 2 : 2:00 PM-4:30 PM	
6.	Gummadi Venkatesh Kumar Department of Studies in Psychology, University of Mysore, Manasagangotri, Mysore, India ERCICTEL2203135	CBT Intervention on Enhancing Self –Efficacy and Academic Performance in School Children
7.	Smail Zaroui University of law, University Hassan, 2 Casablanca, Morocco ERCICTEL2203055	Listener
8.	Ayman Jelouaja Student, Higher Institute of Applied Technology Safi, Morocco ERCICTEL2203056	Listener
9.	Hamza Laaraj Master Student, Faculty of Science University Hassan 2 Casablanca, Morocco ERCICTEL2203057	Listener
10.	Mohamed Kounkour Student Consulting, Casablanca International Office, Morocco ERCICTEL2203059	Listener
11.	Youness Faiz Secratariat student relations, Education bridge office, Morocco ERCICTEL2203061	Listener
12.	Youssef Moustarji Department of counselling, Casablanca international office, Morocco ERCICTEL2203062	Listener
13.	Mustapha Ait Zouaine Student Consulting Department, Education Bridge Office, Morocco ERCICTEL2203063	Listener
14.	Zickfred Arthur Department of Languages, Nkroful Agriculture Senior High	Listener

	School, Nkroful Nzema, Ghana ERCICTEL2203077	
15.	Abed Al Rahman Saadeddine Science, Lebanese International University, Tyre, Lebanon ERCICTEL2203091	Listener
16.	Deepak Agrawal Education, Koshi Education Foundation Pvt Ltd , Dharan, Nepal ERCICTEL2203130	Listener
17.	Sanjeep Bantawa Education, Sion School, Dharan, Nepal ERCICTEL2203098	Listener
18.	Mohammed Al Rezan Law School, University of Malaya, Kuala Lumpur, Malaysia ERICSSH2203054	Challenges and Complexities of Terms and conditions in the Digital Ecosystem: Use of Icons as an Alternatives
19.	Kanyakit Keerati-Angkoon Faculty of Business Administration for Society, Srinakharinwirot University, Thailand ERICSSH2203055	Entrepreneur Characteristics and Management Competency towards Agricultural Cooperative Organizational Success in Thailand
20.	Leah Gaines Interdisciplinary Studies, University of Central Florida, Orlando, United States ERICSSH2203075	"Turns Black Skin White": Status, Black Women, and Early 1900s American Beauty Advertisements
21.	Seth Amofah School of Governance, Law and Society, Tallinn University, Tallinn, Estonia ERICSSH2203086	Learning in Development Cooperation
22.	Nina Helander Faculty of Management and Business, Tampere University, Tampere, Finland ERICSSH2203123	The Role of Emotions in Value Creation in Digital Service Transformation
23.	Wilfred Nunayon Whesu Management, Property 4AL Global Limited, Lagos, Nigeria ERICSSH2203112	Listener
24.	Ifedayo Adegbenro Shonde Deputy Director, Federal Inland	Listener

Revenue Service, Lagos, Nigeria ERICSSH2203128	
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Valediction Session: 4:30 PM- 5:00 PM

Note:

The presentations for all the unregistered participants who have not confirmed their arrival yet and will be registering on spot at the conference venue will be presented after the scheduled presentations in Technical Talk 2.

All the participants are requested to wear masks and carry sanitizers with them.

For your information, following are the important details to be noted:

Venue: The Tomlinson Centre, Queensbridge Road, London, UK

Room: Bloom 2

Co-ordinator Name- Dr. Davis Lazarus

Google Maps: <https://goo.gl/maps/KHR1VTgN8iubvJep7>

Conference Schedule

Platform: Zoom

Date: 27th April 2022

Opening of the conference: 6:30-6:45 AM

Session 1: Keynote Talk: 6:45-7:15 AM

25.	Vitor Tomé Expert on Digital Citizenship Education, Council of Europe, Lisbon	Tackling disinformation through Digital Citizenship Education
26.	Dr Vincent La Placa Associate Professor of Public Health and Policy at the University of Greenwich and Senior Fellow of the Higher Education Academy, Park Row, London	Research and Social Theory
27.	Victoria Dunaeva The Co-founder and head of Activus Aspectus. Innovative Laboratory, Warsaw, Poland	Emotional awareness: overcoming the effects of childhood trauma
28.	Reese Wong Founder of ISSIA HK, Community Coordinator at AmCham HK, Content Manager at Ashoka, Public Speaker (WHF London & AISC 2021), UNESCO HK Youth	Global Citizenship Education: Creating a Generation of Youth Change makers

Ambassador, Hong Kong.

Session 2: Team Activity: 7:15-7:45 AM

Session 3: Technical Talk: 7:45-9:00 AM

29.	Saniya Abirin Integrated Laboratory School - High School, Western Mindanao State University, Zamboanga City, Philippines ERCICTEL2237056	Students' Attitude and Social Support Toward Home-Based Education
30.	Noof Alsahli College of Art and Design, Princess Nourah Bint Abdul Rahman University, Riyadh, Kingdom of Saudi Arabia ERCICTEL2237059	Employing Aesthetic Values for some Saudi Arabian Landmarks in Fabric Design
31.	Yu-Tzu Ko Human Resource Management, National Changhua University of Education, Changhua, Taiwan ERICSSH2237060 Shu-Min Wang Human Resource Management, National Changhua University of Education, Changhua, Taiwan ERICSSH2237060	The Effect of Pay Satisfaction on Work Performance: The Moderating Effects of Workplace Friendship
32.	Sakunthala Yatigammana Ekanayake Department of Education, University of Peradeniya, Peradeniya, Sri Lanka ERCICTEL2203051	Barriers to Integrate ICT in Mathematics Teaching in Junior Secondary Classroom
33.	Victoria Tamban College of Teacher Education, Laguna State Polytechnic University, Los Banos, Philippines ERCICTEL2203131	Learners' Attitudes, Values and Social Behavior: An Input to Values Formation Program
34.	Mandakini Thakur STI Translation and Facilitation Division, Punjab State Council for Science & Technology, Chandigarh, India ERICSSH2203095	Patterns of Everyday Technology: Impact of Electricity, Bicycle, Sewing Machine and Typewriter in Colonial Punjab
35.	Alexia Ferguson Undergraduate Student of the Ronald E. McNair Post-	The Black Lives Matter Movement and Human Rights Efforts

	Baccalaureate Achievement Program, Siena Heights University, Adrian, United States ERICSSH2203102	
36.	Achille Tsana Public Finance and Taxation Department, University of Mons, Mons, Belgium ERICSSH2203119	Federalism in Cameroon: Evolution and Prospects
37.	Ya Wang School of Public Administration, Sichuan University, Chengdu, China ERICSSH2203134	Calculation and Analysis of the Internal Rate of Return of Pension Individual Account in Chinese Government and Institutions Present
38.	Yassine Sarhan Commerce Department, Centre De Formation Professionnel Casablanca, Morocco ERICTEL2203054	Listener
39.	Deepak Agrawal Education, Koshi Education Foundation Pvt Ltd , Dharan, Nepal ERICTEL2203130	Listener

Note:

1. You may download the ZOOM following the below link: <https://zoom.us/download>
2. We request to rename your account with your name. This will help us to record your presence.
3. You may ask your questions related to the presentation in the chat section.
4. All the certificates & receipts will be sent to the participant's within a week on their mail IDs.
5. Please calculate your local time accordingly by entering your city on this link: <https://savvytime.com/converter/gmt/apr-27-2022/6-30am>
6. You can attend the live session Facebook at the same time following the below-given link: <https://www.facebook.com/eurasiaresearch>

We're looking forward to an excellent meeting with great researchers from different countries around the world and sharing new ideas on 27 April 2022.

Preface:

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

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

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

Membership in our scholarly association TERA is chargeable.

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Proceeding is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

You can get our conference proceedings at: <https://teraweb.org/conference/proceedings/>

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

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

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

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

KEYNOTE SPEAKER



Lynne M. Celli

PhD, Dean of Graduate and Professional Studies, Lasell University,
Newton, MA, US

**Topic: The Mindful Leader: Focus on The Social-Emotional
Development of All**

Dr. Lynne M. Celli is an expert in Executive Leadership and Training. Dr. Celli has been in the field of education for 39+ years. Dr. Celli currently serves as Dean of Graduate and Professional Studies at Lasell University in Newton, MA, USA. She also has served in a variety of positions during her career in education to date, including Executive Director of Leadership and Professional Education, School of Education, Dean of Graduate Professional Education, Associate Dean, college professor, superintendent, central office administrator, K-12 principal, a teacher at multiple grade levels, and educational consultant. She holds a BA in Sociology and Education from Clark University, an MEd in Curriculum, Instruction, and Administration from Boston College, and a PhD in Curriculum, Instruction, and Administration from Boston College. She was named by Phi Delta Kappa as a Distinguished Educator, appointed to the International Who's Who of Professional Educators, and to the National Association of Professional Women. She has published on a variety of topics in education including her most recent publications, *Educating the Experienced: Challenges and Best Practices in Adult Learning*, *The power of the Professoriate: Demands, Challenges, and Opportunities in 21st Century Higher Education*, *Learning Style Perspectives: Impact in the Classroom*, and *Collapsing Boundaries from Preschool to PHD: Building Bridges Across the Educational System*.

PRESENTERS

(Applicants & Participants)

<p>Dana Dobrovska ERCICTEL2203052</p>	<p style="text-align: center;">Students' Academic Cheating</p> <p style="text-align: center;">Dana Dobrovska Dpt. of Pedagogical and Psychological Studies, Masaryk Institute of Advanced Studies, Czech Technical University, Prague, Czech Republic</p> <p style="text-align: center;">David Vaněček Dpt. of Pedagogical and Psychological Studies, Masaryk Institute of Advanced Studies, Czech Technical University, Prague, Czech Republic</p> <p style="text-align: center;">Abstract</p> <p>Student academic misconduct has been a fertile topic for educational research. Estimates of the number of students who engage in academic dishonesty vary in different research results. This variation is partly due to the fact that researchers generally focus on different types of academic cheating and use different methods for assessing its frequency of it. However, findings strongly suggest that cheating has increased over the course of the past several decades especially due to the development of ICT.</p> <p>Objectives The aim of our study was to investigate the overall frequency and motivation to different forms of cheating (or not cheating) among students. In order to get a better understanding of the problem, the objective was also to relate the outcome to subjects' backgrounds in terms of sex, age, academic experience (number of study years), etc.</p> <p>Methods We used a quantitative method - a questionnaire with 11 items: three items examining the forms of student academic dishonesty, two items evaluating the motivation to cheat, two items researched preventive measures encouraging honesty (to motivate to act honestly), other items were used for personal identification (faculty, major, year level). A Facebook student group platform was used to gain the answers of technical university respondents. Data collection was carried out in January 2021 during Covid-19 era, when fully distant education occurred at all universities of the country. 646 students participated in the survey and their responses are represented in the circle graphs or pie charts.</p> <p>Results More than 50 % of students cheated at least once during their studies (83, 3 % of cheaters declared they have been cheating repeatedly), 7, 3% answered they have never cheated. Our assumption considered plagiarism to be the most common form of cheating, but this hypothesis was not confirmed as informal search for information on tests was the most frequent student answer. There were no statistically significant differences between sexes. Lack of time was the most frequent „ excuse “for cheating, followed by criticism that test items were of an inappropriate standard for inclusion in assessment. Students tended to cheat more when they saw other students cheating. We also examined the students view on teacher attitudes and behavior: some teachers seemed to ignore student cheating, some imposed strict measures in order to reduce the student dishonesty. There were small differences in cheating frequency among 9 faculties of technical university.</p> <p>Conclusions Academic dishonesty and cheating have been conducted by the students as a common behavior in the educational context. The greater effort needs to be used to minimize it. Results indicated that students took motives into account when evaluating the acceptability of academic cheating. Cheating behavior was more common among those who evaluated cheating leniently, and among high schoolers. Teacher behavior played an important role in regulating student moral integrity.</p>
<p>Eric Yeboah ERCICTEL2203064</p>	<p style="text-align: center;">Understanding the Barriers and Opportunities for Effective Teaching and Learning in Post Pandemic Situations</p> <p style="text-align: center;">Eric Yeboah Nsuatre: Department of Science and Mathematics Education, M/A Junior High School, Ghana</p>

Abstract

Education in Ghana is heavily dependent on effective teaching and learning. This makes the education sector most vulnerable to technology impacts. With keen government interest to invest in this sector to ensure teaching and learning continuity in this post-pandemic situation, it is imperative that the challenges and issues in teaching and learning in post-pandemic situations are well understood. The COVID-19 pandemic has created unprecedented challenges economically, socially, politically, and health across the globe. Not only the aforementioned crisis, the pandemic has also resulted in a massive educational crisis. One emerging reality is the migration to online learning modalities to mitigate the risk of face-to-face interaction. This sudden shift resulted in problems for learners without access to technology, creating a huge gap between learners. However, one key component in migrating to convenient modality is to consider how flexibility is integrated into the key dimensions of teaching and learning. In Ghana, the educational curriculum encompasses the recommended, written, taught or implemented, assessed, and learned curriculum. Adjustment on curricular programs, teaching and learning design, resources, and environment are essential amid the pandemic. This study seeks to provide better understanding of the existing barriers and opportunities for effective teaching and learning in the post-pandemic situations. To achieve these goals, I use exploratory mixed-method, focus group discussions and in-depth interviews with major stakeholders in the Ghanaian Education System (i.e., Students, school administrators, teachers, and parents) to assess the barriers and opportunities for effective teaching and learning. In recent times, the proposed method has been proving as an effective model and scenario analysis and serve as a basis for the analysis and planning perspective of the study. Therefore, in my proposed presentation, I will discuss the challenges, issues and opportunities in teaching and learning in post-pandemic situations. The outcomes of this study are expected to influence the Ministry of Education and other stakeholders in education to initiate plans to curb the emerging challenges and issues in teaching and learning in post-pandemic situations.

Keywords: Flexible Learning, Post-Pandemic, Scenario –Analysis, Teaching and Learning Continuity

**Pr. Fatima Zohra
Kroum
ERICTEL2203065**

The Implementation of Civic Skills in ELT Classrooms a Descriptive Content Analysis of ELT High School Textbooks as a Case Study

Pr. Fatima Zohra Kroum
Hassan II Higher Institute of Agronomy and Veterinary Medicine Rabat Morocco

Abstract

Citizenship Education is an evidence-based pedagogy that includes civic learning and emphasizes building civic skills, knowledge, experience and a sense of efficacy to develop citizens who regularly and productively participate in their communities throughout their lives. Citizenship education, therefore, is or should be a prime concern. There is no more important task than the development of an informed, effective and responsible citizenry. This paper attempts to investigate whether high school English textbooks indicate approaches to communicative language teaching and to what extent English language teaching classrooms are civically oriented. This research uses a descriptive content analysis of high school English textbooks using Richard's communicative approach. The results show that common core speaking activities demonstrate a communicative learning approach. In other words, most speaking tasks introduce real-world exercises, and are directed toward fluency-oriented approach. Nevertheless, first year and second year baccalaureate speaking activities highlight on instructional and information tasks. In addition, most speaking activities are accuracy oriented that mainly concentrate on language construction and sentence structure.

Keywords: Civic Education, Content Analysis; Secondary Education Communicative Learning Approach, Language Teaching

**Hasana Lebbe
Mohamed Fawzan
ERICTEL2203071**

The Challenges Faced in Learning English as a Second Language in Sri Lanka: A Case Study in Kurunegala District

Hasana Lebbe Mohamed Fawzan
MBA (UK), Sabaragamuwa University of Sri Lanka, Kurunegala, Sri Lanka

Abstract

Undoubtedly, Learning English as A Second Language (ESL) Is Considered a Challenging Task. It Is More Difficult in Undeveloped Rural Areas in Any District When Compared with The Urban Counterparts. Learners Encounter Many Challenges When Learning English in These Urban Areas. Thus, This Study Is an Analysis of The Challenges Faced by Learners in Learning English as The Second Language. It Is No Secret That English Language Education Is Hampered in Sri Lanka. The Researcher Based This Study to Find Out the Major Educational Challenges That Students Face in Learning English in The Kurunegala District. Kurunegala Is Far Away from The Capital City Colombo and Is Densely Populated Too. In the Year 2020, The University Admission Was 45.87% From the Kurunegala District (Statistics: Department of Examinations 2020). In Sri Lanka, It Is the Secondary Schools That Produce Candidates for The Higher Institutions. Therefore, Any Deficiency in Teaching and Learning in The Secondary Schools Continues Over to The Higher Institutions. Thus, It Is of Foremost Importance That the Teaching of English Takes Firm Roots During the Early Part of The Studies. The Researcher Strived to Examine Some of The Likely Challenges Facing the Teaching of English in Secondary Schools in Kurunegala with The Aim of Highlighting the Areas That Require Attention. The Researcher Based His Study by Interviewing Several Principals, Parents and Existing Students of Schools as Well As The Old Boys to Ascertain the True State of Facts Before Deriving at The Results. The Use of Primary Data Viz the Exam Performances, Student's Participation, And Exam Performances Aided in The Conclusion of This Research.

**Dr. Sujeet Kumar
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A Study of Stress Among Female Street Vendors of Patna

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Abstract

Background: - Over the past two decades, there has been an increasing belief that the experience of stress necessarily has undesirable consequences for health. it has become a common assumption that it is associated with the impairment of health. feng (1992) and volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. stress can be caused by environmental factors, psychological factors, biological factors, and social factors. it can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress, and social support. young people become stressed for many reasons. the minnesota study presented students with a list of 47 common life events and asked them to identify those they had experienced in the last six months that they considered to be bad. patna has emerged as a big town in last some years. there are so many colonies here with so much population. it has become a big market for small businessmen. here, there are so many street vendors who are selling daily necessities like vegetables, fruits, eggs, breads, clothing stuffs, utensils etc. Females Are Also Doing Job of Street Vendors To Upgrade The Financial Status Of Their Families.

Objectives of the Study: The Main Objectives of The Present Research Were as Follows-

1. To explore the level of stress among female street vendors.
2. To examine the role of family structure of female Street Vendors in Determining the Level of Stress Among Them.
3. To Suggest Policy recommendations to the government and other stake-Holders.

Research Questions: With the available literature and the objectives of the study In Perspective, The Following Questions Have Been Raised:

1. Are Female Street Vendors Facing Stress?
2. What are the factors of Stress Among Female Street vendors in bihar?
3. How Their family and social lives Could Be Improved?

Method: - The Present Study Was planned to examine The level of stress Among The Female Street Vendors Of Patna District With An Intervening Variable I.E. Family Structure. The Subjects Were 50 female volunteers residing in slum areas of patna district. incidental cum purposive sampling method will be applied for determining the sample.

stress scale developed by vijaya laxmi and shruti narain has been used in this study. it has 40 items, each item has two alternatives- yes and no. scoring has been done with the help of scoring key. positive items are scored as 1 and 0 while negative items are scored as 0 and 1. variation of scores on this scale is from 0 to 40. higher score indicates high level of stress.

	<p>the between group design has been used in the present study. here, the family structure (nuclear and joint) of the female vendors has been studied as independent variable while stress has been considered as the Dependent Variable.</p> <p>Result: - results indicated that the female street vendors have been suffering from stress frequently. they are in surge of negative psychological state. this stress was more frequent in female vendors belonging to joint families than that of nuclear families.</p> <p>conclusion: - conclusively, it can be stated that the female street vendors of patna face stress in high frequency. also, family structure is a prominent factor in determining The Stress Among Them.</p> <p>Keywords: Stress; Female; Stress Vendors; Patna</p>
<p>Esmeralda Neli ERCICTEL2203103</p>	<p align="center">Classroom Communication and Its Importance in the Learning Process</p> <p align="center">Esmeralda Neli Department of History, University of Tirana, Albania, Tirana</p> <p align="center">Abstract</p> <p>This paper is a research study which aims to understand in depth, the communication between teachers and students and its effect on students' level of interest to learn at secondary school classrooms in Albania. The purpose of the study was to distinguish whether teacher-student communication had an influence on students' interest and enthusiasm for learning. The study was carried out in three classrooms at an Albanian public secondary school during my experience as a practice teacher there. I have realized that communication can be a step back or a step forward in every student. The teacher has an irreplaceable role in the classroom and we must never doubt the incredibly strong impact that teachers have on their students. Based on this assumption, this research attempts to shed light on this impact, focusing on the communication part. The findings and the outcome of the observation, uncovered that the level of teacher-student communication and relationships have a great impact on the student's level of motivation in the classrooms. Based on the results, it can also be concluded that students feel the need of creating healthy communication with teachers even outside of the classroom. Good communication makes learning easier, encourages students to achieve their goals, increases opportunities for learning, strengthens the relationship between student and teacher, and creates an overall positive learning experience.</p> <p>Keywords: Verbal, Non-Verbal Communication, Effective Methods, Teacher-Student Communication.</p>
<p>Dr Icarbord Tshabangu ERCICTEL2203116</p>	<p align="center">Interculturalism in an Era of Globalization: Implications for Educational Leadership</p> <p align="center">Icarbord Tshabangu Institute of Childhood and Education, Leeds Trinity University, United Kingdom</p> <p align="center">Abstract</p> <p>The unprecedented increase in migration during the last fifteen years has brought enormous challenges, especially to countries within the European Union. According to the most recent figures from the International Migration Report, (United Nations 2016) the total number of migrants reached 244 million, up from 222 million in 2010 and 173 million in 2000. Nearly two thirds of international migrants live in Europe (76 million) or Asia (75 million). The often-negative reaction to this and the rise of Far Right and Neo-Nazi movements has brought deep divisions in its wake, especially in disadvantaged communities and in the UK these ideologies have gained more traction because of the Brexit vote. Furthermore, the issue of migrants who have been in a country long term, often feeling alienated and marginalized, is not being addressed satisfactorily. It is against this backdrop that the issue of interculturalism is being considered as a positive way forward by exploring intentional creative approaches promoting diversity as an advantage and working for positive societal change. The part that educational institutions play in this socio/economic climate in preparing for the future is becoming increasingly important. This paper will examine three aspects of interculturalism which will signpost more effective ways of exercising intercultural leadership, firstly explaining the emerging concept of interculturalism, followed by defining the characteristics and dimensions of cultural understanding. Finally, the practical implications of this will be considered in the application of intercultural competency and leadership within the educational</p>

context. It is noted that without appropriate policies, which place intercultural competence at the heart of all education, no sustainable societal change is possible (Neuner (2012).

Keywords: Antiracism, Anti-Discrimination, Higher Education Institutions, Policy, Canada



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The Degree of Using Technological Techniques in Teaching Arabic Language Courses in Secondary Schools in The State of Kuwait

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Abstract

The field of educational technology has passed through three stages of development, namely: the stage of the first parents (until 1700 AD), the stage of subsequent contributors (until 1900 AD), and the period of the twentieth century and the twenty-first century based on the scientific method of technical education (AL-MUSAWI, 1995), and some assert that this concept has deep historical roots, and perhaps the history of individuals goes back to the users of educational technologies, or the teachers who focused on what is known today as educational technology, To the era of the Sophists, that is, about 2420 years ago (Hakim, 1990), and "Hockerg" sees that the theories of educational technologies derive their roots from the ancient and modern principles of learning. , and from "Brunner and Janeh" and their theories about the structure and organization of knowledge, and from "Percy" and his machine his call for self-learning (Hashisho, 1983). The educational development movement has added an extra step towards instructional design, as the focus here is on the optimal design of the teaching and learning process, which consists of the following steps: identification of objectives, design of instruction, evaluation, and improvement (Al-Ghazawi, 1995; Al-Hela, 1998). It means art or skill, and the second word: (LOCOS) means science or knowledge of skills (Al-Hilia, 1998). What is meant by technology in its simple sense: tools that are used, methods of tracking work, and science or (knowledge) that works; To root its foundations and benefit from the experience gained, which leads to its development and development in an integrated manner (Al Balushi, 1988). As for educational technologies: EDUCATIONAL TECHNOLOGY, it is a comprehensive and integrated process that includes individuals, procedures, theories, devices and organization; To analyze problems, plan, implement and evaluate solutions to them. As for the educational technologies: INSTRUCTIONAL TECHNOLOGY, which is a branch of educational technology: it includes the process of managing ideas, methods, capital, machines, and human forces that enter the educational process (Ghazawi, 1999).

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Policy Efforts and Challenges to Address Racial Discrimination in Higher Education Institutions: A Case of Canada

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Abstract

This paper reviews existing policies related to anti-racism and anti-discrimination of five major universities of Canada and assess the equity initiatives undertaken by the university authority to promote greater access and inclusion of different ethnic minority groups. This study used secondary sources of data; university policy documents, study reports, government policy, and academic journals were consulted to construct the paper. The study points out that the majority higher education institutions of Canada apply positive strategic approaches to address racial discrimination, includes developing curriculum, pedagogy, and academic atmosphere for gaining positive learning outcomes of indigenous and minority ethnic groups. Findings reveal that the anti-racism and anti-discrimination policies of those universities face multiple challenges, including a lack of holistic and inclusive measures for the indigenous and diverse minority groups studied there. The study argued for promoting discussions and dialogue, promoting diversity, equity initiatives in the institutional and professional context to combat racism and discrimination. The findings may be helpful for academicians, policymakers, and administrators to develop their understanding of institutional racism, identify challenges, and adopt policy measures to address it.

<p>Victoria Tamban ERCICTEL2203131</p>	<p>Keywords: Antiracism, Anti-Discrimination, Higher Education Institutions, Policy, Canada</p> <p align="center">Learners’ Attitudes, Values and Social Behavior: An Input to Values Formation Program</p> <p align="center">Victoria Tamban College of Teacher Education, Laguna State Polytechnic University, Los Banos, Philippines</p> <p align="center">Abstract</p> <p>This study aimed in assessing the learners’ attitudes, values and their social behavior as an input to values formation program. descriptive evaluative research design was employed in this study. the respondents of the study were the selected 230 learners from grade 3 and 4 level of malaban elementary school, school year 2019-2020. the researchers concluded that the findings showed that in terms of learners’ level of acceptability on attitude and values were acceptable, while in terms of social behavior there are indicators shown slightly acceptable, and some are acceptable, and in terms of negative social behavior it was slightly unacceptable which revealed that the learners under this study have acceptable attitude and values and some acceptable social behavior. it was also depicted that there is significant difference on the level of attitudes and values as well as the positive and negative social behavior when they were grouped according to their grade level based on the results of this study that even the learners’ have acceptable attitudes and values, and social behavior, the researchers recommended the needs to conduct values formation program to the learners because this study only covered a small group of learners and the evidence that no one from the learner shows highly acceptable on their attitude and values as well as their social behavior. they also recommended the needs to integrate values education in all discipline.</p> <p>Keyword: Moral Values, Social Behavior, Values Formation</p>
<p>Gummedi Venkatesh Kumar ERCICTEL2203135</p>	<p align="center">CBT Intervention on Enhancing Self –Efficacy and Academic Performance in School Children</p> <p align="center">Gummedi Venkatesh Kumar Department of Studies in Psychology, University of Mysore, Manasagangotri, Mysore, India</p> <p align="center">Abstract</p> <p>The present study focuses on the cbt as intervention program enhances self-efficacy and academic performance in school children. the sample consisted of 200 school children (100 experimental and 100 control group) attending English medium schools in Mysore who had scored low in general efficacy and low performance scores in their two terminal examinations. it was hypothesized that cbt will have positive impact in enhancing their self-efficacy and enhancing their performance level’s scale was used to measure self-efficacy and two terminal examination scores were considered. the cbt intervention was given to experimental group over a span of 90 days in small groups. the posttest findings for both experimental and control groups were compared. the results or the findings revealed that the self-efficacy and the performance level of the school children improved. it was concluded that cbt has positive impact in enhancing self-efficacy and academic performance level.</p>
 <p>Sakunthala Yatigammana Ekanayake ERCICTEL2203051</p>	<p align="center">Barriers to Integrate ICT in Mathematics Teaching in Junior Secondary Classroom</p> <p align="center">Sakunthala Yatigammana Ekanayake Department of Education, University of Peradeniya, Peradeniya, Sri Lanka</p> <p align="center">Abstract</p> <p>The Literature Postulates That the proper integration of information communication technology (ict) enhances the effectiveness of mathematics teaching learning. in this integration process, teacher, student and technology are identified as important factors where teacher has to play a key role in taking appropriate pedagogical decisions and actions to provide a meaningful mathematics learning experience. the unified model also highlights the important interaction and interconnection among teacher, student and technology in the process of ict integration into teaching and learning. the aim of this paper is to present the barriers identified by teachers in the integration of ict into mathematics teaching for seven graders in secondary level schools in one of the provinces in sri lanka. using convergent research design</p>

of mixed methods approach, in this study the data were collected through a survey questionnaire and semi structured interview schedule from randomly selected 50 mathematics teachers from 50 schools. the survey data were analyzed using spss 21 statistical analysis software and the thematic analysis techniques was used to analyses interview data. findings revealed that the integration of ict into mathematics teaching was very poor, only 8% of teachers had practiced. further in the process of ict integration in mathematics teaching, teachers had identified barriers related to them (teachers), students, and technologies. among barriers for teachers, lack of confidence, competence, and accessibility has been found to be the critical when integrating technology in school. further, teachers also emphasized the lack of own devices (96% of respondents), inadequate digital competence and less support from home environment as barriers for students. the accessibility of available ict resources (including software and Hardware) In School and Lack of Required Technical Support to Handle ICT tools emerged from data as barriers related to technology. therefore, when considering the barriers identified, a holistic approach to overcoming the barriers related to teacher, student and technology while effectively interconnecting them is vital for the integration of ict into mathematics teaching.

Keywords: Mathematics Teaching, Information Communication Technology, Integration, Barriers

To B(Ully)E or Not to B(Ully)E

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Abstract

According to research, peer harassment affects about 35% of primary and secondary school students. peer bullying is a complex process involving not only students and teachers, but also parents and families. bullying can affect both victims and witnesses and can lead to consequences such as increased anxiety, withdrawal, distrust, and can have a significant impact on physical and mental health. research on bullying covers the severity of the phenomenon, perception of support, consequences, school activities, attributions, causes, and peer group norms. the literature lacks the perspective of parents and their experiences related to peer violence including the definition of bullying and therefore we decided to focus on it. we believe that it is crucial for the fact that parents have a direct impact on a child's wellbeing and social functioning. "bullying and parenting" is a qualitative research project. a grounded theory approach was used to gather and analyze the data. individual in-depth, semi-structured interviews with 20 parents were conducted, recorded, then transcribed and analyzed using the maxqda software. parents specify the following manifestations as peer violence: physical violence, exclusion, harm and mockery. respondents define bullying as something negative that can result in physical and mental problems. parents define the reasons for bullying by filtering the situation through their own child's perspective and experiences related to him/her, ignoring the perpetrator's guilt. they use behavioral or characterological attribution when explaining child's victimization suggesting that it is for the fact that the child is for example shy or different in some way (appearance, different interests, or illness). bullying doesn't end at school or in the yard but it is also present in the internet, expanding its audience and exposing the victim to even greater stigma, therefore, comprehensive assistance is needed, in which both the school community and parents should be involved.

Lost in Relations+

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Abstract

Bullying is considered as a set of interdependent, multi-stage domino-effect, psychosocial processes. a prior meta-analysis found that intervention programs are effective in reducing school-bullying perpetration by approximately 19–20% and school-bullying victimization by approximately 15–16%. there is a lack of studies investigating parents' perspectives on bullying, particularly when their own



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children are involved as victims or witnesses. agreeing that parents are a crucial link in preventing peer violence and a very important intervention component, we conducted a qualitative semi-structured interviews with 20 parents and sampled and recruited via an online questionnaire and using the snowball effect. data analysis using a grounded theory approach was facilitated by maxqda qualitative data analysis software. we explored how parents/guardians perceive and interpret the reasons for the situation and their perceptions of efficiency of school actions. Results of our study show certain actions parents/guardians tend to take in order to countermeasure the bullying/victimization problem. they try to engage school staff or other students' parents. They also seek help in external institutions or personally engage in conflict. the effectiveness of interventions varies but the key issue seems to be the understanding of the complexity of bullying behaviors and psychological mechanisms responsible for its prevalence. we shed a light on the significance of the relationship between parents and teachers to interrupt the downward spiral of Bullying. We Suggest That It Is Necessary to Support and Educate Both Parents/Guardians and Teachers within the Scope of Bullying Prevention and Intervention. This Study Identifies Some Research Gaps That Require Further Investigations, To Provide Comprehensive Anti-Bullying Intervention.



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The Era of Education in Promoting the Development of The Youth is A Way of Sustaining the Development and Growth of Nation

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Abstract

The era of education in promoting the development of the youth is a way of sustaining the development and growth of nation. Youth are seen as the generation of the world and they must be given the needed treatment which will encourage them to be able to suit themselves in the field of education. This is because education is seen as the engine to start the development of life of man in the society. Many are the methods and approaches needed to adopt to prevent the school dropouts and plan to encourage the dropouts to re-integrate themselves in the educational sector. As the advocate of education, the course or the conference will go a long way to help to adopt a diverse methods and techniques in promoting the interest of the youth in schools and also able to guide the students to know the risk associate with dropping out of the school in the society

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Assessment of Educational Environment Among Undergraduate Nursing Students', A Moroccan Multicenter Study

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Abstract

This study aimed to assess nursing students' perceptions of their educational environment in Morocco. This multicenter cross-sectional study was conducted during the academic year 2018/2019. At the public nurse education institutes in Morocco. The sample included 1460 nursing undergraduate students. A set of socio-demographic criteria were collected, and the version of Dundee Ready Educational Environment Measure (DREEM) questionnaire was used to assess the educational environment in the institutes. The overall mean DREEM score was 108.1 (21,2). The DREEM scores for the five subscales: The score for students' perceptions of learning 26,16 (6,3); students' perceptions of teachers 23,5 (6,0); students

'academic self-perceptions 20,3(5.0); students' perceptions of atmosphere 23,9 (6,2); students' social self-perceptions 14,2(3,8). The associate factors with significant higher DREEM scores were the international students, the students of the first- year level.

Keywords: Educational Environment, DREEM Scores, Students, Perception.

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